

A TEACHER'S GUIDE TO

# ENGAGING A New Generation of **ANTI-HUNGER LEADERS:**

*A Semester of Service™* Response to Childhood Hunger



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# About This Guide

Nearly 16 million children in America — one in five — live in households that struggle to put food on the table<sup>1</sup>. This has disastrous consequences for America's schools. Even as teachers are being asked to introduce more rigorous academic standards designed to improve the quality of our education system, nine out of ten teachers acknowledge that having a healthy breakfast is essential to student learning and achievement<sup>2</sup>.

In 2010, [Sodexo Foundation](#) — whose mission is to ensure that every child in the United States grows up with dependable access to enough nutritious food to enable them to lead a healthy, productive life — initiated a comprehensive partnership with [YSA \(Youth Service America\)](#) to involve youth across America in addressing childhood hunger. As part of this initiative, between 2010 and 2013 YSA supported 39 K-12 classroom teachers and their students in addressing the problem of childhood hunger, introducing a *Semester of Service*<sup>™</sup> into 35 schools across the country. Each of these teachers engaged their students in continuous service and learning activities. Funded by Sodexo Foundation, YSA provided participating teachers with grants, training, ongoing consultation, and guidance throughout the program.

Students applied YSA's "ASAP" model<sup>3</sup> to their activities. They raised community AWARENESS through poster campaigns, multimedia presentations, and community forums, teaching other classes what they had learned. They created and led meaningful SERVICE activities — collecting canned foods, planting community gardens and growing nutritious produce, volunteering at local food banks — designed to increase access to nutritious food for all children. They developed and led ADVOCACY campaigns to educate city and state officials about the problem, produced documentaries, marched at the state capitol and worked with legislators to get a breakfast bill passed. They incorporated PHILANTHROPY into their programs, sponsored Hunger Banquets, pasta dinners, held "Empty Bowls" fundraisers, and raised thousands of dollars to provide nutritious meals for children in need.

Teachers intentionally incorporated Common Core State Standards and other state-mandated academic goals into each stage of their *Semester of Service*, meeting academic content goals across the curriculum. Working through the design and implementation of their projects, students developed critical 21<sup>st</sup> Century Skills in career and workforce readiness. While the program looked different in each school, the goal of engaged learning and impact was universal, with students demonstrating academic growth while fighting childhood hunger in their communities.

This resource module is designed to share the strategies and results. YSA and Sodexo Foundation hope that teachers and students across America will bring these experiences into their own schools, enhancing student achievement while helping to end childhood hunger in America.

<sup>1</sup> See [USDA Household Food Security Report](#)

<sup>2</sup> Share Our Strength, <https://www.nokidhungry.org/problem/overview>

<sup>3</sup> See "Impact on Childhood Hunger", page 23 in this guide.

# How Do I Use This Guide To Start My Own Program?<sup>4</sup>

YSA encourages educators to browse through the rich experiences that our *Semester of Service* teachers have shared in this guide. Read how they introduced and guided their students to understand childhood hunger in their community. Hear their advice as they helped students to select and implement one or more projects in response to the problem. Be inspired by the range of what the students achieved! Click to view the many video clips, showing students in action. Learn from these teachers about how to incorporate real-world learning, meeting Common Core State Standards and introducing 21<sup>st</sup> Century Skill development into their classrooms. Build these experiences into your own teaching, engage your students in addressing this issue, and begin to develop your plan of action!

Are you new to service-learning? As you consider how to proceed, YSA offers an important tip from its years of work with *Semester of Service* and youth engagement:

## **Start small, and scale up.**

Even as you help your students think critically about the scope of childhood hunger in their community and in America, guide them to select a single, manageable project or event, one that will result in successful results for both of you.

If you're not quite ready to commit for a full semester, plan to begin with a full month — consider those final four weeks at the end of your school year. While the research clearly indicates that the outcomes in both learning and service become more significant through a semester of engagement, we urge you to take your first step, build your confidence through the shorter experience, and help your students begin to make a difference.

*“Youth voice is key! If the youth aren't involved in the beginning — if they feel that their participation is forced, to get a grade or something — you're not going to get the buy-in. You want it to be something they want to do.”*

—Kathy Gross, Loyola High School, Detroit, MI

<sup>4</sup> See also, “Make YOUR Impact on Childhood Hunger!”, page 29 in this guide.

# Addressing Childhood Hunger With Students

Introducing the issue of childhood hunger into a classroom can present an uncomfortable challenge for a teacher, especially as there are often hungry children in the class. YSA asked a number of participating teachers how they dealt with this situation. Here is what our teachers taught us:

## Start with where students are.

"We started the first day discussing what hunger is and what hunger looks like. I think that's what I would advise all teachers to do, to have a few conversations to see where the kids are, what they know, and what their perceptions (or misperceptions) are."

—Rachael Brunson, Elsa England Elementary, Austin, TX

## Position students as leaders.

"The one thing that really encouraged the kids was that no matter how little you have yourself, there's always something you can do to help someone else. It's really interesting, that those who had the least often did the most."

—Kathy Gross, Loyola High School, Detroit, MI

## Provide one-on-one time.

"I really tried to make it a safe space. As we were getting more and more in depth in our research and talking about what hunger looks like in our community, I started sensing the kids that could relate most to the problem, because they were a little quieter, or they seemed to want to figure it out quickly. I began saying, 'If anybody has an issue or a concern, I'm here after class if anyone needs one-on-one time.' And slowly but surely a few kids would trickle in."

—Kim Livesay, SEI Academy, Portland, OR

## Correct misperceptions through powerful personal stories.

"I did grow up hungry on welfare and missing meals because I didn't want to be identified as that kid who was on free lunch. That was one of the points I tried to drive home to the kids, that you don't know that they are hungry and you don't know who among us might be."

—Rachael Brunson, Elsa England Elementary, Austin, TX

## Review appropriate language.

"It's all in the preparation. We posed some questions like, 'what would be your best response if you hear about or if you see somebody who is hungry?' We needed to give students a heads up that there were certain things that were okay to say and certain things that were not."

—Molly Miely, Jones Middle School, Upper Arlington, OH

## Present yourself as a resource.

"I treated every session, no matter what, like there was probably someone there who was dealing with hunger, regardless of whether I knew for a fact. I proceeded always with the knowledge that this was a possibility, connecting with those kids discreetly and making sure they knew what resources were available to them."

—Kim Livesay, SEI Academy, Portland, OR

# The Semester of Service™ Framework

YSA's *Semester of Service* program introduces an extended service and learning framework of at least 70 hours spanning at minimum 12 to 14 weeks<sup>5</sup>. In order to address problems of local, national, or global importance and their root causes, teachers engage students in a "semester" connecting service activities addressing a significant community need with intentional learning goals and academic standards. YSA provides resources and support through grants, planning guides, training and technical assistance, and ongoing consultation.

Intentionally designed to be embedded into a teacher's own classroom curriculum, *Semester of Service* introduces a teaching and learning strategy developed to engage and motivate students as they meet required academic content standards and goals. Program activities introduce multiple opportunities for student acquisition of specific 21<sup>st</sup> Century Skills (career and workforce readiness).

Throughout the program, teachers support "youth voice," encouraging students to plan and lead the development and implementation of their projects.

High-quality *Semester of Service* programs include<sup>6</sup>:

## Duration and Intensity:

- Program extends through a minimum of 12 to 14 weeks of continuous service and learning experiences.

## Link to Curriculum:

- Activities are clearly aligned with Common Core or other academic state standards in one or more content areas;
- Students learn and apply content and skills through the planning and implementation of the project; and
- Learning goals are clear, and students know how they will be assessed.

