



BATDC Service Fellows 2003-2004 Project

by Jodi Kittle – Hillbrook School

Phase 1

BATDC Fellows Program on Service Learning—Proposal (July, 2003)

I would like to continue to develop my school's ties to Comunidad, and to embed our connection into the curriculum at every grade level.

Comunidad is an organization that works with area schools to provide goods and services to largely indigenous populations in Mexico. Last year, we provided Christmas presents for indigenous children at an orphanage in Baja. However, the goal is to build a relationship with one particular pueblo, and have it deepen and develop over time. This year we will be working with the Cucapah tribe, and it will be the first year of hopefully a long relationship. That said, we will do Christmas packages again, but for 45 children instead of 11; the money raised by cocoa and muffins in the fall, however, is the same \$1000 we had last year. Providing for so many more children will require creative solutions, and we hope to involve the whole school in this project, not only to increase our resources, but also to broaden the educational opportunities.

My other thought is find a theme that integrates into the curriculum at a given grade level, so that Comunidad would not intrude on what is already being taught in busy classrooms. It would take some interviewing/research to make them seamless and age-appropriate, but I'll throw out a few ideas/examples that may change.

- Kindergarten: hygiene. While learning about brushing your own teeth and hair, and washing your hands, and getting "owies" cleaned and bandages, students and teachers could discuss what is needed to feel good and clean. Potential for donations from home vs. a fundraiser would be better at this level.
- 2nd grade: habitats and animals. What kind of farming is done? Do people have pets? Are there endangered species?
- 7th or 8th grade: political background of country, rights of indigenous peoples. Letter writing/pressure campaigns, larger scale fundraising to help fund work in lower grades would spread the work, and provide leadership opportunities for older students.

This would, as I mentioned, take research and time to make sure that the Comunidad theme fit with the themes already in that grade, so that Comunidad issues will be topical and a part of many discussions, even if tangentially. This would take the community service we do, fundraising, and turn it more into a school wide plan for service learning. Science classes could research and model plans for getting villages on the grid, and English classes could write letters for corporate help and sponsorship. In the end, after 9 years Hillbrook students would not only a pretty deep working knowledge of a very different culture, but would have had service entrenched in everything they learn. It would be a part of life, because in a lot of ways school is life when you can't drive.

The other benefit of such a broad program is that one person would not have to handle it all; the workload could be more easily divided, and the programs success or failure would not revolve around one person's

presence on campus. This will require a serious commitment on the school's part, however.

Phase 2

Bears Care-- Here and There: Project Overview November, 2003

Project idea: Winter Drive with local and international focus

Goals: Increase the number of children who receive Christmas presents from HSSC from 11 to 45. Involve more students in leadership and planning of drive, and by having specific grade levels take charge of collecting certain needed items. Coordinate with HSPC (Hillbrook School Parent Council) Bear Hugs (their community service arm) to be able to include a local component to the winter drive. HSSC students do publicity, coordination, and peer education for both events.

What community are you working in or with?

Comunidad and the San Jose Family Shelter were the agencies that coordinated with HSSC; Comunidad was the link to our sister tribe in Baja Mexico, the Cucapah. The San Jose Family Shelter provides extended room and board to families who find themselves homeless for any reason, and assists them in obtaining permanent shelter.

What needs were you attempting to address in this project at the outset?

- 1) Comunidad/Cucapah tribe—providing some clothes, basic hygiene products, school supplies and a Christmas present to the children of the tribe; continuing our commitment to Comunidad and developing our relationship with our sister tribe.
- 2) San Jose Family Shelter—providing low denomination gift cards to various stores so that families could buy the things they need; helping provide choices and dignity in trying times.
- 3) Hillbrook School-- raising awareness on global poverty issues and on the idea of "basic needs" in our own community and around the world; educating on what we have and how much we can give. Changing the context from simply giving into learning and changing.
- 4) HSSC—providing a leadership role for the 7th and 8th graders in our school community; continuing to deepen understanding of privilege and introduce the idea of obligation.

