

COURSE TITLE: STUDENTS TAKE ACTION: Making the World a Better Place

WA CLOCK HRS: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

OREGON PDUs: 30

PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Heritage Instructor
Heritage-Institute-Staff@hol.edu

COURSE DESCRIPTION:

Students taking action through service-learning is an effective way of engaging students in community service with explicit learning objectives, preparation, and reflection that positively engage them in classroom activities. You will discover that service-learning is not just another objective to meet; it connects students between the service they provide and their academic coursework.

Research has shown that students participating in service-learning positively affect students' engagement, helping them better understand themselves in relation to others. You will find an increase in students' positive interactions with teachers and peers through group collaboration, increasing their critical thinking skills, classroom attendance, confidence, leadership skills, and more.

We have gathered ten exceptional non-profit organizations representing local, national, and international companies. They will discuss how their organizations have positively impacted children and their community and how you and your students can help them reach their goals through a service-learning project.

Nonprofit organizations participating are:

- 4 Paws for Ability. <https://www.4pawsforability.org>
- Compassionate Listening Project. <https://www.compassionatelisting.org>
- Earth Corps. <https://www.earthcorps.org/volunteer/school-partnerships/>
- Free2Luv. <https://free2luv.org>
- Giraffe Heroes Project <https://www.giraffe.org>
- H2O for Life <https://www.h2oforliveschools.org>
- JRMD/YRWD – Youth in Reconstruction of a World in Destruction <https://www.jrmd.org>
- Kids for Peace <https://kidsforpeaceglobal.org>
- Rachel's Challenge <https://rachelschallenge.org>
- Wolf Haven. <https://wolfhaven.org/>

This course is appropriate for teachers K-12.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Gained an understanding of the benefits of service-learning for students, teachers, and the community.
- Learned about the 5 strategies of service-learning.
- Learned about the 4 different types of service-learning.
- Created an environment where students develop leadership skills
- Developed a sense of social justice through the understanding of diverse cultures.
- Integrated student classroom learning with their community and beyond.
- Learned how to provide students with hands-on experience with real-world issues.
- Learned to develop a series of service-learning activities on planning, designing, and implementing a community-based project with their students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of

CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

None. All reading is online.

None. All reading is online.

MATERIALS FEE

None.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduce Yourself & Review Important Information.

Welcome to Students Take Action: Making the World a Better Place

1. Please download and read the ?instructions for participating in the live session.
2. Introduce yourself in 200+ words.
 - Describe your current professional situation.
 - What brings you to this course?
 - What outcomes do you hope to achieve?
 - Please include the grade level you teach and the town/city and state.

Assignment #2: Rachel's Challenge & H2O for Life presentations.

Rachel's Challenge Presentation: Review the presentation.

After viewing the presentation:

https://player.vimeo.com/video/844148204?badge=0&autoplay=0&player_id=0&app_id=58479

Rachel's Challenge Presentation video

<https://player.vimeo.com/video/33291369?h=5225c81a88&title=0&byline=0&portrait=0>

Watch: The story that changed everything video.

- Go to [Rachel's Challenge](#) website and review their program.
- Download and read the PDF on the [Evidence-Based Data Sheet](#) on Rachel's Challenge.
- Download a copy of Rachel's Challenge [PowerPoint](#) presentation.
- In a 1-2 page paper, write about the main takeaways from [Rachel's Challenge](#) presentation and the Evidence-Based Data Sheet, including any new information given by viewing Rachel's website.
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).

1. What is the organization's mission and vision?
2. What is the organization's philosophy?
3. What service needs does the organization have that your students can assist with?

Note: For Middle and High School teachers, you may want to check out the book *Rachel's Tears: The Spiritual Journey of Columbine Martyr Rachel Scott*. By Beth Nimmo, Darrell Scott.

For School Principals and all educators, the book *Awaken the Learner*.

And, *Motivating and Inspiring Students: Strategies to Awaken the Learner (Providing a Positive Learning Experience for Students)* by Robert J. Marzano, Darrell Scott, Tina H. Boogren, Ming Lee Newcomb
(*Motivating & Inspiring Students* is the main text used in Mary Ann Johnson's course, [Inspiring, Nurturing & Motivating Students](#).)

AND

H2O for Life Presentation: Review the presentation.

