

Public Affairs Scholars Diploma

2008-09 Handbook



Greenwood Laboratory School
Missouri State University

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Public Affairs Scholars Program

*“ I hear... and I forget,
I see... and I remember,
I do... and I understand.”*

- Chinese Proverb

Greenwood Public Affairs Mission Statement

In support of the Missouri State University Public Affairs Mission, the goal of Greenwood Laboratory School is to support the development of citizens of enhanced character who are:

- Competent in their abilities to contribute to society
- Sensitive to the needs of their community
- Committed to civic engagement
- Civil in their habits of thought, speech, and actions

Public Affairs Scholars Program: An Overview

The Public Affairs Scholars Diploma will be awarded to all Greenwood graduates based on:

- 23 units of credit earned
- 4 Scholars Merits earned in “designated” courses during the 4-year high school experience
- Successful completion of the Graduation Exhibition

In addition to the graduation requirements listed above, the Greenwood student may choose to work toward the completion of the Public Affairs Honors Diploma. This diploma will be awarded to students who meet all requirements for the Scholars Diploma and also earn four additional Honors Merits during their secondary school experience.

Scholars Merits and Honors Merits will be awarded based on significant volunteering and/or service learning activities. Service learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Effective service learning activities meet the following guidelines as identified by the Seven Best Practices for Service Learning—adapted from the Maryland Student Service Alliance. See page 14 for further information:

1. Meets recognized need in the community
2. Achieves curricular objectives throughout the service learning experience
3. Includes student reflection through the service learning experience
4. Develops student responsibility
5. Establishes community partnerships
6. Promotes collaboration and planning skills
7. Equips student with knowledge and skills needed for service

This program will be guided by the Public Affairs Coordinating Committee (PACC). Committee responsibilities include: establishing deadlines, approving faculty and student proposals, maintaining records, and confirming merits earned by students. All committee decisions are final; there is no appeal process. The PACC is composed of Greenwood faculty, students and parents.

The Public Affairs Scholars Diploma: Requirements

In addition to other graduation requirements, 23 units of credit earned and successful completion of the Graduation Exhibition, students are required to earn four **Scholars Merits**. **Scholars Merits** are earned in four designated courses, one each year, in grades 9-12. Beginning with the freshman year, one or more required courses each year will be deemed a Designated Public Affairs Course in the Greenwood Program of Studies. Each designated course will include an embedded service learning activity as part of the regular course curriculum.

A **Scholars Merit** will be awarded based on successful completion of the following steps:

1. plan and/or participate in a service learning activity
2. submit a 2-page, double-spaced, typed reflection paper that includes a) one-paragraph description of activity, b) 3-4 paragraph personal response, and c) 3-5 paragraph analysis of relation to curriculum (See sample on pages 10-11.)
3. share service learning experience (in class, in school setting, in community setting, etc.)

Designated courses for 2008-09 are:

Algebra I, English II, American Government, Public Affairs Capstone Course

The Public Affairs Designated courses were identified as required classes that would normally correspond with 1-class each of the four years of the high school experience. The Public Affairs Committee recognizes that there are exceptions to this scheduling situation. The student will receive credit for completion of the Scholars Merit regardless of when the student is enrolled in the designated course, even if this occurs prior to the beginning of the freshman year.

At the end of the quarter when Service Learning Activities are completed, instructors of designated courses will submit a list of students who have earned Scholars Merits to the PACC. **Note: Students who fail to earn a Scholars Merit in a designated course are required to propose their own service learning activity. Transfer students will be required to earn one Scholars Merit for each year in attendance at Greenwood. To meet the needs of individual transfer students (due to scheduling conflicts or credits already earned in previous schools), the PACC reserves the right to consider alternative methods to ensure completion of the required designated course.**

Instructors of designated courses will submit a Service Learning Activity proposal to the Public Affairs Coordinating Committee during the quarter preceding the planned activity. (See page 6 of this handbook for format.)