How did you identify those needs?

- 1) The Comunidad liaison partially identified needs by giving us a list of all the children under 14 in our designated tribe, and a guideline of \$25 per child, suggesting that the gifts stay small because a convoy of volunteers transports them during the holidays. Student leaders, in conversation with me, identified specific needs, and determined what each package should contain. Some of this was dependant on the age and sex of the child; some stemmed from our discussion of basic needs vs. wants.
- 2) The San Jose Family Shelter was very specific in what they wanted, because space does not allow them to store many donated articles. Also, when families are in crisis, any choice that a parent can make, or give their child is precious. This was an important piece of community education, and we embraced it. HSSC then brainstormed how to get younger children to understand the concept, and identified stores to suggest to families for gift card purchases.
- 3) Working in an independent school in Silicon Valley provides ample opportunity to see why awareness of community issues can always highlighted.
- 4) I had students clamoring to take on these roles, and not enough opportunities. They are also a very thoughtful group that is constantly talking about what they do and why.

Background and build-up with the other organizations:

Comunidad

When Comunidad was founded, the coordinator was looking for schools willing to build a long-term relationship with an indigenous tribe on the Baja Peninsula. He came to us at Hillbrook and asked about our interest. I told him of my desire to eventually build a long-term, multi-grade curriculum for Service Learning, and we both agreed that Comunidad could be the key. In the 2002-2003 school year, Comunidad was largely still doing needs assessments in communities in Mexico, so we did Christmas packages for 11 orphans that first year. There was a great opportunity to educate the HSSC members, and they raised the money we needed. It took a year for the specific relationships to begin, so in the 2003-2004 school year, even though we were in our second year with Comunidad, it was our first year with Cucapah, the group that we will continue with from here on it.

Before involving HSSC, I met with our liaison from Comunidad. Since the Strategic Plan committee had already begun meeting, and was talking about Service Learning as one of the 5-year goals, it seemed that the all-school curriculum should not be built until officially sanctioned. That sanction would also strengthen our position in building the curriculum. We continued planning, but basically tabled the integrated part of the BATDC proposal. However, HSSC had already been linked with a tribe, and we were going to have enlarge the drive to provide for 45 children instead of 11. I had to figure out how to make the money raised stretch to cover the additional needs, and then the additional students and adults to run and supervise those new activities. Also, since there was not going to be significant work on the all-school curriculum, other than advocacy on the Strategic Plan committee, I needed to find a way to involve the whole school in this larger enterprise.

HSPC/Bear Hugs

HSPC (Hillbrook School Parent Council) and Bear Hugs, their service arm, had run most of the drives on campus when I arrived at Hillbrook. They generally had some sort of winter charitable drive, with mixed success. The “adopt a family” was in 2002, and it seemed to me like an idea with a lot of room for improvement. Also, as HSSC grew, we wanted to make sure that the students were the primary agents, or at least could do all of the work they wanted to do without restrictions from existing adult-led drives. With that in mind, I met in the fall of 2003 with the 2 women who were Bear Hugs coordinators for that year.

The meeting was originally to make sure our two drives did not step on each other’s toes; however, we all quickly realized the potential for a partnership. Bear Hugs never had enough volunteers for the publicity and education components that are so important in charitable drives. With the growth of the Service Core, HSSC had plenty of eager hands, and HSPC had adults to help supervise and guide the 7th and 8th graders. It seemed like a perfect fit. By combining forces, it would allow both events in the drive to be larger, and with more student labor, because I was no longer the solely responsible adult who had to be present for all meetings. It would also provide on-campus workers to give good publicity and raise awareness.

The Project Itself

So, both Comunidad and San Jose Family Shelter were expecting work from us, and we still had the same budget. It was time to organize how the drives fit together, and to figure out if we were going to: 1) raise more money, 2) get donations of items, 3) get donations of gift cards, or 4) something else. One way or another, we had to drastically increase the “stuff”, as one of my students put it. Also, as a group, HSSC decided that the emphasis should be on “doing right” vs. “helping.” They wanted to make sure that younger students understood that there were certain items that all people deserved, and to realize that there are many without. With that in mind, a few of them used “be the change you want to see in the world” as a focusing statement for a mini Thanksgiving fundraiser. They called it “Change for Change: Give the Change You Want to See in the World”, which I thought was extremely witty.

