

INTRODUCTION

SERVICE LEARNING at the International School of Estonia

Service learning as a part of the ISE curriculum is an effective way to provide opportunities for our students to experience holistic learning. Students find it necessary to be risk takers and self motivated. Team work is essential. To accomplish their goals, the students are surprised to find that they need skills learned in other classes from writing skills to movie making. Students are challenged to use higher level problem solving and creativity. Service learning also gives teachers an opportunity to design cross-curricular learning, getting help for students in various medium. Many ISE teachers welcomed service learning as an alternative to community service. Community service was teacher driven and failed to fill the needs of a school which is committed to a child centered program. Finally, service learning gives teachers an appropriate vehicle to comply with all aspects of the ISE Mission that endeavors to provide a rigorous education, as well as develop insightful inquirers, communicators and risk takers.

Listed below are many of the service learning units developed since the program was introduced after Cathryn Berger Kaye came to ISE. For a small school of 110 students (40 in the upper school), this number of classes shows the commitment the teachers have placed on service learning type instruction.

Our goal is to increase the number of service learning units. As we are an international school with teachers coming and going after two or three years, continuity of the program is challenging. ISE has a service learning coordinator who encourages service learning within the curriculum.

What is needed is updated training for teachers. For a small school with limited resources, bringing in an outside trainer is difficult.

The goal of the service learning coordinator is to do the following:

- Plan in-service trainings on service learning.
- Find areas of need in Estonia that could be incorporated into learning and, thus, service learning.
- Present to the faculty role models of active service learning in the school.
- Add a page to the ISE Webpage hosting ISE service learning.

FOR OUR CASE STUDY we offer examples of high quality service learning to demonstrate how this is part of our schools academic program. We have provided an overview, work samples – books, posters, videos – all produced by students. We include photographs and narratives to give a more rounded picture. We hope you find our stories motivating and come to agree that service learning belongs in our schools, to provide greater opportunities for our entire community. **Another example of our work can be found in the Organization Resources: In Our Global Village section of this CD-Rom. There you will find the book written about Estonia by our 6th Grade students, *In Our Village – Estonia through the Eyes of Guests.***

Our submissions include these samples from our service learning program:

Memoirs of a Soldier

A study culminating in a book written and dramatized by students in of IB Diploma-History: 20th Century World History - for Paper 2: Topic 1: Causes, practices and effects of wars. The European Council of International School awarded this project for its success promoting international understanding. Includes

- Overview
- The Book
- Poster
- Photos
- Script

Change the World By Monday

A student led response to the struggles in the Sudan including developing an advocacy campaign, includes

- Explanation
- Video
- Photos

Conversations on Diversity and Tolerance

Grade 9 students leading interviews and creating a children's book and video about diversity.

- An Overview publication
- Video
- Photo

Earth Week Activities led by grade 9 that reached throughout the school

- Overview
- See article on Eco-Aid in the CEESA Newsletter

The I.S.E Declaration on Multilingualism

developed by students as part IB Diploma-English A2: the lobbying for an drafting a language the lobbying for and drafting a language Policy for the school in accordance with the study of Language and Culture.

- The Declaration

Soviet Repression as part of Pre-IB, grade 10 - English and History

- Letter about Assignment
- Guide to the Assignment
- Videos by students

| Attachment | Title | Grade/s | Teachers | Curriculum (rubrics developed or provided to students) | Service | Audience |
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| 1. Letter inviting students to project. 2. Guide 3. Final Video | Life in the Soviet Union and Europe during the Cold War memories of 1953-1991. | 10 | Maureen Fitzmahan, English and History. Marcel Ideler, IT. | History: 20 th century Russian history. English: Soviet poetry - Anna Akhmatova and Osip Mandelstam; Nadezhda Mandelstam, <i>Hope Against Hope</i> | Interview of family members, friends, faculty. Development of videos based on interviews. Presentation of videos to community and interviewees designed to honor last two generations and their experiences during the Soviet Union and the Cold War. | ISE Community, diplomatic corps in Tallinn Estonia, Estonian veterans, soldiers from USA, Estonia, Russia, Netherlands and family and friends. |
| 1. Declaration of Multilingualism | “I.S.E Declaration on Multilingualism” | 12 | Maureen Fitzmahan, English (IB-A2 English) | English: IB Diploma - A2 English: “Language and Culture.” | Presentation of brief to Director and Deputy Director lobbying for a balanced Language Policy in line with studies of multiculturalism and multilingualism. Upon request of the Director, students wrote a model Language Policy for ISE which was later adopted by the school. | ISE Administrators and School. |
| 1. Slides of book. 2. Photos | <i>Memoirs to a Soldier</i> | 10, 11, 12 | Shauna Fitzmahan, History. Marni Malone, English. Maureen Fitzmahan, History. | History: WW I and WW II. English: <i>All’s Quiet on the Western Front.</i> The students hoped that by conducting a series | Interview of family members, friends, faculty who fought in wars of the 20 th century. Creation of a book. Presentation of an Interactive Museum. Writing, directing and acting in a play based on the interviews of the soldiers. Presentation of book designed to | ISE Community, diplomatic corps in Tallinn Estonia, Estonian veterans, soldiers from USA, Estonia, Russia, Netherlands and family and friends. *The European |