The Public Affairs Honors Diploma (Optional):

Requirements

Students electing to earn the Public Affairs Honors Diploma will successfully complete four **Honors Merits** in addition to meeting all requirements for the Scholars Diploma. One **Honors Merit must** be a student proposed service learning activity, and one Honors Merit **must** be based on volunteer hours. The other two merits may be earned in the three activities listed below. No more than two merits may be earned from any one category:

A. Instructor-proposed service learning activity

Instructors of non-designated courses and/or organizations wishing to propose an embedded service learning activity must:

1. Submit a proposal to the PACC during the quarter preceding the planned activity (See page 6 of this handbook for format.)
2. Supervise as students plan, implement, reflect, and share results of the service learning activity
3. Submit list of students who earned Honors Merits to PACC

B. Student-proposed service learning activity

Students wishing to propose a service learning activity must:

1. Identify a faculty mentor whose course relates to the activity, and who will supervise as students plan, implement, reflect and share results of service learning
2. Identify a contact person in the community who will sponsor the activity
3. Submit a proposal to the PACC during the quarter preceding the planned activity (See pages 8-9 of this handbook for format and sample.)
4. Plan, implement, reflect, and share results of the service learning activity
5. Obtain final approval from faculty mentor (See form on page 14.)

Important considerations for service learning activities:

- The activity must relate to the Greenwood academic curriculum.
- The activity must benefit the greater community (beyond the school, church organization, etc).
- Activities performed at Greenwood by groups such as Student Council and Greenwood Ambassadors may or may not be approved for an Honors Merit.

C. Student-proposed volunteer hours

Students wishing to earn an Honors Merit through volunteer hours must:

1. Identify a contact person in the community who will sponsor volunteer work
2. Submit a proposal to the PACC during the quarter preceding the planned volunteering (See form on page 12.)
3. Complete volunteer work (minimum of 4 hours per proposal; total of 30 hours required for Honors Merit)
4. Obtain verification signature from community contact person and submit

verification form to PACC (See form on page 13.)

5. A maximum of 30 hours will be granted for each volunteer activity in a calendar year.

Important considerations for volunteer hours:

- Applications for volunteer hours should be submitted in advance when possible. Exceptions for unanticipated opportunities will be considered, especially for volunteer opportunities, which arise when, school is not in session (e.g. summer vacation).
- Only one Honors Merit may be earned per activity annually.
- No more than two Honors Merits may be earned for the same activity over a two-year period.
- Volunteer hours must be done with an agency outside of the Greenwood Laboratory School. Any volunteer work done for PTA, Boosters Clubs, etc. will not count toward the accumulation of Honors Merits.

2008-09 Public Affairs Program

Schedule

October 24	Deadline for faculty and student proposals for 2nd quarter activities
December 19	Deadline for faculty and student proposals for 3rd quarter activities
March 13	Deadline for faculty and student proposals for 4th quarter activities
May 15	Deadline for faculty and student proposals for summer activities

Instructor-Proposed Service Learning Activity:

Proposal Format

Prepare a proposal that includes all of the following information, and submit it to Dr. Steve Hinch, chair of the Public Affairs Coordinating Committee.

Name of instructor

Date

I. Objective of Service Learning Activity

- A. What need/opportunity in the community has been identified?
- B. How will the Service Learning Activity address this need?

II. Relation to Greenwood curriculum

- A. To what course will the Service Learning Activity relate?
- B. What *specific* portion of the course curriculum will be addressed?

III. Planning and implementation considerations

- A. Name(s) of community organization/program; name & title of the contact person and phone number
- B. Detailed description of Service Learning Activity (include date(s), location, # of hours in planning and implementation, procedures, personnel, etc.)
- C. What *specific* planning and preparation will you complete before initiating your Service Learning Activity (i.e. background research, preparation of materials, practice sessions, preparation of visual aids, use of technology, etc.)?

** Note: If students will plan individualized activities, please explain.

IV. Follow up activities

In addition to their reflection papers, explain how students will share their experience at Greenwood or in the community (i.e. photos in display case, presentation in class, column in Greenwood in Review, presentation at PTA meeting, presentation at community event, etc.).

V. Continued Approval

If this service activity will be implemented in future years, please check here. []

VI. Faculty

signature _____ Date _____

SAMPLE

Instructor Proposal

Name of Instructor: Doris Grevillius

Date: 8-15-04

I. Objectives of Service Learning Activity

- A. Identified need/opportunity in community: Low income families need goods for Newborn babies (e.g. clothes, blankets, burial clothes for babies dying at birth).
- B. How will Service Learning Activity address this need? Student will plan and Participate in a work day with the Newborns in Need program.