The CfC drive consisted of posters, fliers and announcements, raising awareness about the idea of thanks, and about the bounty we all have. It was also reminding kids about Comunidad, since it had been a year, and “priming the pump” so to speak for the new, all-school component. We have a 7 foot PVC tube stuck in a big bucket with cement that we had used for change drives in the past. This was taken to our all school flag for the send off, and then left in the library, a central place on campus. The drive was Monday to the fol-

lowing Tuesday, with an announcement planned for the Wednesday Thanksgiving assembly about how much was raised. Fliers went in the Friday Letter the Friday before and the one during the drive. Announcements were made at Flag both Mondays of the drive. What follows on page 5 is a sample of a student-made flier for the Change for Change Drive.

CHANGE FOR CHANGE!

“Give the change you want to see in the world”



Join HSSG and Service Core in collecting change to help supplement Cocoa and Muffin money for buying presents



**The tube will be back in the library
Monday 11/17 through Tuesday 11/25!
Do your part for Comunidad and help bring
Christmas to the kids of the Cucapah Tribe!**



Hillbrook
Bears
Care
!!!



(The paw prints and the profile of the California bear are used, one or both, on every flier that HSSC does, and has been from the beginning. Often, HSSC starts fliers with a large “HEY HILLBROOK!” at the top; however, that is more common for spirit days. The “Hillbrook Bears Care” or “Bears Care” is at the bottom of every flier that HSSC produces.)

The Change for Change drive had a student coordinator, who worked with other students to make fliers, skits, posters, and to count and roll the money at the end. The tube netted just under \$300; it would definitely help extend our reach financially, but would not cover our whole commitment to Comunidad or address the San Jose Family Shelter. Luckily, we were just getting started.

HSSC students decided to emphasize the commonality of needs by merging Comunidad and the gift card drive into one multi-faceted entity. They voted on the title, and “Bears Care: Here and There” won. All information would concern both at home and abroad, and the large carpool area posters would have a US and Mexico map as a background to help bring it home visually. The next big decision was to try to get more money, or have donations from students. The “adopt-a-family” had gotten lots of donations in the past, but often the were inappropriate, or the money spent could have gone a lot farther. In the end, HSSC decided to use their money to buy toys and clothes, so that there would be equity between the kids, and that the toiletries and school supplies was something that students could donate. But how to organize it?

Students brainstormed what kids of items might be important to what age child; they also noted that the 2nd grade had just done a big pet unit, and so might be interested in something pet related, if we could make it fit. In the end, they came up with “Classroom Challenges”; each grade had an item, and if they had a goal of 1 item per child, we would have a minimum of 32 to 40 items! Some students might bring in extra, as well, but if not, having to buy 6 bottles of shampoo was much more affordable than 45 bottles.

The final list of what should go into each Christmas package was as follows: *

Shirt and pants

3 pair underwear

Toiletries bag (soap and dish, shampoo, toothbrush, toothpaste, brush, comb)*

Drawing pad and crayons

Larger Toy (dependent on age: set of cars, doll, legos, train, sports ball)

Small toy (little doll, matchbox, etc.)*

Book

Spiral notebook, 12 pencils, and a pencil sharpener*

Beanie Baby #

*One infant received different items; teenage girls received barrettes and clips with their brush and comb; older girls received a sewing kit instead of a second toy; only school age children received spiral notebooks, etc.

This is the tie-in from the 2nd grade pet unit. (See below)

What follows on this page is a slightly shortened version of the letter sent to classroom teachers to help them guide their kids, page 8 is the Friday Letter flier (page 1) and page 9 is a class specific flier.

