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A facilitator's handbook for service-learning projects at the Center for Land-Based Learning

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A FACILITATOR'S HANDBOOK FOR SERVICE-LEARNING

PROJECTS AT THE CENTER FOR LAND-BASED LEARNING

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Environmental Education

_____

by

Lila May Higgins

June 2006

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Approved by:

_____   <u>May 22, 2006</u>
Dr. Darleen Stoner, First Reader   Date

_____
Dr. Gary Negin, Second Reader

ABSTRACT

The Center for Land-Based Learning (CLBL), a 501(c)3 non-profit organization based in Winters, California, administers outdoor experiential education programs to high school students throughout the State. Service-learning projects were recently instituted at CLBL to enhance student learning. The service-learning Facilitator Handbook is a resource created for use by (CLBL) staff and other service-learning professionals. This Handbook will enable facilitators to better connect the act of service with the act of learning. It contains an overview of service-learning pedagogy, an activity guide, TIPS (To Insure Proper Service-learning), and facilitator resources. The Handbook advocates the synergistic relationship between the act of service and the act of learning to create authentic and meaningful educative experiences.

ACKNOWLEDGMENTS

The author of this project would like to express her sincere appreciation to the graduate advisory committee at California State University, San Bernardino. She would also like to acknowledge Dr. Darleen Stoner, without whose help she would have not completed this project in such a timely manner.

DEDICATION

This project is dedicated to Justin Huffman. His support was much needed and appreciated throughout the entire process.

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CHAPTER ONE

INTRODUCTION

In our society we have created and continue to create
those that are alienated from nature. I have met high
school students who do not know that apples are grown on
trees, are shocked that you can eat Rosemary cut from the
plant, and are repulsed to put their hands in non-polluted
pond water. This disconnect from our natural environment
is nothing but a disservice to future generations. The
out-of-doors has become a place to be feared. Nature is
perceived as too large and foreign for many to feel
comfortable in. Author David Orr termed this aversion to
nature as biophobia and described the phenomenon as, "…the
culturally acquired urge to affiliate with technology,
human artifacts, and solely with human interests regarding
the natural world" (1994, p. 131). If biophobia is the
trend of our society, then it is our duty as stewards of
the environment to educate our youth and future
generations to embrace nature. Environmental education can
be the means to this end; however as David Sobel stated in
his book, Beyond Ecophobia: Reclaiming the Heart in Nature
Education, "[m]ost nature study or environmental education
in American elementary schools lasts a matter of weeks,

maybe a month" (1996, p. 37). If we are devoting so little time to this area of the curriculum then it is no wonder our children grow up with an aversion to nature.

In America today many environmental problems including diminished water quality, soil erosion, insect pesticide resistance, and habitat loss, can be traced to industrial agricultural practices (National Sustainable Agriculture Information Service, 1999, ¶ 3). However, America is lacking the agriculturally literate citizens who are motivated to work towards solutions to these problems. "Ordinary citizens, for example, seldom mention soils as a vital natural resource" (Hansmeyer & Cooper, 1993, p. 131). Programs are needed that not only introduce students to environmental issues, including those pertaining to agriculture, but that also develop the skills necessary to work towards solutions. The Center for Land-Based Learning (CLBL) administers such programs.

The CLBL administers two programs throughout the state of California: Farming Agriculture Resource Management and Sustainability Leadership Program (FARMS) and Student and Landowner Education and Watershed Stewardship Program (SLEWS). These programs reach nearly 2000 students a year (Center for Land-Based Learning, n.d., ¶ 4). The CLBL, previously known as FARMS Leadership

Inc, is classified as a 501(c)3 non-profit organization. Its mission is "to engage youth in learning experiences on the land that foster respect for the critical interplay of agriculture, nature and society" (Center for Land-Based Learning, n.d., ¶ 3).

The organization was founded in 1993 by walnut farmer Craig McNamara and in its first year administered the FARMS program to five high schools. Since that time, nine more FARMS sites throughout the State have been added to the program. In 2001 the SLEWS program was instituted through a partnership with Audubon California's Landowner Stewardship Program (Center for Land-Based Learning, n.d., ¶ 6).

The FARMS Leadership Program aims to provide high school students with hands-on learning opportunities in order to educate them about agricultural and environmental issues and introduce them to sustainable agriculture practices. With a compatible but different objective, the SLEWS Program aims to provide high school students with hands-on learning opportunities in order to cultivate stewardship, community and connection to their local watershed.

CLBL practices include outdoor, experiential learning opportunities that aim to fulfill its mission. Its

organizational philosophy can be summed up by this
paragraph:

> At the Center for Land-Based Learning, we believe
> that young people have the capacity to think
> critically, make positive decisions, work together
> and lead their communities. Our programs target high
> school students because:
>
> - There are so few experience-based programs in
>   agriculture and environmental sciences for this
>   age group.
>
> - The mid-teens are developmentally the
>   appropriate time to instill skills that help
>   students make positive, informed decisions about
>   their futures.
>
> - It's the right time to introduce students to the
>   resources and practical information that
>   encourages post-secondary studies related to
>   environmental sustainability and agriculture.
>
> (Center for Land-Based Learning, n.d., ¶ 1)

Both CLBL programs also incorporate elements of
service-learning in their curricula, which are applicable
to all three of the above stated points. Service-learning
as defined by Eric Sheffield, "provides the opportunity to
apply classroom-developed knowledge and skills to a

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community problem thereby increasing the depth and understanding of that knowledge and skill while solving a community problem through interaction with diverse community stakeholders" (2005, p. 46).

Each school year both FARMS and SLEWS students participate in service-learning projects, termed Community Action Projects (CAP). CLBL defines a CAP as "any project undertaken by FARMS or SLEWS students that applies the skills and knowledge attained throughout the program to addressing problems or concerns in the students' own communities" (see Appendix A). Evidently CLBL's definition of a CAP can be equated to Sheffield's definition of service-learning. Specific service-learning projects completed by previous FARMS and SLEWS students include: picking up trash at a local nature center, planting native trees on Forest Service land, organizing a Farm Day at a local elementary school, planting native plants in a degraded stream habitat, and installing an irrigation system at a high school's community garden.

Service-learning projects were instituted at the CLBL to fulfill its mission and to "make us relevant" (see Appendix A, ¶ 2). They are hands-on actions that impact the real lives of members of the students' communities and their environments.