## Meaningful Service:

- Students address a community need that is meaningful and relevant to the community, to the students themselves, and to the teacher; and
- Students implement a feasible project through which they can make an impact and experience success.

<sup>5</sup> Shelley H. Billig, "Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes." Excerpted from *Growing to Greatness*. © 2007 National Youth Leadership Council. All Rights Reserved. Subsequent research has further validated these earlier findings.

<sup>6</sup> Adapted from Shelley H. Billig and Wokie Weah, "K-12 Service-Learning Standards for Quality Practice." © 2008 National Youth Leadership Council.

# IPARD/C

*Semester of Service* is a service-learning model designed to guide teachers and students through “IPARD/C” — five distinct stages of program development and implementation: Investigation, Preparation and Planning, Action, Reflection, and Demonstration/Celebration. Students work through each stage transforming their research and ideas into action.

In the IPARD/C model, students:

## **INVESTIGATE:**

Identify and research a local, national, or global community need they would like to address and select a strategy to address the need.

## **PREPARE AND PLAN:**

Develop a strategy for change and an action plan, including service and learning goals.

## **ACT:**

Implement the action plan to make a difference and measure their impact.

## **REFLECT:**

Think critically and analytically about how the service and learning relate to them, their fellow students, their community, and their future.

## **DEMONSTRATE/CELEBRATE:**

Showcase their results, celebrate their outcomes, and make plans to sustain their project.

# Elsa England Elementary

Austin, TX



## Program Overview

In partnership with another local elementary school, Elsa England Elementary third-grade students set out to reduce hunger in their city and peer group. Students worked together to research how and why childhood hunger affects their region. From there, the schools joined forces to raise money for their local food bank, gave presentations to younger students and at school-wide assemblies, wrote persuasive letters to President Obama about hunger in their community, and advocated for a breakfast bill which the Texas House of Representatives passed in May 2013.

## Common Core or State Academic Standards

The variety of activities noted above highlight the everyday components of a lesson plan and how they align with academic standards. As students worked on these tasks, they met the following [Texas Essential Knowledge and Skills \(TEKS\)](#) requirements:

- TEKS 3.16** Reading/Media Literacy
- TEKS 3.20** Writing/Expository and Procedural Texts
- TEKS 110.10(b)** Reading/Comprehension Skills
- TEKS 3.28** Research/Organizing and Presenting Ideas



# Elsa England Elementary *(continued)*

Austin, TX

## IPARD/C Stages of Program Implementation

| Stage                    | Teacher's Role  | Student Activities   |
|--------------------------|---|--|
| Investigation            | <p><b>Begin with a story.</b><br/>"Starting with a picture book<sup>7</sup> always helps students connect! After reading the book we made some text-to-world connections."</p> <p><b>Integrate geography.</b><br/>"As we were studying maps and globes, we discussed and located where childhood hunger is most severe in the United States and the world."</p> <p><b>Students lead investigation.</b><br/>"Students identified four questions:<br/>a) What is childhood hunger and why does it exist?<br/>b) How big is the problem?<br/>c) What is the effect of hunger on children?<br/>d) How do <u>we</u> solve the problem of childhood hunger?"</p> <p><b>Introduce primary sources.</b><br/>"Students classified each fact they found into categories according to the question. They wrote persuasive letters to the President, reflection journals, and informative brochures. The virtual tour of the food bank and the information about <a href="#">Kid's Café</a> and Summer Meals held 85 students' attention, still asking questions after one hour—a reflection of their interest and commitment."</p> | <ul style="list-style-type: none"> <li>• Shared about their personal experiences with childhood hunger and discussed questions they had</li> <li>• Analyzed community needs by creating concept maps on the issue of childhood hunger</li> <li>• Identified and researched questions about childhood hunger and the childhood hunger problem in their own community, using various resources (including websites and the Food Network movie, <a href="#">Hunger Hits Home</a>)</li> <li>• Invited an expert from <a href="#">Round Rock Area Serving Center</a> to speak</li> <li>• Visited <a href="#">Capitol Area Food Bank of Texas</a></li> </ul> |
| Preparation and Planning | <p><b>Get the word out.</b><br/>"Always, always, always share your good news — everywhere, and anywhere!<br/>As they worked on their hunger maps, the <i>Austin American Statesman</i> came to take pictures for <a href="#">an article on our project</a>. Afterwards, we discussed the power of the press release."</p>   | <ul style="list-style-type: none"> <li>• Worked collaboratively to prepare a press release</li> </ul>  |

*"All seeds need food to grow, including children."*

—Claire T.

<sup>7</sup> Such as [Uncle Willie and the Soup Kitchen](#), by DyAnne DiSalvo-Ryan

# Elsa England Elementary *(continued)*

Austin, TX

| Stage                       | Teacher's Role   | Student Activities   |
|-----------------------------|--|--|
| Action                      | <p><b>Introduce necessity of raising awareness.</b><br/>           "We walked to our neighboring school, Great Oaks Elementary, to teach students about the issue of childhood hunger. En route, students were clearly excited and chanted, 'We are teachers!'"</p> <p>The Hunger Warriors — their chosen name for their program — presented our <i>Semester of Service</i> to the rest of the students and faculty at a school-wide assembly."</p> <p><b>Extend studies to other content.</b><br/>           "Elsa England 3<sup>rd</sup> graders ended their study of economics by making and selling products with the intent of donating the profits to the Capitol Area Food Bank's <a href="#">Kid's Café</a> program. Students gained a better understanding of supply and demand, the benefit of advertising, and the importance of location. The discussions afterwards were high level, thoughtful and fun!"</p> <p><b>Elevate student voice through advocacy.</b><br/>           "Our goal was to educate the whole state of Texas about childhood hunger and how big the problem really is!"</p> | <ul style="list-style-type: none"> <li>Partnered with students from Travis Heights Elementary School to brainstorm solutions</li> <li>Made a presentation to 1st graders at a neighboring school</li> <li>Created videos to raise awareness</li> <li>Created a "Hunger Wall" for inspiration, showcasing student journals and other brainstorming activities</li> <li>Conducted assemblies about their project</li> <li>Students used speeches, chants, videos and the <a href="#">Harlem Hunger Shake</a> to share their message</li> <li>Organized an Economics Fair to raise money for Capitol Area Food Bank's Kids Café Program</li> <li>Wrote persuasive letters to President Obama inviting him to join in their efforts</li> <li>Rallied on the steps of the State Capitol, and advocated for the Breakfast Bill, which successfully passed that same day</li> </ul> |
| Reflection                  | <p><b>Discover personal connections.</b><br/>           "Students used the journals to reflect in many different ways. Some days, they added just a picture; other days, they exchanged their journals. I introduced a lot of quotes, like this one from Mother Teresa: 'If you can't feed a hundred people, then feed just one.' Students then created and shared their own quotes."</p> <p><b>Encourage ownership and creativity.</b><br/>           "I tried to capitalize on their talents. When they asked, 'Can I make a poster, or video?' I responded, 'Do it, Do it!' And when they did it, we celebrated it. That made them feel special."</p>   | <ul style="list-style-type: none"> <li>Wrote reflection journals</li> <li>Wrote reaction journal entries to quotes, pictures, and journals that their peers had written</li> <li>Created reflection videos</li> </ul>  |
| Demonstration / Celebration | <p><b>Create opportunities for recognition.</b><br/>           "When the Senator came to meet with the students — that was a pretty big thrill!"</p> <p><b>Think about sustainability.</b><br/>           "Next year, I think they want to do more with food waste. I'm going to mentor those teachers and continue to support this cohort of kids through the next couple of years."</p>  | <ul style="list-style-type: none"> <li>Were recognized by Texas State Senator Eddie Lucio</li> <li>Joined with partnering schools and organizations to celebrate the achievements</li> <li>Planned for their next <i>Semester of Service</i> addressing childhood hunger</li> </ul>  |



*“It was so woven into our days and we reflected so much that it eventually just clicked within him.”*

—Rachael Brunson, Elsa England Elementary, Austin, TX

## Highlights



### **[Third-Graders talk about ending Childhood Hunger](#)**

Students share their thoughts about childhood hunger and their *Semester of Service*.



