

Kindergarten: Social Studies

1) Introduction: Service-learning is an excellent way to teach Social Studies. Service-learning emphasizes a “hands-on” experiential approach as a means of connecting academic learning to real-world applications. This approach is an effective way of engaging students in social studies concepts, such as civic participation. Service-learning engages students in real-world community problem-solving activities, exploring ways in which responsible citizens take part in civic life.

2) Definition of service-learning:

Service-learning is a form of teaching and learning that engages students in meaningful service activities in their schools and communities as part of the standard academic curriculum. Integrated into (but not limited to) the school day, service-learning connects young people with structured activities that address human and community issues, and that provide opportunities for increased student academic engagement, civic responsibility, personal and social development and the acquisition of critical thinking skills.

The following concepts are central to good service-learning practice. Evidence of these elements as well as their alignment with Pennsylvania state standards and the School District’s promotion/graduation requirements are key to model practices.

- **Student voice in choosing, developing and implementing a project:** Service-learning works best when students are involved in something relevant and meaningful to them. Encourage student participation and sharing of responsibility in all aspects of a project.
- **Identification of genuine need:** The “community” identifying the need can be the class, the school, the neighborhood, a community partner, the city, etc. Goals for addressing problem have the support of designated community and clearly defined objectives.
- **Mutual benefit for students and community partner(s):** Students acquire knowledge and skills, and in return contribute a short or long-term solution to the problem. Sensitivity to needs and/or limitations of all parties is important.
- **Sustained student involvement:** Length of project can vary but should span a minimum of 8 weeks. Projects with greater richness and complexity may last a semester or an entire school year.
- **Rigorous, multidisciplinary research:** Projects should meet content standards in at least two academic disciplines and demonstrate writing and research competence. Research can explore root causes/effects, potential solutions or public policy related to the problem.
- **Ongoing reflection:** Reflection activities should occur throughout the project. They reveal cognitive and affective learning and can incorporate speaking, writing and/or multimedia strategies.
- **Assessment of student learning and project impact:** Evaluates academic, personal and social development as well as whether stated community need has been met/addressed. Rubrics and other authentic assessment tools are preferred.

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- **Culminating presentation:** Presentations or exhibitions of learning allow students to demonstrate what they have learned for the benefit of others, including community partners.
- **Final celebration:** Positive change and collaboration is hard work! Acknowledge and celebrate the contributions and accomplishments of all who were involved.

3) Sample Project Description

A sample project description is included for your convenience. This particular project is not required, however, it is designed to fit the core curriculum for this subject and it reflects a common issue or problem in many of Philadelphia's communities. Teachers are encouraged to transform this project and take it in new directions.

911 Information

The 911 emergency call system is very important to the health and safety of our community and the protection of our citizens. Young people do not always know when it is appropriate to call 911; some may not be aware of the 911 system at all. This project gives young students an introduction to service and helping others. The students will learn about the 911 system, and how to make decisions about when it should be used. Students will practice saying their address and phone number in order to effectively use the system. Students will learn about different types of emergencies and how to respond to them. To reinforce what they have learned, students will make stickers with 911 directions and contact numbers for local police and fire departments to take home to put near their phones and to distribute to family and friends.

4) Suggested Lessons/Activities:

Situating Students in the Problem

A visit from a local police officer or school safety officer can be an introduction to the project.

Research

Students can be helped to identify different roles of adults in the community, especially police and fire officers. Students could cut out pictures of helping community members, or they can color pictures on a worksheet of things that people need to be safe and the people who keep our community safe. Students may also discuss what happens when a fireman or police officer is needed to help. Teachers could help students identify what is and what is not an emergency. Students can then practice dialing 911 on worksheets and/or real phones.

Creating a Solution

Students create 911 stickers to be placed near home phones to remind young children of the emergency number and to list non-emergency numbers.

Assessment

Have students keep track of where the 911 stickers are being distributed; facilitate discussions about this in the classroom.

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Standards

5.2.3 A Identify examples of the rights and responsibilities of citizenship

5.2.3 B Identify personal rights and responsibilities

5.2.3 G Identify ways to participate in government and civic life

5) Sample Rubric

Rubrics can be used at all steps of the service-learning process. Each activity can have its own rubric, and you can use a cumulative rubric to assess student work at the end of the project. Here are two rubrics, one that covers students' developmental progress and one that assesses specific tasks.

See attached.

6) Multidisciplinary Connections

Math – Bring in real phones or pictures of phones and have students identify all the numbers that are on the phone

English – Students can suggest what they want to have written in the letter to family and friends about using the 911 stickers. Teachers can write the letter out on newsprint so that students see their words printed and then identify small words that are appropriate

Art – Students can decorate their stickers with their own drawings

7) Where to get more info?

How and why to teach kids to dial 911.

http://kidshealth.org/parent/firstaid_safe/emergencies/911.html

When to call 911 Quiz, by Safety Sam

<http://www.sandiego.gov/safetysam/911quiz.shtml>

Printable telephone worksheets for students to practice phone skills

<http://www.dltk-teach.com/mphone.htm>

Lesson plans and suggestions for teaching 911 skills.

<http://www.first-school.ws/activities/firststeps/telephone911.htm>

8) Local Resources

Philadelphia Police Department

The 011 emergency telephone program gives children information about 911, what it is and does, and tells the students how to use the system in an emergency. Situation

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examples used in the program are extremely valuable to the youngsters in helping them to relate to the use of 911.

http://www.ppdonline.org/cmtty.cmtty_safety.php

American Red Cross- SEPA Chapter

The American Red Cross offers a variety of programs and educational presentations that help young people know how to respond to disasters and to keep themselves safe.

<http://www.redcross-philly.org>

This curriculum insert was developed by Dr. Cynthia Belliveau, Director of the Pennsylvania Service-Learning Alliance, as part of a collaborative effort between the School District of Philadelphia and several local community-based service-learning organizations, designed to integrate service-learning with the new core curriculum.