



## **ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM**

# **IMPLEMENTATION OF SERVICE LEARNING IN THE ENGLISH CLASSROOM**

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## RATIONALE

The English Access Microscholarship Program offers students the opportunity to study English in small groups, in the afternoon or during school vacations. It also allows teachers to focus on challenging skills for students, such as listening and writing. Moreover, the program gives the students a chance to learn about American culture, history, and geography and to participate in all kinds of cultural activities, such as musical events, art exhibitions, sports events, photography or clay workshops.

Another key aspect of the Access Program is its Service Learning Project, a unique experience that gives students an opportunity to give back to their communities. Service Learning integrates meaningful community service with instruction and reflection. The participants learn and grow through **active participation** in thoughtfully organized service that addresses the needs of a community.

The Service Learning Project has the following objectives:

- to enrich the learning experience
- to teach civic responsibility
- to encourage lifelong civic engagement
- to strengthen communities for the common good

What does it offer students?

- It helps foster civic responsibility.
- It enhances the academic curriculum.
- It enhances the educational components of the community service program and provides structured time for the students to reflect on the service experience.
- It develops leadership.
- It gives students a sense of satisfaction.
- It widens their horizons.

## **SERVICE LEARNING AND SOCIAL JUSTICE**

### **What Is Social Justice?**

- Social justice is the fair and just relationship between the individual and society, that is to say, everyone deserves equal economic, political, and social rights and opportunities.
- Social justice is the breaking down of barriers to social mobility and the creation of safety nets.
- Social justice is the assignment of rights and duties in the institutions of society, which enables people to share the basic benefits and burdens of cooperation, including taxation, social insurance, public health, public school, public services, labor law and regulation of markets, to ensure fair distribution of wealth, and equal opportunity.

### **Social Justice in the Classroom**

- Teaching social justice and turning it into a way of life means more than showing up at a soup kitchen or a park and serving food or cleaning up. It is more than volunteering in a kindergarten, in the Scouts, or in an animal shelter.
- It begins with preparation and learning about a particular issue, area, or context the service experience will address, and should be linked to topics being studied in class.
- As English teachers in Israel, we have a skill-based curriculum that enables us to integrate social issues into our lessons.

By integrating social justice in the context of Service Learning, students will:

- have their voices heard on what matters in their communities.
- learn effective problem solving, critical thinking, and project management skills.
- strengthen their academic, civic, and social skills.
- make use of what they learn.
- meet people of interest whom they wouldn't ordinarily get to meet. They'll stretch the way they think about the world.
- gain an increased sense of responsibility to their school and community.
- gain a sense of accomplishment. They, too, can help change the world.
- develop a long lasting effect, engagement in community organizations and voting many years after their participation in community service.
- have opportunities to act on their values and beliefs.
- learn about potential careers by completing a project in collaboration with a community organization.
- improve interpersonal skills.

## **PLANNING**

Integrating the values of Social Justice into the Service Learning Project is an ongoing educational process, which is implemented in these stages:

1. Presenting rationale and project plan to teachers.
2. Introducing of project concept to students, and identifying needs in the community, class discussion, and selection of main issue to be addressed.
3. Approval of issue by school principal and program director.
4. Learning about different aspects of the selected issue (through online and printed materials, text books).
5. Interviewing experts to gain first-hand knowledge about the topic.
6. Preparing detailed action plan (teacher and students), including the tasks, required resources, timeline, and partners.
7. Implementation and documentation of service learning.
8. Students reflect on the experience.

## IMPLEMENTATION

The Service Learning Project is divided into three stages:

1. Classroom activities – reading relevant materials, watching video clips, learning key vocabulary connected to the selected issue.
2. Interviewing relevant experts
3. Implementation – service in the community

The following table summarizes the service learning activities carried out in the 2017-2018 school year, by school:

School	Issue	Interviews/Presentations	Implementation
<b>Abu-Rabia, Kseifa</b>	Children with special needs	<ul style="list-style-type: none"> <li>• Interview the special education school principal</li> <li>• Design follow up activities for future relations with the school</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting a special education school</li> <li>• Preparing activities for the students, giving them small mementos</li> </ul>
<b>Amal Ahd, Hura</b>	Unrecognized Villages Situation	<ul style="list-style-type: none"> <li>• Dr. Haled El Sayed Hura, specialist-Unrecognized Villages in the Negev</li> <li>• Teachers and students from unrecognized villages</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting an unrecognized village near Hura</li> <li>• Reflection in class</li> <li>• Making posters at school to raise awareness</li> </ul>
<b>Al Faruk, Kseifa</b>	Cleaning Workers' Conditions	<ul style="list-style-type: none"> <li>• Meet the cleaning staff, learn about their work.</li> <li>• Mousa Abu Saed, school counselor, social worker, member of Lakiya local council, on "Invisible People."</li> <li>• Khalil Al-Amour – member of the Negev Coexistence Forum, of "Adalah," on "Students Promote Respect"</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledging the cleaning working staff's work and efforts in a ceremony</li> <li>• Assisting the cleaning working staff in carrying out their duties and responsibilities</li> </ul>
<b>Alnur, Hura</b>	Early Marriage	<ul style="list-style-type: none"> <li>• School counselor</li> <li>• A nurse, mother of one of the students</li> <li>• Islamic religious leader</li> </ul>	Holding a debate between students and mothers on the pros and cons of marrying young
<b>Leihman, Dimona</b>	Cleaning Workers' Conditions	<ul style="list-style-type: none"> <li>• The school administrator</li> <li>• Ariel Lalouche, Deputy Mayor, Dimona</li> <li>• Meeting the cleaners; challenges of their work</li> </ul>	<ul style="list-style-type: none"> <li>• Replacing the workers at school for half a day</li> </ul>
<b>Amal Amirim, Ofakim</b>	Needs of the Elderly	<ul style="list-style-type: none"> <li>• Meet with the school counselor to learn about the needs of the elderly</li> <li>• Manager of the Senior Citizens Home</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging the senior citizens in fun activities</li> <li>• Handing out mementos to the elderly</li> </ul>

School	Issue	Interviews/Presentations	Implementation
<b>Amal Yousef Shaheen, Taibe</b>	Needs of the Elderly	<ul style="list-style-type: none"> <li>• Meet senior citizens from the community, learn about their lives, unique challenges and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging the senior citizens in fun activities</li> <li>• Handing out mementos to the elderly</li> </ul>
<b>Al -Razi, Rahat</b>	Unrecognized Villages Situation	<ul style="list-style-type: none"> <li>• Dr. Zathil, an activist on the subject</li> <li>• The school principal</li> <li>• Students from unrecognized villages</li> <li>• Dr. Amer Alhozayel (Deputy Mayor, Rahat)</li> <li>• Atia Ala'sam (Head of Regional Council of Unrecognized Villages Council)</li> <li>• Sheik Sayah al-Turi (Head of Al-Araqib unrecognized village)</li> <li>• Basher Alziadna (Negev Coexistence Forum for Civil Equality)</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting one of the villages near Rahat, learning about life in an unrecognized village</li> <li>• Writing and acting out short plays in a three-day happening, led by Access students</li> </ul>
<b>Amal Tel Sheva Aleph</b>	Reducing Violence	<ul style="list-style-type: none"> <li>• Touman Abu Rakaeek, Tel Sheva Mayor</li> <li>• An Islamic religious leader Topic: "The Quran's teachings about violence"</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and carrying out an anti-violence campaign at school and in Tel Sheva</li> <li>• Distributing anti-violence stickers to drivers</li> </ul>
<b>Albayan, Tel Sheva</b>	Keeping the Environment Clean	<ul style="list-style-type: none"> <li>• Head of Sanitation Department</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and carrying out a campaign at school for keeping the environment clean</li> <li>• Replacing the cleaning workers, painting and cleaning the school</li> </ul>
<b>Amal, Hadekalim, Tel Sheva</b>	Empowering students to make school a better place to study	<ul style="list-style-type: none"> <li>• Saker Abu Srihan, a social activist in Tel Sheva</li> <li>• Ines Al Kashrar, a former Access student</li> <li>• The school counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Raising funds for a campaign to improve the school learning environment</li> <li>• Working at school in cooperation with artists</li> </ul>

The teachers showed creativity and seriousness in planning and implementing the project their school selected. They shared materials, exchanged ideas, and consulted one another and the Program Director.