### **[Hunger Warriors Rally](#)**

Students are recognized by Texas State Senator Eddie Lucio, who introduces them to the Texas State Legislature.



### **[Life Changing Experience: Daniel's Journey](#)**

Not all students jump on board right from the beginning; this video features a student who held back for several weeks, at first.

## Program Partners:

- [Capital Area Food Bank of Texas](#)
- [Round Rock Area Serving Center](#)
- [Travis Heights Elementary School](#)
- [Great Oaks Elementary School](#)
- [Texas Hunger Initiative](#)

# Jones Middle School

Upper Arlington, OH

## Program Overview

Jones Middle School students began to address poverty, homelessness and childhood hunger in their local community by researching this problem using various media. They brainstormed solutions together with students from a partnering school at a local Youth Leadership Summit. Deciding to raise money for their local food bank, students organized into several task teams to create, market and sell school pennants. For [Global Youth Service Day](#)<sup>8</sup> (GYSD), students participated in a [Hunger Line Walk](#) and collected food donations for their local choice food pantry. Students taught other students to replicate their pennant sales campaign, and publicized their project to their community and beyond.

## Common Core or State Academic Standards

Students researched childhood hunger in their region, state, country and the world; used their research to write business letters, design posters, and fliers; communicated their ideas and presented their projects; analyzed data and statistics of childhood hunger and poverty, and presented data trends in different formats (data displays, fraction, decimal, %); and reflected on their practice in both written form and group discussions. Through their *Semester of Service*, they met the following Common Core State Standards:

**CCSS. ELA-Literacy. W. 6.1:** Write informative/explanatory texts to examine a topic  
**CCSS. ELA-Literacy. SL. 6.1:** Engage effectively in a range of collaborative discussions  
**CCSS. ELA-Literacy. SL. 6.4:** Present claims and findings  
**CCSS.Math.Content.6.G.A.1** Find the area of right triangles . . . ; apply these techniques in the context of solving real-world and mathematical problems

<sup>8</sup> Global Youth Service Day — a campaign of YSA — is the largest service event in the world, and the only day of service dedicated to children and youth. Celebrated each year in over 100 countries, young people work together to address the world's most critical issues and change their communities. [www.GYSD.org](http://www.GYSD.org).

# Jones Middle School *(continued)*

Upper Arlington, OH

## IPARD/C Stages of Program Implementation

| Stage                           | Teacher's Role  | Student Activities  |
|---------------------------------|---|---|
| <b>Investigation</b>            | <p><b>Begin with a guiding question.</b><br/>"In written form, students answered the initial guiding question, 'What is hunger?'"</p> <p><b>Introduce vocabulary.</b><br/>"For vocabulary acquisition, students used an <a href="#">online word study program</a> that a colleague and I created to meet English Language Arts Common Core State Standards."</p> <p><b>Plan a leadership summit.</b><br/>"A highlight was the Youth Leadership Summit on Hunger at the Mid-Ohio Foodbank. 6<sup>th</sup> grade students from Jones Middle School (suburban school, 3.7% free/reduced lunch) came together with students from <a href="#">Buckeye Middle School</a> (urban school, 97% free/reduced lunch) at the Mid-Ohio Foodbank to tour, learn, and brainstorm ideas to combat childhood hunger. Students from both schools decided upon the essential question, 'What can we do so no one goes hungry?' New friendships were formed between students who would ordinarily not have had the opportunity to meet."</p>  | <ul style="list-style-type: none"> <li>• Reflected on personal conceptions about the issue of childhood hunger</li> <li>• Assessed the community need by reading books, periodicals, e-articles, and current videos; learned from guest speakers</li> <li>• Conducted interviews and visited the <a href="#">Mid-Ohio Foodbank</a></li> <li>• Acquired new childhood hunger-related vocabulary</li> <li>• Developed a plan of action through the <a href="#">Youth Leadership Summit</a></li> <li>• Brainstormed and collaborated with another school on ways to combat childhood hunger</li> <li>• Invited adults — teachers, AmeriCorps fellows, Mid-Ohio Foodbank representatives, and employees from Sodexo</li> </ul>  |
| <b>Preparation and Planning</b> | <p><b>Encourage student voice.</b><br/>"During a class discussion, a student recommended that we make Jones Middle School pennants; another responded that we should sell them, and yet another suggested, 'And give all the money to Mid-Ohio Foodbank!'"</p> <p>During their visit to the Foodbank, students learned about the value of philanthropy: that a \$1 donation translated into \$8 worth of food that the Foodbank could purchase, or 4 complete meals for hungry children."</p> <p><b>Promote student leadership.</b><br/>"We held planning sessions on how to create the pennants, building from our study of parallelograms in Math. They constructed a prototype and then critiqued it for improvement before students were satisfied with a final model for mass production.</p> <p>New leaders emerged as students taught other students how to make and market the pennants. I was amazed at the learning, collaboration, and problem-solving that took place."</p> <p><b>Encourage each one to teach one.</b><br/>"Students visited another school from the <a href="#">Growing Together Network</a> and taught 3<sup>rd</sup> graders there to make pennants.</p> <p>Students plan to return to my classroom during the coming school year to teach the new 6<sup>th</sup> graders how to make pennants."</p> | <ul style="list-style-type: none"> <li>• Decided together with their peers to make and sell pennants to support Mid-Ohio Foodbank</li> <li>• Connected service with Math Common Core State Standards to map out how to most efficiently cut the pennant triangles out of felt fabric; learned economics (supply and demand, target audience) and met English Language Arts Common Core State Standards through carrying out marketing strategies</li> <li>• Drafted a list of the needed materials, determined a fair market value for their product, and created product construction steps</li> <li>• Organized into task teams (cutting, painting, tying, gluing, sorting, counting, and quality control)</li> <li>• Made presentations to their principal, the administration at Upper Arlington School District offices, and the Jones PTO</li> <li>• Taught new 6<sup>th</sup> graders at their school, as well as 3<sup>rd</sup> graders at another school how to make the pennants</li> <li>• Planned out the GYSD event</li> </ul> |

