

Shrewsbury High School Case #1

I. Cover Page

Title: Service Learning Experiences in English and Social Studies Courses	
Summary: Students explored and were invited to take steps towards making positive change in our community in two different classes at Shrewsbury High School. Students in an 11th grade American Studies class taught by an English teacher and a Social Studies teacher, picked an issue of interest in our community, made a plan, and took steps to address the issue. Students in a 10th grade English class sought ways to volunteer, make contributions, or educate others about a chosen issue.	
School/Library contextual information	Number of students: 1838 Race: African American: 2.5% Asian: 25.4% Latino: 8% White: 60.8% Multi-Race: 3% First Language not English: 26.5% English Language Learner: 1.9% Students with Disabilities: 11.4% High Needs: 21.6% Economically Disadvantaged: 9.9%
Age (grade) Level	9th through 12th grade school Projects involved 10th and 11th grade students
Course or program type	☐ stand-alone project ☒ embedded in a subject ☒ required ☐ elective ☐ voluntary ☐ collection development
Assessment (if applicable)	Students in both classes completed assignments that asked for reflection and demonstration of the steps taken. The 10th grade English classes created digital projects that were shared with the school. The 11th grade students created tri-fold displays for a celebration of learning with teachers, parents, and administrators.
Time frame (if applicable)	The 10th grade students worked on their projects from October through May. The 11th grade students worked on their projects during the 2nd semester. Both groups worked on projects during class time about once a week.
Number of teens	About 130
The role of librarians in this program/project	The media specialist supported these projects by • offering direct help to the students multiple times throughout their project • collaborating with teachers during the project design phase • assisting with the organization of events (specifically help with contacting people from the community to work with the students.)

What preparation does a teacher/librarian need/have for this? (if applicable)	The teachers of both classes wanted students to take steps to make change or support issues of interest in the community, connect with experts, and present their journey. Before beginning the project, they made the following preparations: ● Design an introduction to the project to inspire the students to think about issues of importance to their lives ● Decide whether they wanted to connect with experts on behalf of students or ask the students to connect with experts themselves. ● When the teachers decided to connect with experts on behalf of the students, they then had to find a way to bring the experts and students together, such as an expert fair. ● Determine expectations for the final projects.
What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)	● Teachers worked with the administration to approve in school and out of school field trips. ● Contact relevant experts in the issues chosen by students ● Organize the date, time, and appropriate accommodations for the experts ● Contact a local volunteer organization to organize a field trip experience for students if desired.
What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)	● The media specialists had a number of collaborative meetings with the teachers before the projects were introduced. ● They discussed the plans and expectations for these projects with the school administration and their directors. ● Before the projects began, everyone was clear about the ways they could implement such student led projects.
Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards (if applicable)</i>	CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

II. Case Overview — *Teen dialogue on “What matters to me?”*

1. Essential Questions

Students/teens will keep considering...

- What issues face our community and the world today?
- Why is my chosen issue of importance?
- What ways my support can benefit my chosen issue.

2. Learning Goals

Students/teens will...

- Select an issue affecting our community or the world to explore in greater depth.
- Be in contact with an expert on that issue to assess needs and best avenues for support
- Take steps to support the issue through
 - education
 - volunteered time
 - donations
 - or other support
- Present my reflections on the experience and share the successes and fails from my journey and support

3. Assessment Overview

- The 10th grade English students worked in groups to create a digital presentation about their service learning journey shared with parents and the school community.
 - They were expected to do at least one action in support of their issue.
- The 11th grade American Studies students presented their experiences to invited experts, their parents, and district administration. Each group shared a 2 minute spoken presentation in addition to a tri-fold display of the journey.
 - They were expected to attempt contact with one or two experts related to their issue
 - Take action to support the issue.

4. Description

10 Grade English Class Changemaker Project

- Step 1: Ignite the Narrative
 - Many books in the 10th grade curriculum have social justice themes. After reading books such as **All American Boys** and **Unwind**, the students and teachers were interested in exploring ways to make positive changes in our community.
 - The students and teacher then began to brainstorm ideas and consider issues of importance to them.
- Step 2: From I to We - Equitable Issue Identification
 - Students began to form groups based on their chosen issues, and brainstorm among each other ways that they can explore the issue further and ideas to offer support.
- Step 3: Investigation
 - Within the groups, students begin to do deep research into their chosen issues.
 - They begin to find organizations to support, examine ways that others have volunteered their

time or resources, and began to make contact with outside organizations.