You can view a clip about service learning at:



## REFLECTION

*When we read the table of the activities in schools, one cannot be but amazed by the amount of work that each step represents. But at the same time, we understand how meaningful the project has been for the teachers and the students altogether. Even some of the principals got so involved that they participated in the project.*

~ Khames Abu Siam, Principal, Al-Razi High School, Rahat

Access teachers shared their thoughts on the experience:

*"I am very satisfied that through this activity students recognized the value of cleaning work, broke down the negative stereotypes attached to manual labor, and defined new Al-Faruk School workplace culture, where everyone feels valued and appreciated. Students exhibited maturity and leadership. They realized that every day is full of possibilities to respond with compassion and kindness to every kind of injustice. What is more, they offered to take an active role in cleaning the school campus on a regular basis. They also committed themselves to spreading the messages to other school students. To my delight, the whole event was a huge success, and I am very proud of my Access group."*

~ Ania Klobucka, Al-Faruk, Kseifa

*"There is no doubt that these kinds of days are essential and very meaningful for me as a teacher and for the students. These days allow the students to express themselves and apply what they study. They can also talk about their feelings."*

~ Ahmad Khatib, Amal Ahd, Hura

*"I appreciate the old people who welcomed us warmly, opened their hearts and shared their personal life stories, despite their disabilities, loneliness, and difficulties.*

*Both my students and the elderly people felt comfortable with each other. My students spent a very pleasant time learning about the lives of aged people.*

*I hope my students developed a sense of responsibility toward elderly people in the community and became more aware of their needs."*

~ Enas Gbara, Amal Yousef Shaheen, Taibe

*"The students loved learning about ecology and what it is to live in a clean environment. They enjoyed doing the cleaners' job because they felt they were contributing to the school. The girls suggested they make it part of their routine."*

~ Raed Jubran, Albayan, Tel Sheva



Access students shared their thoughts on the experience:

*"Our Service Learning Day was a special day for me. I will never forget it. I learned about social justice and understood that there are many people around the world who suffer from injustice. Then, our teacher asked us to think about people close to us who may also suffer from injustice. After the discussion in class, we understood that our school cleaning workers are not respected enough. We realized that their work is very difficult and people do not appreciate it. We decided to change it. Together with my friends, we made a surprise for our cleaning workers. We gave them flowers and gifts and then we helped them clean the school. It was a great feeling to help others. I was proud of myself. I learned that helping people makes me feel very good. I learned that I should always react if I see people who are treated badly."*

~ Mirwat al Koraan, Al-Faruk, Kseifa

*"Our Social Justice Day was a great experience. Together with my Access classmates, we decided to help our cleaning workers at school. They work very hard and people forget to thank them. Sometimes, they look down on them. Many times, they pass by without noticing them and their hard work. It is not just or fair. We decided to take action and we helped our fantastic cleaning workers. It was amazing. They were so happy that we appreciated them. Everybody was happy. Now it will be a new tradition at our school that Access students help the school cleaning staff. Together with my Access friends, we want to spread the message to the other classes. We want all students to understand that the cleaning work and workers are important. We also want them to understand that cleaning the school is our shared responsibility."*

~ Waad Elamour, Al-Faruk, Kseifa

*"I learned a lot during service learning day. What a good issue we chose!!! I learned about the unrecognized villages through the lessons with our teacher, Ahmad Khatib. Now I feel that I know everything about these villages. "*

~ Habeeb Abu Kaf, Amal Ahd, Hura

*"I am from Rahat and I did not know a lot about the unrecognized villages in the Negev. Now I feel that I am an expert on the subject. I enjoyed the stories the students from unrecognized villages told us about their way of life."*

~ Ragad Abu Mdegem, Amal Ahd, Hura

*"We have learned we should listen to our grandparents' stories, visit them more often and ask them about their lives."*

~ Lana, Rinad, Hala, and Siba, Amal Yousef Shaheen Taibe

*"I am from Speet, an unrecognized village, and I had a great opportunity to tell the other students from the Access class about my village and how I live. They were so surprised to hear about life in an unrecognized village. I want to thank the Access Program which gives me the chance to share my feelings and express myself."*

*~ Ali Abu Speet, Amal Ahd, Hura*

*"We really enjoyed meeting old people. They told us their stories and wanted us to visit them more. We could see the smile on their faces."*

*~ Zena, Maria, Alaa, and Tahleel, Amal Yousef Shaheen, Taibe*

*"We think the old people made us understand that we should spend more time with them, help them, and make them happy. One day we will also become old people."*

*~ Esraa, Siwar, Sojood, and Heleen, Amal Yousef Shaheen, Taibe*

## SUPPLEMENTARY MATERIALS

Resource materials were prepared for each stage of the process to assist teachers in implementing the project.

### Preparing for Service Learning – Useful Tips for an Effective and Successful Experience

- Introduce the topics of Service Learning and Social Justice in class.
- With your students, explore the needs of your community.
- After identifying an issue, devote a few (5-7) lessons to learn about the topic and motivate your students to do work for the community.