# Jones Middle School *(continued)*

Upper Arlington, OH

| Stage                                 | Teacher's Role  | Student Activities  |
|---------------------------------------|---|---|
| <b>Action</b>                         | <p><b>Suggest a variety of service solutions.</b></p> <p>"Students sold pennants at lunch times and before pep rallies or sporting events, again using their own time outside of the classroom. They learned about economics and practiced marketing and negotiation skills.</p> <p>To symbolize their desire to feed those who are food insecure as well as to create awareness for the issue of childhood hunger, students hosted a food donation walk, Hunger Line Walk. Students picked up food donations on doorsteps and left handmade thank-you notes at each house that donated."</p>   | <ul style="list-style-type: none"> <li>• Raised and collected money for the Mid-Ohio Foodbank by creating and selling pennants</li> <li>• Invited families, friends and members in the surrounding community to join the walk</li> <li>• Carried self-made posters to create awareness for the issue of childhood hunger</li> <li>• Collected and delivered 2,433 items of food for <a href="#">Heart to Heart Food Pantry</a></li> <li>• Counted, sorted and shelved the food items</li> </ul> |
| <b>Reflection</b>                     | <p><b>Provide reflection activities.</b></p> <p>"Students rotated amongst tables of 8, five minutes per rotation. Tables were set up with markers and a poster with a reflection question such as:</p> <ul style="list-style-type: none"> <li>• What did you do today and why was it important?</li> <li>• What did you learn?</li> <li>• What concerned you about today?</li> <li>• How can you make a difference?</li> <li>• How has this experience changed you?</li> </ul> <p>A self-selected table leader wrote responses on the posters. With each rotation, reflections were recorded and at the end, the contents of the posters were shared with the whole group and displayed in the hall for everyone to see."</p> | <ul style="list-style-type: none"> <li>• Engaged in small group reflection sessions and shared their discussion results</li> <li>• Individually developed a reflection journal containing reflective narratives and original work throughout the project, which was shared with peers, teachers, and parents to get feedback</li> </ul>   |
| <b>Demonstration/<br/>Celebration</b> | <p><b>Include opportunities to demonstrate outcomes.</b></p> <p>"Schools from the <i>Growing Together</i> Network gathered at the Mid-Ohio Foodbank with students, principals, parents, and agency representatives to share and present highlights of their projects. A group of Jones Middle School students created a display board to share their project outcomes."</p>   | <ul style="list-style-type: none"> <li>• Presented their project and a check for \$1,504 from their fundraiser at the Mid-Ohio Foodbank</li> <li>• Presented their project at the <a href="#">Critical Issues Summit on Poverty</a>, at the Upper Arlington Board of Education meeting, at a Skype conference with educators from New Mexico, and at the Upper Arlington Senior Center</li> </ul>   |

*"Service-learning is authentic real learning, and what Common Core is all about!"*

—Molly Miely, Jones Middle School, Upper Arlington, OH



## Highlights

### Emerging leaders:

"As the year progressed, these students demonstrated incredible growth in their level of commitment and leadership. They clearly used their academic knowledge and skills, as well as their own gifts and passions, to make a significant difference. In every way, this project exemplified what we aim for in high quality service-learning."

—Ellen Erlanger and Kathy Meyer, *Growing Together Network, Columbus, OH*

### A Visit to the Mid-Ohio Foodbank:

"[Students took a trip to the Mid-Ohio Foodbank](#) where they began to understand the importance of healthy eating, which then became a focus in their project to fight childhood hunger. The food donation process became more real to them. They learned about the value of philanthropy and were more motivated to find the right things to donate or to suggest to others as donations."

—Molly Miely, *Jones Middle School, Upper Arlington, OH*

### Sharing their project via Skype, students gathered during their study hall time and shared the following with interested educators from New Mexico:

"We worked on our reading comprehension and fluency skills and then went to Barrington Elementary to read to the 3<sup>rd</sup> graders to help kick off their hunger project. We are role models to the littler kids. We help them and then they look up to us and want to be like us and do what we're doing to stop hunger."

—Andrew, *Jones Middle School student, Upper Arlington, OH*

### Program Partners:

- [Mid-Ohio Food Bank](#)
- [Heart to Heart Food Pantry](#)
- [Growing Together Network](#)
- [Buckeye Middle School](#)

# Mineola High School

Garden City Park, NY

## Program Overview

Students from the Advanced Placement (AP) US History and AP Literature classes at Mineola High School investigated the issue of childhood hunger in their local community and in America through academic research and interviews with community partners. Students presented their research to lower grade students and recruited them for service activities, volunteered at Interfaith Nutrition Network (INN) events, prepared and donated Thanksgiving Baskets to needy families in the community, participated in the district-wide food drive, and held a fundraising pasta dinner benefiting the INN. Students shared their reflections throughout the project by creating a reflection wall of pictures and personal reflections in their school lobby, and publishing a reflection booklet for community partners.

*“This program really helps you integrate Common Core; it is not in addition to Common Core.”*

—Nancy Regan and Eileen Burke,  
Mineola High School,  
Garden City Park, NY

## Common Core or State Academic Standards

Students worked in small groups to research the problems of childhood hunger throughout US history. They gathered information from readings and other resources, evaluated and synthesized the data that they collected, prepared a display board on their group work, wrote reflection journals, and created reflection posters. Through their *Semester of Service*, students met the following Common Core State Standards:

**CCSS.ELA-Literacy.RH.11-12.7:** Integrate and evaluate multiple sources of information

**CCSS.ELA-Literacy.WHST.11-12.2a:** Introduce a topic and organize complex ideas

**CCSS.ELA-Literacy.SL.11-12.4:** Present information, findings, and supporting evidence

**CCSS.ELA-Literacy.SL.11-12.6:** Adapt speech to a variety of contexts and tasks



# Mineola High School *(continued)*

Garden City Park, NY

## IPARD/C Stages of Program Implementation

| Stage                    | Teacher's Role  | Student Activities  |
|--------------------------|---|---|
| Investigation            | <p><b>Establish a baseline of knowledge.</b><br/>           "Questions about hunger and access to food in our community became a diagnostic tool at the end of the <i>Semester of Service</i> to gauge student growth in knowledge, changed attitudes, and heightened awareness about childhood hunger in our community."</p> <p><b>Assign research groups.</b><br/>           "The AP US History class was divided into smaller groups, each assigned an historical period, and given class time to research and prepare a presentation on the conditions of life for children, the major problems and social climate, and the agents of change within each era."</p>  | <ul style="list-style-type: none"> <li>Completed a "preflection" survey about hunger and access to food in their local community</li> <li>Examined income and food choices that families living in their community must make</li> <li>Assessed community needs by speaking with community partners such as <a href="#">Corpus Christi Parish Outreach</a>, and the <a href="#">Interfaith Nutrition Network</a></li> <li>Researched the problem of childhood hunger throughout history in research groups, and compared the various responses and government actions in different eras</li> </ul>   |
| Preparation and Planning | <p><b>Develop and plan action projects.</b><br/>           "Students brainstormed and designed projects to combat the problems of childhood hunger."</p> <p><b>Teach and engage younger students.</b><br/>           "AP US History students developed and presented lessons to 8<sup>th</sup> grade social studies classes, incorporating what they learned about the history of childhood hunger and the current status. The 8<sup>th</sup> graders decided to hold a coin collection in their classrooms and in the cafeteria during lunch."</p> <p><b>Build broad community awareness.</b><br/>           "Student groups handled publicity, including presentations to local senior citizens groups, the Board of Education, and to parents inviting them to participate."</p> | <ul style="list-style-type: none"> <li>Designed action projects that included a community-wide food collection, a partnership with 8<sup>th</sup> grade Social Studies classes, and the creation of a community pasta dinner fundraiser for our partners</li> <li>Prepared lessons to share their research with the 8<sup>th</sup> grade classes</li> <li>Planned a sandwich-making service project with the 8<sup>th</sup> grade classes</li> <li>Planned "mini-service activities" and organized their peers into work stations: craft projects such as creating placemats for the soup kitchen, and preparing sandwiches for the lunches at the soup kitchen</li> <li>Presented their project plan and sent invitations to parents and elected officials</li> <li>Organized donations of needed supplies from community organizations, parents, and faculty</li> </ul> |
| Action                   | <p><b>Encourage students to maximize impact.</b><br/>           "Students developed unique ways of optimizing collections. One group of the AP students developed 'extreme couponing', using coupons they collected to maximize what they could buy with donated money. In addition, students created competitions between classes to encourage donations."</p>   | <ul style="list-style-type: none"> <li>Invited 8<sup>th</sup> grade students to join them in preparing sandwiches for donation to the INN</li> <li>Held a community pasta dinner "<a href="#">Mineola Macaroni: Making a Difference</a>" with over 300 attendees, and raised \$2,700 for the INN</li> <li>Participated on the INN's Youth Board</li> <li>Volunteered at the INN</li> <li>Participated in a district-wide food drive</li> <li>Prepared and donated Thanksgiving baskets to needy families</li> </ul>   |

