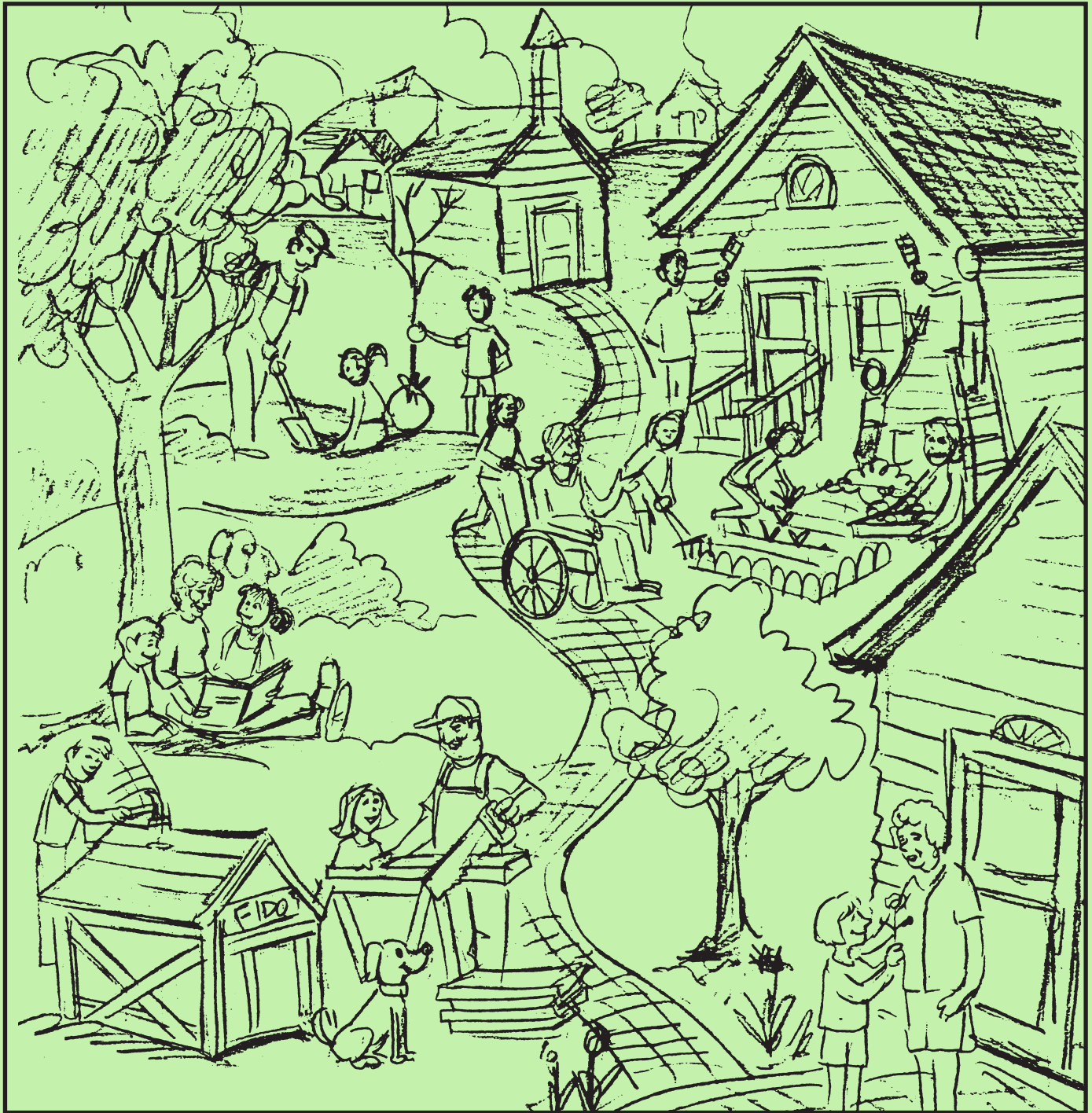


IDEAS FROM LEARN AND SERVE ILLINOIS



Service-Learning and Student Success

About this Publication

Ideas from Learn and Serve Illinois details a few of the hundreds of service, volunteer, civic engagement and intergenerational programs in Illinois. Some of the stories are more than 20 years old and many of the people who organized the programs are retired or have moved into other careers. You will find the following themes that flow throughout the stories:

Individual Commitments

Individual commitments empower connections between students and older persons. As the stories in this report amply illustrate, most programs are not generated from the higher levels of the bureaucracy. They come from the grass roots, when a preschool teacher invites a seniors group into the classroom, or when an individual with an idea organizes a meeting and starts a program. Such initiatives should be encouraged and rewarded.

Partnerships

Collaboration between schools and community-based organizations, partnerships between schools and retirement centers, and teachers reaching out through civic organizations are only a few of the ways these programs have established the spirit of cooperation. All ages and organizations will benefit if they embrace a service and civic engagement approach.

Benefits

The most compelling reasons for Learn and Serve Programs are the great benefits that accrue to all involved. Children gain positive role models from older students, parents and surrogate grandparents. They feel better about themselves and the people around them. Teenagers struggling to develop values and deal with their energies find their mentors a calming, stabilizing influence. The increase in self-esteem is not limited to the youth. Parents and older adults, many of whom have become socially and physically distant from their families, gain a great sense of contributing when they have regular connections with young people who need them. The gains in turn rub off on the institutions involved. A nursing home or senior center becomes a livelier, better place; a school becomes calmer, happier, wiser. A circle of helping is established, and like a pebble dropped into a pond, the circle widens and produces changes around it as it ripples.

Jane Angelis, Ph.D., Director
Generations Serving Generaitons and
Editor, *Continuance Magazine*

IDEAS FROM LEARN AND SERVE ILLINOIS

Contents

About the Stories 2

Examples and Great Ideas

Preschool and Kindergarten 5

Grade School 10

Middle School 20

High School 26

Community College 36

College and University 39

This publication was prepared for the First Illinois Summit on Aging and Education. Many of the stories span 5-10-15 years or more and some of the writers have passed. Their ideas and commitment to finding solutions through service-learning and intergenerational connections are a priceless legacy.

Nothing endures like change, wrote Greek philosopher Heraclitus. “In organizations, as well as societies, understanding the inevitability of change and the importance of guiding it rather than reacting to it is critical to leaders. . . Such leadership requires seeing the organization not as it is, but as it should be by creating and communicating a vision of its future.”

Witherspoon, Communicating Leadership

Good Ideas and Great Examples

The intergenerational stories that follow are part of the Illinois history of generations serving generations. The stories have been published in *Continuance Magazine* or other publications from the Intergenerational Initiative. Many of these programs no longer exist, but the ideas and creativity that went into their development can be useful as we plan programs that help students learn and all generations develop healthy lifestyles. The themes that flow throughout these stories are the partnerships that make the programs possible, the strong connection between learning and service, and the fact that all successful intergenerational programs are mutually beneficial. That will become readily apparent in these stories.

Preschool and Kindergarten

Helen Block Fields and Oakton Community College were the intergenerational pioneers in Illinois. Helene believed that children did their best when they had the opportunity to interact with older adults. One example was Grandma Ruth who volunteered at the Oakton Childhood Development Center. Two mornings a week, parents drove her to the school, where Ruth played with their children and lovingly listened and responded. On one particular day, the preschool teachers and children had a birthday party for Grandma Ruth. The preschoolers counted to 88 and each placed several candles on a huge cake. A few days later, a teacher asked a child what she wants to be when she grows up. The child's response: "Grandma Ruth!"



Problem Solving with Grandpa Al

Grandpa Al is a new volunteer in a day-care center. The boys like to involve him in their block play. When one boy becomes frustrated trying to build a bridge, he turns to Grandpa Al and says, "You fix it." Instead, the retired professional engages the boy in a discussion of the problem. "Let's look and see which block might fit. Which one do you think we should try?" Together they consider options, then accomplish their goal.

White Hair, Wrinkles, and Fascination with Aging

Condell residents include children from 6 weeks through 6 years and frail elderly over 55.

It isn't unusual for children at the Intergenerational Day Care Center at Condell Medical Center to spend time with older people; in fact, it happens everyday. The children go down the hall to the living room and find older people waiting for them. They ask "their grandparent" to come to their classroom for a visit. Some older adults use canes and walkers and wheelchairs. Someone helps position a walker, another hands a cane, and two youngsters gently turn a wheelchair around and head back to the classroom.

Touching and moving these things dispels fears. Learning that this gadget is needed so that the grandparent can remain independent, suggests to the child that the grandparent may be in need of the preschooler's assistance. Over time this learning becomes a habit, a naturally occurring behavior based on respect. The children have learned to walk slower, to hold

hands, and never to shove or push when walking with an older adult.

In preschool, children's work is called play. They play with their daily grandparents and ask interesting questions. Children are curious about white hair, wrinkles on hands and faces, brown spots on the hands. For example, reading a story with Grandpa Bob, a 4-year-old noticed the brown spots on his hand. Grandpa Bob noticed the child studying his hand. He kept reading and the child touched a brown spot and looked at his own finger. Do those spots wash off? The children are learning about aging and understand how they can serve.

Children in intergenerational settings are exposed to older adults and learn about older adults as lovable people, capable of special relationships. The children look past all of the frailties to the people who are give them undivided attention and nurture their curiosity and learning about life. One little girl who had been in the program two years went to first grade. The first day of school she asked her new teacher, "Where are the grandmas and grandpas?"



Learning that this wheelchair is needed so that the grandparent can remain independent, suggests to the child that the grandparent may be in need of the preschooler's assistance. Over time this learning becomes a habit, a naturally occurring behavior based on respect.

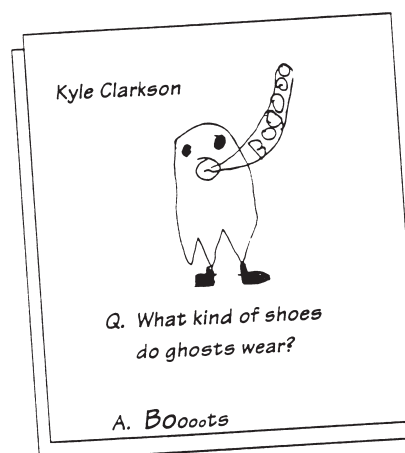
The first day of school she asked her new teacher, "Where are the grandmas and grandpas?"

Laugh with the Kindergarten

Five- and six-year olds are at an optimum age to benefit from situations that cast them in the role of "helpers." This developmental fact, combined with the fact that saturating children with happy literacy experiences is at the top of kindergarten and first grade teachers' agendas, was the basis for a successful project I did with my kindergarten class. The children produced a book called *Laugh With the Kindergarten*, containing a collection of the funniest jokes children could find and illustrate. ("What did the judge say when five skunks walked into the courtroom?" Can you guess? "Odor in the court!" Get it?) Then, they shared the project with our community in what I think was a unique way.

For homework, each kindergartner had a paper shopping bag with a joke book borrowed from the library, several 5" x 7" index cards, and a magic marker. At home the goal for the child and family was to do some research to find the book's funniest joke. The child was to write the joke on the card (an adult could write it, if necessary) and illustrate it. Fourth graders aided the kindergartners by printing, laminating, and assembling the collection into a book.

The class became instant community helpers by contributing their dose of humor to sick and anxious children. The kindergartners distributed their joke books to the waiting rooms of medical facilities and doctors' offices in our area. Parents helped by driving small groups of children to their destinations. Parents of sick children found the book a useful tool to



distract young patients and ease their apprehensions. The kindergartners are aware that being able to laugh is a powerful medicine and the process of helping others gives the helper a lasting sense of pride and satisfaction.

Sylvia Haisley Patchin, Carpenter School
Thanks to the National Association for the Education of Young Children for permission to reprint this story.

Caterpillars and Service Learning

Service learning seemed to be a natural extension of our existing curriculum. Not only did our students benefit from the contact with the seniors, but the seniors also profited. We talked to the students before hand to let them know that they would be doing an important job by going to the nursing home. Our hope is to instill an ethic of helping others within our students.

Reading and writing are a big part of the kindergarten curriculum. When the children read with seniors, they are developing reading readiness skills, learning concepts about print and vocabulary, and they are learning to write a simple sentence about a topic. The activities at the nursing home are similar to activities that we do in the classroom. For example, students are to explore a topic, such as butterflies through reading, writing, and art. They are developing background knowledge about the topic that they can apply to their writing or their reading.

We purchased caterpillars from a mail order company. The company sent us caterpillars in a jar. We watched the caterpillars make a chrysalis. We counted the number of days it took for the caterpillars to change and then we watched, waited and counted the number of days it took for the chrysalis to turn into a caterpillar. We also recorded our observations in a science journal. Through out this process we were visiting the nursing home and reading and writing about butterflies with the nursing home resident. At the end of the project, we had a service learning celebration, invited parents, nursing home residents, media and local dignitaries to the celebration.

Stacey Storm
Robison School, Urbana



A preschool student is learning valuable lessons with her Foster Grandparent — motor skills and creative problem solving.

A Perfect Combination: Foster Grandparents and Head Start

Foster grandparents help little ones all over Illinois. They work with math, learning the alphabet and reading. Early childhood students learn the 3 R's and at the same time, the children make a powerful impact on the Foster Grandparents. One woman who has been a Foster Grandparent for 8 years, said, "I don't know what I would do without these children. They give me a reason to get out of bed in the morning."

Judy Ware, Foster Grandparent Program
East St. Louis

Ready Set Go: Elders Help Preschoolers Learn the Ropes

Mrs. Brown and Ben, a three-year-old, meet in a twice-a-week morning class. Ben is afraid of engaging with his peers and of letting go of his mother. But his older mentor, 67-year-old Mrs. Brown, offers smiling, warm assurance. At his side, she perceives his needs and addresses them with positive reassurance. Before long, Ben is alongside the other children, playing and enjoy-

ing himself.

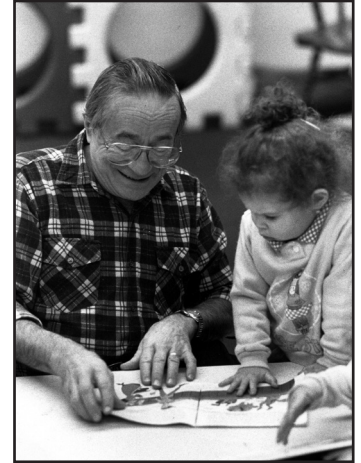
In the fall of 1990, Friendship Village Retirement Home in Schaumburg and the Schaumburg Park District Preschool started an intergenerational program. Five residents from Friendship Village volunteered to work with 120 children. The volunteers spent two hours each day sharing their knowledge and experience. They were considered an extension of the preschool staff and provided three and four year olds with strong conceptual aspects of socialization and readiness skills for kindergarten.

Also offered by Friendship Village and the park district is a socialization program available to all three and four year olds in the district. Children participate with Friendship Village residents in crafts, songs, and other forms of socialization. The program enhances the children's readiness skills as it provides opportunities for communication, sports, arts, special events, and nature programs.