Use material from the English Literature Program, English course books, "*Focus on America*," relevant newspaper and online articles, movies, video clips, quotes, etc. (See "Suggested Lesson Plans" on page 14.)

- Invite relevant experts and/or guest speakers to enrich the students' awareness. Prepare questions prior to the meeting.
- Students may have to interview people as part of their project work. Teach the students how to prepare for an interview. (See "Tips for Preparing for an Effective Interview" on page 12.)
- The students must actively participate. All students should be engaged in carrying out the project and should be assigned roles.

The following are two examples of teachers' project plans:

#### Khaled al Hassanat: Tel Sheva Citizens Contribute to Their Communities

1. The students will study *A Summer's Reading* by Bernard Malamud and explore George's behavior and failure to act during the story. Students will discuss what he misses, his role model, and what part his family plays in his failure. They will analyze the risk factors and the resilience George develops to gain power to act.
2. The students will watch Malala' Yousafzai's Nobel Peace Prize Acceptance Speech and read an article about Natan Sharansky's survival in the Gulag.
3. They will meet a psychologist to talk about resilience, meet Mrs. Hassanat, a social worker, who will share her professional experience with them.
4. In the classroom, students will meet one or two local activists.
  - Students will then choose a family relative who has overcome obstacles and succeeded, interview him/her and write a personal card telling his story (in first-person or third-person).
  - Students will spend time with the person they meet and see his/her work in action, documenting the process (photos and summaries).

#### Nawal Abu Rabiah: Early Marriage

1. Introduction of topic in class.
2. Class Discussion: What is marriage? What does a person need physically, mentally and psychologically in order to get married?
3. The students will learn about maturity through literary pieces from the Literature Program, such as *A Summer's Reading*, *The Road Not Taken*, and *The Split Cherry Tree*.

## Tips for Preparing for an Effective Interview

1. Read the interviewee's bio and search for background information. Before you can write out good questions to ask someone who you are interviewing for an article, podcast, or another medium, you need to gather all the information you can.
2. Write down your objective for the interview. Once you know who the person you're interviewing is, it's a good idea to write down what you expect to find out from the interview.
3. Be polite. The interviewee must be treated with respect. Do not ask too personal questions or questions that are not related to your main topic.
4. Ask open-ended questions. You are interviewing a person to gain knowledge about a subject. Whether you are reporting or doing an informational interview, you want to create a dialogue; this means questions that don't let the interviewee simply answer "yes" or "no".
5. Ask questions that will form a gradual flow from an introductory level to an in-depth level. Introductory questions can encourage or discourage trust and comfort, and provide the starting tone to the interview.
6. Ask a self-reflection question. You want to learn how this person thinks and what this person values. Ask questions that make your interviewee look back and share a story or example. This will sustain the interview and give you useful information.
7. Avoid using words that the interviewee might not understand. Avoid complicated questions. (Break questions into short, clear questions that focus on one topic at a time).
8. Select a location that is quiet, without interruptions or background noises.
9. Record or film the interview **after** getting the interviewee's permission or take notes during the interview.
10. Remember to **thank the interviewee** for his /her time and willingness to answer your questions.

Summary video for interviews: <https://www.youtube.com/watch?v=4eOynrl2eT>

## The Reflection Process

This stage focuses on reflecting on what has been learned, what has been done, and what might be done to maintain the process of social service and contribution to the community.

1. Brainstorming (*frontally 20 minutes*)
  - What was the topic of our Service Learning Project?
  - How is the topic connected to Social Justice?
  - What does it imply?
  - What do you think of it? Is it important? Is it relevant? How?
2. Reflection on Learning (*in groups and in writing, 45-60 minutes, collect the papers*).  
Optionally, prepare a questionnaire.
  - What did we learn about the topic?
  - Whom did we meet? Whom did we interview?
  - Was the meeting / interview interesting? Explain.
  - What prior knowledge did I have?
  - What was new for me?
3. Reflection on doing (*in pairs and in writing, 20 minutes, collect the papers*)
  - What did we do?
  - Write TWO paragraphs on what you did and where you did it:  
"We prepared posters..., we made shirts...,we visited..., we met..., we performed..., we organized a campaign...,we worked..., we bought ..., we helped...."
  - Give your opinion: Was the activity meaningful? Explain why.
4. Individual writing (*about 100 words, 30 minutes, collect the papers*)

For Service Learning Day, your class has been learning and working on a specific issue. Your students have been given a lot of information about the topic, have met some experts on the subject, and have carried out some activities.

Write:

- How is the topic connected to Social Justice?
- What can you do from now on to be involved?
- Give examples of some activities you might carry out.

