Service Learning: “Service learning is a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service.”

Teachers:
Maureen Fitzmahan (History-grade 9)
Wendell Blubaum (English-grade 9)
Erin Mahollitz (3rd grade)

Students:
Grade 9
Grade 3
SCHOLARS

REBECCA

REBECCA WAS THE NOTE TAKER AND PLANNER. SHE CONDUCTED THE SECOND INTERVIEW. SHE ASSIGNED STUDENTS TO TRANSCRIBE THE AUDIO INTERVIEW TO A WRITTEN TRANSCRIPTION.

CHARLES

CHARLES WROTE ABOUT MODERN ZIMBABWE. HE BROUGHT FRENCH CHOCOLATE CAKE FOR THE INTERVIEWEES.

ANNA

ANNA CONDUCTED THE FIRST INTERVIEW. SHE WROTE THANK YOU NOTES TO INTERVIEWEES. SHE BROUGHT IN A DVD ON THE SOVIET UNION FOR THE CLASS TO WATCH AND ARRANGED TO HAVE MART LAAR SPEAK TO THE CLASS.
ASH
ASH CREATED A CHILDREN’S BOOK ON ANCIENT ZIMBABWE. HE TRANSCRIBED HOURS OF AUDIO INTERVIEWEES.

NARMINA
NARMINA WROTE ABOUT THE GEOGRAPHY OF ZIMBABWE.

GRANT
GRANT WROTE A CHILDREN’S BOOK ABOUT TOLERANCE USING GREEN AND BLUE ALIENS AS METAPHORS. WHEN THE 3RD INTERVIEWEE ARRIVED UNEXPECTED, GRANT AGREED TO TAKE THE INTERVIEW. HE HELPED THE NERVOUS INTERVIEWEE FELL COMFORTABLE.

3RD GRADERS
THE 3RD GRADE CLASS HELPED THE 9TH GRADERS UNDERSTAND BETTER ABOUT DIVERSITY AND TOLERANCE.
WENDELL
WENDELL IS THE 9TH GRADE ENGLISH TEACHER. HE GAVE STUDENTS SHORT STORIES AND POEMS TO READ ON COUPLES AND DIVERSITY. HE HELPED STUDENTS WRITE TO A SELECT AUDIENCE IN THEIR CHILDREN’S BOOK. HE HELPED STUDENTS WRITE SHORT STORIES.

JOHN
JOHN WAS THE FIRST INTERVIEWEE AND TALKED ABOUT HIS MOVE FROM BRITAIN TO AFRICA.

MAUREEN
MBF IS THE HISTORY TEACHER. SHE LED THE STUDENTS THROUGH TALKS OF DIVERSITY, TAUGHT SKILLS IN INTERVIEWING, AND LED STUDENTS IN STUDIES OF ZIMBABWE AND ESTONIA.

ERIN
ERIN IS THE 3RD GRADE TEACHER. SHE TAUGHT STUDENTS ABOUT CULTIVATING CONVERSATION.
Diversity & Tolerance

TOPIC: Getting along in the presence of differences

OBJECTIVE: Students will gain an understanding of differences, learn to conduct conversations and formal interviews, research historical issues, summarize and synthesis through the process of writing books and will gain experience in the creation of a webpage (?). In the process, the students will plan, develop and complete a full service learning experience, solve problems and take leadership roles.

PROCESS: The students plan to experience diversity in their own community by meeting with younger students from ISE and by interviewing married couples in their community who exhibit differences and might be able to tell of their personal experiences dealing with differences and finding strategies to get along.
Cultivating Conversation

Students learn to ‘cultivate conversation’ to make others feel comfortable and listened to.

(GUEST speaker: 3rd Grade Teacher, Erin Mahollitz.)

What is “conversation”? What does it mean, what does it make you think of?

“Informal interchange of thoughts” (Is a conversation the exchange of the same thought? Mirrors? People listen. Feel heard. (How do you do that? “I hear what you are saying?” “Can you tell me more?” “Don’t disagree w/ me when I don’t think you heard what I said.”)

Cover one large page.

- What is a good conversation?
- What is a safe conversation? What prevents conversation?
- Do you think people can give ideas when they fear being ridiculed?
- This is meant to be a safe place.
- What does a safe conversations sound like? (w/ parents, brother & sister, new person comes to group)
- Importance of: pauses, authenticity, laughter (together, not at)

Observe a conversation between experienced conversationalists (Fitzmahan and Mahollitz)

- Active listening
- Paying attention words: “I’m with you.” “Uh huh” “OK”
- Words of agreement: “exactly!” “totally” “seriously”
- Words of clarification: “I’m sorry, do it again.” “I don’t get it.” “Could you explain that again?”
- Insert a new idea: “What about…” “I was wondering…”
- Disagreement (w/out conflict): “Don’t you think..? “Can’t it also be..

Questions:
1. What questions would you like to ask the author about what happened to the pigs?
2. Who is telling this story? Does the speaker matter? (Discuss how this story is told by the wolf and the original is told by the pigs.)
3. Have there been times that you have had a different view of how things happened from someone else. (Can use the ‘bad witness’ exercise)
4. Is the author trying to teach something? What is it?
5. What is the meaning of “perspective” (point of view)
6. Do you feel sympathy for the wolf? Why or not?
7. Is the wolf’s story plausible? Why or why not?
CONVERSATION W/ 3RD GRADE

"WE KNOW MORE, WHEN WE EXCHANGE IDEAS."