Pat Shephard, Schaumburg Park District and Friendship Village Retirement Home

Reading with Seniors

The Child Care Center at Northeastern Illinois University in Chicago involves senior citizens who read stories to preschool children and assist in other classroom activities. One morning a week seniors recruited from the local community read, play games, and indulge in other tiny-tot pursuits with a captivated audience of youngsters at the center. The purpose of the project, in addition to linking old and young, is to conduct a pilot research study measuring what changes, if any, occur in the perceptions of the parent, the children, the seniors, and staff of the Center, regarding interest in reading and other measures of satisfaction.



It's Never Too Early to Begin Service

It was a cool, drizzly late October day, but that didn't stop Mrs. Buckhardt's morning and afternoon Kindergarten students from Cherokee School in Lake Forest. They were visiting the Westmoreland Nursing Facility to plant flower bulbs and spend time with some of the residents.

These children may be among the youngest in Illinois involved in Learn and Serve activities, but even at the age of five or six they were learning about important people in their community.

In preparation for their visit, Mrs. Buckardt read books to the students that focused on intergenerational themes and discussed the relationships portrayed among children and senior citizens. It was important that the children have some understanding of what

life is like in a residential nursing home, so that on the day of the trip they would be eager to visit and enjoy the interaction with the residents just as the residents enjoyed having the children there.

The students and some of the senior residents were given trowels, tulip and daffodil bulbs, and spaces to dig in planters. The Kindergartners learned a bit about different types of flower bulbs and, in their digging, discovered that worms also enjoyed living in the moist dirt. The children learned a bit about service and about science all in one.

From *Learn and Serve in Illinois*,
Contact Sherri Randolph, Cherokee School, Lake Forest

Tips for New Preschool Volunteers

Pretend I am a day-care teacher of three- and four-year-olds, welcoming you, a new volunteer, into my classroom. What messages, verbal and nonverbal, can I and should I communicate to you as we learn to adjust to one another? I will ask you specifically to do the following:

- 1) Help me to create a safe and accepting learning environment by your constant caring and presence.
- 2) Encourage the children's curiosity and experimentation. It is okay to make mistakes; we learn this way. Help the children to take risks. Give the children feedback so they know that you, too, make mistakes occasionally.
- 3) Facilitate their participation, making sure the children do as much as possible with as little interference as possible. Theorists including Piaget, Erikson, and Kohlberg agree that active involvement enhances self-esteem and learning. Too often, older adults want to help too much.
- 4) Value children's ideas, and respect their uniqueness. Tune to their interests, discover what they like, even if it differs from the way you were raised. Let them teach you about computers and about living in the 1990s.
- 5) Share your life skills and personal history with the children, when it is appropriate. They need this perspective on the passage of time and the life span.
- 6) Share what you see and think, when appropriate. You are an extra pair of eyes, and, after all, you have vast experience. You have survived, and you are still learning.

Most of all, I will try to let you know that you are a role model for healthy self-esteem throughout the lifecycle. Playing that role and giving your love are the best gifts you can give to everyone.

Helen Block Fields
Oakton Community College

Grade School

Grade school is a critical time for developing reading habits, math skills and writing prowess. When students are involved with service, they talk about the products of their service, a clean yard, a better reader, a mural, a new house, seniors succeeding on computers, and say "I know I was important in making that happen." Students who have been reticent about getting involved discover new connections to other students of all ages and more positive attitudes about learning. The bar has been raised in their lives and they realize they have capacity, talents, and the ability to get things done.

Quilting Builds a Sense of History and Brings the Community into the School

Quilting was the theme for a service-learning project that brought the designing and making of quilts to each K-3 class in Sidney, a central Illinois community. The Illinois Quilt Research Project was a year-long community project that documented local history and culture.

First, a master quilter came to school. She met with each class to explain the history of quilts, let the students feel and hold a quilt, and ask questions. She showed the students how the material is cut into different geometrical shapes and sewn together to become the quilt top. The students also learned how the batting is put between the quilt cover and the back, and how the quilter uses small stitches to outline the design or makes ties throughout the quilt to hold everything in place.

The students discovered that quilting has applications to math, science, writing, and reading. For example, younger students made graphs about the number of quilt squares in various pictures, and made comparisons of quilt sizes. Older students, boys and girls, added the size of the squares to determine the final size.

Children wrote stories about making quilts, conducted oral histories about quilts in their families and communities, and related local cultural to quilts in the community. Each class designed a different quilt for their classroom.



Students learn about quilting using concepts from math, reading, writing, and more.



Kathy Kingston, Sidney Elementary School, Champaign County Early American History Museum and Home Extension Clubs

HURRAH: The Naperville Intergenerational Program

What is the meaning of HURRAH?

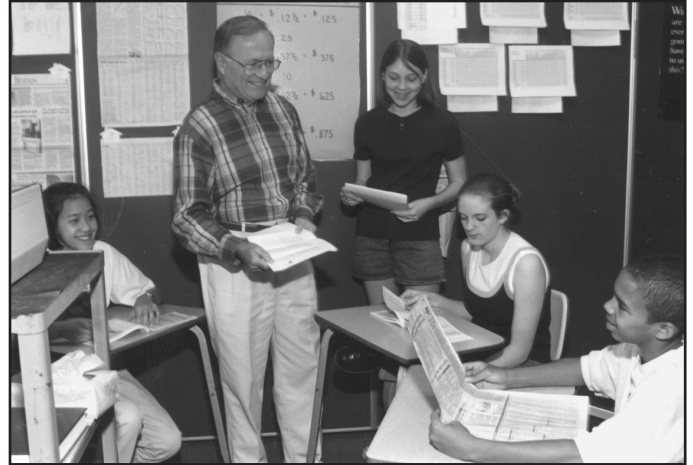
The acronym means **HAPPY UPBEAT RETIREE'S** and other **RESIDENTS ACTIVELY HELPING**.

HAPPY AND UPBEAT are the kind of people who are volunteering for our program. Our volunteers are retiring earlier and have a strong desire to stay active. We often refer to our volunteers as looking at the world through rose colored bi-focals. RETIREES, because we are no longer confined by work schedules, but still have the energy and expertise to help our younger generation. Retirees today generally live longer, are healthier and better off financially than previous generations. They also represent a large, skilled, and available resource. As an example, if I live as long as my mother, I will be volunteering longer than I worked.

Other RESIDENTS because we realized that 60% of our residents did not have children in our schools. We wanted to give them an opportunity to volunteer. ACTIVELY HELPING, because this generation of retirees views retirement as a time of involvement, learning, and usefulness as well as a time for leisure.

The program began in 1989 after two retired District 203 teachers suggested organizing interested retired teachers into a volunteer unit that could provide qualified, experienced, and effective assistance in the classroom. As the program evolved it became apparent that these retired teachers inspired and energized the students they worked with — not just because they were experienced educators, but because they cared, and they provided the individual attention needed by many students. The success of the program and the increasing requests from teachers for additional volunteers led District 203 to begin to recruit volunteers outside the teaching profession. The program now has over 200 retirees volunteering in our schools and well over 50% of our volunteers now come from outside the education system.

As with any successful volunteer program you always need more volunteers, so the recruiting of new volunteers is a continuing challenge. To give you a personal perspective on why people volunteer for the



Russ Marineau and middle school students tell stories about the history of their local communities.

HURRAH program, I would like to review with you how I handled the transition from the career phase of my life to the retirement phase. Before I retired from IBM in 1991 after 32 years of service, I attended several pre-retirement seminars sponsored by IBM. One of the things that was suggested was that we would miss the structure, status and the social contact that work provided us and that volunteering could provide these things. I also read several books on successful retirement and one of them referenced a study done by the Institute of Gerontology at the University of Michigan in which successful retirees were asked about their formula for remaining active, useful, and happy in retirement. The respondents said:

Doing busy work is not enough, neither is a hobby.
Plan some activities with other people.
Continue learning, regardless of your age.
Stay in touch with younger people you will discover fresh ideas and new interests.
Do something for someone else once a day.

From a family standpoint, my wife was a teacher and a long-time volunteer in Naperville Schools. All five of our children attended Naperville Schools from kindergarten through high school and one of our daughters currently teaches in the District. When you add it all up, volunteering was something I wanted to do and because of the factors mentioned above, I knew the place to do it was in our schools. The involvement with younger people and being a partner with our schools in the education process has been a key part of the retirement phase of my life and a real

source of personal satisfaction. If the University of Michigan ever contacts me for my formula for successful retirement, I will tell them that the success factors mentioned in their study were right on the mark. The HURRAH program offers our volunteers all of the ingredients for a successful retirement. Whenever we solicit feedback from our volunteers they also say that they get a tremendous amount of personal satisfaction from their volunteer activities. In addition, all of the feedback we get from our students, their parents, and our teachers indicates that our retirees are playing a key role in providing our students a truly outstanding education program. In conclusion, all I can say is, "HURRAH."

Russ Marineau
Naperville School District 203
630-420-6475.

Arts and Academic Success

The mosaics on the benches sparkle in the early morning sunlight as they beckon to community residents, "Come and enjoy a place to read the paper, delight in the fresh air, or relish a quiet conversation." The benches weren't always so enticing and they did not always have the beautiful mosaic flowers that now cover them. How did the mosaics happen?

Ginny Sykes, a visiting mosaics artist from the Art Institute of Chicago, brought "smalty," that is, Italian glass used for mosaics, and helped the students get started with their mosaics project. The students first drew shapes of flowers. Then they created a puzzle with color and shape. They often had to trim the smalty to fit into the shape and create the mosaic. Once completed, they put clear contact paper over the mosaic so they could carry it to its bench. They brushed a glue called "thin set" on the bench and then placed the mosaic. Different types of flowers and shapes were added student by student, resulting in two colorful benches for the community.

Why all this interest in the arts? Principal Kenneth Millar said, "If we believe in multiple intelligences, then we know that children have different strengths and gifts. If a child excels in the arts, that strength can

be carried into other disciplines. Our experience tells us that our students perform better academically if they experience success through the arts. Further, the arts relate to their math, science, writing, and other courses; the arts give school work real-world meaning. We use the arts to generate excitement about learning. It is woven throughout the curriculum." Such was the case with the murals that adorn the hallway and tell the story of the neighborhood and the school. When community residents come to the school to vote or attend functions, they enjoy the murals.

"Art in the Park," the service-learning project, involved every student, and each student had a special task: mixing paint, painting the background, and painting on the projections. The murals reflect many topics that the children are studying such as the community, the Titanic, dinosaurs, and how all this is tied together ethnically, artistically, and intergenerationally.

Ann O'Connell, Dever School
and Art Institute, Chicago

Family History Enhances Basic Skills

In far too many classrooms, kids are marched through history textbooks, lectures, and quizzes with little to show for it. Studies have repeatedly shown that American students are not strong on historical knowledge, nor do they regard history as a particularly exciting subject.

Family history development has many positive outcomes according to Pat Bearden and Yolanda Simmons, from Chicago Public Schools. Several years ago they wrote their family history and realized that the process had great potential to help students personalize history, develop research and critical-thinking skills, and bring the community into the school. Four schools have adopted the family history curriculum where students look at their roots, conduct interview, and place themselves and their ancestors in the continuum of history. Development of a family history program enhances skills in math, reading, writing, science, and social studies.



A student expresses her pleasure when research rewards her with information about the migration of her ancestors. She has consulted some primary sources to find the communities that comprised their migration path.

HOW-TO-GUIDE

STEP 1: SETTING THE STAGE WITH BACKGROUND ON FAMILY STRUCTURES

The teacher introduces this first workshop by describing and helping students discuss various types of family structures.

STEP 2: STUDENTS LIST REASONS WHY FAMILY HISTORY IS IMPORTANT

Some common reasons students may give (depending on their age):

You can find out where your family came from, if you have any famous ancestors, what life was like for your parents and grandparents when they were kids., whether people in your family did any special kinds of things like fight in the Civil War, or hunt bears, or travel to distant places, or whether some of your ancestors are from different cultural groups, such as Native American, Irish, or Egyptian.

STEP 3: THE TEACHER SHARES FAMILY HISTORY

Modeling is always helpful, and students are fascinated with the facts and shapes of their teachers' lives-family's origins, traditions, and migration patterns, and so forth

STEP 4: STUDENTS BEGIN TO TELL WHAT THEY KNOW ABOUT THEIR FAMILIES

Invite students to share some of their family stories, as well as to acknowledge the gaps in their knowledge. What are the traditions, special customs, traditional foods, travel, reunions, and so forth.

STEP 5: SETTING GOALS AND EXPECTATIONS FOR THE PROJECT

The goal is to learn more about our families and cultures, and then to place ourselves and our families within the history of the community, the country, and the world. Record the students' suggestions and expectations on butcher paper and display the lists in the room. This provides a set of ideas, goals, and expectations that can be used.

From *History Comes Home: Family Stories Across the Curriculum*: Pat Bearden and Yolanda Simmons McDowell and Hurley Schools, Chicago

Ombudsman Program

Creating books is a way to increase an intergenerational presence in nursing homes and improve the quality of life. The Shawnee Alliance for Seniors recruited children from churches, schools, and scout troops to interview seniors and write about them. The interviews became books, complete with illustrations. The children read the books to the nursing home residents and presented them as gifts. Residents treasure the books and often talk about the project.

In order to make the project work, adults are needed both during the interview and in the making of the books. A list of interview questions is provided for guiding the interviews and the adults can assist in asking questions as well as taking notes for the children. Adults who are assisting can also help when the books are being made by the children. One adult per two to three children seems to work best.

Children and residents alike have shown much interest and appreciation for the projects. Several children asked to continue to visit the residents. One child who showed initial fear, later asked if she could go back.

There are several goals accomplished with the project; (1) Residents get more opportunities to converse, reminisce, and have more social interaction. (2) Children have the experience of reading and connecting reading with developing relationships, and (3) Community presence in nursing homes is increased which increases quality of life for residents.

*Linda Steed, Seniors Long Term Care Ombudsman Program
Shawnee Alliance for Seniors, Carterville*

Math Their Way: Seniors Help Bring Math Alive

Old math, new math, and now Math Their Way. Our senior volunteers have experienced it all. The Math Their Way program assists children in learning a wide range of mathematical concepts as well as insuring knowledge of basic arithmetic skills. The program is based on current research evaluating the most effective ways to teach math to young children. It moves children away from the traditional approach and allows them to become actively involved with concrete materials. Children use ceramic tiles, pattern blocks, unifix cubes, geoboards, mirrors, and collections of objects. The program provides a strong math foundation by using all student senses and avoiding rote computation.

The program allows for intergenerational experiences for students while they work. It promotes interactive teaching, allowing senior volunteers to get involved in monitoring the activities and reinforcing mathematical concepts. Learning centers are staged throughout the room with a variety of manipulatives and activities. The activities vary from center to center, yet all reinforce the same mathematical objective while students and the senior volunteers establish positive interpersonal relationships and have a fun and motivating learning experience.