This project aims to create a facilitator's handbook for use during service-learning projects administered by CLBL staff (see Appendix B). It can act as a resource for program coordinators to consult concerning service-learning projects. It also includes a menu of activities that coordinators can employ during field days to aid the service-learning project process. Coordinators new to the CLBL will be able to effectively use this handbook to familiarize themselves with service-learning and will therefore be capable of facilitating a CAP at their site.

The chapters to follow this introduction include a rationale for the project, discussion of the methodology, and implications of the project. The appendices include a pertinent CLBL document, and the aforementioned facilitator's handbook.

CHAPTER TWO

RATIONALE

As stated in the introduction, Community Action
Projects are service-learning projects. For this reason
research was conducted in the field of service-learning to
support the development of a facilitator's handbook.
During research it was found that this project is unique.
No literature regarding agricultural or environmental
service-learning projects was found that directly related
to this project. For this reason a rationale for the
project follows.

Service-Learning Roots

Service-learning's roots have been traced to, among
others, John Dewey (Billig, 2000; Denton, 1997; Furco,
1996; Giles & Eyler, 1994; Sheffield, 2005; Speck, 2001).
In his book Experience and Education, Dewey wrote,
"...that education in order to accomplish its ends both
for the individual learner and for society must be based
upon experience—which is always the actual life-experience
of some individual" (1938, p. 89). During this time frame
the progressive education movement was being hotly
debated. However, the Deweyan notion of educative
experience has since expanded into the pedagogy of

experiential learning. According to Seaman & Gas (2004),

service-learning is defined as a current movement of

experiential learning (p. 67).

Definitional Quandary

For the purpose of this project, Eric Sheffield's

definition of service-learning has been employed; however,

a discussion of the multiple definitions is useful. As

with many rapidly expanding fields, definitions abound in

the field of service-learning. According to The

Corporation for National and Community Service (1990),

service-learning's meaning is much more specific than Eric

Sheffield's:

> ...a method under which students or participants
>
> learn and develop through active participation in
>
> thoughtfully organized service that:
>
> - Is conducted in and meets the needs of a
>   community;
>
> - Is coordinated with an elementary school,
>   secondary school, institution of higher
>   education, or community-service program and with
>   the community;
>
> - Helps foster civic responsibility;

- Is integrated into and enhances the (core)
  academic curriculum of the students, or the
  educational components of the community-service
  program in which the participants are enrolled;
  and

- Provides structured time for the students or
  participants to reflect on the service
  experience. (p. 5)

This definition is but one of the countless
definitions found. If there is no consensus on the true
definition of service-learning, then how can quality
programs be installed? According to service learning
pioneers Stanton, Giles and Cruz, "There's not a deep
discussion of what makes practice good...It's been a
first-level discussion of getting service-learning in
place, regardless of the quality. We aren't getting to a
deep discussion of how you actually connect the action of
service...with the action of learning" (1999, p. 217).

Typology and Etymology of Service-Learning

In an attempt to connect the action of service and
the action of learning, Sigmon discussed the typology of
service-learning. In Giles and Eyler's work, Where's the
Learning in Service-Learning? (1999), a full account of

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Sigmon's typology of service-learning was included. When the term service learning is used, service and learning goals are disparate (p. 5). We can equate some volunteerism or community service to service learning when there are few if any learning objectives outlined. However, the usage of service-learning gives equal weight to the goals of each and creates a synergy between the two (p. 5). In this way the service provided is not the sole objective. Since the CLBL advocated the CAP for its educative value (see Appendix A, ¶ 6), it is fitting for this project to emphasize the synergy between service and learning.

Philosophy of Service-Learning

Regarding the learning in the term service-learning, a closer look at the philosophy behind the server and the individual(s) serviced is required. In Howard Radest's book, Community Service: Encounter with Strangers, the concepts of mutuality and solidarity are discussed (1993).

Mutuality is defined as understanding that those doing the service benefit just as much as those that the service is being provided for (p. 182). In other words the servee is being provided with a service they need, whereas

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the server develops their sense of human understanding and empathy (Sheffield, 2005, p. 48).

On the other hand solidarity is feeling oneness with the "done to" and those that are yet to be "done to" (1993, p. 183). The notion of solidarity is another aspect of the relationship between the server and the servee. It can be paralleled to Dewey's notion of experiences. Dewey wrote,

> ...there is some kind of continuity in any case since every experience affects for better or worse the attitudes which help decide the quality of further experiences...Moreover, every experience influences in some degree the objective conditions under which further experiences are had. (1938, p. 37)

Radest believed that the feeling of oneness with the "done to" gained from a true service experience predisposes one to oneness with those that are yet to be "done to" (1993, p. 179).

In essence, true service, which develops empathy, human understanding and a sense of oneness, is a tool to help us grow as humans. However in the realm of environmental service-learning projects there may be other issues. Just as two organisms can engage in relationships that affect both in varying ways, humans can form a

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relationship with their environment. In this way we are regarding our environment as an organism.

In these instances it is this author's conclusion that the environment itself is the servee. The relationship to analyze is that of human to the environment, or nature. We can apply the same concepts of mutualism and solidarity to this relationship. Instead of a parasitic relationship with our environment, in which we take resources with no thought for the future, we should have a mutualistic relationship. This mutualistic relationship should foster our empathy for and understanding of nature, while at the same time repairing what we have polluted or damaged.

Relating to solidarity we can look at the development of a sense of oneness with nature instead of with an individual. Service-learning relating to environmental projects can then also be a tool to cure biophobia and recover from our alienation from nature.

Objectives and Goals of Service-Learning

Service-learning has many objectives but the superordinate goal is the development of responsible citizens. Much research has been conducted and many authors iterate the goals and objectives of

service-learning regarding responsibility. Hutchinson wrote that service-learning should be transformative for students (2005, p. 430). Burns further defined this transformation as one that, "help[s] students understand and accept civic and social responsibility" (1998, p. 38). Carver divided the goal of transformation into three main areas of student development: agency, belonging and competence (1997, p. 143). Rhoads on the other hand defined service-learning as education for democratic socialization (1998). In this vein others tout service-learning as a means to change the status quo by redefining the traditional role of teacher and student thereby developing students as leaders of change (Des Marias, Yang & Farzanehkia, 2000, pp. 678-679). Conversely Bruce Speck noted that what is sometimes called service-learning has the goal of, "honing students' marketable skills and encouraging students to feel good about themselves" (2001, p. 5).