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| | | | Paulo Santos, Art. | of interviews they could better understand the sacrifice the soldiers made for their countries during the war and “bring history to life”. | honor soldiers of 20 th century wars and peacekeeping. Sent books to soldiers who served in WW II, Vietnam War (US), Afghan War (Soviet Union), Iraqi Wars, and UN peacekeeping forces. Drama based on interviews to ISE community and soldiers. Creation of interactive ‘museum’ – community had opportunity to read on the wars, listen to music of the times, watch videos of the wars and ask questions of soldiers. | Council of International Schools awarded this project an award for its success promoting international understanding. |
| 1. Photos 2. Facebook | <i>Change the World by Monday</i> | 10 | Shauna Fitzmahan, History. Marni Malone, English. Maureen Fitzmahan, History. Paulo Santos, Art. | History: International Human Rights | By Monday (the end of one week), the students: 1. Researched the conflict in Darfur. 2. Made an exhibit in the school assembly hall to promote awareness of the human rights abuses in Darfur. 3. Collected signatures on a petition addressed to the UN and the governments of Norway, Spain, Portugal, Sweden and the United States to boycott Sudan and to require that Sudan to hand over ICC indicted suspects for crimes against humanity. 4. Met with the ambassadors of Norway, Spain, Portugal, Sweden and the United States to | ISE Community, diplomatic corps in Tallinn Estonia, including Ambassadors of the United States, Norway, Spain, Portugal, and Sweden. |

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| | | | | | <p>ask questions, raise awareness, and ask the ambassadors to forward the petition to their governments.</p> <p>5. Made a FACEBOOK entry called "Change the World by Monday."</p> <p>6. Raised money and bought a Website entitled: "changetheworldbymonday.com"</p> <p>7. Gave an interview on ETV. (Estonian T.V.)</p> <p>Subsequent to this one week of efforts, the students and teachers contacted other international schools asking them to join in a 52 week campaign "to change the world." Other endeavors to be addressed were the environment, health issues, education, and poverty.</p> | |
| <p>Pdf: <i>A Conversation: Diversity and Tolerance.</i></p> | <p><i>A Conversation: Diversity and Tolerance.</i></p> | 9 | <p>Maureen Fitzmahan, History.</p> <p>Wendell Blubaum, English.</p> <p>Erin Mahollitz, Grade 3.</p> <p>Marcel Ideler, IT.</p> | <p>History: Human Rights</p> <p>English: the short story, poetry</p> | <p>OBJECTIVE: Students will gain an understanding of differences, learn to conduct conversations and formal interviews, research historical issues, summarize and synthesize in the form of children's book and gain experience in creation of a video.</p> <p>In the process, the students will plan, develop and complete a full service learning experience, solving problems and taking leadership roles.</p> | ISE Community. |

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| <p>Article in <i>CEESA</i> <i>Newsletter</i>. Spring 2009. "EcoAid."</p> | <p><i>EcoAid</i></p> | <p>9</p> | <p>Shauna Fitzmahan, History.</p> <p>Marni Malone, English.</p> <p>Paulo Santos, Art.</p> <p>Marcel Ideler, IT.</p> | <p>History: Global Warming and the Environment.</p> <p>English: <i>Silent Spring</i>.</p> | <p>During break and lunch the 9th graders presented their research to inspire and inform others. A PowerPoint presentation on dirty and clean energy, a line of second hand clothes and fashion show, and an animation on three ways to make environmentally friendly lifestyle changes educated students and staff over the course of the week.</p> <p>The above activities aimed to encourage the middle school and high school students to make environmentally friendly choices. In order to widen their audience, the students also wrote and designed fables in English and art class, modeled after the beginning of Rachel Carson's <i>Silent Spring</i>. The 9th graders read these large books to the PYP children followed by discussions on how to help the environment.</p> <p>Inspired by Gandhi's quote, "Be the change you want to see in the world" and through the development of this service learning project the 9th grade students themselves became environmentally friendly. All</p> | <p>ISE Community.</p> <p>The students sought to educate students and teachers through three campaigns: turn off the lights, save paper, and recycle.</p> |

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| | | | | | homework and correspondence became electronic. Posters reused scrap paper. Recycle boxes were constructed from old boxes. Finally, during the project the students and teachers involved committed to a 3-week environmental lifestyle change. | |
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