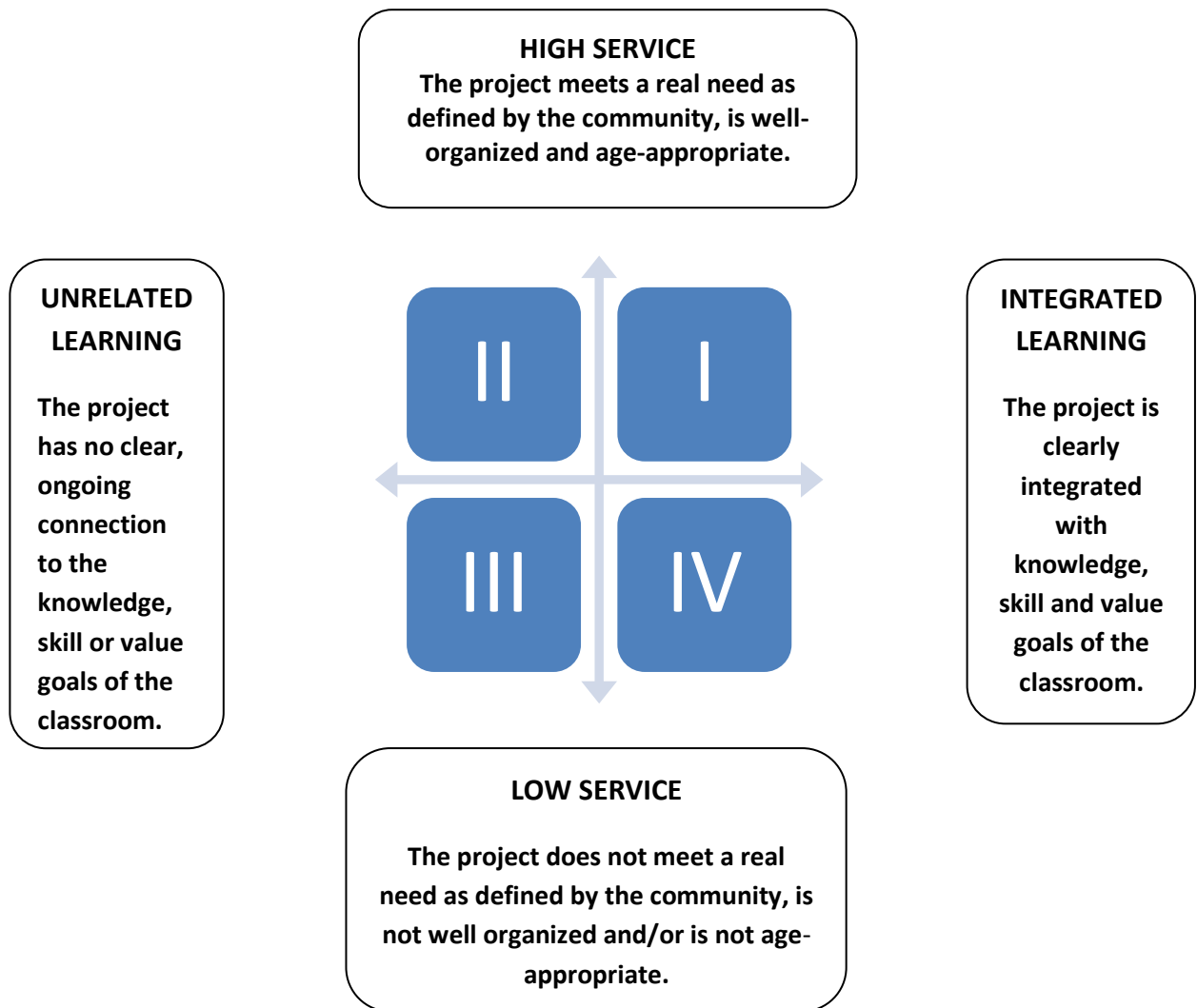


Service Learning Quadrant



Understanding the Quadrant

The diagram uses two intersecting lines to create four quadrants. The Horizontal Line represents Learning. The Unrelated Learning to the left of the quadrant shows there is no connection of the project or service and what is being taught in the classroom. The Integrated Learning point on the right shows the project and service is tightly woven into the goals of the class. At the Low Service on the vertical line, there is either little or no service at all. At the High Service point of the vertical line, the service is well organized and meets a very important community need. The ultimate goal is to develop projects that fit in the Quadrant II in the top right corner of the box because they promote “high service” and are “highly integrated” into the curriculum.

Most service learning projects in schools today are in Quadrants I, III, and IV. In addition, projects that are in Quadrant II are usually closer to the center than the perimeter of the quadrant.

This could be discouraging. But if teachers are applauded for being on the “map” and given concrete help to move toward the outside edge of Quadrant II, the quadrant leads to optimism. People need to know both where they are and where they want to go for real movement to occur.

- Quadrant I - High Service – Example: Students are doing 20 hours of community service. Unrelated Learning – no linkage between community service and what students are learning in the classroom and no reflection. Students never discuss community service experience. Class members and teachers do not know what everyone is up too. Doing a community service and recording hours.
- Quadrant III - Integrated Learning – Teacher incorporates reading, math and social studies in a subject area. No meaningful service. No linkage to school or community.
- Quadrant IV - Unrelated Learning to the service theme, low service – does not meet a real need and/or is not well planned. Example: Students in social studies are learning about the Civil War and developing classroom skits on hopelessness in America.
- Quadrant II - High Service-Integrated Learning – Integrating a middle school science program on botany based on the community partners need of a 20 acre restoration site. Community partners trained teachers and students in native grass and riparian vegetation regeneration. Students develop maps, inventory plant species, collect seed, plant, grow and monitor restoration site. Students prepare reflective essays and portfolios of their service and academic experiences.