Outcomes of Service-Learning

With so many varied objectives related to service-learning it will be no surprise that multiple outcomes have been recorded. Giles and Eyler (1999), in their book Where's the Service in Service-Learning?,

reported outcomes such as personal development, critical thinking, sensitivity to diversity and development of citizenship. Other student outcomes reported by Astin and Sax (1998) are understanding of community, understanding of themselves, and civic responsibility (1998). In reporting a wider scope of service-learning outcomes, Butin wrote "Student outcomes (cognitive, affective, and ethical) foster a more active citizenry, promote a scholarship of engagement among teachers and institutions, support a more equitable society, and reconnect K-16 schools with their local communities" (2003, p. 1674). Finally other positive results reported in the areas of personal and interpersonal development included reducing at-risk behaviors and increasing academic learning, motivation, and career exploration (Billig, 2000). Common to all of these reported outcomes is development of the responsible citizen, which directly relates to the superordinate objective of service-learning. Not only is this outcome developed on students' campuses but also in their communities and society at large.

Service-Learning Components

As with objectives and outcomes there are many different components of service-learning. However in the

literature there is a general consensus that major components include "active participation, thoughtfully organized experiences, focus on community needs and school/community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge, extended learning opportunities, and development of a sense of caring for others" (Bhaerman, Cordell, & Gomez, 1998, p. 4). The Maryland Department of Education's Student Service Alliance, established in 1988, advocated a service-learning cycle that includes preparation, action and reflection (Burns, 1998, p. 39-40). However, research conducted by Duckenfield and Swanson (1992) suggested that service-learning should also include celebration.

Unfortunately evaluation is lacking as a major component in these cycles of service-learning. For service-learning to be effective and to grow as a pedagogy, evaluation is of paramount importance. Indeed at every stage of the service-learning process, evaluative tools should be employed (Payne, 2000, p. 11). Therefore this project also aims to develop evaluative tools to be included in the handbook.

Definition of Environmental Education

As defined by William B. Stapp and his group of graduate students, environmental education "is aimed as producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work towards their solution" (1969, p. 31). However as with service-learning there is a definitional problem. Many definitions of environmental education exist, yet no one definition has been adopted by the field at large. Environmental education, as defined in 1996 by the National Environmental Education Advisory Council is, "a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address these challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action" (as cited in Disinger, 1997, p. 30). Even though there is no consensus as to a definitive definition of environmental education, the thrust is to develop motivated citizens who will effectively solve environmental problems.

Objectives of Environmental Education

Just as service-learning's superordinate goal is development of responsible citizens, environmental education's superordinate goal is to develop environmentally responsible citizens (Culen, 2001, p. 39). To create environmentally responsible citizens one must first develop one's environmental literacy. As defined by Sia (1985/1986), environmental literacy included seven characteristics: knowledge of issues, beliefs concerning issues, individual values, individual attitudes, locus of control, environmental sensitivity, and knowledge and skill of environmental action strategies (p. 33). In comparison, Hines et al. developed a model of responsible environmental behavior (as cited in Culen, 2001, p. 40) that included components similar to that of Sia's model but also included personal responsibility and situational factors. Of these characteristics, which lead to environmental literacy and environmentally responsible citizens, two are related to action strategies. Action strategies can be defined as those skills necessary for solving environmental problems (Culen, 2001, p. 39). These action skills of environmentally literate citizens can be learned through the preparation and action components of service-learning. In this way service-learning can

facilitate the superordinate goal of environmental education.

Goals of Environmental Education

In 1977 The Tbilisi Declaration outlined five categories of objectives for environmental education:

Awareness: to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.

Knowledge: to help social groups and individuals gain a variety of experiences in, and acquire a basic understanding of the environment and its associated problems.

Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection.

Skills: to help social groups and individuals acquire the skill for identifying and solving environmental problems.

Participation: to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward the

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resolution of environmental problems. (The

Tibilisi Declaration, 1997, p. 15)

If service-learning's superordinate goal is indeed to

create responsible citizens and these five objectives from

The Tbilisi Declaration are employed to educate these

citizens, then effective solutions to environmental

problems should follow. It also follows that these

objectives can be of use if environmental service-learning

projects are being conducted.

Experiential Education and Outdoor Education

Experiential education is active engagement of

learners in posing questions, investigating,

experimenting, being curious, solving problems, assuming

responsibility, being creative, and constructing meaning

(Association for Experiential Education, n.d.). As

discussed by Seaman and Gass, service-learning and outdoor

education are current movements of experiential learning

(2004, p. 67). Both find their roots in John Dewey's work,

Experience and Education, which find that there is "an

intimate and necessary relation between the process of

actual experience and education" (1938, p. 20). Outdoor

education can also trace its roots further back to Lloyd

B. Sharp (1930) who said, "That which can best be learned

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in the out-of-doors through direct experience, dealing with native materials and life situations, should be learned there" (as cited in Haskin, 1999, ¶ 9). Even though service-learning and outdoor education share common roots they diverged and are now thought of as two distinct practices (Seaman & Gas, 2004, p. 68). Just as service-learning is effective at promoting reflective analysis, fostering individual agency and developing alternative educational metaphors, so is outdoor education (Seaman & Gas, 2004, p. 71). However areas of strength regarding outdoor education—developing and testing detailed theories of experience, incorporating deeper reflection and facilitation techniques into practice, and deliberately planning for the transfer of knowledge—are lacking in service-learning (Seaman & Gas, 2004, p. 72). Therefore the creation of a synergy between service and learning, more in-depth reflection activities, and better facilitation techniques must be objectives of this project.

CHAPTER THREE

METHODOLOGY

Research for this project began long before a project
was envisioned. In August 2003 the author was hired as the
FARMS coordinator for Riverside County. The author
experienced running FARMS programs for four high schools
during the 2003 to 2004 FARMS year; however, during this
first year of employment service-learning projects were
not administered to FARMS students. Service-learning
projects were added to the FARMS program in August 2004
during the CLBL annual retreat.

During this August retreat Dan Leroy, a CLBL staff
member, facilitated a workshop introducing the Community
Action Project to the FARMS coordinators. All CLBL program
coordinators were encouraged to facilitate a
service-learning project, which CLBL termed the Community
Action Project (CAP), at their site. Only one of the nine
coordinators had experience administering such projects;
all other coordinators (including the author) had none.
Leroy outlined four ways to create a strong Community
Action Project: student driven, address a real community
need, apply skills and knowledge attained during FARMS or
SLEWS field days, and are educational (see Appendix A).