- The teacher and media specialist organized an Expert Expo event during this stage.
 - We invited a number of organizations (about 20) related to the issues chosen by students.
 - Individuals from these organizations came to the media center during a 2 hour period.
 - Student groups rotated among the organizations to learn more about their missions and ask questions.
 - This helped the students solidify their ideas, get feedback, or inspire new ideas.
 - In the future this event may be more of an introductory activity.
- Step 4: Voice or Influence: Making a Plan
 - Students began to formalize their action plan.
 - Based on their investigation, student groups proposed a plan to the teacher (and in some cases the administration)
 - Students also formalized their plans with outside organizations.
- Step 5: Voice and Influence: Implementing a Plan
 - Plans involved
 - Participating in hunger walks.
 - Educational displays at the school
 - Volunteering at an elementary tutoring program
 - Making bracelets and inspirational cards to pass out at school
 - Contributing to a climate change mural
 - Making plans to attend a legislative day relating to climate change.
 - The classes also volunteered as a whole at Community Harvest in Grafton, where they spent 3 hours planting seedlings - enough to harvest about 18,000 servings of vegetables.
- Step 6: Reflection and Documentation
 - Students completed digital presentations about their changemaker journey throughout the year. It includes their original inspirations, their investigations, contact with experts or other organizations, and their implemented plans.
 - [Article from Community Advocate about the 10th grade project.](#)

11th Grade Service Learning Project

- Step 1: Ignite the Narrative
 - The teachers shared the service learning project idea with their class and invited students to brainstorm ideas and consider issues of importance to them.
- Step 2: From I to We - Equitable Issue Identification
 - Students began to form groups based on their chosen issues, and brainstorm among each other ways that they can explore the issue further and ideas to offer support.
- Step 3: Investigation
 - Within the groups, students begin to do deep research into their chosen issues.
 - They begin to find organizations to support, examine ways that others have volunteered their time or resources, and began to make contact with outside organizations.
 - Each group was expected to reach out and talk with one expert from an organization related to their issue. If the expert didn't respond, they were expected to reach out to at least one more.
- Step 4: Voice or Influence: Making a Plan
 - Students began to formalize their action plan.

- Based on their investigation, student groups proposed a plan to the teacher (and in some cases the administration)
 - Students also formalized their plans with outside organizations.
- Step 5: Voice and Influence: Implementing a Plan
 - Plans involved
 - Making pamphlets to education students about mental health
 - Making a documentary about hospice care
 - Organizing a beach clean up day
 - Planning curriculum to use music therapy with students with autism.
- Step 6: Reflection and Documentation
 - Students presented their service learning journeys at a celebration of learning
 - Parents, experts, and administration from the school and district were present
 - Each group did a two minute presentation for the audience to introduce their project
 - The audience was then invited to view their presentations in their celebration of learning fair, where each group presented their contributions on a trifold (or something similar).

Shrewsbury High School Case #2

I. Cover Page

Title: Finding Your Voice	
Summary: Select students will have the opportunity to explore race, their identities, and their voice through a book club and art over the course of a semester. Students will read 4 books relating to race, and then will design and create an art display that other students in the school will be invited to contribute to.	
School/Library contextual information	Number of students: 1838 Race: African American: 2.5% Asian: 25.4% Latino: 8% White: 60.8% Multi-Race: 3% First Language not English: 26.5% English Language Learner: 1.9% Students with Disabilities: 11.4% High Needs: 21.6% Economically Disadvantaged: 9.9%
Age (grade) Level	9-12th Grade
Course or program type	☒ stand-alone project ☐ embedded in a subject (youth leadership conference) ☐ required ☐ elective ☒ voluntary ☐ collection development
Assessment (if applicable)	Students will not be formally assessed
Time frame (if applicable)	Students will meet 5-6 times over the course of 1 semester.
Number of teens	About 10 teens
The role of librarians in this program/project	The proposal and book discussion group are led by the librarian, with the support of other interested teachers.
What preparation does a teacher/librarian need/have for	• Formal proposal to the administration • Collaboration with interested teachers • Identify students for involvement • Select books • Consider resources from organizations such as Kellogg's National Day of Healing

this? (if applicable)	
What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)	• Approval from the administration • Selecting students with the help of counselors and the English Language Learners Department ◦ Will be sending out a nomination form to teachers ◦ We want to invite nominated students rather than ask for interested students, as the best students for this program may be the type who would be reluctant volunteer themselves. • Identify means to procure books ◦ We will be borrowing books from our public library system • Determine meeting times
What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)	
Priority Standards Practice Standards Literacy Standards Content Standards (if applicable)	

