

Service-Learning

Character Education Webinar Series



BUILDING CHARACTER

STARTS
HERE!

<https://tinyurl.com/characternc>



CHARACTER
MATTERS

WE'RE EXCITED TO
HAVE YOU WITH US

NCDPI Character Ed Team



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Person Early College for Innovation and Leadership

*North Carolina School of Character
National School of Character*

Shirlrona Johnson, Principal

01

**Principles of
Character Education**

02

**Principles 5
Service-Learning**

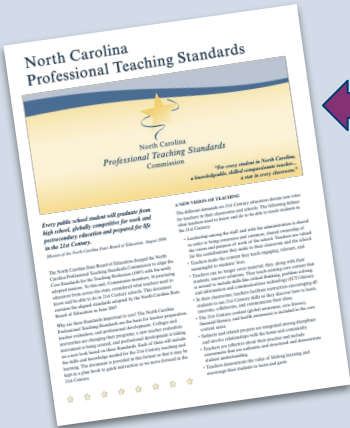
03

**Person Early College
for Innovation and
Leadership**

04

**Closing
More Information**

NC Teaching Standards



Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Standard V: Teachers Reflect on Their Practice

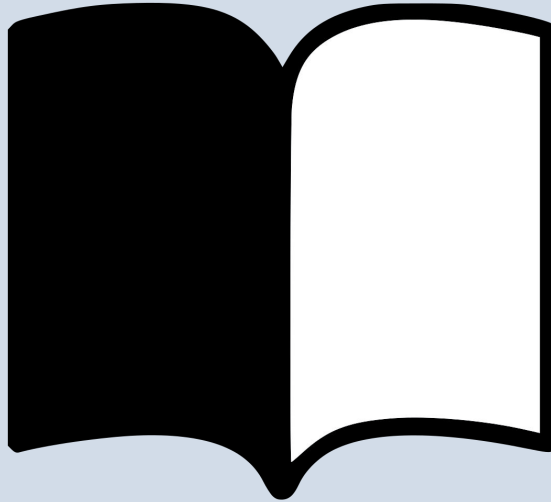
- Teachers analyze student learning.
 - Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
 - Collect and analyze student performance data to improve effectiveness
- Teachers link professional growth to their professional goals.
 - Participate in continued, high quality professional development
- Teachers function effectively in a complex, dynamic environment.
 - Actively investigate and consider new ideas that improve teaching and learning
 - Adapt practice based on data

Objectives

Understand:

- ❑ How to incorporate service-learning in your school and community
- ❑ How to develop a comprehensive, intentional, proactive approach for character education at your school

Reflection Journal

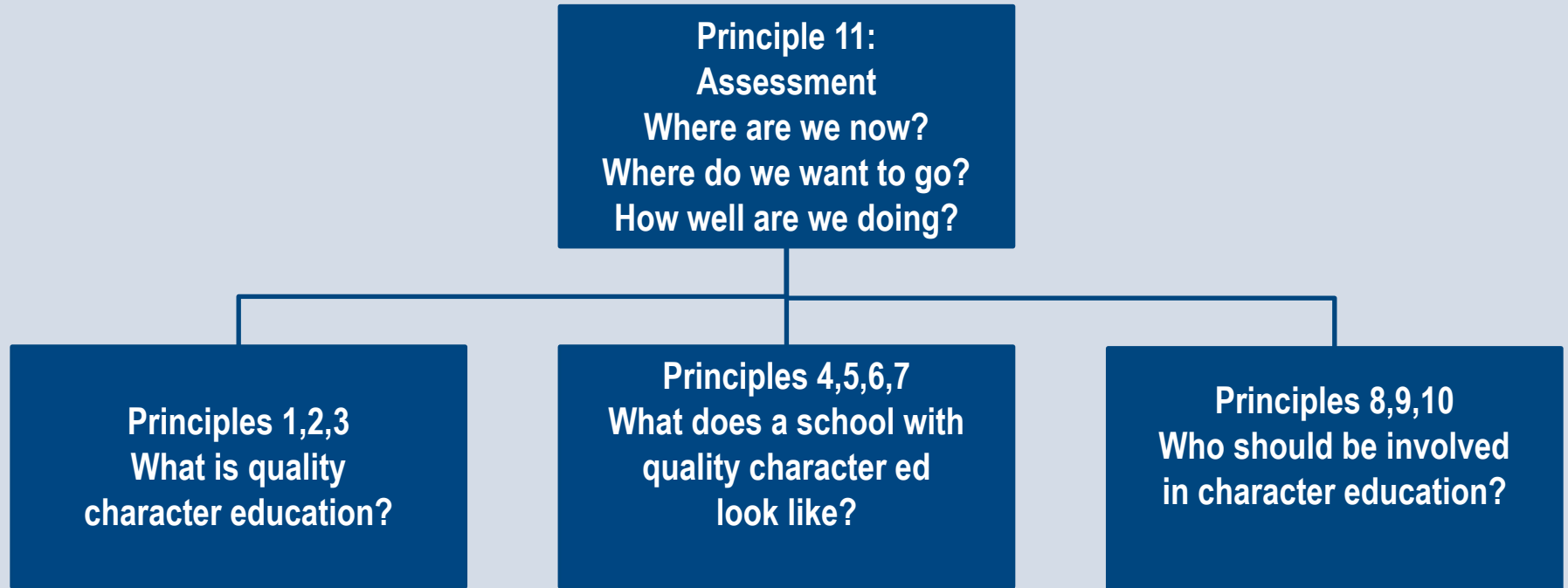


Click on the image, make a copy of the Reflection Journal to answer questions throughout the session, and submit at the end with your survey.