CONVERSATION w/ younger children:
Diversity: 9th grade students have a conversation with 3rd grader students (students much younger, i.e. different from 9th graders).

“Coffee Conversations”

NEED: Paper & pens

Small group (imagine cafe):
2 groups of 3
Invite to change tables
Questions to get us thinking about the topic.
1. "What is Diversity?"
2. Where do you see it?
3. What ways do you see diversity in your life?
4. Is there diversity in a family?
5. Do you see diversity at ISE?
6. How do you see diversity and tolerance in your own life?

"Diversity is the acknowledgement and respect of differences within and between groups of people."
FILM: “THE NO. 1 LADIES’ DETECTIVE AGENCY”

1. Listen to African music
2. Schema: What do you know about Africa? What do people value in Africa?
3. Pass out maps of Zimbabwe and Botswana
   1. What values does the main character, Precious, consider important? How does that compare to what you consider important?
   2. Students: create 5 INQUIRY questions for the class to consider.
5. Watch film (located in Botswana).
6. Discuss student generated Inquiry questions.
HISTORY RESEARCH: Zimbabwe

TOPICS to research
- Pre-modern Zimbabwe
- British colonialism
- Rhodes and Rhodesia
- Ian Smith and apartheid,
- Zimbabwe since 1980
- Geography of Zimbabwe
• CREATE CHILDREN’S BOOK: Create Children’s Book on Zimbabwe for 3rd Grader students.
  ○ Book created via computer and handmade pictures.
  ○ Students teach each other techniques: e.g. pop up making
  ○ Learn to write book considering
    ▪ Audience (3rd graders)

• READ and DISCUSS BOOKS: Read books to 3rd graders. Explain the metaphors on Zimbabwe.

• STUDENT REFLECTION: Reflection: what are the difference between 9th and 3rd graders? How valid are the views of 3rd grader students? What does your experience with the younger students have to do with diversity and tolerance?
THE INTERVIEWS

THE INTERVIEW IS PRIMARILY ABOUT BUILDING RELATIONSHIPS (TRUST) AND SECONDARILY, ABOUT GATHERING INFORMATION.

○ Teacher lectures and leads discussion on interviewing techniques. Teacher gives students a handout with tips on interviewing.
  ▪ How is interviewing used?
  ▪ What is the purpose of interviewing?

○ The students plan to interview couples who tell of their personal experience dealing with differences and finding strategies to get along.


○ Students learn how to make the interviewee comfortable through development of conversation, personal appearance and the interview environment.

○ Students generated categories of questions and back up questions.

○ Students practice interviewing

○ Students discuss and strategize the interview environment (where, when and psychology of the interview environment with coffee/tea); take on different tasks.

○ Students choose first interviewer. (one student interviews each interviewee; later all students will conduct a conversation/interview of the couple together).

○ Students plan to take notes via pen and paper, recording and film.

○ Students will transcribe the interviews.
DELPH: Zimbabwe is an ex-English colony with more black people than white people, but I personally never had any unpleasant sort of experiences with white people. I believe that my life wouldn’t have come the way it has come without a lot of help and charity of a lot of white people.

But I did have some trouble with some neighbours in England. These people basically were very anti-social people. They could have been black or any other colour.

It was just these two neighbours. It was very individual, and I still don’t think I can say I have problems with white people because of that. They just happened to be bad neighbours, or neighbours from hell, and you find those in any culture and any community.

JOHN: “I was brought up in south London in the 1950s and 60s. It was just prior to the large scale immigration into the UK from India and the west Indies. To be quite honest I didn’t physically see a black person face to face until I was 18 years of age. I lived in an exclusively white domain. Yet, it never occurred to me that going to Africa was any different to Hull or Nottingham. It never occurred to me that going to Africa was any different to Hull or Nottingham. It was just a little bit further down the road. My experiences were based on a singularly naïve concept of people as people and it never really struck me that I was in a country where I had suddenly become the minority.”
KRISTI IS AN ESTONIAN CITIZEN. SHE IS MARRIED TO MIKE FROM THE NETHERLANDS.

Grant: Did you notice any big differences between your family and your husband’s family?

Kristi: Yes, his family doesn’t really like me.

Grant: How do you feel about that?

Kristi: I don’t know if they like me or not, but they don’t know me so it’s hard to like someone if you don’t know them.
ERIN AND ERIC ARE A MARRIED COUPLE FROM THE UNITED STATES.

I think I am a better man since I met Erin. This is not to say that there are no challenges. We come from different backgrounds, especially from different families. We learn from each other.
Tolerance is an everyday challenge

He looked all over...

DIVERSITY IS...

variation

“Beautiful things, sharing things, and not limiting myself or anybody else, or helping anybody else.”

FINAL VIDEO
Anna Eihenbaum
Charles Billet
Rebecca Kjellberg
Narmina Yusifova
Grant Eplin
Ashwath Venkatsubramanian