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Word Template for Your Service-Learning Lesson Plan

Now that you have seen how the [GoToServiceLearning](#) template frames the lesson plans on the site, it's time to input your own ideas and curricular connections! Download the template, work up your lesson plan, and try it out with your students.

Once you have tested out your service-learning plan, come back to the site and share your "best practices" with other teachers. To submit your plan, please log on to www.gotoservicelearning.org and use our online form.

Title of your Service-Learning Experience

{Please enter the title of your service-learning experience or project. This is how visitors to the website will identify your lesson plan.}:
The DZI Foundation/Lincoln School Book Project by Haydon Ali, Heeyeon Choi, Nour Jaquemet, Daphna Stav and Taylor Tasco Assisted by Sabei Aung and Woo-Jin Pang

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School

Lincoln School Rabi Bhawan Kathmandu, Nepal

The Purpose and Essential Questions

{What was the primary purpose of this lesson for you as a teacher? For the students? For the community? If you developed essential questions, please include them here. Please limit your response to no more than 200 words.}:
The primary purpose of the lesson was to integrate Nepali culture into the Spanish classroom. The students decided to create a story that not only Spanish speakers but also Nepalese readers could enjoy. The book is Como El Yak Obtuvo su Pelo (How the Yak Got His Hair). In the process of learning about Nepal, the students raised many concerns about the way most of the Nepali people lived. They then decided to choose an existing organization that could benefit from some assistance. They also wanted to focus on the regions outside of Kathmandu. Therefore, the Terai and the higher regions of the Himalayas of Nepal were chosen. The DZI Foundation seemed like the best organization that could use some of the funds from the sale of this book.

Essential Questions:

How will the story reach other poorer community schools? The DZI Foundation will help us with this. There is also a Nepali translation of the book. How will the money be used? In what ways can we always be reminded that there will always be others in need?

The Story

{Tell us your story as it pertains to this service-learning experience – how you began, a summary of what occurred, and how the community responded. Please try to limit your response to no more than 200 words.}:
We have focused on a service-learning experience as the students wanted to be helpful to the country that is hosting them as they live and learn at Lincoln School. In researching about Nepal, the students were struck by how many Nepali people did not go to school, and could not afford luxuries.

Service-Learning Themes

{Click on or type X on ALL the themes that apply to your service-learning experience.}:
 AIDS Awareness and Education
 Animals
 Elders
 Emergency Readiness
 Environment
 Gardening
 Healthy Choices
 Immigration

- Literacy & Mentoring
- Hunger, Homelessness, and Poverty

- Safe and Strong Communities
- Social Change
- Special Needs and Disabilities

Community Need

{What community need did this service-learning experience address? Please try to limit your response to no more than 200 words.}:

The students thought that the Nepali communities also needed to be reminded that there are indeed other people that are thinking about them. They decided to partner with the DZi Foundation to assist in their commitment to improve the lives of people in this community.

Community Partners

{Who in the community (individuals, businesses, government offices, and/or organizations) participated? Please limit your response to no more than 200 words.}:

The DZi Foundation/ www.dzifoundation.org

ABOUT THIS FOUNDATION:

Our work begins with a core belief that all lives have equal value. We believe that all people deserve the chance to live healthy, productive lives. Our mission reflects this guiding principle and our approach is driven by a determination to make this belief a reality.

Welcome to the dZi Foundation

Revitalize A Village (RAV) encompasses the majority of our work in Nepal. As one of the most innovative and efficient programs in the Himalayan region, RAV encourages poor communities to discover their own abilities and skills to create permanent solutions for better educational opportunities and facilities, basic health and hygiene, and income generation.

dZi is currently working with 5 Village Development Committees (VDCs - US equivalent of counties) in Eastern Nepal: Gudel, Sotang, Rakha, Dipsung and Sundel. In 2011, we plan to add one more VDC: Cheskam.

There are three key steps to the RAV process: Teach, Build, and Grow.

Teach

The first step of our RAV process is to build up various skills of community members, and help them form non-profit organizations to support the community after we leave.