At Taylor Park School the intergenerational program is very active. Throughout the week we have many volunteers assisting in the learning process. Their involvement is invaluable. The students and staff appreciate their commitment to our school and thank them for making our educational program a success. Students' performances and achievements are often

based on the examples set by others. Older persons as role models can help students become greater contributors to their peers, schools, and communities. Older persons as tutors and mentors empower students to higher accomplishments in academic areas and as critical thinkers. Basic writing and speaking skills can be improved through contact with older adults throughout a child's education.

Jody Ware, Principal,
Taylor Park School, Freeport



Longer Lives: Children Learn About Changing Roles

It is another broiling summer day and the 18 urban teenagers in Chicago's Urban Youth High School program are at work, this time guiding visually impaired senior citizens on a tour of the Chicago Botanic Garden. They describe trees and flowers, guide frail hands towards tree trunks and leaves, tell stories to their new older friends. Other days they visit shut-ins, work on art projects with younger children, act as scribes for seniors who write poems in their heads. The teens were tentative when the program started, but soon began enjoying themselves and saw how much they were needed. They kept coming back, maintaining a 97 percent attendance rate, and by the end of the summer had made new friends, both young and old.

Chicago Urban Programs

After School Program Telephone Reassurance for Students

After school programs are becoming more and more popular as parents work and children go home to empty houses. Grandma Please, sponsored by the Uptown Center Hull House and RSVP, is an inter-generational telephone helpline that links latch key children in the Chicago area with older volunteers who are often frail or homebound. The lines are open from 3 p.m. to 6 p.m. Monday through Friday, so that children ages 6 to 12 can talk with a grandma or grandpa. The telephone calls help by comforting and reassuring frightened or lonely children; mediating arguments between fighting children; assisting in completing homework assignments; listening to the news of the days' events; and advising children. A supervising professional is on call during helpline hours to handle emergencies.

RSVP Hull House
Chicago

Aging Education

Today's children will enjoy an unprecedented longevity. Many will live for 80 or more years. When they are 65, about 20 percent of the population will be 65 or older. So it is essential for children to develop positive attitudes toward older people, toward aging, and toward planning for their long lives. Interaction with older people helps children understand the different roles we accept as we age and grow personally and professionally. For example, children need to experience the change from a protective attitude older persons show for kindergarten children to the free give-and-take in the exchange between older children and senior citizens. Such encounters help children understand that relationships change with age.

Children can become more responsible citizens through programs that help them recognize the value of older persons; encourage them to plan for a long life; and allow them to share experiences with older persons who are not relatives and may be from different cultures.

Ann Gale, Chicago Department on Aging

Nursing Homes: Where Life Experiences Can Be Tapped

Older persons have fascinating life experiences. They have cultivated the ability to cope, and thus have great potential for helping to nurture children and to help them complete school.

A learning resource filled with lifetimes' worth of lessons was found near our school. It was a nursing home for the aged, infirm, and physically handicapped, the Blu-Fountain Manor Nursing Home of Godfrey, Illinois. Its residents have been providing our Gilson Brown Elementary School students and teachers with decades' worth of living experiences. In turn, the residents also receive benefits. Our children provide the aged with a glimpse of their own youth and a close-up view of the changes that have taken place in the current generation.

In early American agrarian society, children experienced both birth and death in the home. Our changing society has removed older people from the home and ensconced birth in the modern hospital, so many children no longer experience either process at home. By developing an association with older people and exchanging ideas, students can learn of the old ways.

The generation gap is bridged as the children develop friendships with older persons, who in most cases are from 60 to 100 years old. Students learn to work with their older friends; learn when to offer help; learn when not to offer help. They develop an appreciation for good health, growing from an awareness that, for some, old age can be an unpleasant experience. The students see pain and suffering; they experience body and hospital odors.

And though they observe the physical disabilities of the real world, the blindness, loss of limbs, and deafness are only a part of the students' experience. By making audiotapes for the blind, providing services for those who have lost limbs, and learning to converse with the deaf, the children develop a greater sense of consideration. Students learn to be more tolerant and supportive of the residents.

Classroom discipline has improved because students are unable to visit the elderly residents if they misbehave. Improved classroom discipline im-



For 20 years, the fence separating the Blu-Fountain Menor nursing home from Gilson Brown Elementary School. When nursing home residents wanted to visit the school, they had to pile into special vans to make the 500 foot trip. When students wanted to visit the elders, they had to walk along the busy highway. Finally they were able to put a gate in the fence so the younger and older generations were connected.

proves the learning environment and improves actual learning--an unquestionable benefit.

Residents of Blu-Fountain also benefit because the program brings children into what is almost strictly an adult environment. Few visitors to nursing homes include their children, resulting in senior citizens being effectively cut off from the youngest members of society. This program eliminates some of that isolation.

The residents also are able to participate in more varied activities. They have an opportunity to give and receive love, enjoy a different kind of companionship, offer a lifetime of knowledge, and exchange small gifts. Perhaps the most important benefit for the seniors is the chance to share experience.

There are nursing homes in almost all school districts. Creating partnerships between the two institutions can benefit them both. The residents benefit through a broader activity program and by sharing their experiences. The students gain a better understanding of the aging process and the aged.

Jerry Montague, Principal, Gilson Brown Elementary School and Blu Fountain Nursing Home

Working in the Schools (WITS)

Joanne Alter Ivoes to read aloud. A chance meeting with a young teacher at the Richard E. Byrd Academy in the Cabrini-Green public housing development in Chicago gave her that opportunity — and much more. Joanne and two other enterprising Chicago women, Marion Stone and Bonnie Nimes, who have a similar affection for reading to children, volunteer in 1991 tutors at the Byrd School.

Thus WITS was conceived. Today, more than sixty men and women most of them retired business professionals over the age of 60, assist in the lively classrooms of Byrd Academy, Sojourner Truth and Schiller elementary schools in Chicago.

Joanne Alter
Working in the Schools





There was no such thing as a generation gap when it came to celebrate Fat Tuesday at Gilson Brown Elementary School. By walker, wheelchair and on foot the elderly celebrants joined the student while circling in front of their home and around the school.. Even the frail and disabled can continue to volunteer. Elders in wheelchairs help celebrate the Chinese New Year with students from Gison-Brown Elementary School in Godfrey. Photo from the Alton Telegraph

After-School Programs Study Buddies

Study Buddies is a unique program that pairs participants with a buddy. The buddies help each other with their studies while older students supervise and tutor. They meet twice a week from 3:30 to 5:30. The results are remarkable. For example, during the last two years, Study Buddies had a 60% improvement in their spelling.

Study Buddies uses a cooperative learning approach. The participants receive tutoring and the tutors receive reinforcement of their skills through the modeling of the learning skills. Study Buddies also involves the youth in many activities, such as prevention, art, community service, cultural experiences, and field trips. Participants are rewarded for their extra effort by a trip to the YMCA. They invite their parents to go with them to celebrate their success.

Volunteers are an important part the success of this program. They assist at special activities, provide snacks, and assist with tutoring. They also add variety to the program to help keep the staff fresh and energized.

Joe Dunn
Illinois Coalition of Community Services
Barry Positive Youth Development Committee

Fourth-graders from Normal convince senior citizens they should come to their schools

Andy Leake, Glenn School

I think senior citizens should come to school because they tell us about their lives and the way things were back then. They can tell us what school, movie theaters, parks, and the way people dressed back then. Also, they are an encouragement to us.

Carlie Monniner and Lundsey Eckmann, Glenn School

I think senior citizens should come to schools because we can learn about the old days, and, the old games they played, and, what they wear in the old days. It was cool to see a senior citizen. I wish that everyday a senior citizen would come to our school. Also, it was cool to know about the classroom, because they had to share a room, and, everyday for lunch they

had to walk home.

Kelsey, Glenn School

We had veterans come in to our class and tell us what it was like to be in World War II. We had a senior citizen come in and tell us about what it was like when she was in the 4th grade. I didn't know that when she was in the 4th grade the movies were only a dime and you would watch 4 hours on a big screen.

Natsuki Mizuno, Sugar Creek School

Senior citizens should come to school because it helps the student learn from senior citizens. It is fun when senior citizens tell about how life was when they were little.

A Basket Full of Memories

A Competition that Encouraged Communication and Writing

A program that encouraged oral history interviews and writing across generations. The first session was held during Intergenerational Week in 1995. The following guidelines were established for submitting a story, anecdote, or poem based on your interview with someone of another generations.

1. All ages are invited to submit stories from their interviews. Age Categories are: 8 and under; 9-10; 11-15; 16-20; 21-40; 41-60; 61-80 and 81+.
2. Those interviewed must be from a different generation. A different generation is roughly defined as individuals 20 years younger or older.
3. The short story, anecdote, r poem from the interview must be:
 - an original creative work
 - 150 words or less, legibly handwritten in ink or typed
 - posmarked by September 30, 1995.
4. Awards: The plans are to compile an anthology of the top five stories in each age category. Awards will be announced in December.
5. Once submitted, the stories will be the property of the Illinois State Library and the Intergenerational Initiative.

What is Intergenerational Week? September 10-16, 1995 has been dedicated to a celebration of oral history in Illinois. Governor Jim Edgar has proclaimed Intergenerational Week as a time for strengthening families and communities through intergenerational communication and understanding.

The Anthology can be found at
<http://www.iii.siuc.edu/Publications/memories.html>

Oral History and Learning about Aging

The setting for the program was Rosemont, a community, which is small in size, has a senior citizen complex and has a close-knit citizenry. The following intergenerational activities helped students understand more about aging and older adults.

1. Program leaders discussed with students what happens to older adults as they age.
2. Children devised a question for the older adults.
3. The children and older adults met, the children asked their questions, and then celebrated with cookies and drink.
4. Students wrote the story and included their photo.
5. The story was printed and shared with older adults.
6. Select students presented their final essay at a community public meeting and local parent organization.
7. Printed booklets were on display for succeeding classes to read. A local artist designed the cover and supplies were financed by the local Kiwanis

The program resulted in seniors sharing personal items from their childhood. Students started asking grandparents about their home situation and heightened their awareness on grandparents' health and needs. They also learned how they could assist the elder as well as noted a change in attitude and developed patience.

Mary Walsh, Intergenerational Advisory
Rosemont

Pen Pal Program

The RSVP of Coles County corresponds with students from an elementary classroom at least once each month. A get-together planned by the students is held for the pen pals to meet after the correspondence has started. At the end of the year, a picnic in a local park is held to say good-bye.



Joe Arrigo talking about science and making it interesting for Palatine District 15 students. He bases his curriculum on taste touch, hear, see and smell chemistry.

Peanut Butter to Diamonds ***A retired scientist helps students find careers***

Joseph Arrigo from Palatine is a walking advertisement for science. He takes his show to classrooms entrancing children with shows called: "A whirlwind tour of 26 fun sciences from astronomy to zoology," or "Turning peanut butter into diamonds," or "Taste, touch, hear, see, and smell chemistry." Arrigo is an organic chemist who says he "spent 27 challenging years in industrial research, then launched his second career lecturing, writing, and teaching real-world chemistry."

Now he is in his third career, describing the impact of chemistry on our daily lives to young people and helping them learn about science as a possible career. He says, "I lay out a feast of chemical inventions and rhapsodize about the flesh-and-blood stories behind each of them." The products run the gamut from everyday items such as Superglue and Super Slurper to exotics like a catalytic converter cutaway and an artificial hip joint.

Joseph Arrigo found his way into the classroom through the Senior Exchange Programs in Palatine District 15. The Senior Exchange Program allows residents age 55 and over who live within the school district to

share their expertise with students and staff. As an incentive to involve seniors in the educational program, the district reimburses them through tax relief.

Senior Exchange Program
Palatine Schools
<http://www.ccsd15.net/AboutDistrict15/CommunityInvolvement/SeniorExchange/Index.html>

Share the Magic

Share the Magic is a Pekin Public Library program was developed to help parents have a little time to shop for the Christmas holidays. Joan Wood decided that a library program could provide a special time for grandparents and grandchildren. The children and older adults visit the library and have their picture taken together. The child's handprints and a special wish (what they would like to do with their grandparent or older friend) are recorded in a booklet. Then they share entertainment and refreshments. They have their special booklets as a keepsake to remember the time together at the library.

Middle School

The National Commission on Civic Renewal described a trend in our country. "Too many of us have become passive and disengaged. Too many of us lack confidence in our capacity to make basic moral and civic judgements, to join with our neighbors to do the work of community, to make a difference." The following stories describe middle-school students who are actively engaged with their communities and in their schools.

Designing a School Courtyard

The Rockford Environmental Science Academy opened its doors in 1999 with a hands-on and service-oriented curriculum. The environmental science teachers took responsibility for landscaping the new school because they said it blended well with their existing curriculum and their philosophy of teaching.

The first step was to plan an environmental theme for the courtyard. The students came up with the idea of creating a Wild Bird Sanctuary. The next step was to identify birds that are native to Northern Illinois and find plants and flowers that would attract such birds. Once this list was developed, the students designed the courtyard.

Many of the activities involved real-life learning. They created cement blocks for a pathway, assembled bird houses, built feeders, a trellis, and a bridge, and planned the landscape design. From the onset of the project, the teachers felt that it was important for the students to replicate the courtyard project somewhere in the community. The students were asked to make recommendations on the site and decided they wanted to do something that would benefit children.

The MotherHouse, a non-for-profit agency that provides child-care for families in crisis, was the choice and it was there that students learned some of their most important lessons. The students truly understood what it meant to experience the restraints that time imposes on them in the working world. We had two days to complete the service-learning project at MotherHouse. About half of the work involved clean-up and preparing for the landscape project and the other half involved the planting of plants. The first day we worked in 80 degree heat and 100% humidity, and the second day it rained. We couldn't stop and go back another day.

The students found out quickly that there was no rest for the weary, and they had to work as a team to get their tasks accomplished. We could not leave the job unfinished because the kids at MotherHouse were counting on us to get their yard back into shape. The students learned the importance of teamwork, problem solving, work ethic, citizenship, and community pride. Jennifer Nonnemaker, Rockford Environmental and Science Academy

Illinois Learning Standards

Math

Student Activities: The students worked in groups to plan all aspects of the project. This included planning the budget, creating a model built-to-scale of the courtyard, measuring the garden plots, and analyzing the soil quality and its proportions of nutrients. Worksheets and lab activities were developed by the teachers to lead the students through these exercises and also to assess their progress.

Language Arts

Student Activities: Throughout the project, the students were required to gather information on birds and plants that are native to northern Illinois. In addition, they were to record the information they acquired in a variety of formats including summaries, charts and reports, and make oral presentations to the class using a visual aids. A variety of guest speakers came into the classes and the students also went on field trips, These added to their experiences of listening and speaking effectively in a variety of situations.