# Mineola High School *(continued)*

Garden City Park, NY

| Stage                       | Teacher's Role  | Student Activities   |
|-----------------------------|---|--|
| Reflection                  | <b>Build reflection into authentic writing.</b><br>"Students created a personal thank-you for all of the faculty, staff and community volunteers who assisted with the dinner. In each of these notes students were asked to make a personal reflection on the events. This was not only an excellent opportunity for students to reflect, but a particularly good authentic writing assignment." | <ul style="list-style-type: none"><li>• Wrote reflection journals and created reflection posters</li><li>• Analyzed their pre- and post-service surveys</li><li>• Reflected on the 8<sup>th</sup> grade presentations in discussion groups and discussed future directions</li></ul> |
| Demonstration / Celebration | <b>Expand awareness through demonstration.</b><br>"Students planned a celebration to present the money raised and reflections of the project. Local school administrators and elected officials were invited to this celebration."  | <ul style="list-style-type: none"><li>• Created a reflection wall of pictures and personal reflections displayed in the school lobby</li><li>• Presented student-made reflection booklets</li></ul>  |

## Highlights

### Hunger woven into the history curriculum:

"I think their academic learning helped them understand hunger issues today. They learned that hunger is not a new thing, hunger is not a local thing, and hunger is not something that just manifests itself with urban poor. They got rid of a lot of prior misconceptions. This was a rewarding experience in terms of what they learned historically from the course, and that they actually made a difference."

—Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY

"Our small group chose to study the Great Depression; it relates to what is happening today, because we are in an economic recession. Even though we don't think it's that bad, it actually is really bad. A lot of things are going on now without much happening to change them."

—Brad, Mineola High School student, Garden City Park, NY

### Capacity to involve diverse student groups:

"This project engaged students from outside the class, such as the 8<sup>th</sup> graders, the Chorus groups, and the sports teams. I think when you have a program where the kids really feel invested, and it's meaningful to them, then they naturally reach out to other students. They even got their other teachers involved in the community food drives. The teachers began to talk about the project in the other classes they taught. So, it just really multiplies itself."

—Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY



### [Mineola High School students share their advice:](#)

Students talk about how the project informed their content area learning, and give advice to other students wanting to start a similar project.



Mineola teacher, Nancy Regan, pens a blog, [Mineola Macaroni: Making a Difference](#).

#### Program Partners:

- [INN \(Interfaith Nutrition Network\)](#)
- [Corpus Christi Parish Outreach](#)
- [Long Island Cares](#)
- [Island Harvest Food Bank](#)
- [Long Island Volunteer Center](#)

*“At first, we encouraged a competition between the two classes. However, when things got very competitive, and many students felt we were losing sight of our real purpose, student representatives from both classes approached us to ask to end the competition and for both classes to share the ‘prize’. It was at this point that we realized that the project was successful.”*

—Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY

# Hunger Across The Curriculum

*Semester of Service* teachers found rich opportunities to incorporate curricular learning and knowledge into their programs. The following examples demonstrate how teachers applied the program to meet critical Common Core and other academic standards:

## Language Arts:

**Crystal Chapa, Grand Blanc West Middle School, Grand Blanc, MI**

"Students practiced Common Core English Language Arts skills throughout the service project by researching childhood hunger globally, nationally, and in the local community. They practiced communicating with different audiences by developing public service announcements, writing letters to public officials for their advocacy efforts and collaborating with their community partners."

## Science and Economics:

**Adam Schwartz, Academy for Environmental Leadership, Brooklyn, NY**

"After Hurricane Sandy swept through their region, students noted rates of both hunger and homelessness skyrocket in their community. The 12<sup>th</sup> grade Economics class explored the economics of healthy food access, malnutrition, and obesity in traditionally underserved communities. They completed challenging systems thinking exercises that explored complex social issues of food production, transportation, and pricing and investigated the role that local urban farming efforts could have on alleviating the hunger-obesity paradox and food desert phenomena in poor urban communities. Their economics knowledge was utilized in designing their own budget and developing a fundraising campaign."

## Social Studies and Mathematics:

**Steve Dowding, New Vision Middle School, San Bernardino, CA**

"Students applied social science analysis methods to investigate the issue of childhood hunger in the area, analyzing the national and community hunger and homelessness statistics, identifying the characteristics, causes and consequences of childhood hunger in their community, and discovering the shortcomings of the local food support systems. They raised awareness throughout the school by illustrating the statistics using sidewalk chalk in the school lunch area, held a canned food drive, a jog-a-thon to raise money for the homeless, organized a competition between home rooms, distributed food, expanded the size of the school garden, and created a Facebook page. They learned a lot of math throughout their project as we partnered with a math teacher who incorporated statistics into the class that he was teaching. Students also advanced their knowledge of agricultural science, examining practices in earlier civilizations in exploring ways to solve the issue by planting different types of crops."

*"Hunger is like  
math and science:  
we're trying to  
solve it!"*

—Evan C.

*“Everybody knows someone who’s hungry in their community. It is really important that the students do the reading and then analyze it and consider, ‘What do you think causes hunger, why do you think hunger exists, and what can we do to help end hunger?’ The cause and effect is huge: really analyzing the core reasons behind things is critical. That takes research, and that takes understanding. That was key in this project, and is an essential element of the Common Core State Standards. The Semester of Service framework is exactly what the Common Core is: you bring learning to life, instead of just reading it. You are doing something, and you are taking action.”*

—Kathy Gross, Loyola High School, Detroit, MI

## Family, Career, and Community Leaders of America (FCCLA):

**Margie Rector, Stephen and Harriet Myers Middle School, Albany, NY**

“Students practiced newly-acquired home and career skills through the real-life tasks involved in their *Semester of Service*. They added significantly to their knowledge of government and economics, learning about pending legislation in their state related to childhood hunger. Incorporating new critical data-analysis skills, they prepared letters to President Obama and lobbied for additional funding support for anti-hunger programs in New York State. Through other written and oral presentation tasks, they improved their ability to communicate clearly.”

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## AVID<sup>9</sup>

**Kerry Bryant, San Rafael High School, San Rafael, CA**

“A major part of the AVID curriculum is Writing, Inquiry, Collaboration, and Reading. What made this project special was that it was not the teacher, but the students themselves who wrote and applied for the YSA grant. After conducting online research and interviewing community members, they identified childhood hunger and nutrition in school meals as two issues that they wanted to address. The students completed research inside and outside of school, wrote collaborative paragraphs to summarize their findings, and invited local officials for panel discussions. They prepared a video broadcast for their project, organized and advertised their food distributions on Fridays, and hosted ‘The Hunger Games’ (a themed carnival to raise awareness) as they completed their final research paper.”

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## Future Farmers of America (FFA)

**Amie Cole Green County Tech High School, Paragould, AR**

“Responding to a 10% spike in childhood hunger in their county, students sponsored a survey and hosted an outreach event to learn more about the population impacted by childhood hunger. They designed raised-bed gardens and hypothesized how much of a particular plant could be produced in a square-foot plot over a summer, while exploring how new advances in technology could help them produce more food on a small amount of land and feed more people. Throughout, they related their service activities to what they were learning in their agriculture classes, applying knowledge about fiber and food, and skills in horticulture and carpentry.”