WELCOME!



11 Principles Of Character Education



Principle 5

The school provides students with opportunities for moral action

Clear Expectations:

- School fosters conflict resolution, academic integrity, service, sportsmanship, service
- Service Learning

Service Learning at School

- Kids do service for school
- Tied to curriculum
- Reflection

Service Learning Outside School

- Students research needs
- Tied to the curriculum
- Time provided

Service Learning

Action that addresses an authentic need



Service

Learning

Service-Learning

Collecting
canned food
for a food
drive

Studying nutrition
and a healthy diet

Investigating food security in the
community and partnering with local
governments and nonprofits
organizations on forums to discuss the
issue and how to increase food access

Service	Learning	Service-Learning
Coordinating a marathon	Measuring Mass Body Index	Calculating the average BMI of a school, setting up a website to gather statistics, then organizing a “Walk across North Carolina” to help reduce obesity is service-learning.

4 Types of Service

Direct Service

Your service involves face-to-face interactions with people, animals, or the environment.

Indirect Service

Your action is not seen by the people who may benefit from what you do, however the action meets a real need.

Advocacy

What you do makes others aware of an issue and encourages them to take action to make a change.

Research

You gather and report on information that helps a community.

Environmental Service-Learning

Direct Service

Cleaning up pollution/trash at a creek

Indirect Service

Preparing mailers for the EPA to send out to citizens

Advocacy

Public Service Announcement about how we can save water

Research

Collecting information on the year long effects of beach pollution

Examples of Service Learning in North Carolina



Opportunities for Student Leadership Within School

- ❑ Peer tutoring/Buddy Classes
- ❑ Student Council
- ❑ Peer Mediation Leaders
- ❑ Classroom jobs
- ❑ Safety Patrol
- ❑ Welcoming Greeters
- ❑ Active role in service-learning projects
 - ❑ School Gardens, Recycling, Kindness Projects, Campus Beautification



*Students at Sumner Elementary
(Guilford County)*

Example of Buddy Classes Schedule

This is a list of the Buddy Classes for this year! Make sure you coordinate your activities for the year with your Buddy Teacher. Support one another through testing and assessments, allow the students time to buddy read, complete projects together, and encourage one another!



k-2 Class	3-5 Class	SGA Representatives
<u>Jaquith</u> (k)- Room 502	Gardner (3)	<u>Kaili Davis</u> & Matthew Rushing
Powers (k)- Room 506	Gray (5)	Jaden Haddock & Carson Fraley
Moore (k)- Room 504	Whitaker (5)	<u>Vontasia</u> Sears, Declan Smith & Taylor <u>Ebron</u>
Becker (k)- Room 503	<u>Gorka</u> (3)	Clark Allis & Jake <u>Adamski</u>
King (k)- Room 508	Brinson (3)	Claire Madigan & Samantha <u>Paciullo</u>
Potter(1)- Room 513	<u>Jarman</u> (4)	Lorelai Miller & Hayden Collier
<u>Paciullo</u> (1)- Room 511	Zell (4)	Andrew <u>Funai</u> & Christopher <u>Bazelow</u>
<u>Pretlow</u> (1)- Room 515	Davenport (4)	Mike Davis & Morgan <u>Worsley</u>
Pittman (1)- Room 510	<u>Winstead</u> (3)	Owen Heath & Jayden Chu
Vaughan (1)- Room 512	Willis (4)	Sophia <u>DeSantis</u> , <u>Somer</u> Davenport, & Ethan Kitchen
Anthony (2)- Room 121	Atkinson (3)	<u>Makenzi</u> Horne & Jamari <u>Hukins</u>
MB Adams (2)- Room 201	Jean-Louis (4)	Madison Powell & Jordan Whitley
Gillette (2)- Room 501	Shivers (5)	<u>Sabrina</u> Baker & Jackson <u>Whichard</u>
M Adams (2)- Room 203	Brown (5)	Alyssa Cheek & Bryce Lancaster
Herring (2)- Room 204	Stanley (3)	Cameron <u>LaFleur</u> & Maya <u>Swaggerty</u>
<u>Burne</u> (2)- Room 202	Thompson (5)	Joseph Johnson & Samantha <u>McCalpine</u>



Principle 5: Person Early College for Innovation and Leadership

- When we first began our Project Based Inquiry, Global Service Learning Project we had no idea of the impact it would have on our students, or on our school.
- [Impact Results of MUSIC Inventory](#) done by Friday Institute PBI Global Team after our first year.
- Significant part of our school's culture.
 - Upperclassmen Mentorship/coaching
 - Showcase day our entire school supports the research teams, donates water and participates in the pledge walk where funds raised are donated to an organization that assists in building wells in South Sudan.