II. Case II Overview -- *Finding Your Voice*

1. Essential Questions

Students/teens will keep considering...

- Ways that race and privilege affect our experiences
- How to stand up for yourself and your ideas
- Ways to involve others in a conversation about race and racial healing

2. Learning Goals

Students/teens will...

- Examine our common humanity
- Explore and celebrate our differences
- Find language to discuss the painful heritage of race in our country

3. Assessment Overview (if applicable or any thing related)

4. Description

- Step 1: Ignite the Narrative
 - During the first meeting, we will
 - Get to know each other
 - Establish our meetings as a safe place
 - Discuss the essential questions
 - Discuss our student goals
 - Establish the framework for our book discussion group
 - Students will be given a copy of **I am Alfonso Jones** to read before the next meeting.
- Step 2: From I to We - Equitable Issue Identification
 - We will discuss the graphic novel, **I am Alfonso Jones** by Tony Medina.
 - The book is narrated by the ghost of a young man killed by a police officer.
 - Questions we may discuss:
 - Are there characters or events in this book that you relate to?
 - How can we define justice?
 - How was Alfonso Jones portrayed by different people or organizations in the book?
 - What questions does the book ask about criminal justice?
 - How does this book portray race in our country, and do you agree?
 - Students will be given a copy of **Citizen Illegal** to read before the next meeting.
- Step 3: Investigation
 - We will discuss the book **Citizen Illegal** by Jose Olivarez.
 - The book is a poetry collection about life as a Mexican-American in today's political climate.
 - Questions we may discuss:
 - How does immigration policies affect the lives of latinx people in the United States (illegally here or not)?
 - How does Jose Olivarez use his art (poetry) to share a message?
 - What is the message he is sharing?
 - Is it a message that you agree with? Or resonates with you and your experiences?
 - Students will be given a copy of **American Like Me** to read before the next meeting.
- Step 4: Voice or Influence: Making a Plan
 - We will discuss **American Like Me** edited by America Ferrera.
 - The book is a collection of essays from celebrities who are immigrants, children of immigrants, or participate in a minority culture while living in America.
 - Questions or topics we may discuss:
 - Do you relate to any of the people or stories in this collection?
 - Are there parts of you, your culture, or your family that others here in Shrewsbury do not understand?
 - In what ways can we better celebrate your culture and others here in Shrewsbury?

- How can celebrating culture and differences begin to help heal the pain of racism?
 - How can we begin to bring what we have learned and discussed to Shrewsbury High School?
- Students will be given a copy of **Piecing Me Together** to read before the next meeting.
- Step 5: Voice and Influence: Implementing a Plan
 - We will discuss the book **Piecing Me Together** by Renee Watson
 - The book is a novel about a black girl who received a scholarship to attend a wealthy predominantly white private school.
 - Questions we may discuss:
 - Jade lives in two worlds - her neighborhood and her school? How do the differences affect her?
 - Do you also sometimes feel like you inhabit two worlds?
 - What helped Jade piece herself back together?
 - How can we use the lessons from this book and the others to piece together the myriad of identities and cultures at our school?
 - How can these lessons be incorporated into an art piece?
 - We will spend part of this meeting planning and organizing the collaborative art piece that will be on display during Black History Month at the High School.
- Step 6: Reflection and Documentation
 - During the last meeting, we will reflect on our lessons and complete the collaborative art piece.
 - The collaborative art will piece together our different identities
 - The students involved in this book discussion will create a foreground image that will be displayed in a display area at the high school.
 - Other students at the school will be invited to add their own “pieces” to create the background image.
 - The students of the book discussion group will write an informational plaque for the art display, and help encourage other students to participate.