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<sup>9</sup> AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

# Career And Workforce Readiness: The Four “C’s”

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Throughout their programs, teachers intentionally engaged their students in activities that advanced their acquisition of the 4 “C’s”, critical 21st Century Skills and dispositions: Critical Thinking and Problem Solving, Creativity and Innovation, Communication, and Collaboration.

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## Critical Thinking and Problem Solving

**Students applied research, analysis, interpretation, personal reflection, and other critical thinking skills to understand and address the problem of childhood hunger.**

“Today, my kids took a position on the issue of childhood hunger. They had to choose to write a letter to either Senator Lucio who supports the Breakfast Bill, or to Senator Nichols who says it will cost too much.”

—Rachael Brunson, Elsa England Elementary, Austin, TX

“Somewhere along the line, our kids decided that everybody is affected by childhood hunger, so their advocacy priorities were to get everybody involved.”

—Molly Miely, Jones Middle School, Upper Arlington, OH

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## Creativity and Innovation

**Teachers encouraged student creativity, originality, and student voice, resulting in students coming up with new ideas and ways of doing things.**

“Some of the project ideas that students proposed were very different. I would have never come up with the hair shaving or the video game competition as a fundraiser, but it’s something the kids came up with so they were motivated to participate. They had a vested interest in its success.”

—Kathy Gross, Loyola High School, Detroit, MI

“I tried to capitalize on their talents. And Evan has been talking in class, ‘we should write a song, we should write a song!’”

[\(See Evan’s song\)](#)

—Rachael Brunson, Elsa England Elementary, Austin, TX

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# Career And Workforce Readiness: The Four "C's" (continued)

*"A hungry kid's future  
is your future."*

—Ricardo R.

## Communication

**Students were presented with numerous opportunities to write about and speak about their project — to other students, the community, media, and public officials.**

"The most challenging part was to get the audience to care because it's hard to make somebody passionate about something if you don't explain it to them in the right way. I had to really try to connect with them no matter who they were."

—Student, Mineola High School, Garden City Park, NY

"I did the *Semester of Service* in four different 9<sup>th</sup> grade classes; there were students in each who took the lead on the project and were really passionate about it. These leaders prepared and presented at a Sustainable Community-themed competition at Macalester College. They came back and reported to their classes and energized them to put together the Fair Food Day for April."

—Cory Anderson, Fine Arts Interdisciplinary Resource School, Minneapolis, MN

## Collaboration

**Throughout the *Semester of Service*, teachers actively promoted effective teamwork, shared responsibility, flexibility, and valuing the work of others to their students.**

"We had 600 elementary kids come out and work throughout the day — 125 at a time, and I had only seven or eight high school kids to demonstrate time management skills, leadership skills, and communications skills. They developed the curriculum, they ran the kids through all the stations. They did all of it. I was just there to take pictures!"

—Amie Cole, Green County Tech High School, Paragould, AR

"Based on their findings, students collaboratively determined three action items that they wanted to focus on in their project. When writing the grant, students worked as partners. As the teacher, I served as just the facilitator for the two classes."

—Kerry Bryant, San Rafael High School, San Rafael, CA

"Every time they worked together in groups, the homework assignment was to reflect on three things that went well in the group, and what each student thought they could have done differently to make it go better. Overall, they felt good about how well they worked together."

—Kathy Gross, Loyola High School, Detroit, MI

"I'll remember doing this project with all my friends. By myself I can't make such an impact but we can when we're part of a big group. That's how we can stop hunger."

—Michael, Jones Middle School student, Upper Arlington, OH

# Building Successful Partnerships

The secret to a successful school-community or school-business partnership is clear and continuous communication. *Semester of Service* teachers and students found the following strategies particularly effective:

**Prepare for your meeting. Share mission statement, goals and expectations.**

"Any community partner I've ever worked with has always wanted to know what my ultimate goal is. When you're reaching out to a community partner, first research their mission statement, then make sure you and your kids have a mission statement, and make sure that they're compatible, because if they're not, it won't work."

—Kim Livesay, SEI Academy, Portland, OR

**Be clear about logistics, timing, roles, and responsibilities.**

"Making contact early and announcing dates well in advance of the project activities really helped. Sending reminder e-mails closer to the activity dates was also important."

—Molly Miely, Jones Middle School, Upper Arlington, OH

**Leverage expertise and resources.**

"The chef from Sodexo came out and talked to the kids about nutrition and nutritious food choices, and we discussed the type of donations we could focus on that were healthy. It helped the kids with the misconception that hungry people have to be skinny and that if you are fat, you can't possibly be hungry. That was a valuable lesson for them."

—Rachael Brunson, Elsa England Elementary, Austin, TX

**Educate that good partnerships are a win-win.**

"We went to the [Arkansas Hunger Relief Alliance](#) meetings and told them what we were doing. We also had one student who made a food atlas — a map of where all the food pantries were, hours of operation, eligibility requirements, etc. We shared that with them, so that they could use that resource with other schools who wanted to get involved."

—Amie Cole, Green County Tech High School, Paragould, AR

"The nonprofits are what actually help the people. They hand out the food and they do all the good work, but a lot of people don't even know about them. So what we can do is to help inform people about local resources. I feel like having us and the community organizations collaborating together can really make the change."

—Brad, Mineola High School student, Garden City Park, NY

**Build a diverse team of partners.**

"I think that having as many different types of partners as you can is really important, because everybody sees this differently. Also, a lot of the time they are trying to serve the same purpose, but they're working against each other. Our kids have been able to help them all come to one table and realize how they can work together to help end hunger in their community."

—Amie Cole, Green County Tech High School, Paragould, AR

**Build sustainability by showing appreciation.**

"The kids sent thank-you letters to [Focus: Hope](#), [Gleaners Food Bank](#), and [Sodexo](#), thanking them for their involvement. These partners were thrilled to get them from the students — not just from the teacher! That is key to continuing a partnership."

—Kathy Gross, Loyola High School, Detroit, MI

## Thank you, Sodexo!

Over the three years of the *Semester of Service* program addressing childhood hunger, 46 Sodexo employees partnered with participating teachers and students, providing additional support, information, resources, and encouragement to students and teachers.



# Impact On Childhood Hunger

22 states » 35 schools » 39 teachers » 40 classrooms » 3,931 students

Between 2010 and 2013, students responded “ASAP” to the urgent need to impact childhood hunger, completing a *Semester of Service* that raised community awareness, performed service, initiated advocacy campaigns to influence public policy, and encouraged philanthropy to raise money.

## Awareness

**3,342 people in the community educated about the issue of childhood hunger during the 2012–13 school year**

“I had a small group of students who participated in the program throughout the year, but it was not just them; the whole school and families came out realizing that this is a big issue!”

—Steve Dowding, *New Vision Middle School, San Bernardino, CA*

“Awareness is really a big thing and showing that one community can come together to help a larger part of the community in the bigger area and every little bit does count.”

—Student, *Mineola High School, Garden City Park, NY*

“One thing we like to do is to be able to get in front of people to spread the word, to provide education instead of just having them go to the store and buy a can of whatever to the drop-off point.”

—Amie Cole, *Green County Tech High School, Paragould, AR*

## Service

**15,891 food items collected<sup>10</sup>**

“The students packaged enough meals to not only fight hunger in the community, but around the country and around the world. Because of our *Semester of Service*, every student at Loyola participated in the Kids Against Hunger program, packaging 10,000 meals for those in need at St. Peter Claver Food Pantry, natural disaster victims from Oklahoma, and in Third World countries.”

—Kathy Gross, *Loyola High School, Detroit, MI*

## Advocacy

“Students helped to pass the Breakfast Bill, bringing a free breakfast to students at school every morning to help them stay full and focused.”