After viewing the presentation:

https://player.vimeo.com/video/844209607?badge=0&autoplay=0&player_id=0&app_id=58479

H2O for Life Presentation video.

1. Go to [H2O for Life](#) website and review their educational programs, lesson plans, and area of teaching that is age appropriate for your classroom.
 2. For a free download of Splash Lesson Toolkit from H2O for Life, click on this [Link](#).
 3. In a 1-2 page paper, write about the main takeaways from the [H2O for Life](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
- What is the organization's mission and vision?
 - What is the organization's philosophy?
 - What service needs does the organization have that your students can assist with?

Assignment #3: 4 Paws for Ability & Free2Luv Presentations.

4 Paws for Ability - Presentation: Watch the presentation.

<https://player.vimeo.com/video/844454522?h=f6b5023857>

[4 Paws for Ability](#) Presentation video.

- Watch the Netflix series *Dogs*, season 1, episode 1, called *The Kid With a Dog*, based on 4 Paws for Ability.

After viewing the presentation and watching the Netflix series, *Dogs*, season 1, episode 1:

- Go to [4 Paws for Ability](#) website and review the types of service dogs that support multiple disabilities; view their link on How To Help.
 - In a 1-2 page paper, write about the main takeaways from the [4 Paws for Ability](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
1. What is the organization's mission and vision?
 2. What is the organization's philosophy?
 3. What service needs does the organization have that your students can assist with?

Note: You may want to check out Melissa Fay Greene's book, *The Underdogs: Children, Dogs and the Power of Unconditional Love*, which tells the story of Karen Shirk, the founder of 4 Paws for Ability. Available on Amazon.

AND

Free2Luv – Presentation: Watch the presentation.

After viewing the presentation:

<https://player.vimeo.com/video/844463919?h=857f5c48c3>
[Free2Luv Presentation Video.](#)

- Go to [Free2Luv](#) and review their mission, about, get support, get involved, and impact.
 - View this YouTube video on Free2Luv.
<https://www.youtube.com/embed/7wAucBsZyVU>
 - In a 1-2 page paper, write about the main takeaways from the [Free2Luv](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
1. What is the organization's mission and vision?
 2. What is the organization's philosophy?
 3. What service needs does the organization have that your students can assist with?

Note: EXPRESS IT! PARTNERSHIP

1. [EMAIL INFO@FREE2LUV.ORG](mailto:EMAIL.INFO@FREE2LUV.ORG)

Include a contact name, email, phone number, school name, mailing address (No P.O. Boxes), and the number of students.
Put 'Heritage' in the subject.

2. SCHEDULE VIRTUAL TRAINING SESSION

Free2Luv will provide training date options and a Zoom link along with a training PDF.

3. VIRTUAL TRAINING SESSION

Training will include documentation requirements.

4. EXPRESS IT! BOOKS SHIPPED

5. YOUTH SERVICE-LEARNING OPPORTUNITIES

Assignment #4: Kids For Peace & Wolf Haven Presentations.

Kids for Peace Presentation: Watch the presentation.

After viewing the presentation:

<https://player.vimeo.com/video/844757581?h=396c164fb9>

- Go to [Kids for Peace](#) website and review their program offerings for students.
 - In a 1-2 page paper, write about the main takeaways from the [Kids For Peace](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
1. What is the organization's mission and vision?
 2. What is the organization's philosophy?
 3. What service needs does the organization have that your students can assist with?

AND

Wolf Haven Presentation: Review the presentation.

After viewing the presentation:

<https://player.vimeo.com/video/844769038?h=3b7deeca0f>

- Go to [Wolf Haven's](#) website and review their student educational programs, about, and sanctuary.
 - Download a copy of [Wolf Haven's Education Program Choices](#).
 - View Wolf Haven's online page [Learn About Wolves](#) for kids and educators.
 - View this video: Wolves Saved Yellowstone National Park. The Northern Range.
<https://www.youtube.com/embed/fTPt70vA39k>
 - In a 1-2 page paper, write about the main takeaways from the [Wolf Haven](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
1. What is the organization's mission and vision?
 2. What is the organization's philosophy?
 3. What service needs does the organization have that your students can assist with?

Note: You may want to check out the book *Wolf Haven: Sanctuary and the Future of Wolves in North America* by Brenda Peterson.