Classroom Challenges: Teacher Overview

To make the Winter Drive a little more personal, we decided to add a classroom component. So, even though we are collecting change and gift cards, we are also collecting items that we will give to the kids in the Cucupah tribe at Christmas. This way, you can talk about the fact that people deserve certain things in their houses and of their own, and HSSC will make their money stretch more: we are doing Christmas for 45 this year, not 11! The goal is 1 of each item per student, although this isn't really enough for the tribes; however, it leaves us a lot less to buy, and we will have to buy a few special things for the very young children regardless. Feel free to have kids bring more, but we would like at least one per of the following items:

JK/K –Crayons. We would like some chunky preschool kind, and some 24's. They do not need to be the uber deluxe (actually we'd prefer just the 2 kinds)—if they really want to spend more, go for quantity of boxes!

1—Children's shampoo (the important part is the no more tears, and possibly the funny fragrances)

2—Beanie Babies (new or very gently used; appropriate for boys and girls)

3—Toothbrushes. Remember—youth, soft brushes. These kids are preschool to age 12, but small for 12.

4—Toothpaste, again children's is preferred. (Not the harsher mints, or all the whitening...just a fun flavor)

5—Bar Soap and travel soap dishes with lids or that close. You could split these between the classes if you'd like; Ivory bars, or something like that (no deodorant soap!)

- 6—Combs and brushes. These don't have to be super fancy! We have a pretty even split between boys and girls, so we don't need as many brushes. (Combs for all; brushes for school age girls)
- 7—Doodle pads and single subject spiral notebooks. (For drawing and writing)
- 8—Pencils and pencil sharpeners. Pencil Sharpeners should be the little hand ones, but with a container to collect the shavings.

There will be a grade specific flier handed out and emailed to you at the beginning of next week that you could put on your grade level site with details. There will be a general announcement in the Friday letter this week, and at the Thanksgiving assembly.

The drive will run from Monday, December 1st through Tuesday, December 9th. We would like to have you store items in your classroom until the end, so that students can see you reaching your goal. Classes reaching their goal will be announced at flag and given a little treat from HSSG/HSSC..

Bears Care:Here and There!

Part 1: CLASSROOM CHALLENGES!

Student Government and Service Core will be using the funds raised in the "Change 4 Change" drive and cocoa and muffin sales to make Christmas care packages for kids in the Cucapah Tribe, in our new sister village in Baja Mexico.

This year we are doing presents for 45 kids, so we need some extra help. Therefore, Classroom Challenges. Each grade gets an item or items that we want to have in the care packages for all of the kids. (Details for each class on that grade's web page.)

Here is the brief list of what each classes' challenge item is:

JK/K –Crayons. (chunky preschool boxes of 8 and boxes of 24.)

1—Children's shampoo (no more tears, kid's formulas)

2—"Special Pet"! (Beanie baby sized stuffed animal)

3—Toothbrushes (specifically youth sized)

4—Toothpaste (flavors kids like; no whitening or extra strong mint)

5—Bar Soap and travel soap container. (no deodorant soap!)

6—Combs and brushes. (Combs for all; brushes for some)

7—Doodle pads and single subject spiral notebooks.

8—Pencils/sharpeners. (with container for shavings)

Schoolwide Goal: 1 item per kid in your class!

Hillbrook Bears Care!!

Bears Care: Here and There!

7th GRADE!

Classroom Challenges

We are collecting doodle pads and single-subject spiral notebooks for the children Cucapah Tribe in Baja California!

Do you know how easy it is for us to find drawing paper or lined paper to do homework? They don't have it that easy! They need notebooks to do homework in and doodle pads to draw on.

Please help the children in our sister tribe!

Your mission is to help collect at least 34 each of these luxuries!

Bring these in from December 1st to December 9th

Hillbrook Bears Care!