—Rachael Brunson, *Elsa England Elementary, Austin, TX*

“Our students made presentations to local civic organizations and others. We noticed that this seemed to encourage other people in the community to provide food for the backpack program at the school, which was really what we wanted to do. We wanted to not be the ones that started everything, but the ones that provided that spark for other organizations so that they, too, would get involved.”

—Amie Cole, *Green County Tech High School*

## Philanthropy

**\$14,520 raised during the 2012-13 school year**

“The students raised \$3,000 in proceeds from our Mineola Macaroni: Making A Difference community pasta dinner and 8<sup>th</sup> grade Coin Collection.”

—Nancy Regan & Eileen Burke, *Mineola High School, Garden City Park, NY*

*“Hungry people have a wish, but it’s not for a video game or a toy, it’s for a simple meal.”*

—Hannah S.

<sup>10</sup> This data was aggregated from all three school years of the program (2010-11, 2011-12, and 2012-13).

# Impact On Teaching Practices

As teachers implemented their *Semester of Service*, they often reported a number of ways that they felt the program had enhanced or changed the way they teach:

**Value youth voice, and learn to be the “guide on the side.”**

“We need to serve as a guide or mentor to our students. It can be difficult at times to relinquish control to the students but it is an important component of ownership in the project.”

—Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY

“It was nice to see kids proposing solutions, proposing ideas and then deciding what they wanted to do. As a teacher, you’re so afraid of failure — like, ‘It’s got to go right, it’s got to!’ but now I see the value of just trusting that it’ll work out. It might not be perfect, but it is so much better to let students have their stake in it.”

—Cory Anderson, Fine Arts Interdisciplinary Resource School, Minneapolis, MN

**Make learning meaningful to students and teachers.**

“It just made me understand how important it is to bring an emotional piece into the classroom, emotional stories, journals, any type of text for students to read and even a video to watch and kind of experience other people’s emotion. I didn’t realize how emotional these types of issues are to the students and how much they actually do care.”

—Steve Dowding, New Vision Middle School, San Bernardino, CA

“It’s important for teachers to recognize that students will jump on this. It makes education more relevant when it’s something they can act on, and especially when it’s in your community. Being able to extend that to action is one of the best things you can do for students. That’s what interested me in getting involved in this — the opportunity to put knowledge and theory and lessons into action.”

—Cory Anderson, Fine Arts Interdisciplinary Resource School, Minneapolis, MN

“This project invigorates us! It gives us the opportunity to actively engage our students in a meaningful experience. It gives us the opportunity to allow our students the chance to develop and implement activities of their choice for a greater good.”

—Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY

**Grow together with the students.**

“I developed lesson plans in December, and by the middle of January, I threw all that out the window. I had to basically hit the ‘reset’ button and try it again on something else, and then I’d have to adjust again. I overestimated my students’ abilities; there were a lot of things where I took for granted that they would know what to do and how to do it, and they didn’t.”

—Kerry Bryant, San Rafael High School, San Rafael, CA

“This program served as a reminder of perspective; not only of the privilege that I’ve been blessed to enjoy, but of the students in my class whose circumstances may be more challenging. Therefore I, too, became more empathic.”

— Kim Livesay, SEI Academy, Portland, OR

# Impact On Learning Experiences

*"We are all colors, but hunger is invisible."*

—Kasey W.

How did the *Semester of Service* experience impact students as learners? Both teachers and students shared their observations:

## Makes learning real.

"When you are learning in a classroom, you learn for the test. You put the answers on the test and it's over. In this program, you have to go out, you have to get involved, to get out of your house, to get off the computer. You have to use the information to do something with it in a real life situation."

—Dolores, Mineola High School student, Garden City Park, NY

"I think because they were more motivated and empowered, it naturally increased their scores."

—Molly Miely, Jones Middle School, Upper Arlington, OH

## Motivates learning.

"The kids were totally involved in the project, and the service piece made the research piece so much more meaningful to them."

—Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY

"The program engaged students and impacted their learning in a positive way. Students were constantly asking for more opportunities to work in our garden and expand on other projects we had developed regarding childhood hunger. It impacted the way they went about finding information when we were researching and investigating for our project."

—Steve Dowding, New Vision Middle School, San Bernardino, CA

## Increases student confidence.

"The greatest impact we had was the sense of empowerment that the students felt. 12-year-olds sometimes feel very removed from being able to change anything in society. So to have them be a part of the solution and have them realize that what they had grown, what they had produced, was part of the solution was the greatest impact."

—Kim Livesay, SEI Academy, Portland, OR

"No matter how old you are, you can make a difference. You don't have to be old—an adult—to help others and make a difference."

—Jon, Jones Middle School student, Upper Arlington, OH

## Engages diverse students.

"We were trying to reach out to student populations not traditionally asked to serve. The AP students made a presentation about hunger to the Life Skills classroom. We also made appointments to talk to the English Language Learner (ELL) teachers and students. We invited all to be part of our project. A number of our ELLs joined us monthly and eventually became part of the school's student service center because of the involvement they had with the hunger project."

Nancy Regan and Eileen Burke, Mineola High School, Garden City Park, NY

"It was really cool when the class and the administration finally voted on which projects to do. Two of the three projects were proposed by students who did not usually speak up or assume a leadership role — and it was their projects that were selected!"

—Kathy Gross, Loyola High School, Detroit, MI

# Program Outcomes

To evaluate the impact of the *Semester of Service* programs engaging students in addressing childhood hunger, YSA contracted with [RMC Research Corporation](#), an independent educational research firm. Separate evaluation surveys were administered to students, their teachers, and participating community partners. Data were collected using a pre-/post- survey methodology with students and end-of-year surveys with teachers and community partners. Pre-/post- student surveys were also distributed to comparison classrooms; results are based on matched surveys from 843 grant-affiliated students and 271 comparison students in Grades 6-12.

Measures for students included academic engagement, workforce readiness, civic dispositions/social responsibility, educational aspirations, knowledge of nutrition and hunger issues, planning/organizing, and participation.

## Selected Evaluation Findings<sup>11</sup>

- Service-learning students at all grade levels reported large gains in knowledge about hunger and nutrition issues through the course of their projects.
- Service-learning projects were aligned with a number of different content areas, although most projects were reported in the social studies and reading/language arts subject areas.
- Relative to nonparticipating peers, service-learning students were more academically engaged, gained more workforce readiness skills, had more positive civic dispositions, and increased their educational aspirations over time.
- Teachers believed that there were several strong impacts on students as a result of service-learning activities, particularly in the areas of increased awareness of community issues, increased leadership skills, and increased ability to collaborate with others.
- Both teachers and community partners strongly believed that service-learning activities positively impacted the community.
- All community partners said that they had provided support for students as they engaged in service projects.
- Community partners gave overall high ratings of partnership quality.
- Community partners viewed the service-learning partnership as beneficial for their respective organizations.
- Students generally thought that their service-learning programs were of good quality.
- The majority of service-learning projects lasted between 21 and 40 weeks.
- Teachers' participation in YSA trainings strengthened their ability to implement service-learning programs.

<sup>11</sup> YSA is pleased to share [Public Information Briefs](#) highlighting key evaluation findings. Complete evaluation reports are available upon request.