We mentor community members as they start with small infrastructure projects and work their way into addressing more complicate, long-term needs. We also provide the training required to manage donor and community needs such as accounting, report writing, project development and evaluation.

Build

The basic infrastructure in these remote villages is in shambles or completely non-existent. Providing safe schools, clean drinking water, sanitary toilets, and safe bridges is always the first priority for community members. We encourage village residents to build ownership in the projects through contributing locally available materials and volunteer labor - this amount is often equal to over 60% of the total budget.

Grow

The final step is providing a sustainable method of generating income, directly addressing the root cause of poverty in the region. All of our communities' livelihoods are dependent upon subsistence farming. There remain few options to earn money, while populations continue to grow rapidly. This can lead to food shortages, forced migration, and even child labor. We support local farmers as they transition to cultivating new cash crops on unused land, and help them form cooperative groups to ensure fair pricing and to develop new products/markets for the future.

RAV relies heavily on field staff that live and work directly in our target areas

Place of Impact

{What place or kind of community benefited from your service-learning experience? Click/X ALL that apply}:

- School
- Local Community
- National
- Global
- Virtual

School Setting

{Click on or type X on ALL that apply to your service-learning experience}:

- Suburban
- Rural
- Urban

Grade Level

{Click on or type X on ALL that apply to your service-learning experience}:

- K-3 (Early Elementary)
- 4-6 (Upper Elementary)
- 6-8 (Middle School)
- 9-12 (High School)

Target Population

{Click on or type X on ALL that apply to your service-learning experience}:

- All Students
- Youth with Special Needs
- Youth at Risk of Dropping Out

Duration

{Click on or type X on ALL that apply to your service-learning experience}:

- 1-4 weeks
- 5-9 weeks
- More than 9 weeks
- Semester of Service

Connection to Curriculum

Academic Subjects

{Click/X ALL academic subjects that apply.}:

- | | |
|---|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Math |
| <input checked="" type="checkbox"/> Art | <input type="checkbox"/> Music |
| <input type="checkbox"/> Business | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Career Exploration | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> English Language Arts | <input type="checkbox"/> Speech and Communication |
| <input type="checkbox"/> Family and Consumer Sciences | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Foreign Languages | <input type="checkbox"/> Theater |
| <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Vocational Education |
| <input type="checkbox"/> Life Skills | |

State Standards:

{We require at least one (1) standard but recommend that 3-5 be filled out to emphasize the application of service-learning lesson across multiple subjects}:

State:

Subject:

Social Studies

Definition:

Students think about the processes and procedures that integrate understanding with cognitive thinking related to some of the social issues of Nepal.

Subject:

Foreign Languages (Spanish)

Definition:

Students see the application of language skills in producing resources for other populations.

Subject:

Social Studies

Definition:

Students learn about the role of nonprofit organizations in improving the lives of the community.

Subject:

Definition:

Subject:

Definition:

Content Areas of major themes of study:

Folk tales and stories

Skills being introduced or developed:

Translation, Understanding of plot and story arch

Books, Media, Websites, and other Resources:

{Please list all resources that you and your students used during your service-learning experience.}

Career-Related Learning:

{Please list careers or career related experiences your students explored.}

The role of non-profit careers in supporting and sustaining community

Global Connections Made:

{What global awareness or involvement occurred in the process? How has this led to global understanding of the theme or issue being addressed?}

Students were able to better understand some of the difficulties involved within the lifestyles of poor Nepalese communities.

Leadership Opportunities:

{How have students been able to develop their leadership abilities through this service-learning experience? Please give specific examples.}

Students could understand how to interface with nonprofit organizations, a critical ability for many of these students as they live in many parts of the world.

Five Stages of Service-Learning (Procedure)

(Investigation, Preparation and Planning, Action, Reflection, and Demonstration)

{Please articulate what occurred in each stage as a step-by-step sequence. Include how reflection was integral within each stage in addition to its all-encompassing role as "Reflection," stage four of the five.};

Investigation:

Students considered the community where they are living and discussed needs they saw in everyday life. They contacted a nonprofit organization to find out if they could be helpful.