5. Assessment Rubrics (if applicable, or anything related)

IV. Librarian Reflection Memo

What your role in this course or program was like (or will be like)? e.g. supporting the ELA teachers, taking leading on programming etc.

I was a support for the teachers and students implementing projects in the first case. I helped during the design phase of each project, and I met with students regularly throughout their projects to offer support.

For case #2, I designed, proposed, and will lead the program with the help of two other teachers on campus.

Where are your participant projects located in the [voice-influence flow dynamics model](#)?

The student projects on case #1 tend to focus more on influence than voice, but because the projects and outcomes are chosen by students, there is a wide variety. Some students who chose to create educational displays or share bracelets where using their voice more than influence.

Case #2 is about finding and sharing your unique voice and experiences, so the project will primarily be located in the voice area of the model.

What are your criteria for success?

The teachers in case #1 wanted to see student initiative. Student groups that were passionate about their project were deemed a success. The student plans did not always pan out in ways that the students found successful, but when they made real attempts the teachers were proud of their achievements.

For Case #2, if the students in the book discussion group feel safe sharing their experiences, and find ways to critically share their thoughts and listen to the thoughts of others, the group program will be a success.

What were the most critical moments (success or challenging moments) in this module?

Success moment

The final project presentations for both group of students with case #1 were incredible, and I was proud of their work and effort.

Many have expressed interest in continuing the work they began for this project.

Challenging moment

Many students in both classes for case #1 were reluctant to begin or had a difficult time when they hit roadblocks. There were many logistical challenges with their ideas, and some administrative push back to the student ideas.

What surprised you in implementing the module, if anything?

I was not expecting as many logistical and administrative roadblocks to student ideas, but hopefully, after administration has seen the success from this first group of students, they will be more open to ideas in the future.

What were (or would be) key practices you developed for managing and assessing a large number of student projects?

We haven't tried this, but I am interested in seeing it's use in the future. To help motivate students who feel frustrated at roadblocks, the teachers are considering weekly success and frustrations reflections. This will give the students the opportunity to evaluate themselves more regularly and recognize that the path will not be clear.

How did you (or would you) help youth who feel disempowered or cynical about change to become motivated and engaged?

It is important to help students feel safe as they explore. I often remind students who are doing projects that require more student planning and less direction from teachers, that there are moments that will be frustrating, but we have built tools to help you in those moments. We also should be sure to regularly conference and offer support to such students.

Where does (would) youth choice come in? How do you help students *own their choices of issues, means, goals (e.g., voice or influence) and tactical pieces of civic action?*

Students have more choice in case #1, and anytime that students have a great deal of choice I think it is important to have tools available for students, offers of support, and regular conferences to help them work through their decisions and around roadblocks.

There is not as much choice in case #2, but there will be in the art piece and reflection. We hope to build a safe place by then, to encourage creativity and help students feel supported.

How did (would be able to) you support ELL youth?

In case #1, teachers worked with ELL teachers to help ensure that any English Language Learners were receiving the most appropriate accommodations.

In case #2, we will potentially be choosing students in the ELL program. The first chosen book is a graphic novel and the second a book of poetry which may be more accessible to these students. We will also make sure that audio versions are available if needed.

How did (would be able to) you support special needs youth?

Offer appropriate accommodations. We work with their SPED teachers, make sure they feel welcome and safe, and in case #2, offer audiobooks when available.

How were you (will you) able to offer extension opportunities?

In Case #1, one teacher will include an area on her website where changemaker alumni can post updates to their projects. And we are also open to extension ideas from students.

How did you provide SEL supports for this work?

A few groups in case #1 focused on mental health and SEL in their projects, and case #2 will have many SEL influences. It is extremely important that students in both cases understand that their teachers are a safe place for them to explore the issues that are brought up in their work.

What suggestions would you offer for other school librarians to successfully implement this kind of project?

Case #1: Offer yourself for collaborative opportunities with teachers often. When implementing such a plan, visit with individual groups of students 3 or more times during the course of their project, if possible.

Case #2: The project requires a lot of preplanning and collaboration. So it is best to offer yourself a semester to plan out the logistics before beginning. There are also great resources for this exact project here: [ALA's Great Stories Club](#).