Leroy also gave three pieces of advice to the coordinators: start small, have required steps with due dates, and offer trainings (see Appendix A, ¶ 7). With the half-hour workshop over attendees were left to their own devices to administer the first year of CAP to CLBL students.

That year was a learning experience for all FARMS coordinators. Not only were the coordinators unfamiliar with the process, but students and teachers were also unfamiliar. Many FARMS sites encountered problems and some projects failed. However, some CAP were very successful and students became very involved. During a phone conversation with Rick Kaye, North Sonoma County's FARMS coordinator, the author learned of a CAP conducted by his FARMS students. One school group participated in the Trout in the Classroom project. This project allows students to raise Steelhead Trout at their school. When the Trout reach the proper size they are released into the wild (Trout Unlimited, n.d., ¶ 2). Kaye believed that these students became so invested in the project because the trout were living organisms wholly depending on students. Students were required to spend much time outside of FARMS field days to care for the trout. After the trout were

released students created an educational exhibit about the project to present at their local Ag Day.

Kaye termed projects like the above mentioned, compelling projects. The level of engagement experienced by students that participate in compelling projects is what CLBL wants to recreate for all service-learning projects they administer.

Administering a service-learning project with no experience and no notion of what a compelling project was prompted the author to conduct this Master's project. CLBL director, Mary Kimball, agreed that this project would be worthwhile and would benefit FARMS and SLEWS coordinators alike. During the author's second annual coordinator retreat in July 2004, it was announced to all coordinators that a handbook was being created. Through conversations at this retreat it was discovered that most coordinators and other staff did not desire a rigid protocol for the CAP. The CLBL advocates an individual approach to each field site. Inherent in their organizational culture is a degree of coordinator autonomy, which allows for individual creativity and program development that is specific to each site's geographic area. For this reason the handbook was specifically designed as a guide rather than a model.

The first section of the handbook documents the rationale for the created handbook. CLBL's definition of CAP, its mission statement and Eric Sheffield's definition of service-learning are used to justify the project. The handbook continues with an introduction to the field of service-learning with sections including service-learning's definition; history; components; types; goals; objectives and outcomes (see Appendix B). These sections were included so FARMS and SLEWS coordinators can effectively create a framework upon which to build their projects. It will also enable them to more effectively answer student, teacher and administrator's questions regarding the CAP and service-learning.

The second section of the handbook is an activity guide. The activity guide was designed to help coordinators through the CAP process. Coordinators have the ability to pick activities for each step of the CAP, or adapt an activity to fit their group's needs. For example the first activity in the handbook on page six (see Appendix B) includes an anecdote about a successful Riverside FARMS Program CAP. However, to make the activity more relevant to each FARMS site coordinators can insert an anecdote from their own site, to which their students will be more able to relate.

The list of activities included in this handbook follow Duckenfield and Swanson's four steps of service-learning projects: preparation, action, reflection, and celebration (1992, p. 17). Also included in the handbook are evaluation activities. Payne advocated planning and implementation of evaluation in every step of the service-learning process (2000, p. 17). In all, the handbook contains nine activities specifically designed for FARMS or SLEWS programs.

The penultimate section of the handbook is a TIPS (To Insure Proper Service-Learning) section. This section expands on the advice coordinators were given during the August 2004 annual retreat. These TIPS were developed through the author's experiences facilitating the Riverside FARMS program and also conversations with other CLBL coordinators regarding their experiences.

The final section of the handbook is a resource guide. It lists books, journals and web-based resources concerning service-learning. The resource list was compiled during research of the project and is not an exhaustive list. It should also be noted that not all of the resources included in the handbook were explicitly used for this project; however, they contributed to finding other reference material.

CHAPTER FOUR

IMPLICATIONS

To date this project has already sparked intra-organization discussion. However, this is just an intangible outcome of the project. The clearly defined objective of this project has been met through the creation of the Facilitator's Handbook (see Appendix B). This Handbook will be presented at the next CLBL annual Coordinator's Retreat in 2006. A workshop involving all FARMS and SLEWS coordinators will be designed to familiarize them with the new resource and aid the transition to quality service-learning projects that connect the action of service to the action of learning.

It is yet to be seen how the Handbook will be received by and used by coordinators. Future evaluation of service-learning projects administered by CLBL is recommended. Also subsequent volumes of the Handbook may be produced to include a student section. In this way student knowledge will become an integral part of CLBL service-learning projects. Projects and activities developed by FARMS and SLEWS students could also be inserted into the handbook.

This handbook will effectively provide more students participating in CLBL programs with true service-learning experiences. Each FARMS and SLEWS site will now have the resources necessary to provide the highest quality service-learning experiences. However, it is not only the 2000 students that participate in CLBL programs every year who will benefit from this handbook.

Service-learning has many beneficial outcomes and aims to create responsible citizens. However, as noted earlier service-learning has sometimes been instituted regardless of program quality (Stanton, Giles, & Cruz, 1999, p. 217). If more service-learning experiences are provided that generate beneficial outcomes and create responsible citizens, then they will become models for other programs to emulate. Eventually service-learning will be differentiated from other programs that have alternate objectives and goals. However, most importantly more of the world's youth will become responsible world citizens.

APPENDIX A

CENTER FOR LAND-BASED LEARNING

COORDINATOR'S RETREAT

Center for Land-Based Learning Coordinator's Retreat

July 2004

Community Action Projects

I. **What is a Community Action Project?**

A Community Action Project is any project undertaken by FARMS or SLEWS students that applies the skills and knowledge attained throughout the program to addressing problems or concerns in the students' own communities.

II. **Why Community Action Projects? – They make us relevant!**

These projects may be our biggest opportunity to relate what we do in our programs to the students' real interests and concerns. Challenging the students to connect their FARMS or SLEWS experience to their own communities forces them to consider how what they have done or learned *affects them*.

III. **What makes a strong Community Action Project?**

1) **It's student driven.** Giving students a say in what local problems they address give them a greater sense of ownership of the project. They will in turn care more about the project. It also puts the responsibility on them to research what problems exist in their own community and consider how what they learned throughout FARMS or SLEWS might be relevant.

2) **It addresses a real community need.** The project will ultimately be more satisfying if the students feel that what they accomplished made a difference. The impact of the project is much greater if it addresses real problems in the community. Encourage the students to learn for themselves what their own community needs.

3) **It applies the skills and knowledge attained during FARMS and SLEWS.** The experience of the programs will only stick in the long run if the students can make it their own, and see how it relates to their every day life. Encourage the students to think back on what they did and learned throughout the year and ask themselves, "how can we apply it?"