Assignment #5: Giraffe Heroes Project & Earth Corps School Partnership

Giraffe Heroes Project Presentation: Watch the presentation.

<https://player.vimeo.com/video/845110026?h=f2633a620b>

After viewing the presentation:

- Go to [Giraffe Heroes Project](#) website and review their student programs.
 - In a 1-2 page paper, write about the main takeaways from the [Giraffe Heroes Project](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
1. What is the organization's mission and vision?
 2. What is the organization's philosophy?
 3. What service needs does the organization have that your students can assist with?

Ann Medlock & John Graham have generously gifted our participants two of their foundational books (in a PDF format) created by John and staff members of the Giraffe Heroes Project. Please download a copy of the book and guide for your library.

- Voices of Hope Heroes' Stories for Challenging Times. Click [here](#) to download and review a copy.

AND

- Voices of Hope Service-Learning Guide: Engaging Students as Active, Caring Citizens. Click [here](#) to download and review a copy.
- You may want to check out this [link](#) for Teachers & Families.
And for [Kids](#).

Earth Corps School Partnership Presentation: Watch the presentation.

<https://player.vimeo.com/video/844201399?h=101e95ff96>

After viewing the presentation:

- Go to the [Earth Corps School Partnerships](#) website and review their offerings.
 - In a 1-2 page paper, write about the main takeaways from the [Earth Corps School Partnerships](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).
1. What is the organization's mission and vision?
 2. What is the organization's philosophy?
 3. What service needs does the organization have that your students can assist with?

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Assignment #6: Compassionate Listening & JRMD/YRWD – Youth in Reconstruction

Compassionate Listening Presentation: Watch the presentation.

After viewing the presentation:

<https://player.vimeo.com/video/845637149?h=ae3348b458>

- Go to the [Compassionate Listening](#) website and review their offerings.
- Please download a copy of the PDF, [5 Core Practices for Compassionate Listening](#).
- In a 1-2 page paper, write about the main takeaways from the [Compassionate Listening](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).

1. What is the organization's mission and vision?
2. What is the organization's philosophy?
3. What service needs does the organization have that your students can assist with?

Note: You may want to check out the book by Andrea S Cohen (Author), with Leah Green, & Susan Partnow, *Practicing the Art of Compassionate Listening*.

AND

JRMD/YRWD – Youth in Reconstruction of a World in Destruction Presentation:

Watch the presentation.

After viewing the presentation:

(Note: Please be patient. Due to poor internet connection in Burundi, Africa, some parts of the JRMD/YRWD video are glitchy.)

<https://player.vimeo.com/video/845649308?h=6bf6db8bd9>

- Go to [JRMD/YRWD website](#) and read Prosper Ndabishuriye's story, About Us, and Projects.
- In a 1-2 page paper, write about the main takeaways from [JRMD/YRWD – Youth in Reconstruction of a World in Destruction](#) presentation and view their website. Include the following:
(Please do not copy and paste your response from the presenter's website, it must be based on your own insights).

1. What is the organization's mission and vision?
2. What is the organization's philosophy?
3. What service needs does the organization have that your students can assist with?

Note: You may want to check out the book by Mike Seymour, President of The Heritage Institute *If You're Going to Kill Them, You Must Kill Us First: The Story of an African Peacemaker*. This is the story of Prosper Ndabishuriye and his journey in creating JRMD/YRWD.

**Please take a moment and rate all of the presentations using this [LINK](#).
Your feedback is very important to us.**

Assignment #7: What is Service-Learning & Why Is It Important?

Service-learning is a structured learning experience that combines community work with explicit learning objectives connecting student service to academic coursework. Service-learning impacts students' success by increasing their academic skills, interaction with diverse cultures and lifestyles, social engagement, leadership, and communication skills. With that in mind, watch the following videos.

- What is Service-Learning? By Duke Service-Learning
<https://www.youtube.com/watch?v=YKNB0M5EdHc>
<https://www.youtube.com/embed/YKNB0M5EdHc>
- What is Service-Learning? By Fairfax County Public Schools
<https://www.youtube.com/watch?v=Flg-pXSxut0>
<https://www.youtube.com/embed/Flg-pXSxut0>
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The Importance of Service-Learning

<https://www.youtube.com/watch?v=G4PdapFAbmA>

<https://www.youtube.com/embed/G4PdapFAbmA>

- Read the article Service-Learning in K-12 Schools.
<https://www.usnews.com/education/k12/articles/service-learning-in-k-12-schools>
- In a 2-page paper, briefly outline three or four essential attributes of service-learning that you would like your students to achieve.