Science

Student Activities: Because the Learn & Serve Project was the vehicle in which the students were to learn about environmental science, the state goals and standards for science were heavily emphasized. Throughout the course of the semester, students were instructed on plant structure/diversity, habitat/niche, soil quality, growing conditions and a variety of other topics that connect the earth, physical and life sciences. The content of the course was taught with a hands-on, student-centered, problem solving approach that fostered the standards under State Goals 11 & 13.

Connecting the Past, Present, and Future through Service.

Nothing teaches history like archaeology so when the Unity Point sixth grade had a chance to get involved with excavation, ancient fossils, and preserving artifacts with Southern Illinois University-Carbondale, the teachers were delighted. At the Center for Archaeological Studies, students helped categorize Anasazi artifacts. They weighed, counted, sketched, and classified the items. The artifacts were then repackaged in acid-free bags. The information was later added to a data bank.

Early in the project they participated in a simulated dig. A sixth-grade student describes the process. "The dig is a study of archeology by exploring real artifacts. We each have a job and a goal. For example, there is the artist/sketcher, the bagger/labeler, the crew chief, the digger, curator, and the screener. If something is left out and not in order, it might ruin the whole dig. So everyone must keep on track so we can go to another level."

In another experience, students sorted through Mastodon dung by length, shape, and type. The students used dissection microscopes to look closely at the digesta and classify the materials. A Paleo-botanist trained them via a live TV broadcast and then university graduate students moved from class to class, answered questions and interpreted data.

Service learning programs are integral to meeting curricular goals and are interdisciplinary. Most important the students recognized the value and relevance to learning.

Mary Jo Diamond, Unity Point District 140,
Carbondale

Learning about History

Although Whiteside School has a 150-year history, little of that history has been recorded. In a past project, middle-school students worked toward restoring the abandoned Whiteside Cemetery, which adjoins school

property: To record the related history, eighth grade students worked with the St. Clair County Genealogical Society (learning terms needed to research history), Shiloh Village Court House (to request historical documents), and the Belleville Public Library (finding obituaries and agricultural indexes). Genealogy is an overwhelming subject so Diane Walsh, from the St. Clair Genealogical Society, helped fit all the pieces of the puzzle so it made sense to the students.

Rather than simply recording names and dates, students gathered oral histories from older residents along with related historical records. Students acquired copies of wills, deeds, census indexes, and agricultural indexes. The documents that exist are fragile and sometimes hard to read but students made sure that each document was referenced correctly. One of the questions that will be asked is; "Where did you get the information and is this a valid source?"

All work is tied to Illinois Standards with an emphasis on writing for publication. Ultimately, it is expected that this project will improve student achievement in language arts, fine arts, and social science. Community participation will encourage our economically diverse and multicultural population to develop a sense of pride in their school and community.

Monica Ybarra, Whiteside School District 115, 2028
Lebanon Avenue, Belleville, IL 62221

Reading with Senior Citizens

Educational experts tell us that the best way to learn something is to teach it. School-aged children involved in reading programs for younger students or older adults say that it helps their reading skills and gives them a greater understanding of the learning process and what their teachers experience. The Aurora Manor Nursing Home and Jennings Terrace Nursing Home formed a learning community with Cowherd and Waldo Middle Schools in Aurora as the sixth, seventh, and eighth grade students learned that the senior citizens enjoy the same things they do. One way the students learned they could help and befriend the senior citizens was to read to them.

The students read articles from the Reader's Digest mainly because they are the best length and are of interest. Several students read to the residents in Spanish, which really delighted the seniors.

Becon News reporter Sandy Stevens spoke to students regarding how and why the newspaper is produced. Students then took a field trip to see the making of the newspaper. The role of the newspaper was discussed as to its relevance to the elderly, for example, keeping in touch with the news about friends and neighbors they are no longer able to visit.

They also discussed which parts of the newspaper are the most interesting to senior citizens. The students realized that the newspaper has more than just the front page and the sports page and that the newspaper is often a social item for seniors giving them community news that they might not otherwise hear.

The students interviewed the senior residents on two occasions. The students took notes about the senior's life and used the notes to write biographies about the residents. The students drew illustrations, put them into blank books and wrote the life stories of the residents. The books were then taken back to the nursing home, read, and given to the residents. Many tears were shed. As oral readers the students became more fluent, expressive, and confident and they learned to speak using appropriate language reflecting the situation and the audience. Students wrote thank you letters to newspaper sponsors and letters to the Beacon News and kept journals about their experiences.

Anna Sanford, Waldo Middle School
Aurora School District 131
Aurora Manor Nursing Home and
Jennings Terrace Nursing Home



Steve Stephenson describes a set of learning experiences when he read the newspaper, Readers Digest, and a story about Columbus to ladies at the nursing home. He says, "I feel more confident of my reading ability in front of the class." He also is more comfortable telling the stories about the early days and Al Capone that the ladies told him.

Student Story; Finding Excitement in the Histories of Older People

I read a book about Christopher Columbus to four nice ladies at the Jennings Terrace Nursing Home. While I was reading, we had many conversations. One of the ladies told me about how she was one of the first to be appointed to the police force in the City of Aurora. A 94-year-old lady told me how she ran into one of the biggest gangsters that ever lived, Al Capone. It amazed me that each of these ladies talked to me about their past as if they had known me for a very long time.

My experience with the four ladies helped me to see older people in a new way. I am now able to talk with them more comfortably. Reading to them has helped me become a better reader in front of my classmates and outside the school. I think the learn and serve idea has made school more enjoyable and more meaningful for the students and the teachers.

Student Story – By Steve Stephenson, Eighth Grade Student, Waldo Middle School

Partnership Leads to Technology Program

Our project begins in mid-March with a group of seniors who come to our classroom for a panel discussion. The students ask questions regarding social and historical issues. Next, the seniors come to Washington Middle School for 1 1/2 hours a week for six weeks to participate in computer lessons. The students are responsible for creating weekly lesson plans centered around beginning computer skills, which they present to their assigned senior citizen. Some of the lessons include basic keyboarding, graphics, educational games, templates, slide shows, e-mail, and the Internet.

Students love to participate in the project, even though it can be demanding and challenging. Attendance and behavior improve, as well as their communication and written skills. In addition to becoming computer experts, they also meet goals relating to history, English, geography, math and science. They experience the role of a teacher, which makes them empathetic to the amount of patience needed in the profession.

Seniors love this project as much as the students. They become mentors to teenagers, which can be both rewarding and challenging. In addition, they learn about the latest technology.

Stacey Wolf and Karen Sunderlin
Washington Middle School, Springfield
Senior Services of Central Illinois

Computer Partners Curriculum

Students at Field School studied how senior citizens were portrayed in literature, television shows, commercials, and magazine ads, as a part of the intergenerational unit in the seventh grade integrated language arts (I.L.A.) classes. As they wrote literature reviews, looked at picture books and wrote poems, collected data and made graphs, the students began to think about what they might do for the senior

citizens. The idea of providing the local senior citizens with instruction on how to use computers was suggested.

A three-session program focusing on computer instruction was developed by the seventh grade integrated language arts teachers. Using our middle school resources such as the available computer hardware and software and the Field School staff and students, we were able to create a program that would provide the seniors who enrolled in our program with a hands on experience on a computer.

Based on our dealings with the local senior groups during the structured intergenerational unit through

Goals for Students

1. Establish a one-to-one personalized relationship with a senior
2. Develop a positive attitude toward older people
3. Increase self-esteem through the opportunity to teach skills to someone older than themselves
4. Improve time management skills necessary to be able to participate in and out of class
5. Strengthen their own computer skills
6. Develop a better understanding of the role of their own teachers
7. Receive recognition from their peers, adults, and their community
8. Discover seniors are patient, appreciative students
9. Recognize that value of a senior friend and communicate this to their parents and their community
10. Learn how to work as a team

Goals for Senior Citizens

1. Be viewed by students as older peers who are also learners
2. Receive students' patient, personalized attention thus eliminating their fear of technology
3. Become more familiar with the educational facilities and programs which their tax dollars support
4. Acquire computer skills
5. Experience a feeling of accomplishment and enhanced self-worth
6. Receive recognition from students, teachers, school administrators, and peers
7. To be put at ease by youthful teachers
8. To view students positively
9. Meet new friends from the senior center and the school



The young teachers encourage their older student, "You are on the Internet. Great Job!"

the integrated language arts classes, a partnership was formed with the Northbrook and Glenview Senior Centers and Covenant Village. An "Introduction to Computers" class was listed in the fall course schedule for senior citizens. The initial response was enormous with ninety (90) seniors signing up for the twenty-four original openings. An additional class was added and a waiting list formed.

A highlight of this experience was the distribution of a printed personalized certificate for each senior who participated in the Computer Partners program during a mini graduation ceremony. The certificates were signed by the student partner and presented during the last ten minutes of Session III. It was also at this time that the students presented their partner with their gift of the personalized stationery, a letter written by them to their partner, and a picture of the two of them working at the computer. Following this ceremony while cookies and coffee were being served, all were asked to participate in an evaluation activity.

Barbara Kurth
Field Middle School, Northbrook
Northbrook and Glenview Senior Centers and
Covenant Village

Student Report: Moving is a Pain

Before I started my research process, I knew that many senior citizens couldn't move as well as they could when they were young. I saw that the senior citizens often used props to walk. It didn't always seem like they wanted to, though. I really wanted to learn more about this topic because I saw many senior citizens who were affected. In addition, I wanted to know if there was a cure or prevention for Arthritis. My research question was: Why do old people have trouble walking or even moving without support such as a cane or a walker? What happened to them?

In this research process I found out some facts that I never knew. I found that one in seven Americans will get some kind of arthritis at some point of their life. The most common kind is osteoarthritis. The arthritis will cause heat and swelling at the joints making it hard to move. If the swelling is severe, you might be unlucky enough to not be able to move at all.

Something additional I learned was that some cases of arthritis are more painful than others. Arthritis means joint inflammation and it begins when the cartilage wears down leaving bone to bone contact because there is no cartilage. Cartilage is the soft flexible tissue-like material found between the bones and it protects the bones. Arthritis may cause severe pain to the person in that certain joint.

Another difficulty for seniors is the muscles and ligaments. The muscles can get stretched out or just worn. Since the muscles and ligaments have been through a lot, they get worn down and sometimes they even get stiff. This makes it hard for the seniors to move around. Now because of these true facts, I personally know why sometimes seniors have difficulty moving, Also, I know why older people have to move slowly.

JoAn Lim
Field School, Northbrook

Student Thoughts about Aging: Being Bald

Do you happen to have a grandparent who is bald or going bald? Well, I do. When I started this project, I knew that many senior citizens are bald or are going bald. Both of my grandfathers are bald. I wanted to know what causes people to go bald. Also because of the fact that both my grandfathers were bald, I wanted to know if heredity would say that I would go bald when I grow old.

I found out that baldness like race, eye color, and other body features are hereditary meaning we get them from our parents and grandparents. I found that if you are the child of a bald man, you have a one in four chance of going bald when you grow old. The grandchild, on the other hand, has a one in eight chance of going bald when they grow old.

Another thing that I learned was that so called cures to stop baldness have been around forever. They had been around ever since having hair became a style. First, there were the snake oils. Then came the hair tonics. Many people wear wigs, but they don't really fix the problem. The latest cure is a drug called minoxidil. When mixed with alcohol and applied to the scalp, it produces hair growth in some men by stimulating the matrix cell.

One theory as to why hair growth stops is that there is a hormone that tells the hair follicles to stop growing. As many people know, the graying of hair can be an early sign of baldness. This is caused by a loss of pigment in the hair. The drug Minodoxil is believed to counteract the hormone that shuts off hair growth.

I have learned that people can be very helpful in researching a subject. Also, that there are many resources other than books like encyclopedias and filmstrips than can be used. The most important thing that I learned was that baldness is hereditary, but that I have a small chance of going bald. I will no longer laugh or think that bald people are funny looking. This is because they can't really stop their hair from not growing. Also, I realize that being bald is very unpleasant to some people, and that is why they buy wigs and all these hair products.

Through this whole project I was very good about finding resources, I was not only able to do that well, but I also helped a friend find some resources of his own. I was also good at asking for help when I needed it. I am glad I had these skills to help me and that I learned some new research skills that will help me in the future.

Zach Maurides, 7th-grade student
Field School, Northbrook

It's all Relative for Foster Grandparents

LINCOLN -- When teacher Amy Miller got a new job at Jefferson Elementary School in Lincoln, she asked to take her grandma with her. Grandma -- aka Phyllis Webster of Lincoln -- was glad she did. The third-grade teacher and Webster aren't actually related, but they have worked together for four years.

The widow said she got tired of being alone every day and she enjoys the opportunity to be with children instead. She especially likes to see their expressions when they learn something new. Of the 62 people, in the program, the oldest is 85 years old, eight are men and one member has served in the program more than 22 years. Webster, 73, often goes beyond the call of duty. She once noticed, for example, that children had nowhere to put their gym shoes. She sewed a denim bag trimmed with colorful fabric for each of the 16 students in the class. The bags, some bulging with things children stuff in them, hang from their chairs. "I like everything about working with the kids," said Webster. "I learn something new every day."

Nancy Rosenbery, principal of Jefferson and Northwest elementary schools in Lincoln, praised the program. "They (the foster grandparents) bring a lot of love and extra attention," she said. "They're so caring and wonderful," she said.

Phyllis Coulter: Excerpts from an article published in the Pantagraph, Sunday, November 18, 2007

High school

Whether a student finishes high school depends on his or her cumulative experiences over the preceding years. Students who can develop the ability to persevere and have the opportunity to experience success are more likely to complete high school. Programs that help build a student's self-esteem and confidence play a major role, and relationships with older adults can contribute to that, whether they are developed through pen pal programs, service to elders, or career discussions or mentoring programs.

A New Bandstand in Chenoa

Students in the Senior Seminar class, a work-study program, planned and participated in the re-building and landscaping of a bandstand in the downtown section of Chenoa. Students coordinated the project and have spent many hours of labor at the worksite. Trigonometry students used math formulations to calculate roof and step designs for the bandstand construction. The Introduction to Agriculture class learned about the proper planting techniques of perennials. Students in the Woods class have learned how to use stain and sealant to protect exterior woods. The Consumer Education class has contributed with needed hours learning first hand about the importance of community service and citizenship. The Journalism and History class, in collaboration with the Chenoa Historical Society, has researched information and pictures of the original bandstand. The Fine Arts class has delved into the music of the time of the original bandstand, and the Band and Chorus have presented the first concert at the dedication of the new bandstand.

This project has helped Chenoa High School students to understand the benefits of community service and the importance of group members' contributions to the successful completion of a service project, while learning many valuable workplace skills and career development competencies.