4) **It is educational.** A good project has many steps along the way that force the students to do research or investigations. Encourage the students to make their projects as layered and multi-faceted as possible, to allow for more learning along the way.

IV. **Advice**

- Start small
- Required steps with due dates
- Offer trainings

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APPENDIX B

FACILITATOR'S HANDBOOK FOR COMMUNITY

ACTION PROJECTS AT THE CENTER FOR

LAND-BASED LEARNING

Facilitator's Handbook for Community Action Projects at the Center for Land-Based Learning

Table of Contents

A RATIONALE

It is hoped that this Facilitator's Handbook will act as a resource to you the Coordinator. The aim is not to stifle you with protocol but present you with information with which to design your Community Action Project. As a facilitator of Community Action Projects it is important to understand what makes a quality experience. It is hoped that this handbook contains the information and resources you need to provide a quality program to the many students the Center for Land-Based Learning reaches.

COMMUNITY ACTION PROJECTS: AN INTRODUCTION TO SERVICE-LEARNING

The Center for Land-Based Learning defines Community Action Projects as:

> **...any project undertaken by FARMS or SLEWS students that applies the skills and knowledge attained throughout the program to addressing problems or concerns in the student's own communities.**

Service-learning as defined by Eric Sheffield:

> **...provides the opportunity to apply classroom-developed knowledge and skills to a community problem thereby increasing the depth and understanding of that knowledge and skill while solving a community problem through interaction with diverse community stakeholders. (2005, p. 46)**

However service-learning projects conducted by FARMS and SLEWS students, as stated above, generally apply knowledge attained during field days.

Through these service-learning projects we can meet the organization's mission:

> **To engage youth in learning experiences on the land that foster respect for the critical interplay of agriculture, nature and society.**

We can also empower a diverse group of youth to make informed choices about their futures through these experiential learning activities.

HISTORY OF SERVICE-LEARNING

Service-learning's roots can be traced back to John Dewey during the progressive era of education reform. In his book Experience and Education, Dewey wrote:

> **...that education in order to accomplish its ends both for the individual learner and for society must be based upon experience— which is always the actual life-experience of some individual. (1938, p. 89)**

Since that time experiential education has emerged as a pedagogy and service-learning is considered a current movement in the field (Seaman & Gas, 2004, p. 67).

> **Today the term service-learning is loosely applied to many projects, however there should be a clear connection between the service and learning as denoted by the hyphen. In essence the actions of service and learning should act synergistically creating a rich educative experience for the student.**

SERVICE-LEARNING GOALS, OBJECTIVES AND OUTCOMES

Superordinent Goal
The creation of responsible citizens.

General Goals

Objectives
Some research suggests that the objectives of service learning are to develop student agency, belonging and competence (Carver, 1997, p. 143). Other research hails service-learning as education for democratic socialization (Rhoads, 1998).

Outcomes
There is a wide range of outcomes relating to service-learning depending on the type of project conducted. Specifically service-learning has been shown to develop student's critical thinking, sensitivity to diversity, citizenship skills, interpersonal skills, and understanding of community (Astin & Sax, 1998; Billig, 2000; Giles & Eyler, 1999).

COMPONENTS OF SERVICE-LEARNING

Service-learning projects have been divided into four distinct components: preparation, action, reflection and celebration (Duckenfield & Swanson, 1992). All components are essential for a worthwhile service-learning project.

Preparation includes the first introduction to service-learning, finding a problem to address, and planning for the service that will be provided.

Action is the actual hands-on experience that provides the service that has been planned for.

Reflection provides activities that inspire critical thinking about the experiences had during the project.

Celebration is taking time to frame the project so the students recognize their success.

Lacking in Duckenfield and Swansons four components is that of evaluation. According to Payne, "evaluation activities need to be planned and implemented" (2000). Therefore evaluation activities are included in this handbook.

Evaluation is the assessment of merit or the judgment of value or worth (Payne, 2000, p. 17).

TYPES OF SERVICE-LEARNING

It is generally accepted that there are four types of service-learning: direct service, indirect service, advocacy and research (Berger, 2004, p. 9).

Direct Service directly affects a recipient. There are face-to-face interactions between the server and the recipient.

Indirect Service indirectly affects unknown recipients of a larger community or environment. There are no face-to-face interactions with the recipient.

Advocacy raises awareness and promotes action concerning a problem or issue of public significance

Research as a service involves students in finding, recording, analyzing and reporting data in the public's interest.

ACTIVITY GUIDE

The activity guide aims to provide the facilitator with a menu of activities to guide students through the service-learning project. All of these activities were designed specifically for the Center for Land-Based Learning. However, it is not essential to use any or all of these activities. They are merely available if they fit your program. As with any other activity guide, feel free to tailor them to you and your students' needs.

PREPARATION ACTIVITIES

ACTIVITY 1: What is Service-Learning?

Objective:	To introduce students to service-learning projects and the components of service-learning projects.
Time:	20-30 minutes
Materials:	Past projects description, large post-its, markers, journals.
Preparation:	Familiarize yourself with the past project description.
Method:	1) Give students the CLBL definition of a CAP, *a project that applies the skills and knowledge attained throughout the FARMS/SLEWS program that addresses a problem or concern in your own community.*
	2) Introduce students to CAPs by telling them the story of a past project. You can either use the one below or tell them about one of your site's previous projects.
	3) A group of students from the Riverside County FARMS program decided to help out their local museum. Their local museum was very small and had only a very small natural history collection. So these students decided to use their expertise and help the museum to expand their collection. Students had previously been enrolled in a botany course and were experienced at collecting, identifying and preserving wildflowers. This gave them the idea to create a comprehensive collection of the wildflowers found in Aguanga. After three trips to areas where wildflowers were in bloom, students preserved and labeled the specimens so they could be presented to the museum. After students compiled the specimens they presented them to the museum's director. The museum's director thanked

students on behalf of the museum and the museum's visitors. The local paper was notified of the presentation and wrote a short article about the students work for their community. Finally the director encouraged students to continue their relationship with the museum.

4) Ask students the questions below. As they answer the questions write down their answers on the large post-its.

5) What community need did the project address?
   The project added to the local museum's small collection.

6) What type of service-learning project was it? A direct service, indirect service, advocacy or research project.
   This project was a combination of direct and indirect service. It was a direct service to the museum because of their interaction with the museum's director. It was an indirect service to museum visitors, as there was no interaction with visitors.

7) What did students do to prepare for the action?
   Students learned how to collect, prepare and indentify wildflower specimens (preparation took place prior to project selection).