The second component of the drive was the gift cards for the San Jose Family Shelter. Oddly enough, this was a much harder concept for the service core members to understand. Somehow talking about basic needs for children in Mexico, and the need for toys that weren't battery-operated made sense to them. The fact that they couldn't just go out and shop was confounding, and then that gift cards couldn't be for more than \$20? What can you buy for \$20? And the stores...why can't they get a card from Nordstrom? There was a lot of education that needed to be done in HSSC, so it would obviously need to happen in the school community as well. The three adult involved had a 2 hour meeting with HSSC to talk through the issues involved. Many students said they liked the idea of giving a present, because they could imagine a look on someone's face. We had to talk

about the fact that it is that kind of giving that we are trying to discourage. Giving is about filling a need, not simple feeling good about yourself, although that can be a rewarding side benefit. The shelter wants to make life as normal as possible for its residents; one way to make a parent's life normal is to let them provide for their child. That means letting the child pick the new sneakers, not simply having to be grateful for a hand-out. It also was quite a lesson for these kids to learn, the fact that you can buy shoes for \$20!

In the end, as you can see from the wording of the flier that follows on page 11, the students got it, and made a point of going to classes and talking about why gift cards were really the most precious gift of all: they were the gift of dignity and choice. And our campus responded well to the idea; page 12 is the result of the dual drive.

There was a huge buying, sorting, wrapping and packaging component as a part of Comunidad, as is seen on pages 13 and 14, in the schedule handed to kids at the start of the drive. Mostly lots of time was required, as well as some lessons to the young men on how to wrap a present. This was the students' time to reflect and evaluate, as we were often in small groups, sitting around for a few hours. It was great to have this enforced low activity, and to have to have ended the drive before school was out. Free-style conversation is my favorite form of reflection. After the schedule (which was the result of a sign-up meeting) page 15 begins my evaluation of and reflection on the project.

TEXT ONLY VERSION: FLIER FOR GIFT CARD DRIVE (PAGE 2)

BEARS CARE – HERE AND THERE!

part 2--2003 Bear Hugs Winter Drive

This year HSPC Bear Hugs and HSSG/Service Core are pleased to conduct, with your help, a gift card/certificate drive to benefit one of our local shelters, The San Jose Family Shelter.

The San Jose Family Shelter offers a safe place for 35 families in distress for up to 90 days. Every day they serve up to 150 people and 70% of the residents are children, most under 10 years of age. It is committed to keeping families together during times of crisis. In addition to food and shelter they offer intensive case management and supportive services to facilitate the family obtaining and retaining permanent housing.

Like many shelters, The San Jose Family Shelter, is inundated with charitable giving over the Holiday Season and then relatively forgotten throughout the remainder of the year. The Gift Card/Certificates will enable the shelter to spread our gifts over the entire year as needs arise. It also allows the parents of these families to do what all parents want to do: buy the things their family wants and needs. It is an amazing gift to give someone the simple dignity of letting them take his/her daughter shopping for shoes that she picks.

The spirit of Bear Hugs is to extend the care and resources of our Hillbrook Family to the surrounding community. Families wishing to participate in this drive are invited to donate Gift Cards/Certificates in small denominations (\$5-\$20) from a selection of stores as specified by the Shelter to be of most benefit:

Payless Shoes	Walgreens	Safeway
Target	Home Depot	Albertson's
Mervyn's	OSH	McDonald's etc
Walmart	Gas Station	Baskin Robbins
Kmart	Costco	

Gift cards can be brought in to homeroom teachers, dropped in the office, or given to the students collecting at carpool. More instructions for making donations will be forthcoming on our Hillbrook website.

Donations will be collected December 1-9

This card drive is in conjunction with the Change 4 Change Thanksgiving drive, and the Classroom Challenges; all drives will benefit the families at the San Jose Family Shelter and the Cucapah tribe in eastern Baja, Mexico.

WOW!

Hillbrook Families are great!
We collected 116 gift cards, totaling over \$2000
for the San Jose Family Shelter!

Hillbrook Students rock!
Every grade made their goal of one item per student for our sister tribe, the Cucapah, in Mexico
(Most grades did even more: 6th grade collected a whopping 130 combs and 53 brushes!)