Excerpts from reflective essays of students:

Stephanie Bell: *I learned that you have to talk to different people in different ways. You can't talk to a businessman the same way you talk to one of your closest friends.*

Jessica Livezey: *This feat almost seems impossible for a class of eight and one teacher, but it was accomplished. When I look at the bandstand, I say to myself, Look, I did that.*

Jamie Bressner: *When I come back in 20 years, I will know I helped make that beautiful bandstand downtown possible. Doing service learning gives me self-confidence. I know that I did something worthwhile.*

Sheryle Atkins
Chenoa High School

Teen Tutors for Reading

Students at Urbana High School are getting a depth of reading background. The high school students study reading concepts and then read, mentor, and share reading concepts with kindergarten and first grade students.

Two days each week several youngsters at Wiley and Leal Elementary Schools in Urbana look forward to sessions with the Teen Tutors from Urbana High School. The teens complete a pre-service training to help prepare them for the work they will be doing in a professional situation. Following the training,

they visit the elementary school to meet the principal, teachers and young students they will be working with over the next several weeks.

The class is split into two groups, so while one group is out tutoring, the other group is in the regular classroom, taking advantage of a much smaller class size. Each group gets two days tutoring and two days classroom time. On Fridays, the class comes together to go over more material and to reflect on the challenges and accomplishments of the week. The students keep a journal about what they have learned and describe the progress of their students.

Linda Gibbons, Urbana School District

Reading is Computers Too!

There are many senior citizens in Evergreen Park and so it seemed like a golden opportunity for one-on-one discussion about different service-learning projects. The students decided that a computer project with senior citizens would be a good idea. They designed the curriculum and developed a booklet. We all defined ourselves in different roles as we prepared for the first session. The students became teachers and tutors, the teacher became an observer (I had to stop myself many times from returning to my teacher role).

The students were very nervous for the first computer class. Many said they were going to skip school. "You expect too much of us." "It isn't easy to talk to someone for a whole hour." But when the day arrived the students all appeared. Many of the senior citizens arrived early, some as much as 45 minutes early. The students were nervous about having to talk one-on-one with a senior citizen, but they were prepared with questions and discussion topics. They introduced each other and talked about the senior citizen's high school years among other topics.

Later the students explained what they would do during the computer lesson and started the class. The first lesson planned was to teach the senior citizens how to use the mouse and play some games. One older gentleman said, "I don't want to play any

games." The student wasn't certain how to deal with that, so he raised his hand to ask the teacher. It turned out that the gentleman had arthritis and wasn't sure about using the mouse. After the class, the student talked about how uncomfortable he felt when the senior citizen didn't do what he wanted. The student said that gave him a new experience and helped him become more understanding of his teachers.

Joyce Mistina, Teacher, Learn and Serve, Evergreen High School, Evergreen School District and Evergreen Park

Drivers Education and Service Learning

Before Morris High School students take Drivers Ed, they discuss their education, what the community has invested in them, and their responsibility to assumed with that trust. Then the students are involved in a variety of service-learning programs ranging from the environment to home repair. One such project is a partnership with the Pediatric Division of Morris Hospital. The idea was to brighten the hallways with murals familiar to young children. First, the art class planned and designed the murals. The students developed their ideas into preliminary drawings and selected colors, according to the art teacher, Ms. Lauriee Mitchell.

Then they transferred their sketches to life size mural figures. The students had to measure the hospital wall and then decide upon the dimensions available and how to make the sketches into the mural size by using proportions. Next they transferred the designs to the walls at the hospital

The project took about 8 weeks to complete. The Morris students felt a great sense of pride as they helped to make the childrens' ward a little more friendly for everyone, especially the sick children. This was the first time many of them had been involved in a school-community project and working with adults outside of school was a new experience. and found time to talk to the students about careers.

Over and over again, students remarked that through

this service-learning project they found a greater meaning in education. In the reflection part of the service-learning activity, the students said how proud they were that the murals helped to brighten the stay of the children at the hospital.

Other service-learning projects at Morris High School include a home improvement class landscaping one of the local parks; the science classes are in charge of a nature trail that identifies trees, foliage, etc., but it is also for the community to walk and get exercise; the history class has completed research on the Illinois/Michigan Canal for the State Park publication; and the foods class runs a restaurant open to parents and senior citizens. The students prepare all the food and work the business end as well.

Greg Eaton, Morris High School

A Teacher Finds the Power of Service

I am amazed to this day that I ever got involved in Habitat for Humanity, a community agency that builds houses. Digging the driveway for a Habitat project was one of the most defining moments in my life. In fact this day literally changed my life.

I had just started teaching a service learning course. I knew nothing about our community and had never been involved with service so I invited some guest speakers. Don Ecklund, Habitat for Humanity, spoke to the class and invited my students to come and help build a house. My first experience with Habitat was on a day with a heat index of about 107 degrees and we started digging the driveway. The return was tremendous. That day excited me personally and instilled an attitude that I know affects my teaching and my students.

Service Learning 400 is an elective that students take as a senior. They develop and organize their experience from many opportunities available. They come to class on Monday, share their experiences, and debrief. During the rest of the week they give at least four hours to their project.

One of the most interesting aspects of service learning is reflection. On Monday the students share experiences. They love this course and love to share their experiences with each other. Just as I was energized about digging the driveway for Habitat, they are equally inspired by what they do and they love to share stories. To be in a room with 42 enthusiastic and motivated students explaining how much they love service learning is an unbelievable high for a teacher.

Steve Rambach, Lanphier High School. Springfield Habitat for Humanity

Building Houses Gives Real-World Meaning to Education

The philosophy of the Academy of Learning is that “young people cannot develop a sense of their own value unless they have the opportunity to be of value to others.” This idea is the basis of the high school’s service-learning program. In alliance with Habitat for Humanity, they have helped turn things around for 200 behavior disordered, emotionally disturbed, and general education students placed in lieu of expulsion.

The Habitat for Humanity projects provide alternative classrooms needed to break away from the patterns of a traditional curriculum that focuses on behavioral control rather than learning. In Habitat the students help plan construction, use math to calculate supplies needed, develop their language and writing skills to reflect on what they have done, and hone communication skills to work with others, especially retirees who are involved with Habitat. The Habitat site is the most important classroom because that is where the students come to terms with their ability to take responsibility for their own education.

Jennifer Avenatti, Academy for Learning
Blue Island

“Young people cannot develop a sense of their own value unless they have the opportunity to be of value to others.”

Finding Carers through Service Learning

Matt Kracht, a teacher and community education director at Sullivan High School is a master at linking service learning and career exploration. The service-learning program started in 1995 when Kracht became concerned about the attitudes of his students. He heard them ask, "Why am I learning this?" "Why do I need to know this?" The Sullivan High School Service Learning/Community Education Program was developed to give students a more hands-on experience with learning and to develop a sense of responsibility and civility through service activities. The Service Learning/Community Education Program teaches kids how important it is to serve in the community and demonstrates that civic engagement is what keeps the democracy going. They learn how school, community, and business are interlinked and need one another. Students are encouraged to relate their service experiences to math, science, ecology, sociology, civics, and the environment. They make charts, graphs, predict, judge, evaluate, and analyze in the classes which brings the real world into the classroom.

Each class, freshman to senior, has the opportunity to take responsibility for part of a school-wide recycling program. Students at Sullivan High School spend their first three years performing service activities, such recycling, tutoring, raking leaves, and visiting senior citizens. As seniors, if they have accumulated enough service hours, they are eligible to apply for an internship to explore a career. They call this the Mentoring Program.

Students in the freshman class are asked to do two hours of community service in their first year. These hours are not required, but must be performed to move up to the next level. Students recycle on the high school campus. They pick up litter, recycle used paper, gather cans. They measure food, paper, plastic and other materials from the cafeteria, and learn what can be composted. Bread and lettuce can! They also weigh the materials to calculate how much is saved from landfills.

Students know that they are taking responsibility and developing leadership skills. When Alyson Roe was a freshman she said, "teachers and principals know



Sullivan High School students gather litter along the highway, then sort it, weigh it, and recycle it.

they can trust me to do a good job, and when I'm a senior I can leave campus to help people all over the community."

Sophomores increase their service to four hours per year, most of it on campus although some of the students travel together to tutor elementary students. Even though they are only required to do four hours, most of the students do many more. They use their study halls to go to Sullivan Middle School or Sullivan Elementary School and help students in reading and math. When Andrea Cobble was a sophomore, she did 100 hours of service. She said, "I want to help the teachers in the elementary school, and I like working with younger kids." The students say that they become better students after having had the experience of being a teacher.

As juniors, Kim Marlow and Dallas Bragg had been in the program for two years. Kim said, "I did all my requested service my freshman and sophomore years so that I could go off campus to the parks when I was an upper classman. It is important for us to give back to the community." Dallas raked leaves and cleaned gutters for a senior citizen as well as planted flowers for the city. The students see how learning is applied to life because they are out in the community doing things that use the skills they have learned in school. Kim and Dallas were required to do six hours of service as juniors to get into the Mentoring Program, but they did many more hours.

When they were seniors, Jolene Wright and Tyler Burich joined the Mentoring Program. Jolene, along with three other students, worked at the veterinary clinic in Sullivan. She wants to specialize in large animals and may transfer to another veterinary office during the spring semester to get more contact with horses, which are her favorite. Karissa and Jolene also volunteer to help with the church parenting program. Jolene said, "I know what I want to do with my life because of the Mentoring Program, and when I go to college I won't have that nagging doubt if it is what I really like to do." Tyler worked for an architectural engineering firm, Colcon Corporation. Tyler said, "I wouldn't be able to get this kind of computer experience without the Mentoring Program."

The Mentoring Program requires the students to apply for a job in the community. According to Kracht, "They are more articulate and confident because they have had to deal with the public. They are more professional in their attire." This program gives students interviewing experience; letter-writing experience, and shows them why grammar is important.

How did this program happen? Kracht said "The development of the service-learning program was a team effort." He said that without Dennis Hutchings (the guidance counselor), Dr. Richard Voltz (who offered an extra prep period), and the support of Stuart Hott (a principal who doesn't mind trying new ideas), this program would never have started. "The faculty helps with all the programs and volunteers to supervise service students. They allow students to miss class to get out in the community from time to time. The Sullivan School Board took a giant step by requiring service for graduation. The school board has been very supportive."

Sullivan High School

Senior Clubs: Campouts and Caroling Bridge the Gap

High school students need someone to listen to them. They need to experience the success of planning and completing an activity -- even a sometimes rowdy camping trip. High school seniors and senior citizens in Benton, Illinois, make that happen through the Seniors Club. Since its inception in 1982, hundreds of members have participated in programs, projects, and parties in the school and community. Approximately one-third of the members are senior citizens who are recruited from Benton's Senior Citizen Center and from members' families.

Each year the Seniors Club sponsors a city-wide variety show called "Star Search." One year 73-year-old Laura opted to perform -- and perform she did! Dressed in all the glitz and glitter anyone could possibly don, she belted out "New York, New York," bringing the house down with applause and winning second place.

Teen club members were asked to describe how they felt about the older people in the Seniors Club. Stacy commented, "Senior citizens are very fun and exciting to be around." Donnie: "They are very smart people that we young people could learn things from." "The young people should get together more often and do things with our senior citizen members," said David. "Senior citizens are old on the outside and young on the inside," remarked Tony. "It would make me feel good to make them feel good!" exclaimed Rene. Holly's comments: "I enjoy the sweet look on a senior's face when I say, 'I love you.' Senior citizens are a gift from God, a blessing to us younger people.

Each month, a regular meeting and one or more activities are held. Other civic organizations such as the Lions Club and the Southern Illinois Arthritis Foundation are assisted through fundraisers. Members have participated in singing Christmas carols at a nursing home, having a city-wide auction, boating, hiking, camping, and listening to lectures from notable people. Once a year, the seniors attend a "Seniors in School Day," and they love it.

Young and old members of the club are featured on a page in the school yearbook each year. One day, after the group picture had been taken and the senior citizens were leaving the school, Mr. Smith said to a teenage club member, "When I was a kid, I couldn't go to high school. My family was poor, and I had to help make a living. This will be the first time I have ever had my picture in a high school yearbook!"

Many of the teen members are at-risk students. Friendships established through activities seem to lend themselves to students' caring more about school and staying in school. There is a special bonding between the students and the senior members. The older of the two generations finds the Seniors Club a place to meet the younger generation, where they are able to work and play in a positive setting. Each generation learns about the other.

Brenda Stewart, Benton High School

Service Learning and Senior Citizens

Clearly civic engagement has had a positive impact on the school climate. When Senn first adopted a service-learning program in 1997, its administrators, teachers, staff and students were working hard to get the school off academic probation. The school was on probation because of low-test scores and attendance. Five years later, probation is a thing of the past. Reading and math scores have risen, attendance rates have increased, disciplinary issues have declined, and student behavior and attitudes toward school have improved.

Many teachers at Senn are committed to integrating service-learning in their curriculum. One Spanish teacher, for example, not only teaches her students how to speak Spanish but also uses community service to relay the importance of understanding other cultures, developing good family relationships and caring for people of all ages. The students adopt abuelos, or grandparents, at a day-program attended by Hispanic senior citizens. Throughout the school year, the students participate in activities with the seniors. This gives the students a unique opportunity to practice their Spanish while developing relation-



The Spanish class visits the senior citizens and joins them in exercise, dancing, and speaking Spanish.

ships with seniors, many of whom do not have any family support. "Service-learning teaches students to care and give back to the community without compensation," said Judith Hernandez, the school's principal. "Students are able to explore and to connect with others in a non-threatening way and are able to explore their humanity. It also gives the school a stronger affirmation as a viable and important part of society." Teachers at Senn use service-learning to make what they are teaching relevant to real life.

When a history teacher lectured on the issue of hunger in America, the students researched and discussed the topic and what they could do to help the problem. Representatives from a large local food bank visited the classroom to discuss their day-to-day challenges. The students then volunteered at the food bank, packaging three tons of food in one day.

Senn's school principal required students to participate in community service one full year before it was mandated by Chicago Public Schools. At first, only freshmen were encouraged to participate in service activities, and in just one year about 80 freshman contributed 2,600 hours of service. Today, more than 1,000 students from all grade levels have been involved and have donated more than 37,000 hours of service.

Nicholas Senn High School, Chicago

Don't Wait to Make A Difference A Student's Story

When the class of 2001 at Prosser Career Academy received the news that we had to complete 40 hours of service to graduate, I can say that I was highly upset.

I can now say that the hours I completed at Our Lady of Resurrection Hospital and at the Brickyard went by as if they were minutes. If only I could complete them for a second time. At first I was scared because I did not want to do a bad job in the Radiology Department. I did not know what my duties would be, but I was determined to do them to the best of my ability. The people I worked with were very nice. I enjoyed working at the hospital because it opened my eyes to see several positions that I might consider in the future.

Working at the Brickyard was also fun - I saw several Prosser students there. We wrapped gifts to raise money for "New Horizons" which is an organization that helps very ill children. By volunteering in the Brickyard I helped a child get better from a serious disease - that made me proud. I can also say that those children were the most proud because they will get the treatment they need to get better.