II. Relation to Greenwood curriculum

- A. What course: 7th grade Wellness Education
- B. Portion of course: Community Wellness unit

III. Planning and Implementation considerations

- A. Community organization: Newborns in Need; contact: Judy McDuffe, President, 889-6952; parent volunteer Mrs. Jeanie Morris
- B. Description of Service Learning Activity: The students will plan and participate in a work day (9:00 am-noon) at Newborns in Need, 1912 S. Campbell on September 13, 2004. Thirty7th grade students will perform the necessary tasks in fulfilling the need to provide blankets, clothing, stuffed toys, etc. for babies born to families without the means to provide these items. Student will perform tasks such as cutting fabric, sewing by hand an on machines, stuffing toys, packaging completed items, etc. Students may also make burial layettes for babies who lose their fight for life. Transportation will be provided by Fisk Services. Students will be accompanied by instructor Doris Grevillius.
- C. Planning and preparation: A speaker from Newborns in Need will visit with students, giving them an understanding of the organization and the need in the community. The speaker will also explain the details of tasks they will perform during the site visit.

IV. Follow Up Activities

Students will be responsible for writing a reflection paper addressing how the community need was selected, experience gain during the site visit, and gains from the project for themselves, their school, and the community. Students will; share their experiences with the Greenwood community by providing a photo showcase, and writing articles for Greenwood in Review, and MSU Media Services.

Student Proposed Service Learning Activity

Proposal Format

Prepare a proposal that includes all of the following information, and submit it to Dr. Steve Hinch, chair of the Public Affairs Coordinating Committee.

Name of student(s)

Grade level of student(s)

I. Objective of Service Learning Activity

A. What need/opportunity in the community have you identified?

B. How will your Service Learning Activity address this need?

II. Relation to Greenwood coursework

A. To what course will your Service Learning Activity relate?

B. What *specific* portion of the course curriculum will be addressed?

III. Planning and implementation considerations

A. Name of community organization/program; name of the contact person and phone number

B. Detailed description of Service Learning Activity (include date(s), location, # of hours in planning and implementation, procedures, personnel, etc.)

C. What *specific* planning and preparation will you complete before initiating your Service Learning Activity (i.e. background research, preparation of materials, practice sessions, preparation of visual aids, use of technology, etc.)?

D. Schedule (include timeline of events and projected completion date)

IV. Follow up activities

In addition to your reflection paper, explain how you will share your experience at Greenwood or in the community (i.e. photos in display case, presentation in class, column in Greenwood in Review, presentation at PTA meeting, presentation at community event, etc.).

V. Approval signatures

Faculty mentor _____ Date _____

Community contact
person _____

Date _____

S A M P L E

Student Proposal

Students: John Smith (11th grade), Jane Doe (11th grade), Sally Jones (10th grade)

I. Objectives of Service Learning Activity

- A. Identified need/opportunity in community: We observed that children in low income areas have few opportunities to participate in creative dramatic performances.
- B. How will our Service Learning Activity address this need? We plan to provide opportunities for low income children to rehearse and perform a play in an after school day care setting.

II. Relation to Greenwood curriculum

- A. Which course? Speech
- B. Portion of course? Play production (adapting script, staging, rehearsal, promotion, production)

III. Planning and Implementation considerations

- A. Community organization: Salvation Army after school day care program; contact person: Tom Miller, phone: 888-8888
- B. Description of Service Learning Activity: We plan to go to the Salvation Army day care center on five consecutive Tuesday afternoons from 3:30-5:30 pm during the 2nd quarter of the school year. We have been told that 12-15 children, ages 8-12, are interested in participating with us to produce a play of "Snow White." During the first four weeks we will help the children rehearse and plan the play. The play will be presented at the day care on the fifth Tuesday afternoon.
- C. Planning and preparation:
 - write "Snow White" script
 - gather materials for costumes and props
 - prepare flyers to advertise play to parents
 - arrange for video equipment to film play

IV. Follow up activities

We plan to return to the day care and show the video of the play. Also, we will show the video and describe our activity in our Speech class, and write up the activity for *Greenwood in Review*.

V. Approval signatures

Faculty mentor name: Mrs. Dunlop Signature _____ Date _____
Community contact name: Tom Miller Signature _____ Date _____

S A M P L E

Student Reflection

Student Name: John Smith

Description of Activity

I went with Jane Doe and Sally Jones to the Salvation Army Day Care Center on five consecutive Tuesday afternoons from 3:30-5:30 pm during the second quarter of the school year. We met with 14 children (ages 8-12) each week, and produced the play "Snow White." The first week we assigned roles and distributed copies of the script. During the next three weeks we rehearsed and assembled costumes and props. The students also prepared a flyer to invite their friends and parents to the play. On the last Tuesday, the students presented their play.

Personal Response

The overall experience was a positive one for me. I learned so many things, some about the children I worked with, and some about myself. In general, most of the children were very cooperative, however, there were several who needed special attention. A couple of the girls were very shy, and one boy in particular was hard to handle.