Assignment #8: Introducing Service-Learning

You have been introduced to ten remarkable nonprofit organizations in this course. Choose one of the presentations or investigate a local nonprofit organization to present to your classroom.

If it loads, read the article below. If it doesn't, just go on, and describe how you would introduce a service learning project to your class, with evidence of how students could help make the decision on the target of the project.

[How to integrate service-learning into the classroom.](#)

Outline in a 1-2 page paper how you would present the nonprofit in your classroom.

Assignment #9: 5 Stages of Service-Learning.

Read the article on the [Five Stages of Service-Learning](#), Investigation, Preparation, Action, Reflection, and Demonstration. Define and create a mind map using the five stages of service-learning as subtopics that are explicitly designed for your subject area and grade level.

Assignment #10: 4 Different Kinds of Service-Learning

There are four different kinds of service-learning.

1. Direct service
2. Indirect Service.
3. Advocacy Service
4. Research Service

Read the outline of the [Types of Service-Learning](#) created by the University of Central Arkansas.

Keep this outline as a helpful resource when developing your lesson plan, and write a short paragraph on your findings and that you have read the article on types of service-learning.

Assignment #11: The Service-Learning Tool-Kit

National Geographic has created an excellent service-learning toolkit for teachers 5-12 grade. Download a copy of the 43-page guide, [Service-Learning Educator Guide/Integrating service-learning goals – Educators Guide](#). Read the entire booklet and note the components that you find helpful. The toolkit was designed for 5th – 12th-grade teachers. Keep this guide on your desktop as a reference when creating your lesson plan. Write a short paragraph on your findings and that you have read the educators' guide.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #12: Benefits of Service-Learning for Students, Teachers, & Community.

Service-learning provides opportunities for students, teachers, and nonprofit communities to grow. Find five (5) resources that provide

additional learning on service-learning. These may be YouTube videos, online articles, studies, and/or curriculum materials. In a 2-page paper, record the key points you learned from these resources. Cite your resources, including books, magazines, journals, videos, and internet sites.

Assignment #13: Nonprofit Contact Sheet

Research 2-3 nonprofit organizations in your community. Create a nonprofit contact sheet, contact each nonprofit, and complete a contact sheet for each. It should include the following:

- The name of the nonprofit.
- The name, title, and email address of the person you interviewed.
- The address, phone number, and web address of the organization.
- What is their mission and vision?
- A brief history of the organization.
- What population do they serve?
- What community needs are met through their organization?
- What service needs do they have that students can engage in?
- Any follow-up information?

Upload your nonprofit contact sheets into the response box.

Assignment #14: Lesson Plan

Using the information gained from your nonprofit contact sheet or from one of the Zoom presentations, complete **one** of the following options:

Option A)

- Adapt/create an activity or lesson reflecting what you've learned in this course. Include descriptions, links to, or screenshots of any distance learning apps involved. For guidance, refer to the service-learning toolkit located in assignment # 11.
- Implement your lesson with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

OR

Option B)

Use this option if you do not have a classroom or students available.

- Adapt/create a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write an article of at least 500 words concerning any noteworthy success you've had as a teacher with one or more students in the subject area or instructional goals of the lesson adapted or created on how this experience has influenced the development of the lesson.
- Please refer to the guidelines for our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall (Yvonne@hol.edu) THI blog curator.
- Include your name, date, title of the course, and title of the article.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the [lesson library box](#).

Assignment #15: (500 Level ONLY)

In addition to the 400-level assignment, **complete Option A – PowerPoint and one additional option:**

Option A) PowerPoint

Using what you've learned from this course, develop a 20-minute PowerPoint teacher training to present to your colleagues. Include a resource page, what service-learning is, why It's Important, the 5 stages of service learning, and the 4 different kinds of service-learning. The PowerPoint should contain a minimum of 6 slides.

AND/OR

Option B) Group Assessments

Create collaborative assessments for **either** group discussions **or** group work.