8) What action did the students conduct?
   Students collected, prepared and identified local wildflower species.

9) How did they celebrate?
   Students presented their project to their local museum and received thanks from the museum director. An article was also run in the local newspaper.

Debrief: Tell students that they are going to participate in a service-learning project like the one just discussed and that they will be choosing their own project in the coming weeks. Ask students to brainstorm ideas for projects in their journals for five minutes. Remind them of the definition of service-learning. Finally ask each student to share an idea for a project.

ACTIVITY 2: What is a Community Need?

Objective:	To involve students in a discussion to determine what a community is and what local community needs are.
Time:	15-20 minutes
Materials:	Large Post-its, markers, journals.
Preparation:	None
Method:	1) Write the word community in the center of a large post-it. Ask students to think of words that describe community. Add these words to the paper.
	2) Once you have filled up the paper, or ran out of ideas, move on to the next sheet.
	3) Next ask students what their community's needs are. To start the discussion give an example: My community needs a safe place for kids to play.
	4) As students give you their ideas, try to group like-needs together.
	5) After most students have offered their ideas, ask them to help you group the community needs.
	6) Move on to the final sheet of paper. If possible keep the previous sheet visible for students. Ask students to brainstorm projects that could solve some of these community needs.
Debrief:	1) Ask students to explain what they just did.
	2) Ask students how it made them feel to talk about their community's needs?
	3) Ask students how it made them feel to talk about solutions to their community's needs?
	4) Finally ask students how it makes them feel to know that they are going to be working on a Community Action Project in their community. Have students write a sentence about this emotion in their journals (They will use this for a later reflection activity). Then ask students if they would like to share their thoughts.

ACTION ACTIVITIES

ACTIVITY 3: Plan of Action (POA)

Objective: To help students develop a plan for their CAP.
Time: 1 hour can be split up between multiple field days and homework.
Materials: POA sheets or large post-its, pens, clipboards.
Preparation: Photocopy POA sheets or write questions on large post-its.
Method: 1) Tell students they are going to develop a plan so that they can more effectively execute their CAP.
                2) Hand out the POA sheets or have questions on an easel.
                3) Ask students to answer all the questions for their POA. If your students are working on group projects have them answer the questions as a group.
                4) Prompt students to spend plenty of time on this activity as this is the backbone of their project.
Debrief: Ask students the following questions:
                1) What did they just do?
                2) How do you feel about the progress of your project?
                3) Are you worried about anything?

Plan of Action (I)

Group Members: _____

_____

_____

Community we are working in? _____

_____

Community need we are addressing: _____

_____

How we will address the need _____

_____

_____

_____

What kind of service-learning project are we performing?

Direct   Indirect   Advocacy   Research

What preparation(s) need to be made? _____

_____

_____

What action(s) will we be taking? _____

_____

_____

_____

Who will we ask for help? _____

_____

_____

What will they do? _____

_____

_____

How will be let the community know what we are doing? _____

_____

_____

Plan of Action (II)

Will we need money to complete our project? Where will we get it from? _____

_____

_____

What will each group member do and by when?

Member	Task(s)	Materials Needed	Completed By

On another sheet of paper use this table to make a timeline of the tasks that must be completed.

What do you hope to accomplish? _____

_____

_____

How will you measure your success? _____

_____

_____

ACTIVITY 4: Writing a Press Release

Objective:	To introduce students to the process of writing a press release.
Time:	30 minutes
Materials:	Press release worksheets, journals, pens, tape.
Preparation:	Photocopy press release worksheets.

Method:
1) Tell students that their projects are worthy of the news. If possible read a newspaper article concerning a previous FARMS/SLEWS CAP.
2) Ask students how journalists find out about stories like this.
3) Tell students that in many instances journalists find out about newsworthy stories through press releases. Explain what a press release is: A press release is a short document created and sent to a newspaper explaining the newsworthiness of a project or an event.
4) Ask students to create their own press release for their CAP.
5) Hand out the press release templates and have students create their own press release.
6) As homework have students send their press release to their local newspapers. You may wish to assist students in finding the proper press contact at their local paper.

Debrief: Ask students the following questions:
1) What did they just do?
2) Also ask students is it easier or harder to write a press release than expected. Ask students how this skill will be useful in the future.
3) Ask students if they think their stories will be covered.
4) Thank students for sharing their thoughts.

Post Article:
1) Read the article(s) aloud to the entire group.
2) Ask them how it makes them feel to hear their article read aloud.
3) Ask students if they think the article accurately represents their work.
4) Thank students for sharing their thoughts.

Press Release Worksheet

Contact Information:
Coordinator Name
Site address
E-mail
Website

FOR IMMEDIATE RELEASE: (date) Put the date that you want the information released.

TITLE: (Example: FARMing Their Community)

CITY, STATE: (Example: Riverside, CA)— This is a brief opening paragraph that describes all the important points. Include a brief description of the event, the date, time and its importance.

This second paragraph goes into more detail about the event. Include funding information, importance of the event, what exactly is happening, why it is happening, and who are involved. Keep this paragraph no more than 5 sentences long.

The penultimate paragraph should talk about the Center for Land-Based Learning and the program you are involved in (FARMS or SLEWS). Include CLBL history and the history of your program's site.

The final paragraph is called the "boilerplate" and it should read:
The Center for Land-Based Learning strives to engage youth in learning experiences on the land that foster respect for the critical interplay of agriculture, nature and society. The center is a non-profit 501(c)3 organization based in Winters, California and administers programs throughout the state of California.

###

(This mark lets the reader know that it is the end of the article)

REFLECTION ACTIVITIES

ACTIVITY 5: Post Action Reflection

Objective: To have students reflect on the action(s) that they have recently
               been involved in.
Time: 15 to 20 minutes
Materials: Large post-it notes, journals, pens and pencils.
Preparation: Write the four questions on a large post-it (see step 2 of method).
Method: 1) Ask students to spend five minutes quietly thinking, writing or
                  drawing about their service experience.
               2) Next ask students to answer these four questions: What went
                  well? What did not go so well? What did you most enjoy?
                  How did you affect someone/something else?
Debrief: 1) Ask students, what did we just do?
               2) Ask if some students would like to share their thoughts.
               3) Make sure to thank the students for sharing their thoughts.