It made me feel good to see how much fun the children had when the play was finally staged, even though they sometimes complained about the rehearsals. The fact that the parents appreciated my time surprised me. We even received a thank you note from one mother.

When I first decided to participate in this activity, I was not sure if I would really enjoy working with younger children. I discovered, however, that it was a most rewarding experience. In the future I might consider working at the Salvation Army Day Care again, or find another experience like working as a counselor at a day camp.

I also learned that you need to be very organized and patient to work with children. The organization part was easy for me. I liked planning the costumes and props with the children, and having schedules ready for each rehearsal. I had to adjust rehearsal times to accommodate their short attention spans, and allow for breaks, but I was always able to keep things organized. The patience, however, did not come as easy for me. When I work with children again in the

future, I need to be sure to remember that they're just kids after all, and may not always respond the way I want them to.

Analysis of relation to curriculum

This activity related to my Speech class in many different ways. One thing I did was use several of the ice breakers that we've been taught in class. These got the children up and moving around, talking with one another, and involved even the shy children with the rest of the group.

I used the skill of interpreting a piece of literature for play writing. I had to concentrate on condensing the script to fit the age group I was working with. This proved more difficult than I had expected it to be. I was glad to be working with Jane Doe and Sally Jones, because they were better at this part of the process than I was.

Staging and blocking were two other Speech class skills that I used. Since we did not have an actual stage, we had to be creative in rigging up curtains and ways to enter and exit the playing area. We had to teach the children the terminology for acting, like "down stage" and "up stage." We put tape on the floor so the children would know where to stand. It was interesting to discover that the things we learned in Speech class worked with small children.

I even used some of the articulation exercises we used in Speech class to help the children speak louder and clearer. They especially enjoyed playing with tongue twisters and rhyming words.

Overall, this Service Learning Activity helped me see that many of the skills I used here can be adapted in other situations. I now see that what I learn in my Speech class will not only benefit me, but will allow me to help others in my community.

Student-Proposed Volunteer Hours: Proposal Form

Name _____

Grade level: [] Class 2009 [] Class of 2010 Class of 2011 [] Class of 2012 []

Name of community organization: _____

Name of contact person: _____

Phone of contact person: _____ Email: _____

Description of community need and volunteer activity: _____

Proposed dates and times for volunteering: _____

Total number of hours: _____

Signature of contact person _____ Date _____

Signature of PACC Chair _____ Date _____

Honors Merit: Volunteer Hours Verification Form

Complete this form and submit to Dr. Steve Hinch, PACC Chair.

Student name _____

Name of organization _____

Brief description of activities completed: _____

Number of volunteer hours completed for this project: _____ Date completed _____

Total number of volunteer hours completed toward Honors Merit: _____

I certify that the above information is accurate.

Name of contact person _____

Phone number of contact person _____ Email _____

Signature of contact person _____

Honors Merit: Service Learning Approval Form
(Instructor-Proposed or Student-Proposed)

Name _____

<u>Requirement</u>	<u>Date Completed</u>	<u>Faculty Signature</u>
Proposal submitted	_____	_____
Service learning activity completed as proposed	_____	_____
Reflection essay submitted	_____	_____
Sharing activity completed	_____	_____

This student has successfully completed all requirements for an Honors Merit.

Signature of faculty mentor _____ Date _____

Return this form to Dr. Steve Hinch, Public Affairs Committee Chair.

Seven Best Practices for Service Learning

(Adapted from Maryland Student Service Alliance)

Effective Service Learning Activities...

1. Meet a recognized need in the community

Students work to identify pressing community needs and advise and participate in projects that address those needs. Students might engage in direct, indirect, or advocacy projects:

- a. Direct service:** Working face-to-face with the recipient of the service to meet his/her needs.
- b. Indirect service:** Working behind the scenes to channel resources to meet a community need. Examples are organizing a blood drive and doing environmental service.
- c. Advocacy:** Making a difference through political action and/or public education.

2. Achieve curricular objectives through service learning

Service learning provides an opportunity for classroom knowledge to be applied and tested in real life settings. Service learning projects should meet existing course outcomes in an experiential manner.

3. Promote reflection through the service learning experience

Through reflection activities in the form of discussion, journaling, performing, writing, etc, students come to more fully understand the connection of their school work to the service work performed. Reflection helps students explore the cycle of: What and why? So what? Now what?