Service as a volunteer was a great experience. All I can say to those that have not completed their hours is "do not wait until tomorrow to do what you can today, because you can make a difference in someone's life right now!"

Seseli Vargas, 10th grade, Prosser High School,
Chicago: From *Service Learning News*, Chicago Public Schools

Promoting Dialogue with Muslim Students

Situated in Chicago's southwest side, Maria High School serves students of diverse races, religions and cultures. The Sisters of St. Casimir, the school's sponsors, embrace serving community neighbors as a mission that binds students together and helps them realize that, by working side by side with the community, they can make a difference in their world. Today, 100 percent of Maria High School's students are involved in community service activities.

The tragic events of September 11 provided an unexpected opportunity to break down cultural barriers, especially between the school's surrounding community and its Muslim neighbors. Maria High School students visited a nearby Muslim school and helped plan a citywide event geared to foster dialogue between Muslims and non-Muslims. Students also participated in prayers of support outside local mosques and joined a letter-writing campaign to show support for the Muslim community. Maria High School's students and the nearby Muslim school are now working together to plan future joint service projects.

"Being named as a National Service-Learning Leader School provides wonderful validation to the vision of Maria High School," said Kathleen King, principal. "We're energized and committed to forging ahead as we broaden our service-learning activities. We hope our efforts have such an impact that other schools see us as a resource they can partner with to help our community."

Maria High School students are constantly challenged to use what they learn in the classroom to benefit the community. For example, biology students assessed an illegal dumpsite near their school to help determine if the land was suitable for development by Stylemaster, a plastics manufacturer. The students studied environmental assessments of the land along with impact studies of other plastic molding factories. Then, they presented their findings to city officials, community members and the developer interested in using the land for the plant. The site, formerly a community eyesore, has since been developed by Stylemaster, the first such company ever owned by an African-American woman.

Service-learning has had a real impact on the direction of Maria High School. The school's board has recognized service-learning as a foundation for the school's strategic goals, and Maria High School teachers are actively pursuing service-learning opportunities for every course in the school.

Volunteers Offering Intergenerational Collaborative Experiences with Students (VOICES)

Volunteers in the V.O.I.C.E.S. program are already helping out at DeKalb High School in their new store, Trader Crow's. The store has been created at the high school to support a new disciplinary program, Positive Behavioral Interventions and Supports. Students earn stamps for positive behavior which they can use to purchase things such as hats, T-shirts or gas coupons to name a few. Elementary Schools have volunteer Reading Buddies over lunchtime.

V.O.I.C.E.S is the Intergenerational Leadership Program for DeKalb Community School District 428. Since the program was launched on November 20, 2006, a steering committee has been busy organizing this initiative. The group is broken into four smaller groups which focus on:

- Recruiting and managing volunteers
- School volunteer needs
- Communication
- Oversight and consistency among subgroups

The committee has identified immediate needs in the district and created profiles of volunteer positions available. Other opportunities are after-school math or reading/writing tutors. Volunteers will also play an active role as facilitators of focus group discussions that have been designed to drive discussion to provide the necessary feedback to support the continued focus to foster an inclusive learning environment. We currently have a database of almost 100 volunteers ready to support programs we are currently piloting. One recent development is that Target provided a \$7,000 grant to kick off the V.O.I.C.E.S. Program.

Three employees from the Target distribution center in DeKalb, IL have been instrumental and invaluable members of the steering committee.

DeKalb High School

Robin Stearnes is the director of the VOICES project and president of the Stearnes Group in Chicago

Dancing Is an Intergenerational Icebreaker

On February 6, 2007 staff from the Urban Leadership Center collaborated with Fenger High School to launch the first in a series of on-site Generations Connect meetings in Chicago. Twenty-one seniors and students were greeted with a warm welcome. Through a series of introductions, the retirees shared a wealth of information from their rich life experiences, while anxious but attentive students listened.

After providing an instructive overview, emphasizing the significant value of an Intergenerational Connection. The group participated in a "mirror dancing" icebreaker. During the icebreaker, students and seniors exchanged dance movements from their respective generations, opening the doors for greater interaction and communication between the two groups.

A communication survey was administered and feedback was received from the participants. The seniors preferred face to face communication or by telephone, while the students liked modern technology (cell phones, e-mail, text and instant messages). The students indicated that they regularly interacted with senior family members, but seldom had substantive conversations.

When asked what roles retirees might play in making schools better for students both groups indicated that retired seniors could participate as:

- Tutors
- Mentors and Role Models
- Arts and Crafts Teachers
- Historians



Doris Odem, Director, Urban Leadership Center, UI Extension, challenges students from South Shore High School and Brother Rice High School, Chicago

- Classroom Volunteers
- Chaperones for Field trips

Providing opportunities for seniors to participate in school activities as volunteers and speakers can help meet the need of an aging population to have a greater sense of purpose. Interacting with youth gives seniors a tool for improving their quality of life, through sharing their knowledge, experience and thereby helping the effects of social isolation.

This was a very exciting and educational activity. Both groups are anticipating participating in multiple intergenerational projects and community involvement. These projects will assist us in connecting the Generational Crossroads and Setting Goals for a Better Tomorrow.

Doris Odem, Director of the UI Extension Urban Leadership Center, Chicago.

Positive Alternatives: Helping Kids Resist Lure of Drugs

The Positive Alternatives Project is experiencing success in “immunizing” youth against the lure of gangs and drugs. The Project’s goals are to enhance self-esteem, reinforce the value of education, teach economics, promote achievement and skills development, and establish a sense of belonging among participating youth. At the heart of the project is an experimental curriculum for building self-esteem.

Low self-esteem is known to contribute to delinquent behavior. Kids who think they are of little worth put little value on their lives and the lives of others. They are easy prey for the recognition, easy money, and protection promised by gang leaders and drug dealers. Youth seek things that make them feel special; if an activity makes them feel special, they will do it; if they feel that taking drugs will make them feel special, they will do it.

High levels of self-esteem are directly related to a person’s ability to make positive choices, especially in the face of pressure. Youth who participate in the Positive Alternatives Project learn through experience that being drug-free makes them special. Being good at something, whether computers or music, makes them special. Staying in school and getting good grades makes them special. Being a positive role model for younger children makes them special.

Wilbur Wright College, one of the City Colleges of Chicago, and Chicago’s Fifteenth Police District formed a partnership with Argonne National Laboratory to involve scientists and mathematicians in the Positive Alternatives Project. The project realizes the necessity of strengthening students’ academic achievement. One of the most critical areas is math. The project offers a variety of ways for youth to improve their math skills. A Math Games class attracts younger students who learn about numbers while having fun. High school students are paired with older adults in a Sunday tutoring class and receive specialized help with their trigonometry and calculus problems. In addition to helping students with math,

the interaction between the students and tutors enriches the lives of both. Students learn about careers and why they have to learn math. The experience of the tutors shows the students the practical uses of math.

The weekday classes are held at the police station. Courses include Science and Magic, Youth Empowerment, Self-Defense, Young Astronauts, and Reading. Two chapters of Junior Achievement make and sell T-shirts while learning entrepreneurial skills. On Saturdays, students take classes at the college in PLATO, Microcomputers, Typing, Piano, Swimming, and Tutoring.

All children are required to participate in Youth Empowerment. This curriculum builds self-esteem while incorporating an anti-gang, anti-drug message. It helps youth learn to make positive choices in the face of negative pressure. Each instructor is selected for his or her ability to relate to young people as a role model.

During the summer, youth leaders bring the Youth Empowerment message to younger children. The Youth Empowerment curriculum is designed to communicate with young children about the choices of drugs and gangs and the value of vision and affirmation in their lives. This couples with an intergenerational recreation program taught by both college staff and police officers.

The Positive Alternatives Project neutralizes the lure of gangs and drugs by raising the self-esteem of our youth and by giving them a positive vision of their future. Kids that see themselves as lovable, capable, and valuable, so they do not need gangs or drugs in their lives.

Lisa Madigan, Dean, Wilbur Wright College, one of the City Colleges of Chicago, and Chicago's Fifteenth Police District formed a partnership with Argonne National Laboratory

Executive Service Corps: Mentoring for Long-Term Gains

The education program of the Executive Service Corps targets the Near West Side, directly west of Chicago's Loop. Our plan is to improve the education of the children by helping with some of the variables such as local school governance, school improvement planning, follow-up, and evaluation. One hundred trained consultants, all retired executives and professionals, are working in the school district at the invitation of the community and the school district superintendent.

It is a grand experiment whose full success is by no means assured. But signs of success are present and we believe they will grow. One example is that of volunteer Ernest Allen, who was assigned to Crane High School as a mentor in the gifted student academic program. In a recent letter, Ernest told of his experience:

"At age 14, Larry was too young to be employed in Chicago. I began coaching him in the art of applying for a job and holding it. When he was 15, a Jewel Food Store hired him. He had the job through high school. He attended Ball State College for one year. We kept in touch by telephone whenever he needed advice. After the first year he decided to attend school in Chicago; he missed his family and wanted to be home. The whole family has become involved. Tomorrow I expect to take my mentee's younger brother with me to Michigan to pick apples and bring a couple of bushels home for his family. It is nearly five years since I began my mentorship with this family. In that time I'm sure I've spent 300 hours in telephone calls and work sessions to say nothing of the weekends and home visits Mrs. Allen and I have spent with members of the family. "Mentoring has kept me about as busy as I care to be, along with other retirement activities. But I've enjoyed the experience and I believe Larry and his family are also happy with it. I hope the Executive Service Corps gets the recognition it so justly deserves for having started the whole thing."

Robert Strom
Executive Service Corps of Chicago

Higher Education

The beginnings of Campus Compact

Service learning enters our lives in many different ways. For Frank Newman, Executive Director, Education Commission of the States, it happened when he was writing a book on higher education. "I was struggling with student learning and the fact that we were missing something. Later I discovered the missing piece was civic involvement."

Newman recalls sharing his concern with the presidents of Georgetown, Stanford, and Brown Universities about the lack of civic involvement. They decided to do something about it and started Campus Compact, a plan to involve university presidents promoting service on their campuses. "We thought, 'if we could get 100 college presidents to commit themselves to service on their campuses, we would have a good start.' Much to our surprise, presidents readily joined."

Community Colleges

Thanks Partner: A Business Project

A good business transaction is one that is voluntary and mutually beneficial. Hence both buyer and seller appropriately say thanks to each other. This is also true when countries have free and open trading relationships.

In a service learning project, international college students describe their culture, currency, exports and imports to fourth graders. They learn the value of doing business with each other and are taught to say "Thanks Partner" in the language of the visitor. Fourth graders research countries, develop computerized slide shows, go on a virtual world shopping spree, and convert prices into U.S. dollars.

Tesha Bowers and Anita Lowery, students at Southeastern Illinois College, talk about the benefits of the program. "College students learn to create and implement effective educational projects. International college students gain an opportunity to interact with elementary students and teachers. Elementary students learn about different customs, hear other languages, learn about college and find friends among local and international college students. Among other things they gain a larger perspective of the world."

Dan Holt, Business Instructor
Southeastern IL College

Drama and Service Learning

After a suicide on campus, theatre students at Black Hawk College discussed violence and how they could use a dramatic production to learn about conflict through improvisation. The play, Hedda Gabler, is about violence, conflict, suicide and themes of men versus women, empathy, friendship, pride, power, and social values. The discussion of these themes provided a rich environment for improvisation of contemporary conflict and discussion of its resolution.

The Theatre Outreach Program to Schools (TOPS) gave college and high school students an opportunity to work together to develop a new understanding of conflict. Through participation in the project, students learned to see theatre as a new medium for discussing social issues, increase their problem-solving skills, and become practitioners of conflict-resolution. The workshops were held at Moline High School and United Township High School and were planned by Black Hawk College students.

Dan Haughey, Director of Theatre
Black Hawk College
Moline High School and
United Township High School, East Moline

Community History Is Found in a One-Room School House

Rend Lake College students join the first through fourth grade classes at Ewing-northern Grade School on Saturday morning for learning lessons, reciting poems, and playing old games at the one-room school house. Students experience school in the “olden days,” some in the same school as their great-grandparents. Rend Lake College students plan the lessons just like the teachers of old to bring a little history into the educational experience. There is something about the old one-room school house that makes the history so authentic and real.

Students participated in activities, such as penmanship, oral presentations from old basal readers, old games, like Annie Over; singing patriotic songs, sewing, and listening to stories from older adults who had attended the one-room school house.

Mary Hart, Ewing School and
Rend Lake College

Writing and Research

English 102 at Black Hawk College is a writing course that encourages students do get involved in service learning as a foundation for their research paper. Students who choose to participate in service learning are involved at the Boys and Girls Club of Moline and meet with their mentees twice a week for six weeks.

They may choose activities from leadership and character development, education and career development, health and life skills, the arts, sports, fitness, and recreation. The students receive orientation from the administration of the Boys and Girls Club ranging in topics from rules to privacy.

Service learning can make students aware of the value and relevance of community service as a rich source of information, especially for a research paper. Reflection on the experiences helps students gather

information and evaluate it. Each time they participate in an activity at the Club, they are required to write an observation and hand these in to their instructor every week. The information gathered for the research paper from the service learning gives the student experience with qualitative research. Additional background information comes from current periodicals, books, and web sites or other electronic sources.

One of the most valuable real-world lessons learned through service learning is the responsibility to be at the Boys and Girls Club on time and to be prepared. One student remarked that the service learning taught her more about real world and working with people than if she had just done a traditional research project.

Grocery Shopping Service

Carry-Out Caravan is a unique grocery-shopping service for the frail elderly, handicapped, and homebound. It addresses high school completion by integrating service learning into the local high school curriculum. Begun in 1983, the program offers a much-needed service because no local grocery stores provide home delivery. Many older or handicapped persons are unable to shop for themselves or must rely on public transportation, which can be a great difficulty while carrying bags of groceries.

Approximately 30 volunteers from the Adams County RSVP at John Wood Community College take orders on Mondays and fill them on Tuesday mornings at two participating stores, Hy-Vee Foods and Niemann Foods. On Tuesday afternoons, volunteers from RSVP and students at Chaddock High School deliver the orders. More than 40 persons use the service each week.

Chaddock School, a residential treatment facility for youths, plays a major role in this project. Eight to 10 boys deliver groceries each week. These young men come from a troubled background and have had few, if any, successes in their lives. This service-learning project teaches the boys that when

they help one another, they increase their feelings of self-worth. They also develop a better understanding of the aging process as they witness the needs of the frail elderly and the energy of the active elders who participate as volunteers.

The inclusion of the Chaddock students in this project improves the quality of life for the older recipient. But it does more than that. It helps bridge the generation gap by enabling older persons to experience the positive actions of the youths.

Carla Gosney, Retired Senior Volunteer Program
John Wood Community College, Quincy,

Intergenerational Mental Health

Much has been written about the value of the generations helping each other and the synergy that results when the young, old, and middle-aged interact and share their special talents and unique perspectives. However, little has been written about the critical role of intergenerational involvement in the promotion of mental health and wellness across the life span.