- **Reflection:** Students discussed how poverty impacts life in Nepal.

Preparation and Planning:

Students learned on many levels. In Spanish class they acquired vocabulary necessary to write the book they wanted to write that would be the core of their efforts. They also learned about people in Nepal to be more accurate in their storytelling.

- **Reflection:** Students discussed how they liked this approach to learning

Action:

Students worked on the writing and art of this book.

- **Reflection:** While there was not formal reflection during this stage, it was apparent the students were delighted with the process. They were excited and engaged.

Reflection:

Students discussed and wrote about the research and writing of this book. They expressed their excitement about selling copies and sharing their work with others.

Demonstration:

Selling the book was the ultimate intent of this process. In doing so they shared how they wrote this book with others.

- **Reflection:** A job well done! The students thought about the entire process. Many expressed how they had been unfamiliar with many aspects of life in Nepal until they had this experience. They found that Spanish skills and vocabulary were more memorable from the repetition of writing and editing and reading aloud. Several students noted that if they moved to another community, they would have the ability to find and network with another organization and use this process to initiate and create other publications that would benefit others.

Public Relations

{Media Attention, participation by or information provided to Elected Officials, and other forms of Presentation.}

This book will be part of the CD-Rom project *Service Learning in International Schools: A World of Possibilities*. This CD will be distributed to international schools around the world and available free beginning in the spring 2011 on the website www.abcdbooks.org.

Assessment and Evaluation

{How did you assess student learning and the service outcomes achieved? What role did students have in the assessment and evaluation process? What role did community partners have in the assessment and evaluation process?}:

Students have to keep advancing in their Spanish skills. They did, and this book writing process helped their abilities improve.

Lessons Learned and Next Steps

{What did you discover about service-learning through this experience? What would you do differently? How will you advance your service-learning practice? Any advice for other teachers?}:

About the Teacher

{Tell us about yourself. How long have you been teaching? How long have you been utilizing service-learning practices? What has been influential or helpful in becoming a service-learning practitioner? Please limit your response to 200 words or less. Please also upload a photo of yourself.}:

My name is Monica Justice and I teach foreign languages and a couple of other classes here in the High School at Lincoln School. I have been an educator for the last 25 years both in the US and here in Nepal and enjoy teaching my students everything from French

and Spanish to Sociology to Yearbook to general lessons about life! Last spring, my Spanish 1 & 2 class wrote a children's story entitled How the Yak got his hair. We decided to add a service learning element to it and thought about the Dzi Foundation as Ben Ayres, one of the local supporters of the NGO, spoke at our Graduation last year. The students were quite touched by his words and were inspired to include the Dzi Foundation in their story as a way to raise awareness about the plight of the poorer Nepalese communities.

I attended a NESA (Near East School Association) conference last spring (2010) and attended service learning workshops run by a fantastic educator Cathryn Berger Kaye. She encouraged us to share our story on this website which is run by Youth Service America with her support.

We had no time to finish our work last spring as we had the week-long strike and political disturbances which altered our plans. Three of the student authors were still here on campus and decided to follow through with their commitments. It took some time to get everything organized as we faced power outages, hikes in fuel prices, increased traffic so students got home sometimes a couple of hours later than their normal times and loss of internet service on account of the outages at any time of the day or night! But, slowly but surely, similar to what happens in our service learning projects, we were able to put everything together to share this charming story with you!

About the School

{Tell us about your school. Please limit your response to 200 words or less. If you have a website that features service-learning, please list it here.}:

Lincoln School is a wonderful Preschool-12 community school nestled in the Himalayas of Nepal! We are a very diverse school as we have over 40 nationalities represented on our campus. Please check out our website for more information about Lincoln (www.lsnepal.com).

Adapted from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Revised & Updated Second Edition)* by Cathryn Berger Kaye, M.A., © 2010. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323; www.freespirit.com. All rights reserved.