4. Promote student responsibility

High quality service learning allows students to take leadership and ownership over the projects performed. Students learn important school, work, and life skills such as working as a team, organizing and scheduling activities, and problem solving when given increased responsibility for the success of projects.

5. Establish community partnerships

Service learning experiences provide opportunities for students to learn about their communities, explore career possibilities, and work with diverse groups of individuals. Quality projects involve community organizations as partners.

6. Promote collaboration and planning skills

As with all effective instruction, an action plan must be created that features specific objectives to be achieved through the activity. Service learning requires teachers, students, and community organizations to carefully plan out projects and work collaboratively.

7. Equip students with knowledge and skills needed for service

To effectively engage in a project, students must understand the issue they will be addressing. Students are often required to conduct research, read articles, and listen to guest speakers.

Students also need to learn project specific skills, as well as explore issues related to citizenship and civic engagement.

RECOGNIZED NATIONAL SERVICE-LEARNING AWARDS

Nomination Form

1. If there is a student that you feel deserves external recognition, look at the recognized list of awards (pg 17-18) and complete the form below. Upon completion, turn the form into Steve Hinch so that the student can be recognized by the Public Affairs Coordinating Committee (PACC).
2. Students may also self-nominate, but the PACC request the same form below completed, so that we may monitor and track the progress of the nomination for our students.

Student Name: _____

Award Name: _____

Description of award: _____

Description of why this student should be nominated and how the student fits the award criteria:

RECOGNIZED NATIONAL SERVICE-LEARNING AWARDS

American Red Cross Woodrow Wilson Award for Exemplary Youth Volunteer Service:

This award goes to a young person under 21 in recognition of his/her contributions to the American Red Cross and the community. Nominations are made by local chapters.

<http://www.compact.org/opportunities/detail/4001>

Caring Institute Awards: These awards honor adults and youth whose actions exemplify a caring spirit. Awards include sessions at the U.S. Space Camp and scholarships for youth. Nominations are accepted September through March.

<http://www.caring-institute.org/>

Congressional Award: Members of Congress recognize the “initiative, achievement and excellence” of young people involved in public service by means of the Congressional Award. Applicants earn the awards by completing a given number of hours of volunteer service. Bronze and silver awards are presented by local representatives in each congressional district. The ceremony for the gold medalists is held annually in Washington, D.C. Between 500 and 1,000 candidates, ages 14 to 23, receive the award each year. Candidates may apply any time during the year.

<http://www.congressionalaward.org/congress/?CFID=998873&CFTOKEN=49948876>

Daily Points of Light Award: The Daily Point of Lights Award honor individuals and volunteer groups that have made a commitment to connect Americans through service to help meet critical needs in their communities. It focuses on the goals for children and youth set by the President’s Summit for America’s Future. Each weekday, one volunteer or volunteer effort in the country receives a Daily Point of Light Award.

http://www.servicelearning.org/instant_info/funding_sources/index.php?popup_id=264

Harris Wofford Awards: Established in April, 2002, the Harris Wofford Awards recognize extraordinary achievements of an Individual, Institution, and Media organization or member that actively contributes to making service and service-learning the common expectation and common experience of every young person in America. Funders, donors, partners, board members, youth advocates, and members of the media will be considered who have improved the public’s opinion of youth.

http://www.servicelearning.org/instant_info/funding_sources/index.php?popup_id=737

The President’s Community Volunteer Awards: The President’s Service Awards were established in 1982 to honor outstanding individuals, families, groups, organizations, business and labor unions engaged in voluntary community service addressing unmet human service, educational, environmental and public safety needs. The award winners are traditionally presented their awards by the President at a White House ceremony. This ceremony and other

events celebrating the winners' commitment to community service traditionally takes place during National Volunteer Week in April. The President's Service Award is the nation's highest honor for volunteer service.

<http://www.presidentialserviceawards.gov/tg/PSSA/>

State Farm Good Neighbor Service-Learning Award: This award is available to teachers/professors, youth (age 5-25) and school-based service-learning coordinators to implement service-learning projects for National Youth Service Day. One hundred grants of \$1,000 are available.

<http://ysa.org/AwardsGrants/StateFarmGoodNeighborServiceLearningGrants/tabid/290/Default.aspx>

State Farm Youth Leadership for Service-Learning Excellence Award: This award recognizes K-12 grade service-learning programs and projects that demonstrate outstanding youth leadership. The award focuses on projects showing a high level of youth initiative in all areas of planning, including identifying the authentic need, planning the service, and putting that plan into action.

http://www.servicelearning.org/instant_info/funding_sources/index.php?popup_id=755