ACTIVITY 6: Post Project Reflection

Objective: To have students reflect on their CAP experience.
Time: ·   15 to 20 minutes
Materials: Journals, pens and pencils.
Preparation: None
Method: 1) Have students refer back to their journal entry for Activity 2.
    2) Ask students to re-read the entry they wrote to the prompt:
    Finally ask students how it makes them feel to know that they
    are going to be working on a Community Action Project in
    their community.
    3) Now that they have completed their action ask students to
    spend some time (five to ten minutes) thinking and writing or
    drawing about what they accomplished and how they feel
    about it.
    4) Make sure you have students spread out and ask them to
    refrain from talking to their neighbors.
    5) After students have had time for reflection bring the group
    back together.
Debrief: 1) Ask students, what did you just do?
    2) Ask for students that would like to share their thoughts.
    3) Finally give students three minutes to think of another project
    they would like to participate in for their community. Have
    some students share their projects.
    4) Thank students for their participation and sharing their
    thoughts.
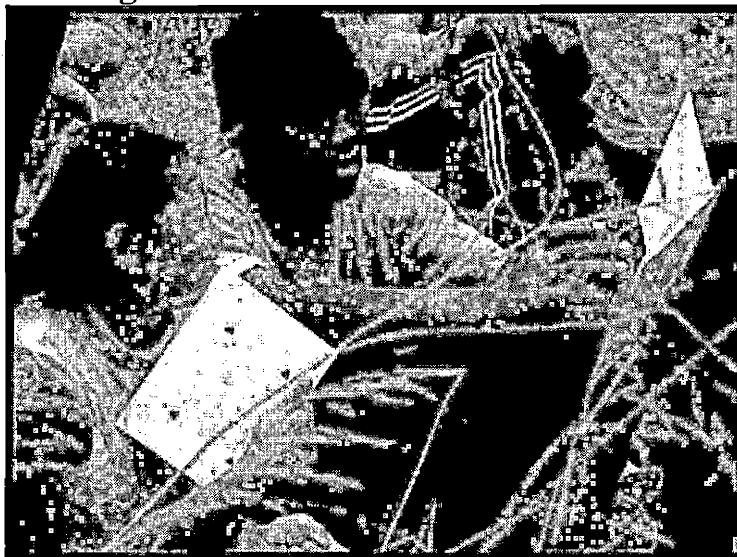
CELEBRATION ACTIVITIES

Only one activity is included in this section however feel free to collaborate with students to determine a celebration that suits them. You may wish to incorporate this activity in a final field day, a pizza party or any other special event to commemorate their achievements.

ACTIVITY 7: Creating a Memory

Objective: To have students create a tangible document of their CAP successes.
Time: 30 minutes
Materials: Group photographs, individual photographs, certificates, colored pencils, markers, glue and scissors.
Preparation: Photograph and print group and individual photographs for everyone, create and print or photocopy certificates.
Method:
1) Make a ceremony out of handing out the certificates to each student.
2) Tell students they are going to create a memory page in their journal using their certificates and the photographs they took during their field day.
4) Show students an example of a memory page that you have created or a copy of one that a previous student created
5) Give students time to glue their certificates and photographs into their journals and to respond to the prompt.
6) Prompt: Write about your most memorable experience during your group's project.
Debrief:
1) Ask students to describe what they just did.
2) Ask some students to share their responses to the prompt.
3) Finish this activity with the rope web. Have students stand in a circle and begin with a ball of rope in your hands. Share with students your best memory of the CAP. Pass the rope to another member of the group. That person then shares their best memory and passes on the rope. The rope is passed around the entire group until everyone has a hold of the rope. Once everyone is holding the rope have them gently pull on the rope and feel the connectedness of the web.

EVALUATION ACTIVITIES

ACTIVITY 8: Pre-Project Survey

Objective: To evaluates students' perception of the level of change they can affect.

Time: 15-20 minutes

Materials: Surveys, pens.

Preparation: Photocopy surveys

Method:
1) Ask students to spend five minutes filling out this survey. Clarify any questions students have before they begin.
2) Pass the surveys back in.

Debrief:
1) Ask students if they have heard any stories about a person who has affected change in the world.
2) Then ask students if any of them agreed with the statement, "I can affect change in the world." Ask them why or why not.
3) Ask them why if other people have affected change in the world that some of them feel they can not.
4) Thank students for sharing.

ACTIVITY 9: Post-Project Survey

Objective: To evaluate the change in students' perception of the level of change they can affect.

Time: 15-20 minutes

Materials: Blank surveys, previously filled out surveys, pens.

Preparation: Photocopy surveys, find previously filled out surveys.

Method:
1) Ask students to spend five minutes filling out this survey now that they have completed their CAP.
2) Once all students have finished filling out the surveys pass back the previously filled out surveys.
3) Ask students to compare their answers on the surveys.

Debrief:
1) Ask students to describe what they just did.
2) Ask if there were any students whose answers changed. Ask them why they think their responses changed. Have other students share their thoughts at this time.
3) Thank students for sharing their thoughts and participating in the activity.

Pre- and Post- Project Survey

NAME _____   DATE: _____

CIRCLE THE RESPONSE THAT IS CLOSEST TO YOUR OPINION OF THE STATEMENTS BELOW:

I can affect change in my class.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change in my school.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change on my street.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change in my neighborhood.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change in my city.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change in my county.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change in my country.
strongly agree   agree   neutral   disagree   strongly disagree

I can affect change in the world.
strongly agree   agree   neutral   disagree   strongly disagree

TIPS: To Insure Proper Service-Learning

Start small
If this is your first year administering Community
Action Projects, do not get too ambitious. Even
small service-learning projects require a lot of
work for coordinators and students. Ease yourself,
the students, teachers and school administrators
into the service-learning project process with a
manageable small scale project. Examples include
one-day restoration projects, trash pick-up, or tree
planting.

One large group (FARMS)
You may decide that your site will participate in
one Community Action Project for the whole
group. In comparison some FARMS sites have
allowed students from each participating high school to pursue their own CAP.
This method allows for increased student ownership; however this also
increases the amount of work you, the coordinator, must do. It is possible to
have the students pick a project to work on as a group and have each school
group act as a sub-committee.

Existing projects and events
As the program coordinator for
your site it may be helpful to
research local projects and events
that the students can work on or
add to. The framework is already
in place for these preexisting
projects and events, which leaves
more time for the students and you
to develop the CAP.

Partnerships
Partnerships can greatly enhance
CAP at your site. Many
organizations and agencies can
offer valuable information, resources and people. Make sure to research all the
possible linkages that can be made in your area.