## Suggested Lesson Plans

### Q&A with Muhammad Yunus

Dr. Muhammad Yunus is a renowned pioneer of the microcredit concept that uses small loans made at affordable interest rates to transform the lives of impoverished people, mostly women. Together with the founder of the Grameen Bank in Bangladesh, Yunus was awarded the Nobel Peace Prize in 2006.

1. In the classroom, read the interview with Dr. Yunus at:  
<http://www.pbs.org/now/enterprisingideas/Muhammad-Yunus.html>
2. Discuss the following:
  - What are the underlying principles of "microcredit"?
  - In what way can this method make society more resilient?
  - How does Grameen Bank help create a "new generation"?

### Fear No Evil: Natan Sharansky

Natan Sharansky was arrested in 1977 for his Zionist activism, and his insistence on the right of Russian Jews to make aliyah to Israel. He was then accused of treason, for spying for the United States. He sat in prison from 1977 to 1986 including eight years in a Soviet prison camp in Siberia. After his release in 1986, he immigrated to Israel and then became Israeli Minister of Industry and Trade and later Minister of Interior. He has served as Chairman of the Executive of the Jewish Agency since June 2009.

His memoirs of the Soviet period recount tales of the power of the few against the many — the power that derives from "fearing no evil" and laughing in the face of oppression.

1. In the classroom, read one or more of the following excerpts:
  - Fear No Evil: Hanukkah in the Soviet Gulag, 1980s  
([https://www.haggadahrus.com/HanukkahProf1\\_Sharansky.htm](https://www.haggadahrus.com/HanukkahProf1_Sharansky.htm))
  - Anatoly Sharansky's Final Statement in the Soviet Court  
([https://www.haggadahrus.com/HanukkahProf1\\_Sharansky.htm](https://www.haggadahrus.com/HanukkahProf1_Sharansky.htm))
  - How Chess Helped Jews Survive in the Soviet Union (<http://jdov.org/talk/how-chess-helped-jews-survive-in-the-soviet-union-subtitled>)
2. Discuss the excerpts from Sharansky's writings about his experiences:
  - What enabled him to survive the hardships he faced?
  - What strategies did he use?

## Malala Yousafzai

As a young girl, **Malala** Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012. She survived and went on to become the youngest person to receive the Nobel Peace Prize.

*“In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... it's like a precious gift. It's like a diamond.”*

*“The terrorists thought they would change my aims and stop my ambitions, but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.”*

### 1. Learn about Malala Yousafzai:



- Scan the barcode to view the interactive timeline:
- Read Malala's Nobel Peace Prize acceptance speech:  
<http://bit.ly/MalalaYousafzaeiNobelSpeech>
- Read more about Malala at: <https://www.malala.org/>

### 2. Answer the following questions:

- What motivates Malala in her actions?
- What factors have helped her overcome all the difficulties she endured?
- What does Malala do these days?
- Write about one incident, sentence, story or action that inspired you.

## FOOD FOR THOUGHT – CREATING A CARING COMMUNITY

*When you smile at life, half the smile is for your face, the other half is for somebody else's.*  
*~ Tibetan saying*

As per the Ministry of Education, the program for Personal Development and Social Involvement will continue to be a compulsory component of the high school curriculum. The program is based on one of the goals of education: "To foster involvement in the life of Israeli society, willingness to accept positions and to be a nation of devotion and responsibility, a desire for mutual assistance, contribution to the community, volunteering and striving for social justice in the State of Israel."

The program promotes personal development and social involvement, while encouraging students to be alert to the environment, to participate in the lives of others and actively contribute to the community. The program is designed to lead significant learning processes, empower the learner as an initiator, and promote social and civic involvement.

Service learning is innovative in several ways:

- Service Learning is **action-based**. Service learning describes a way of teaching and learning that benefits not only the students but the surrounding community as well. It works by teaching concepts in the classroom, which can be applied within that community. This type of learning offers students a chance to connect what they are learning with action, while improving the lives of others around them.
- Service Learning is **student-driven**. Service Learning has the greatest impact when driven by students' interests. Collaboration and research on meaningful issues promotes personal investment and ownership.

Service learning is an amazing way for students to learn about fundamental concepts such as giving and collaborating. It not only prepares students in the classroom, but gives them valuable insights into the community and ways they can apply their knowledge in the real world. In turn, it helps them to not only be active, involved citizens.

*"Ask not what your country can do for you – ask what you can do for your country."*  
*~ U.S. President John F. Kennedy*