Videos from PECIL's PBI Global Service Learning Project

- [Spring 2022](#)
- [Spring 2021](#)
- [Spring 2020 w/Wake Stem](#)
- [Spring 2019 First Year](#)

[EdNC article on PBI Global](#)

[A Student's Reflection on PBI Global](#)



Student Excerpt of the PBI Global Service Learning Experience

Ah, PBI Global. The elephant in the room.

A lot of freshman will agree with me when I say it was hard. It was a challenging project unlike anything I have ever experienced before. But I would be lying if I said I didn't feel accomplished after I walked down from that podium.

All in all, I would definitely go through with another project like PBI. I grew as a person more than I ever have during a project while we were doing PBI. Plus, who wouldn't want to sprint down a hill with two jugs of water? (Okay, maybe a lot of people, but I'm working with what I've got.)

Z. Holsonback



P.S.: if you skip to 1:53 in the PBI Global video, you can see me running like this in the background. I thought it was pretty funny.

Questions To Consider

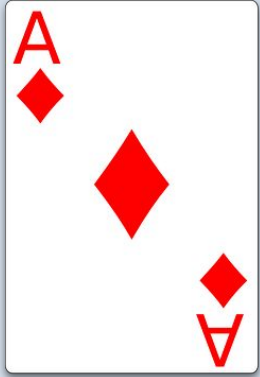
- ❑ How are students engaged in actions that show and develop good character?
- ❑ What are the expectations for service learning?
- ❑ How do teachers connect service learning to curriculum and core values?
- ❑ Is there a template teachers use for service learning?
- ❑ How do teachers offer students voice and choice?
- ❑ How do teachers allow students to reflect on their actions?
- ❑ How do teachers provide structured time for students to research, assess, create ideas and reflect on service learning?

Where Do The Ideas For Service Learning Projects Begin?

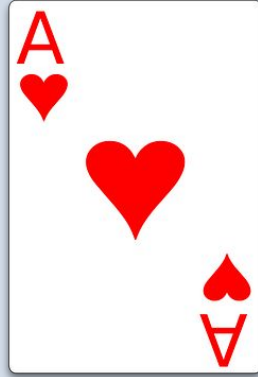
- ❑ **Curiosity**
- ❑ **A need**
- ❑ **Advocacy for someone or something**
- ❑ **Application to the curriculum areas taught in school.**

04 Closing More Information

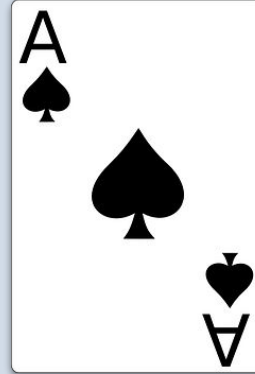
Optimistic Closure



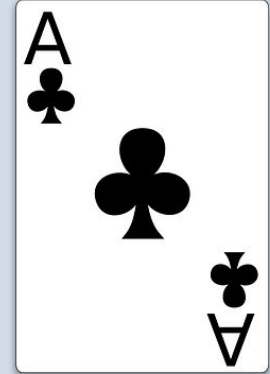
What are some gems of wisdom gathered from people or content?



Something from the heart. How do you feel now?



What new ideas did you dig up?



What ideas, thoughts, or points of view grew for you?

[3 Signature Practices Playbook](#)

Resources

- ❑ [Character.org: 11 *Principles* Framework](#)
- ❑ [Action Plan](#)
- ❑ [National Youth Service Learning Partnership](#)
- ❑ [Do Something](#)
- ❑ [National Service Learning](#)

Video Clips on Service Learning

- ❑ [Service Learning In Guilford County Schools](#)
- ❑ [Service Learning In Guilford County Schools](#)
- ❑ [Change the World In 5 Minutes a Day](#)
- ❑ [How Little People Can Make a Big Difference](#)

Character Ed Listserv



<https://public.govdelivery.com/accounts/NCSEBE/subscriber/new>

Next Steps

Fill out this survey to give feedback and to help drive the conversation in the future.

Use the QR code or
click [HERE](#) for the survey

You can also copy and paste this URL: https://ncdpi.az1.qualtrics.com/jfe/form/SV_eXoRZvH6hc7pn5s



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

CERTIFICATE OF ATTENDANCE

Life Hacky for Grounding Yourself co-Presented with the NC 4/6/2021
Sponsor:

Renewal Activity	Date
Brandon Reader	
Educator's Name	Social Security Number (Last 4)
NC Department of Public Instruction	1.5 hours (0.15 CEUs)
Name of Agency/Division	Number of Contact Hours
Support: Cindy & Brandon Reader	Support: cindy@dpi.nc.gov / brandon.reader@dpi.nc.gov
Contact Person	Contact Email Address

Cindy Reader
Supervisor, Department of Public Instruction

Eric C. Davis
Chairman, State Board of Education

*Please submit certificate of credit to your local staff development coordinator for renewal credit.

Thank You!

See You Next Webinar!

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Shirlrona Johnson: johnsons@person.k12.nc.us



#CharacterMatters