Quadrant Exercise

- A. The New Valley School mandates that all students contribute ten hours of voluntary service to their high school every year to deal directly with increasing problems of campus vandalism which have almost brought classroom instruction to a halt. A clerk in the counseling office is assigned to record participation hours so that handling the service requirement does not become an extra burden for classroom teachers.
- B. Mrs. Mendoza organizes her middle school program to help a neighboring elementary school restore music in its curriculum. Students in her classes go to the elementary school and tutor individual students in how to play instruments. The tutoring program culminates with a joint concert at the end of the year.
- C. The teachers at Millennium School decide that all their students should be doing community service. In order to avoid a logistical nightmare, they contact the local Volunteer Center and ask them to arrange individual placements for all three hundred of their students, and to track the number of hours students are working. The Youth Program Coordinator, desperate to work with a school, agrees.
- D. The grade 9 English teachers at Bharti High School organize their curriculum around the theme of community. In addition to reading literature that focuses on community issues, all students are asked to volunteer during the school year to contribute to either their school or local community. An adult volunteer is the service learning coordinator; he helps place students in a wide variety of projects that run from working on a farm, to volunteering in a blood bank.
- E. Mr. Pannicker uses homelessness as a central theme for a nine week unit in his English class. In addition to reading a novel about homeless youth and several poems providing a variety of perspectives on the homeless, his students write and act out a series of skits in class on different problems faced by the homeless.
- F. Mrs. Doshi spends two weeks in her fifth grade class studying how many different cultures have celebrations similar to Thanksgiving among Christians. Students bring in cans at the end of the unit which she delivers to Food Bank to help give a little bit of Thanksgiving to people in need.
- G. Ms. Razdan organizes her geography class to increase earthquake preparedness in her students' neighborhoods. She begins this project by having speakers from the Geological Survey and going on a field trip near Uttarkashi. The project culminates when students create earthquake preparedness pamphlets in English and Hindi and go in teams of two to distribute the pamphlets to their neighbors.