- The group discussion assessment – should include, but is not limited to, assigning roles to each student based on their strengths, assessing their responses, and their contribution to the project's goal.
- The Group project assessment – should include, but not be limited to, assigning student roles in the group project, ensuring that each student knows their responsibility to attain the service-learning goal.
- Read the article, [A Better Way to Assess Discussions](#), for guidance on assessing group discussions.
- Read the article [Assessing Group Work](#) for guidance on assessing group work.

AND/OR

Option C) Alternative Assignment

Create another assignment of your own design with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #16: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

A staff member who exemplifies the qualities necessary to teach this course has been selected.

BIBLIOGRAPHY

STUDENTS TAKE ACTION: Making the World a Better Place

BOOKS:

- Ancona, George. *Can We Help? Kids Volunteering To Help Their Communities*. Somerville, MA, 2019.
- Aronson, Brad. *Human Kind Changing the World One Small Act At a Time*. Canada, LifeTree Media, 2020
- Berger Kay, Cathryn. *The Complete Guide to Service Learning Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis, MN. Free Spirit Publishing, Inc. 2010.
- Cohen, Andrea S, (Author) with Green, Leah, and Partnow, Susan. *Practicing the Art of Compassionate Listening*. 2022.
- Cress, Chriline, Collier, Peter, Reitenauer, Vicki, & Associates. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities*. Sterling VI, Stylus Publishing, LLC. 2013
- Donahue, David, & Plaxton-Moore, Star. *The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change*. Sterling VI, Stylus Publishing, LLC. 2018
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- Wilson, Janet. Our Future – How Kids are Taking Action. Toronto, Ontario, CA. Second Story Press, 2019

ARTICLES:

- 53 Ways to Impact Your Community Every Day. Up With People. March 8, 2018.
- Akman, Terri. The Benefits of Service Learning – How Programs Educate & Inspire Children To Make a Difference. MetroKids, August 29, 2016.
- Lassiter, Jill. Service-Learning in a Virtual World. Faculty Focus, September 1, 2021.
- Lucariello, Kate. Free Digital Lesson Bundle Uses Storytelling to Help Students Pursue Positive Change, October 10, 2023.
- Price-Mitchell, Marilyn. Service-Learning Fosters Lifelong Development. Roots of Action, April 22, 2022.
- Shim, Joe. Benefits of Service Learning for High School Students. Edutopia, March 24, 2022.
- Strage, Amy. Long-term academic benefits of service-learning: when and where do they manifest themselves? Gale Academic Onefile, June, 2004.
- Van Cleave, Thomas, & Veyvoda, Michelle. Re-Imagining Community-Engaged Learning: Service-Learning in Communication Sciences and Disorders Courses During and After COVID-19. Ashawire, 2020.
- Wolpert-Gawron, Heather. What the Heck Is Service Learning? Edutopia, November 7, 2016.
- Because You're Worth It! <https://mailchi.mp/781b5fc3a7f4/because-youre-worth-it?e=c5905a8896>

NONPROFIT ORGANIZATIONS:

- 4 Paws for Ability - <https://www.4pawsforability.org>
- Best Buddies - <https://www.bestbuddies.org>
- Book Fairies - <https://thebookfairies.org/>
- Compassionate Listening Project - <https://www.compassionatelisting.org>
- Earth Corps - <https://www.earthcorps.org/volunteer/school-partnerships/>
- Facing History & Ourselves - <https://www.facinghistory.org>
- Free2Luv - <https://free2luv.org>
- Giraffe Heroes Project - <https://www.giraffe.org>
- GLSEN - <https://www.glsen.org/>
- H2O for Life - <https://www.h2oforlifeschools.org>
- JRMD/YRWD - Youth in Reconstruction of a World in Destruction - <https://www.jrmd.org>
- Kids for Peace - <https://kidsforpeaceglobal.org>
- Mindful Littles - <https://mindfullittles.org>
- Mirror Foundation - <https://www.themirrorfoundation.org/themirrorfoundation/>
- Move for Hunger - <https://moveforhunger.org/>
- National Center for Children in Poverty - <https://www.nccp.org/>
- Play for Peace - <https://www.playforpeace.org/>
- Rachel's Challenge - <https://rachelschallenge.org>
- Ruby Room - <https://www.rubyroomseattle.org>
- Soles4Souls - <https://soles4souls.org>
- Space4Youth - <https://space4youth.org>
- Wolf Haven - <https://wolfhaven.org/>