# Semester of Service Grantees 2010-2013

YSA is proud to acknowledge the following schools, teachers, and students for their active commitment to addressing childhood hunger:

**Academy for Environmental Leadership**

Brooklyn, NY

**Cicely L. Tyson School of Performing Arts**

East Orange, NJ

**Douglas MacArthur Elementary School**

Indianapolis, IN

**E. E. Smith Middle School**

Kenansville, NC

**Edward Gideon School**

Philadelphia, PA

**Elbert County Middle School**

Elberton, GA

**Elsa England Elementary**

Austin, TX

**Fine Arts Interdisciplinary Resource School**

Minneapolis, MN

**Forest Lake Area Learning Center**

Forest Lake, MN

**Grand Blanc West Middle School**

Grand Blanc, MI

**Green County Tech High School**

Paragould, AR

**Greenproofing, Inc. (Fund for the City of New York)**

New York, NY

**Hacket Middle School**

Albany, NY

**Health Sciences and Research School at Carver**

Atlanta, GA

**Howard-Suamico School District**

Green Bay, WI

**Hurt Park & Lincoln Terrace 21st Century CLC**

Roanoke, VA

**Jones Middle School**

Upper Arlington, OH

**Lowell School District**

Lowell, OR

**Loyola High School**

Detroit, MI

**Marcus Garvey Academy**

Detroit, MI

**Maya Angelou PCS, Evans Campus**

Washington, DC

**Mineola High School**

Garden City Park, NY

**Montgomery County Public Schools**

Rockville, MD

**Multi Development Services of Stark County**

Canton, OH

**New Pathways at Village School**

Aston, PA

**New Vision Middle School**

San Bernardino, CA

**Oxford Hills School District**

Oxford, ME

**Pinellas Park Middle School**

Pinellas Park, FL

**San Rafael High School**

San Rafael, CA

**Scavo High School**

Des Moines, IA

**Seattle World School**

Seattle, WA

**St. Stephens Indian School**

Saint Stephens, WY

**Stephen and Harriet Myers Middle School**

Albany, NY

**SEI Academy**

Portland, OR

**Tennyson Middle School**

Waco, TX

# Semester of Service Grantees 2010-2013

(continued)

Special appreciation to the following teachers and their students for significant and inspiring contributions to this guide:

**Patricia Aikman** – Green County Tech High School, Paragould, AR  
**Cory Anderson** – Fine Arts Interdisciplinary Resource School, Minneapolis, MN  
**Rachael Brunson** – Elsa England Elementary, Austin, TX  
**Kerry Bryant** – San Rafael High School, San Rafael, CA  
**Eileen Burke** – Mineola High School, Garden City Park, NY  
**Crystal Chapa** – Grand Blanc West Middle School, Grand Blanc, MI  
**Amie Cole** – Green County Tech High School, Paragould, AR  
**Steve Dowding** – New Vision Middle School, San Bernardino, CA  
**Kathryn Gross** – Loyola High School, Detroit, MI  
**Kimberly Livesay** – SEI Academy, Portland, OR  
**Molly Miely** – Jones Middle School, Upper Arlington, OH  
**Margie Rector** – Stephen and Harriet Myers Middle School, Albany, NY  
**Nancy Regan** – Mineola High School, Garden City Park, NY  
**Adam Schwartz** – Academy for Environmental Leadership, Brooklyn, NY  
**Alicia Zukowski** – Academy for Environmental Leadership, Brooklyn, NY

Are you looking to connect with a particular teacher to find out more? YSA invites you to contact us at [Sodexo School Engagement Educators](#), and we will facilitate the introduction for you.

## About YSA (Youth Service America)

At [YSA](#), we believe in youth changing the world. Working with young people, community groups, schools and nonprofits, YSA improves communities by increasing the number and diversity of young people serving in substantive roles. YSA works through four key strategies:

1. Large-scale mobilization campaigns, such as Global Youth Service Day and *Semester of Service*.
2. YSA Grants of more than \$1 million annually, available to youth, schools, and organizations around the world for youth-led service projects.
3. Resources and training that equip youth and adult mentors to lead high-quality, high-impact service and service-learning programs.
4. Awards that recognize exceptional youth and adult mentors who are champions of youth voice.

Like [Youth Service America on Facebook](#)

Follow [@YouthService on Twitter](#)

## About Sodexo's Fight Against Hunger

Sodexo Inc. and Sodexo Foundation work to help end hunger in the United States. Sodexo Foundation is an independent 501(c)(3) nonprofit with the mission to end childhood hunger. The foundation works to ensure that every child in the United States, especially those most at-risk, grows up with dependable access to enough nutritious food to enable them to lead a healthy, productive life. Sodexo Foundation cultivates and maintains strategic partnerships with regional and national hunger relief entities and youth mobilization organizations—all part of Sodexo's STOP Hunger Initiative, its global program to end hunger and malnutrition in the communities where it operates. Sodexo is headquartered in Gaithersburg, Md. and funds all administrative costs for Sodexo Foundation, which since 1999 has made more than \$20 million in grants to end childhood hunger. Visit [www.SodexoFoundation.org](http://www.SodexoFoundation.org) for more information.

Like [Sodexo Foundation on Facebook](#)

Follow [@STOPHungerUSA on Twitter](#)

# Make YOUR Impact On Childhood Hunger!

How will you engage your students in making a MEASURABLE impact? Select one (or more) of the following strategies that our *Semester of Service* teachers used with their students, and add in your own number goal!

|  |   |  |
|--|---|--|
| <p><b>Raise Awareness</b><br/>Educate _____ people in the local community about the issue of childhood hunger</p>  | <p><b>Students Teach Students and Recruit Volunteers</b><br/>Prepare _____ lessons to teach other students and recruit _____ student volunteers to join the project</p> | <p><b>Meet Common Core State Standards: Language Arts</b><br/>Write a persuasive letter to the editor about childhood hunger, to enable _____ students to meet at least one Language Arts Common Core State Standard</p> |
| <p><b>Hold a Food Drive</b><br/>Host an event to collect _____ pounds of food to support the local food bank</p>   | <p><b>Pack and Distribute Food</b><br/>Pack or distribute _____ food items and/or meals at an event or at the end of the project</p>                                    | <p><b>Plant and Harvest a Community Garden</b><br/>Design a community garden, harvest and donate _____ pounds of freshly grown produce for the local Food Bank</p>   |
| <p><b>Meet Common Core State Standards: Mathematics</b><br/>Prepare graphs and analyze a survey of the extent of childhood hunger, to enable _____ students to meet at least one Math Common Core State Standard</p> | <p><b>WILD CARD</b><br/>YOU choose the project and the impact! I will engage _____ students to help end childhood hunger by:<br/>_____<br/>_____</p>                    | <p><b>Fundraise</b><br/>Sponsor an event to raise _____ dollars to support local community organizations addressing childhood hunger</p>   |
| <p><b>Encourage Healthy Eating</b><br/>Create _____ healthy recipes and/or cooking and shopping lessons, to provide families with insufficient food resources to maintain a healthy eating habit</p>                 | <p><b>Volunteer at a Food Bank</b><br/>Serve at local food banks and/or community kitchens for a total of _____ hours</p>   | <p><b>Advocacy Campaign</b><br/>Engage _____ students in writing to public officials, and initiating and/or participating in an advocacy campaign lobbying around the issue of _____ for childhood hunger</p>            |
| <p><b>Educate about Available Food Resources</b><br/>Research and introduce available food resources in the community and share with _____ hungry families</p>   | <p><b>Take the No Kid Hungry Pledge!</b><br/>Recruit _____ people in the community to sign the <a href="#">No Kid Hungry Pledge!</a></p>                                | <p><b>Meet Career and Workforce Readiness Goals: Collaboration</b><br/>Help _____% of the class to demonstrate effective collaboration skills as they develop a project addressing childhood hunger</p>                  |



1101 15th Street NW, Suite 200  
Washington, DC 20005  
[info@YSA.org](mailto:info@YSA.org)



9801 Washingtonian Blvd.  
Gaithersburg, MD 20878  
[www.SodexoFoundation.org](http://www.SodexoFoundation.org)