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Plan ahead
Once your site has developed its CAP theme it is not only important for students to plan ahead but also for you. Make sure you look ahead to all of the upcoming field days and plan what activities to include. Just as the students will be creating their own timeline, you should create a timeline of your own.

Required steps
Just as a CAP may be overwhelming for you, the coordinator, it is also overwhelming for the students and teachers. By creating assignments for students to complete by a set date, the (fixed spacing) whole process becomes more manageable. These required steps break the project up into easily obtainable goals.

Ask for advice
Don't be afraid to ask for advice. Many FARMS and SLEWS coordinators have been through this process several times. They have experienced the stress of administering a CAP for the very first time. Just as this handbook is a valuable resource, so are other facilitators. E-mail or call them to ask a specific question or just to be reassured.
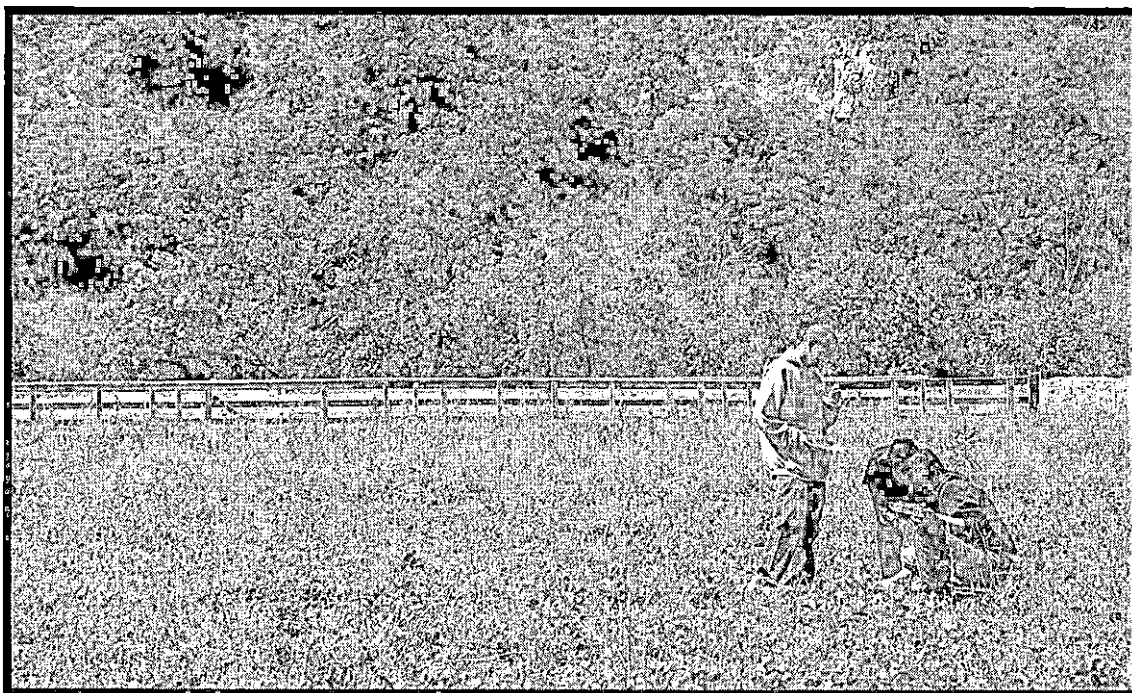
FACTILITATOR RESOURCES

This resource list is not exhaustive. It is only a sampling of resources that are available electronically, and in print.

Web

Corporation for National and Community Service
http://www.nationalservice.ogr/

National Youth Leadership Council
http://www.nylc.org/

Learn and Serve America (LSA)
http://www.learnandserve.org/

National Service-Learning
Clearinghouse (NSLC)
http://www.servicelearning.org/

National Service-Learning Exchange
http://www.nslexchange.org/

National Service-Learning Partnership
(NSLP)
http://www.service-
learningpartnership.org/
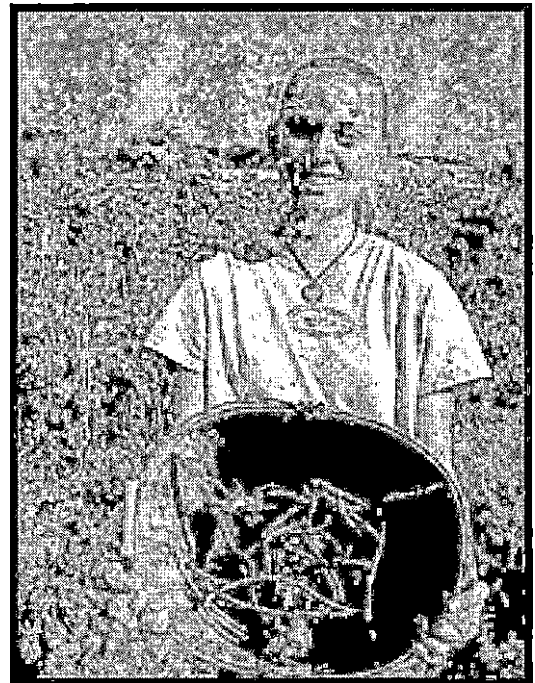
National Society for Experiential Education (NSEE)
http://www.nsee.org/

Youth Service California (YSCal)
http://www.yscal.org/

Books

Building Partnerships for Service-Learning
By Barbara Jacoby

The Complete Guide to Service Learning: Proven Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action
By Cathryn Berger Kaye

Evaluating Service-Learning Activities & Programs
By David A. Payne

Green Works: Connecting Community Action and Service-Learning
By Project Learning Tree

Taking Action: An Educators Guide to Involving Students in Environmental
Action Projects
By Darleen K. Stoner (available from Project WILD)

Service-Learning: The Essences of the Pedagogy
Edited by Andrew Furco and Shelley H. Billig

Service-Learning: A Movement's Pioneers Reflect On Its Origins, Practice, and
Future
By Timothy K. Stanton, Dwight E. Giles, Jr. and Nadinne I. Cruz

Where's the Learning in Service-Learning?
By Janet Eyler and Dwight E. Giles, Jr.

Journals

Florida Journal of Service-Learning in Education
http://www.fasite.org/activities.html

The Generator: Journal of Service-Learning and Service Leadership
http://www.nylc.org/

Journal for Civic Commitment
http://www.mc.maricopa.edu/other/engagement/journal/index.jsp

Michigan Journal of Community Service Learning
http://www.umich.edu/%7Emjcsl/

Phi Delta Kappan
http://www.pdkintl.org/

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