Thanks for showing how much
Bears Care: Here and There!
Happy Vacation from HSSC and HSPC =)
HSSC/HSPC Winter Drive: "Bears Care: Here and There!" This is also online!

Hayley and Isabella: Comunidad Co-Chairs
Emma: Change Drive Coordinator
Joe and Khaled: HSPC Liaisons/Card Drive Coordinators
Jenni and Rachel: Classroom Challenge Coordinators
Tyler, Michael, and Maryam: Big Carpool Bulletin Board Coordination
Ashmi and Kinnery: Logo design

Fliers:
Change Drive Card/Class Challenge Classroom Challenge by grade
Alyssa Brett Lisa
Christian Travis Nicole
Julie
Sarah
Need 11/12, 11/19 Need 11/19, 12/3 Need 11/19
Work during lunch Work as needed
And help 11/12
All flier groups can come Friday, 11/14 to tie down all of it. Ask and then let Ms K know.
Final flier with results: Hayley and Izzy, due 12/10, lunch and help that day

Posters:
Change Drive Winter Drive (both Card and CC)

Carpool Taylor Jon-Luke
Library Taylor Jon-Luke
K Katelin Julia
1-2 Katelin Julia
3-4 HSSG 5th grade HSSG 6th grade
5-6 HSSG 5th grade HSSG 6th grade
7-8 Andrew Julia
Gym Andrew Jon-Luke

Change Drive posters due 11/14 Winter drive posters due 11/21
After school time: any day, but After school: any day after 11/14, but
Friday, 11/14 is best Friday, 11/21 is best.
Get permission and let Ms K know Get permission and let Ms. K. know
Need alternate adult to run
All poster makers: you can get a helper or two, or Coordinators of your drive to assist.

Carpool poster: needs to go up on Friday, 11/14 after school. Get permission to stay, or someone else to stay
in your place.

Design and pieces 11/13 during homeroom/help: Maryam, Michael, Tyler, Ashmi, Kinnery
During School Meetings

All coordinators will meet on Tuesday, 11/11 during a.m. recess.

Logo People will meet on Wednesday, 11/12 during a.m. recess

All change drive people will meet during lunch on Wednesday, 11/12

(This includes 5th grade HSSG, all flier and poster makers, coordinator, Carpool board and logo people) Flier folk will stay on during help.

Gift Card Coordinators will meet at Help on Wednesday, 11/12

Carpool people and Logo People will meet Thursday, 11/13 during Homeroom/Help

Classroom Challenge people will meet at lunch Monday, 11/17

All Winter Drive people (including CC) will meet at lunch on Wednesday, 11/19

(This includes 6th grade HSSG, all flier and poster makers, coordinator, Carpool board and logo people) Flier folk will stay on during help.

After school meetings

11/14: All poster/carpool people for Change drive; winter drive/CC poster and flier people welcome.

11/21: All poster people for Winter Drive

11/25: As many as will sign up for coin rolling, 315 to 5.

12/12: As many as possible for gift wrapping 315 to 5

12/16 As many as possible for gift-wrapping 315 to 5

Possibly 12/17 if we aren't done.

When you have read this and cleared these times with your advisor and/or your parents, come sign off on a time in the History room. Then, carry your schedule with you, because I will not be able to remember to remind everyone! Coordinators: this is part of your job. Figure out who all of your people are, and where they need to be when, and make sure that they are! =)

Things not yet assigned:

Thanksgiving Assembly

Putting up posters for Winter Drive (11/26 at noon, or 12/1 at 730 am)

Project evaluation/reflection

Did the final project match the proposal/meet your original expectations?