Social scientists, educators, community leaders and politicians have rediscovered the family and are trumpeting the critical importance of the family in promoting and optimizing the growth and development of children and adolescents. But all too often, the family is narrowly defined as parents and their offspring. Grandparents are not factored in to the family constellation, even though demographic changes indicate that the multigenerational family is now a reality. And, with the myriad stressors on today's families, the need to emphasize the interdependence of family members in promoting positive mental health has never been more urgent.

For example, helping between generations is a resource that is virtually untapped in the prevention and treatment of depression, an important mental health problem that increasingly confronts the young and the old. The incidence of depression and also suicide in adolescents and elders is widespread. Too often the depression goes unnoticed in both the teenager and the senior citizen. Busy parents, employed outside the home, sandwiched between the young and the old, may not tune-in to their child's or aging parents depression. A grandparent or elder family member may be able to recognize the teenager's depression that has been overlooked by his busy parents. Grandparents and other family elders may be more sensitive to the psychological pain of the depressed teen. The teen and the elder can connect emotionally with each other since they must deal with societal forces that tend to discount the value of their ideas, opinions and input. The teenage grandchild may also be a source of emotional support for the depressed elder and be the first person to recognize that grandfather or grandmother needs mental health intervention.

The sharing of emotional support and helping with other generations is a daily occurrence throughout America. We know that elders serve as a stabilizing force in multigenerational families and that children add meaning and emotional richness to the lives of elders. Yet, there are children and adolescents that have little significant contact with any elder within the context of the family or community. Each generation adds richness to the emotional fabric of the developing person as he or she journeys across the life span. The strengths of each generation needs to be tapped to help attain the goal of positive mental health for all individuals.

*Written in 1996 by Anthony Traxler, Professor Emeritus
SIU-Edwardsville*

College and University

Students praise internships and what they call getting in touch with the real world. Experiential learning is often a way of helping students learning more about aging and also help older adults develop healthy lifestyles.

Health Intergenerational Partners

Chicago State University Community Volunteers are energetic supporters of the campus and the community. One of their projects was a health partnership between students and retirees.

Health habits among college students are often abysmal according to a campus survey at Chicago State University. Students are at risk for a variety of problems, such as hypertension, diabetes, eating disorders, and other diseases that can be prevented. Health is also a prime concern of older adults. A solution was found in the Health Intergenerational Partners (HIP).

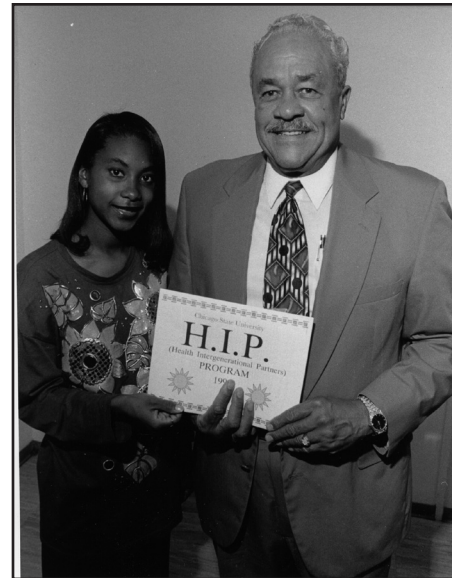
Dorlisa Bethany, a nursing student, and Clifton Charles, a member of the Community Volunteers, developed a contract that helped Bethany eat more healthful foods and limit chips and fast food. Mr. Charles needed a good exercise regime. During the spring semester they met each week, encouraged each other, and talked about health promotion. Mr. Charles said; "It's so much easier when you have a health partner."

A lifespan perspective on health

Much of the research on health behaviors focuses on specific populations such as children, adolescents, older adults, and persons at risk such as smokers, those with high blood pressure, or inactive individuals. However, an emerging research area is transitions throughout the life-span that often mark a turning point in the life of the individual. A lifespan perspective allows us to examine how transitions in various developmental life stages may account for changes in health practices.

Current health education intervention strategies give little consideration to family role transitions as facilitators of self-initiated changes in health practices. Some argue that health practices are most heavily influenced in the developing and changing family roles over the life course.

Four examples of life transitions are puberty, parenthood, becoming a caregiver for an older relative, and loss of spouse. For example,



Dorlisa Bethany, CSU student and Clifton Charles, a CSU Community Volunteer

those experiencing puberty at an earlier age seem to experience more substance use (cigarettes, alcohol, marijuana) within the year following puberty compared with later maturing adolescents. There is also evidence that a substantial proportion of women quit or cut back on cigarette smoking and alcohol consumption during their pregnancy. Three of four mothers who quit smoking during the pregnancy cited fear of adverse pregnancy outcomes and infant health problems as the main reasons for quitting. Caring for an older frail member of the family is a life-transition that is experienced by a considerable proportion of the population. The transition to caregiver may have a serious impact on mental health. Many caregivers reported significantly less time for exercise, rest, or their own health concerns.

Last, loss of a spouse can have severe psychological, social and economic consequences. Loss of spouse and the bereavement process have been linked with changes in nutritional intake and unintentional weight loss.

The above examples suggest that life-transitions may be occasions for both voluntary and involuntary changes in health practices and an opportune time to focus prevention strategies for health risk behaviors.

Tom Prohaska, UIC: Excerpt from *Health Behavior in Special Populations*

Students Serving Seniors

Last fall, with the cooperation of several community agencies in the Bloomington-Normal area, I organized five intergenerational projects in settings that serve the elderly. The project groups offered several activities for student-senior interaction, including: tutoring seniors with computer skills, recording video life histories, giving multigenerational presentations in elementary schools, and hosting media night programs at a senior housing complex. On the first night of class, the students chose their project group.

The Wellness and Exercise Project is taking place at Woodhill Towers, a public housing site for senior citizens. Four graduate and undergraduate students chose this project. I asked the students in the group why they chose this particular intergenerational service-learning group. Their answers were enlightening. Graduate student Cortney Meyer said, "I chose the exercise group because of my interest in health. I am ending my dietetic internship in May and graduating with an MS in dietetics. By choosing this group I feel I am able to achieve two things: encourage an overall healthy lifestyle for the elderly and promote intergenerational communication."

The administrators at Woodhill Towers proposed the idea of a wellness-health-exercise program for the seniors living at their apartment complex. However, they cautioned the four project group students that they might face quite a challenge getting residents to attend. The students eagerly accepted the challenge and were ready for as many (or as few) seniors as might show up for their class.

The project group immediately set to work on creating flyers to advertise the exercise-wellness class. Their idea was to hold an initial meeting with seniors so they could learn more about the residents' goals for improved health, wellness, and fitness. They invited seniors to come and enjoy refreshments and conversation about leading a healthy life. For the initial meeting, 11 seniors attended, which pleased Woodhill Towers administrators as well as the stu-



Illinois State University Students lead senior citizens in exercises

dents. Although the students were elated, they were cautious in their optimism. After all, this was the first meeting and the exercising had not yet begun! Graduate student Melissa Curran expressed the feelings of the other group members when she said, "Attendance will be the biggest problem. For the first few meetings it is vital to establish participation. If people come the first time and like it, they may come again and may bring friends."

The exercise group met for the second time on February 22, with 10 seniors attending the class. The students began by having everyone pair up in order to introduce themselves and talk about their exercise goals. Then the whole group, students as well as seniors, shared their wellness goals. Some of the seniors' goals included getting more exercise, lowering cholesterol, and having fun.

After introductions, the seniors were given a nutrition lesson by dietetics student and project group participant, Cortney Meyer. The group then proceeded to stretch and exercise. Everyone participated and seemed to enjoy themselves.

Jacquelyn Frank, Ph.D.
Illinois State University
1999

Black Metropolis Project

High School and college students learn about the changing face of Bronzeville, the black metropolis located in southside Chicago. The Black Metropolis Project (BMP) is designed around a course to teach students research techniques, face-to-face interviewing, simple statistics, photography and oral history. Students from DePaul University and high school students from Dunbar, Curry, North Lawn, North College Prep, Whitney Young and others do the research to document changes in the Black Metropolis over the last-half century.

The project emphasizes cooperative learning. As a team, students are taught to think about the Black Metropolis. The first quarter gives students a background on the great migration from 1890 to 1950. The second quarter is focused on 1950 to 1975 when the Black Panthers came into power. The spring quarter targets the Harold Washington years, 1975 to 2000.

One of the first requirements is that the teams of students take photos of their teams to learn about photographic techniques. They learn that any picture taken should relate to the changes that have occurred, for example, an image of new housing with old housing directly behind it. Currently the students are observing the new construction-taking place in the community and the demolition of the Stateway Gardens and Robert Taylor homes. The Black Metropolis Photo Exhibit contains over 50 pictures of historical landmarks, and gives the students a background and appreciation of what things looked like in the past.

Quantitative reasoning is an important part of their course. The students consider the last 40 years and learn how to plot changes through mapping the data based on income, occupation, voting behavior, quality of life, and census information. They use math skills to determine absolute change and relative distributions. The high school students say it makes math meaningful.

Oral histories foster a sense of community. Students

interview women and children who have grown up in the housing and discover how their parents and grandparents came to Chicago and learn about the social environment in the early days. The older people saw their move to Bronzeville a step up because there was screening, a sense of community, and people kept the neighborhoods in good condition. But in the 70's things began to change. The working poor moved out and those less well off moved in. There was less screening, less upkeep, and then there were fewer intact families.

Two town hall meetings on housing target young adults in the community who invariably will be affected by the recent surge in housing development in the area. The town hall meeting is called "Where Will You Live?" When they are asked where they will live once the housing is destroyed. They realize that only one third will be allowed back and that they will be people who have money. Some of the youth say they will live on the west side and others say they will go south to the black suburbs. The townhall meetings proved how savvy the youth are about their futures.

The DePaul students are more likely to be white — the high school students, African-American. The college students learn that the stereotypes of the drug and crime infested community are not true. After they have spent time in the community, they are more comfortable. Local residents come up to them and ask them about the project. .

*The Black Metropolis Project is a follow-up study to the classic work by St. Clair Drake and Horace Cayton, *The Black Metropolis: A Study of Negro Life in a Northern City*. The BMP seeks to update this classic study by focusing on changes in the original settlement area, over the last 50 years. The Black Metropolis Project is a yearlong teaching, research and service-learning curriculum.*

Theodoric Manley, Jr.
DePaul University, Chicago

Psychology Students Meet a Community Need: A Toy Gun Exchange

Psychology students from Rockford College discussed domestic violence in their adult development course. They decided to delve more deeply into the topic through current laws, comparing the US to the rest of the world, and looking at firearm usage. Their research led them to a project on preventing firearm violence. They prepared a brochure called Parents Gun Safety Education and sponsored a toy gun exchange that emphasized safety and preventing violence in homes and in the community. The students organized the event, involved businesses, and agencies, and reflected on the accomplishments.

Belinda Wholeben
Rockford College
Children's Home and Aid Society of Illinois
Winnebago County Sheriff's Department
Rockford Community Foundation

Saturday Young Artists and P-16+ Service Learning

My philosophy of art education originates from my Hispanic cultural-historical upbringing. From my grandmother I learned about perseverance, commitment, and dedication. Her life and life stories were compelling and moving and depicted her strong belief in sharing and giving with others. From my parents I learned about love and respect for nature and our environment. My father, a farmer, used to say "La tierra nunca te quita, solo te da. Por eso, nunca hay que quitarla a la tierra" (the land never takes away, it only gives to you. That is why we should not take from the land).

From my experience, close family and extended family members and the community were highly interactive, and always helped each other. Their life

examples and actions taught children in subtle manners. At my family home, one thing I vividly remember was that I always had time for art. When I was immersed in my art making, my mother would allow no one to interrupt me. From experiencing art daily for many hours I learned that art makes a difference

Intergenerational Exchanges between Retirees and First-Year Students

A committee composed of Eastern Illinois University (EIU) faculty, administrators, and staff decided to initiate a program to share with incoming freshmen the challenges, opportunities, and rewards of higher education. The committee selected the book, *A Hope in the Unseen* by Ron Suskind. The book chronicles the life of an African American teenager, Cedric Jennings who grew up in a crime-infested Washington D.C. neighborhood but succeeded to attend an Ivy League university.

He experienced discouraging and difficult years in grade school, high school, and in his neighborhood but still graduated with a 4 point average. He was then accepted to Brown University and graduated with a sociology degree.

Each of the EIU incoming freshmen received a copy of the book during Summer 07 to read and answer seven questions related to the book's theme. Sixty of our faculty, administrators (including president and academic vice president), and staff facilitated the discussion circles. Each circle included a mixed group of 25-30 freshmen and was assisted by a senior student who participated in all of the discussions. The groups met 3 days before the start of fall semester to exchange their experiences and discuss expectations of higher education.

The students were very attentive and openly expressed their expectations and apprehensions in starting their higher education journey. The facilitators also shared their higher education experiences, constraints, and challenges and the ways they sought to resolve them.

For the remaining part of the semester, the discussion circles continued meeting several times to exchange

ideas as they experience the first year in higher education. The informal exchanges between those who will start the journey of higher education and those who have successfully completed it was one of the most effective intergenerational experiences I have witnessed. The reactions from both students and facilitators confirmed this conclusion.

For me, as one of the facilitators, the exchanges were very rewarding. As I listened to our young students' hopes, expectations, and apprehensions, I remembered how I felt many of the same constraints at their age. In my case, I traveled across the globe from one culture to a very contrasting culture, struggled to study and perform in a new language at the graduate level and later succeeded in receiving a Ph.D. from one of the most advanced countries in the world.

At the conclusion of the discussion groups, students remained talking to each other and facilitators, asking follow up questions of the issues that were discussed. All of our observations indicate that the participants in these discussion groups will result in friendships that will most likely last as a cohesive support group for a long time.

Alan Baharlou
Emeritus Professor, Eastern Illinois University

Preparing for the GED through the Eyes of a Tutor

Juanita comes to class every Tuesday night, exhausted from her day. She has scratches on her arms—they are from the new factory job she started last week. Juanita makes sacrifices to attend class in order to make a better life for herself and her daughter. She wants to get her GED in order to help her daughter with her schoolwork and to get a better, higher paying job. I admire Juanita for her dreams and aspirations. This isn't the first time she has taken the course and the GED test. She failed her first exam by a mere 23 points. I am determined to help her pass the test this time.

Last fall, I signed up for a Critical Reading, Writing and Research class to fulfill a first-year requirement. On the first day of class, I was informed that once a week I would be traveling to Clinton, IL to tutor people and help them pass their GED, the high school equivalency exam.