There was a major shift between the first set of goals that I identified for my BATDC project and what ended up being the subject of this piece. However, I think that the change was to the benefit of the winter drive, as it was broader, and included more people. We did serve a larger population, provided an opportunity for the school to be involved, deepened HSSC's relationship with Comunidad, and established a relationship with our sister tribe, the Cucapah. That being said, I think that the original idea, of building a comprehensive, integrated service-learning curriculum was a little large for this year. Continuing in this, the second year, to enlarge and continue our relationship with Comunidad holds us in good stead for building our relationship into the school-wide curriculum; the larger things take time. Also, by having brainstormed the idea, when I was asked to not only serve on Hillbrook's Strategic Planning committee, but became the advocate for a goal that would add a service learning curriculum, I was in a good position to answer the question "well, how would you envision something like this?" The goal that is in the plan was also enriched by my interaction with the service fellows, and all of the examples and strategies that other schools shared with us. In a few years, the original proposal will probably be in full force; it just needs more people to buy in, and time to have it develop.

How successful was your project in addressing identified needs?

I feel that HSSC was very successful in meeting the needs of Comunidad, doing so well with our drives and fundraising that we actually gave enough extra presents for 15 more kids. (Other schools involved were not

so organized, I guess.) We also continued and grew the relationship, developing contacts that will help us continue the pairing. The San Jose Family Shelter was ecstatic at the number, amounts, and types of gift cards donated. The executive director said that even though the shelter is specific of what they want and the reasons why they want those things, some people get caught up in their own ideas of being a “do-gooder” (her word, not mine.) She was also impressed when I told her how much of the organization and education was done by the students; we will be doing the drive for the San Jose Shelter again, and may add an additional project with them. Since we as an organization can be trusted to follow directions, we may be a position to make “move out kits” for shelter families who are leaving the shelter. This could work well as an every year project for a class as a part of the imbedded curriculum; we’ll see.

I feel extremely successful when it comes to the identified needs for Hillbrook School and HSSC as well. The larger drive with more adults to supervise meant that there were a myriad of opportunities for students to take charge of given part of the program. A look at page 13 will speak to that. This winter drive was the cornerstone of our HSSC year; we end the school year with 33 active members (10 hours or more) out of an upper school of 69. We also have 14 students earn the Presidential Volunteer Service award, and had a combined total of over 1700 hours served. The program grew and let students be leaders. Also, since we had so much time for discussion, and there were so many complicated issue to work through before they could “teach the little kids,” I feel we made headway as an organization in learning about poverty and privilege, and the reasons we serve. As for the larger school community, the fact that 1) all of our efforts this year were so well received, and 2) there is now a goal in the Strategic Plan dedicated to developing a service learning curriculum during the next five years speaks to changing the context “from giving to changing.”(Quoted from page 2) By involving the whole community, and making sure to talk about the specific needs, HSSC went a long way in developing a community of service. I am enthusiastic about where these children, this group of families, and this administration and board can take our impromptu HSSC mission of “be the change that you want to see in the world.” (Mahatma Gandhi)

Were the projected outcomes met?

The projected outcomes from the proposal were not specifically met; however, as discussed, the groundwork has been laid for implementation on a much more reasonable timetable. The first part was met, added to, met again and then exceeded. This was a highly successful HSSC event, and helped build momentum for an even more successful year.

Potential changes/additions to keep in mind for next year:

- 1) Use already proven HSSC members as heads; some this year ended up being a little flaky or without much initiative.
- 2) Have an HSSC secretary / minutes person, or tape and transcribe. Some of the best work was simply in talking.
- 3) Have students write their personal plan for a job within a project, and then take time to write a reflection.
- 4) Look ahead to trip to Baja to visit our sister tribe and do a needs assessment, so we can do more than Christmas gifts.
- 5) Add more work for the San Jose Shelter; possibly have students do a workday for them.
- 6) Get other teachers to coordinate tried and true parts of HSSC’s drives.
- 7) Have HSPC parents run meetings after school by themselves, to lower the number of hours I have to personally oversee, and to increase student independence of ideas
- 8) Look into potential of marketing and selling Cucapah crafts as an additional source of revenue for the needs of the tribe.
- 9) Move whole drive to lead up to Thanksgiving, so there is less of the idea of presents and more of the idea of thankfulness. Also gives more time to wrap, shop, package, deliver presents.
- 10) Keep a better list of notes, fliers, calendars, letters, etc. so that the process could be replicated by anyone who volunteered to coordinate.