Every Tuesday when we tutor we break into small groups to work with the students. My partner is a 37-year old woman, Juanita. Each week she and the other students have an essay they started writing the week before and are to finish that night. During class,

Retention at Southern Illinois University Carbondale

The Elder Mentoring Program for At-Risk Students at Southern Illinois University at Carbondale involves retired university professors working with freshman students once a week and helping them with basic skills. The retirees are recruited by a volunteer coordinator, provided orientation and training, and attend weekly discussion sessions. The mentors use structured activities with the students, including time management, test taking, note-taking. The university environment and goals are part of the program, but a critical purpose is to be advocates for students, to help and to listen.

Associate Chancellor Seymour Bryson and
Volunteer Recruiter Mary Simon, SIUC



Basic skills have more relevance when a retiree tells how important they are for future careers.

we read and revise the essays together. We look for issues dealing with style, development, focus and grammar. After we do this individually, we come together as a class and talk about the writing issues that came up in our small groups.

Over the course of a few weeks, Juanita and I developed a close friendship. Now, I am helping her with subject/verb agreements, and also listening to her problems. We talk about the hardships in her life, her daughter, and even the good looking guy at her new job. I think that when Juanita tells me about her personal life, she gets the things that are concerning her off her mind so that she is better able to focus on her homework.

This literacy site is an extremely positive environment. Everyone who attends the Clinton site has a different background and an individual reason for being there. Many of the students have families. Some come straight to class after a ten- or twelve-hour workday. All of the students make sacrifices, for example, staying up late to revise an essay or finding someone to care for young children. However, one common goal is interwoven among all of the students: they want to pass the GED exam. Everyone encourages each other. It makes me feel good about myself to watch Juanita's progress.

Taking this course has forced me to come to the realization that illiteracy is a very real and serious problem in the United States. I feel so lucky to be part of this program. I see the struggles that Juanita and the other students endure in their lives because of low literacy levels, and I realize that I have taken my own literacy for granted.

Ashley Sloman, Student, Millikin University
From *Compact Update*, a publication of the Illinois
Campus Compact for Community Service

Journalism and Service Learning

The project started with each student in the feature writing class (MC 321) researching and reporting back to the class on some aspect of the Vietnam War. Subjects covered were: how the war started, the draft, draft dodgers, major battles, media coverage, post traumatic stress and other war-related medical problems, war heroes, famous photos, Agent Orange, the Vietnam Memorial in Washington, D.C., atrocities, anti-war protests at SIUC, how veterans were welcomed back home, movies, women in the war, the protest at Kent State and how the war ended.

Students were instructed to find and interview a Vietnam War veteran and write a story based on the interview. This proved to be a daunting task for some students. The fact is that many veterans cannot bear to talk about the war — even some 40 years later. Some students found that out first-hand. Sophomore Rashad Riley started out confident that he had an inside track since the father of his friend was a Vietnam War veteran. "Boy, was I wrong," Riley said. "He was a general and his whole troop died. He was the only survivor. He was not open to talking about it." One student, Marty Jenkins, a junior, had planned to interview his stepfather. But he gave up on that idea. His stepfather told him he never wanted to discuss his experiences in Vietnam ever again.

On March 26, a few days before the deadline for the veteran story, Richard Chapman, a documentary filmmaker and adjunct professor at Washington University, spoke to the class about how war correspondents covered the Vietnam War. He also previewed a rough cut of his documentary, "Shooting the Messenger," to be released in 2008. It offers a behind-the-scenes view of how journalists in all media — print, broadcast, and photojournalism, covered the war.

In all, 11 of the 18 students interviewed veterans and wrote stories based on their interviews. All branches of the armed services are represented in the stories, and the veterans ranged in age from 56 to 75. Their experiences varied, but several mentioned that they were not welcomed by the public when they arrived back in the United States. The students all found the

experience of interviewing and writing the story of their veteran enlightening.

One student said, “To write an article about a veteran is a real challenge. You have this person who risked his life for my freedom...I don’t think there’s any word or combination that can honor and signify this man’s experiences. I’ve always had respect for our soldiers. But it does deepen that respect when one is willing to sit down one morning and talk about it.”

The whole project was hands-on learning that will stay with me longer than any lecture or study session ever will. I encourage Professor Hale to do a project similar to this in her future feature writing classes.”

Donna Hale , Journalism Professor
SIU Edwardsville

Journalism Students Find Rich Stories from Retirees

At an early age, I was surrounded by adults in my parents’ world of academia, and I was taught to listen to what they said, to ask them questions, to hear their stories. I spent a lot of time with my grandmothers, listening to their stories, looking at photos, wondering about their lives as young people in the early years of the 20th century.

Now I wanted my students to do the same. Under the auspice of the Center for Intergenerational Leadership, I planned a series of interviews for my Feature Writing students in my new town of Charleston. I went to the first place I could think of to find older adults: the Charleston Senior Center. There, Marilyn Strange-man, the program director, helped arrange two meetings, one with a Tuesday morning men’s coffee group and one with a group of people who work with the Coles County Retired and Senior Volunteer Program. Each student was to write a profile of someone from the center. That Tuesday morning we walked into the senior center past a group of 15 people — some on the floor and some on chairs, doing exercises — into a small room with mismatched chairs around a table. On the table were coffee, tea and a box of doughnuts.

“We did this for you,” one gentleman said.

They immediately put us at ease. One man, clearly the leader, told a joke. Some flirted a bit with the young women in the class. They looked out for each other, especially for the ones who had trouble with their dexterity or memories. And then we got down to the conversations. They talked of the war, their families, their hobbies and their health. They told of first dates on the town square and their memories.

My students were charmed. The image that stays with me is a photograph I took of two young women in the class, laughing along with the gentlemen they were interviewing. Of course, the men asked my students as many questions as my students asked them. When we left, one student said she felt, after hearing these stories, that she should be doing more in her community. “I feel silly now complaining about my busy schedule,” she said.

The next semester I decided to focus on a group of about 12 retired faculty and staff from the university, many who are active with the EIU Annuitants Association, which lobbies for the pension and health systems of retired EIU personnel. We started with an informal lunch. As they came in, one by one, I could not help but be touched by their enthusiasm in seeing one another. They were well dressed, many in suits or vests. They seemed interested to catch up with one another.

A week later, after we had written our personality profile stories for class, I asked my students to articulate what they took from their time with the men and women. I wanted to know what they thought of the experience, what they had learned. But it was hard for them. They genuinely enjoyed the conversations, and many of them said they admired the energy and spirit of the older adults. For some, it was the first time they had talked with someone older. For some, it was like talking to a grandmother or grandfather, initially with a little impatience then falling into the gentle rhythm and delight of listening to a story.

Sally Turner, Journalism Professor
Eastern Illinois University



A mural is based on the stories of older adults interviewed by young people.

Forever Told: Forever Kept

Forever Told: Forever Kept is an oral history project involving elders as the storytellers and teens who paint the murals based on the recollections of older adults. The project is based with the Northwest Area Arts Council in McHenry County, northwest of Chicago. The teens are from local high schools and McHenry County College while the storytellers come from McHenry County Retired Teachers Association and a group called Memory Makers.

How did we begin? The first task was to recruit teens and elders. My first question to the teens was, "Do you want to talk to an older person to find out what things were like when they were growing up?" If they answered "Yes," I asked them if they thought they would enjoy painting some of the stories in a group mural. About half of the teens were artists: the other half were talented in other areas but were interested in the idea of the project.

The teens' the first week involved getting familiar with the video equipment, devising a list of questions, working with a partner, one to do the interview and the other to tape it. The teens conducted the interviews, asked the elders about childhood

experiences, and then reviewed the raw tapes and selected the strongest images. I encouraged them to focus on their personal responses as artists and not to focus on the stories they might have felt they were expected to select. The young artists drew images selected from the tapes, transferred the drawings to five large canvases, and painted the portraits of the elders. The process took six weeks. By August the teens had named the mural and created a program of poetry honoring each of the storytellers. Then the mural started its journey throughout McHenry County.

All of these young women were attracted to the project because they wanted communication with an elder and also wanted the chance to express that communication in art. When the group development part of the project was coming to a conclusion, they enjoyed reflecting on their experiences, and sharing what they learned through their own personal artistic expression, undertaking a poetry writing/poetry reading with each other, and through the final performance for their elders and the community at large.

Dee Abbate, Artistic Director
Northwest Area Arts Council
McHenry County College

Vets on the Net

With more than 1 million veterans in Illinois, libraries have a large potential pool of people they can target in programming, collection development and community support. Most communities have a local veterans organization and, yet, traditionally the libraries and the veterans have not worked together. Veterans typically are not frequent library users. The project, "Computer Tutors Put Vets on the Net, tapped into this veteran group with much success.

The five participating libraries were each to have five student tutors and five veterans for a total of 50 participants. The project consisted of two large group workshops (one on the Internet and the other on Web page construction), nine outline lessons (Internet, e-mail, usenet, gophers, telenet, chat rooms, and the Web), listserv participation, personal instruction within the libraries, which included tutoring of the veterans by the students, Web page construction and Internet searching. The "Vets on the Net" Web page at www.rsa.lib.il.us/~sedward/vets/resource.htm had 455 hits from March 1997 through June 1997. It is an excellent site, full of valuable information for veterans.

By any indicator of success, this project was successful. It sparked curiosity in widely disparate age groups. It brought new users into the library. It help to make connections between groups in local communities. It fostered community pride and positive public relations. It introduced technology to different age groups, certainly debunking the myth that seniors can't or don't want to learn anything new. It utilized group learning, individual learning and distance learning.

Arlis Dittmer, Director of Library Services,
Blessing Health Professions Library, Quincy
From Illinois Libraries

Stories from Campus Compact Projects

Janet Gaffney, a special education professor at the University of Illinois at Urbana-Champaign, developed a new assignment in a course called Programs for Students with Special Needs. The assignment required the students to work as teams to solve real-world problems for persons with disabilities. One challenge was solving the problem of children in wheelchairs who are unable to participate in some school activities and field trips because their wheelchairs are limited to use on paved areas. The group surveyed teachers, interviewed parents, and reviewed the literature and research on this problem and decided the solution was an all-terrain wheelchair. They proceeded to plan a fundraising program. They collected cans, enrolled everyone in their school; they were in the newspaper and on TV; and people sent them contributions. They were successful; in fact, they exceeded their goal.

John Fisher, professor of chemistry at Rend Lake College, involved students in demonstrations and projects with local elementary schools. Some students had difficulty demonstrating their command of the subject matter in class but did an excellent job demonstrating it to the grade school students. One chemistry student turned red with embarrassment, lowered his head and said "I don't know" every time he was asked a question in class. This same student explained the lab experience to the younger participants with confidence. The Ewing elementary students crowded around him eagerly learning their lesson.

A Millikin University music student who helped with the Community Youth Orchestra wrote: "I understand the importance of service learning, but today it was brought to a higher level. Many times I have helped with some sort of community service with my sorority but never really recognized the importance of what I was doing. As a future teacher, I realized the difference I can make in people's lives." The course was taught by Gary Shaw, professor of music.

From Campus Compact in 1999

Key Principles for Public Engagement *From the Public Agenda*

Public Agenda has been involved in public engagement for over thirty years, and our experience has taught us the differences between authentic public engagement and “business-as-usual” approaches to public involvement. These principles are key for true public engagement:

1. Begin by listening. Be alert to the issues that non-experts care about, the language they use to discuss them, and their concerns, misperceptions and initial sense of direction with respect to solutions.
2. Attend to people’s leading concerns. When there are gaps between the priorities of leaders and those of the public, it is important to recognize that people will be most receptive to leaders’ concerns if the issues that they themselves are already feeling most concerned about are acknowledged and being addressed by leaders.
3. Reach beyond the “usual suspects.” Find ways to include the broader public, especially those whose voices have traditionally been excluded.
4. Frame issues for deliberation. Help people wrestle with the differing perspectives, and the pros and cons of going down different paths.
5. Provide the right type and amount of information at the right time. It is helpful to provide people with carefully selected, essential, nonpartisan information up front in order to help them deliberate more effectively, but it is equally important to avoid overloading people with a “data dump.”
6. Help people move beyond wishful thinking. The trade-offs that are embedded in any issue that citizens must confront should be brought to the surface. Challenging leaders who pander to people’s wishful thinking and providing corrective information once it’s become clear the public is “hung up” on a misperception or is lacking vital information are key tasks here.
7. Expect obstacles and resistance. It takes time, and repeated opportunities, for people to really work through problems, absorb information about the trade-offs of different approaches, and build common ground.
8. Create multiple, varied opportunities for deliberation and dialogue. People need to go through a variety of stages to come to terms with an issue. Decide what approach they are willing to support and figure out how they can make their own contribution. Community Conversations, “study circles,” online engagement strategies and media partnerships are a few of the possibilities.
9. Respond thoughtfully and conscientiously to the public’s involvement. It is critical that leaders respond to the public’s deliberations. For instance, participants should be informed of the ways their ideas and concerns are being incorporated into the work. Moreover, it means taking the time to explain why some ideas are not being incorporated. Doing so deepens people’s understanding of the issues and fosters mutual respect.
10. Build long-term capacity as you go. When done well, each round of public engagement will set the stage for broader and deeper public engagement in the future. The work should always operate on two levels simultaneously: On one level it is about addressing a concrete problem, such as improving education, public safety or jobs. On another it is about building the capacity for a democratic community to communicate and collaborate effectively in order to solve its common problems and enrich its public life.

http://www.publicagenda.org/files/pdf/public_engagement_primer.pdf

Strategies for Civic Engagement

Corporation for National and Community Service

Service as a Solution

Targeting resources to tackle national priorities from **increasing high school graduation** rates to fostering economic opportunity, the Corporation will identify where service has an important role to play and target resources to tackle those issues.

- These examples should show how a program or individual is **addressing a local problem**, the measurable impacts, and the reasons for success.

Expanding Opportunities to Serve

Connecting with citizens from diverse communities, backgrounds, and perspectives, providing **easily accessible service opportunities** to fit their needs, and engaging them in a lifetime of service.

- These examples should describe programs that are successfully engaging populations that have **not been involved in service before**, and why they are working.

Building Enduring Capacity

Enabling individuals, organizations and communities to become more effective at addressing pressing challenges and better able to use service as a lasting solution.

- **These examples should focus on approaches that empower and build the capacity** of people and organizations to solve problems.

Embracing Innovation

Investing in models that work, finding new ways of doing business, and serving as a source of ideas for local communities. All across America, groups are **finding solutions to local problems**, and the Corporation's challenge is to scale these opportunities to achieve our national priorities.

- These examples should highlight innovative programs that take **new approaches to solving problems** and that are achieving results.

*We cannot overestimate the transformative power of **people in need becoming people who serve**. The only way we will be successful is if we have the courage to plant a stake in the ground, draw a line in the sand and say **we are willing to be measured, to be judged, to be held to account**.*

*Focus on a narrow set of outcomes and drive relentlessly toward those results.
Our moment to make a difference, a difference that's enduring.*

Patrick Corvington, CEO, Corporation for National and Community Service

