

**Service-Learning and Classroom Guidance:**

**A Program for Elementary Students**

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### **Abstract**

This article defines service-learning within the context of school counseling and describes a school counseling program that integrated service-learning into classroom guidance for elementary students. Student reflections about their experiences within the framework of personal-social, academic, and career development are provided. Additionally, implications for school counselors, future research, and suggestions for implementation are explored.

## **Service-Learning and Classroom Guidance: A Program for Elementary Students**

The American School Counselor Association (ASCA) recommends that one aspect of a school counselor's role is to take part in the educating students within comprehensive developmental guidance programs in order to provide support to as many students as possible (ASCA, 2005). The ASCA National Model for School Counseling Programs was created to ensure a number of support mechanisms were in place to help school counselors serve students as efficiently as possible. For example, the ASCA National Model provides a framework for school counseling programs comprehensive in design and delivered systematically to as many students as possible. In addition to providing structure and access for students, the ASCA National Standards are the delineation of knowledge and skills students should acquire within school counseling programs.

School counselors are charged to collaborate with colleagues (e.g., teachers and administrators), families, and community members to provide programs and services to help students achieve academic, personal-social, and career development (ASCA, 2005, Bryan, 2005). As school counselors embrace a school's mission with programming efforts that augment academic, personal-social, and career development for all students, they in turn prepare students for life in the 21st century.

Promoting student development is accomplished through programs that are organized, systematic, and based on best practices. Service-learning is one strategy that can be delivered within classroom guidance thereby providing opportunities for students to experience meaningful personal/social, academic and career development.

Furthermore, service-learning can be incorporated by school counselors into a classroom guidance curriculum. Classroom guidance utilizing service-learning components is an appropriate vehicle for school counselors to involve students in connecting their learning to meaningful and personally relevant applications. Service-learning can provide a sense of purpose, connection, usefulness and relevance to a student's education (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006).

However, an exhaustive literature search showed that articles integrating service-learning and classroom guidance in elementary school setting (no matter with or without rigorous research designs) were almost non-existent. One article found to address social skills with elementary students using service-learning mainly adopted a group setting in their program (Brigman & Molina, 1999). Another article by Stott and Jackson (2005) incorporated service-learning in a comprehensive school counseling program in a middle school setting. Despite these two examples, there remains a need for additional school counseling programs to integrate service-learning into its programming efforts.

The purpose of this article is to define service-learning within the context of classroom guidance and to present an author-created program as an innovative practice example that was implemented with third, fourth, and fifth grade elementary students. Following the results, we provide implications for school counselors interested in applying service learning within a classroom guidance curriculum for elementary students. We describe how the school counselor helped the students to plan, implement and reflect on their service-learning activities. Additionally, strategies for infusing service-learning into a classroom guidance program in order to stimulate students'

understanding of community needs, support their understanding of citizenship and responsibility, and enhance their personal-social, academic, and career related experiences are provided. We also present some of the data gathered during the classroom guidance program and conclude with implications for school counselors. Lastly, this article will make a contribution to school counseling field by adding some suggestions and strategies to consider in light of the existing gap in the current literature. Therefore, this article is meant to provide an example that combines the idea of service-learning with a classroom guidance program for elementary students.

### **Service-Learning and School Counseling**

According to the Alliance for Service-Learning in Education Reform (1995), service-learning is defined as a method used to enable individuals to learn and develop academic and social skills through active participation in thoughtfully organized volunteer oriented experiences. These experiences are intended to enhance a variety of concepts learned in class, while addressing needs within a community (Wilczenski & Cook, 2009). Furthermore, school and community collaboration is emphasized.

A more specific and widely accepted description of service-learning includes the following four dimensions: 1) students learn by participating in collaborative efforts between the school and community, 2) students use their knowledge and skills to tackle actual community problems, 3) these activities are infused within the academic curriculum with time to reflect and process experiences, and 4) learning is extended beyond the classroom into the community thereby cultivating a sense of caring for others (Dotson-Blake, Dotson, Glass, & Lilley, 2010; National and Community Service Act ,1990).

## **Service-Learning, Citizenship, and Student Responsibility**

An increasing body of research has shown evidence that well-designed service learning practice in K-12 schools is positively related to civic engagement of young people and their educational outcomes (Citizenship and Service-Learning in K-12 Schools, 2003). Two different theories have been presented to explain the problem of disengagement of young people: (1) a lack of attachment to social network that young people demonstrate (Putnam, 2000); (2) a lack of civic identity (Yates & Youniss, 1999).

Despite many different ways to define citizenship in the literature, this article will take an educational angle in presenting the definitions of citizenship since the focus of this article is situated in the educational setting. A publication entitled *Every Student A Citizen: Creating the Democratic Self*, defined citizenship as a moral enterprise, which helps students to develop a sense of the common good and their role in achieving it (Education Commission of the States, 2000). Some of the principal attributes that a good citizen needs to acquire include fairness, beneficence, liberty, loyalty, a commitment to the greater good, the ability to respect the heritages, diversity, and interests of others; to understand others' views; to be willing to engage in mutual give-and-take without animosity; and to continue to participate when things do not go their way (Citizenship and Service-Learning in K-12 Schools, 2003).

It has been argued that many children possess an innate ability to care about others and take on views that are different from their own (Hoffman, 2000; Miller & Neese, 1997). Consequently, engaging youngsters in service-learning can enhance a child's development into productive citizens who show care, concern and a desire to assist others both in our communities and abroad. Therefore, one benefit of service-

learning is to provide opportunities for students to get involved in their communities and begin to experience empathy for others early in their informative years. Accordingly, service-learning connects community service activities and educational opportunities for children and adolescents (Miller & Neese, 1997) and as a result, students can be afforded the chance to practice and develop a commitment to citizenship, strong leadership skills, and a more personal sense of responsibility toward others (Bickmore, 2001).

In essence, students can further sharpen their sense of caring for others as they identify and collaborate with people in need of support through experiential learning opportunities (Johnson & Notah, 1999). When students are provided with an opportunity to engage in the world around them, they may develop a deeper awareness of ways they can connect with others and generate a new motivation in helping others (Ray, Lambie, & Curry, 2007).

### **Service-Learning and Academic Achievement**

Service-learning has been linked to a variety of different variables. For instance, intentionally discussing diversity issues in service-learning activities and programs was positively correlated with increased student academic and civic engagement, valuing school, and enjoyment of subject matters (Billig, Root, & Jesse, 2005). More recently, it was found that longer exposure to service-learning projects and related programs had a positive effect on low income students' commitment to learning (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006). In fact, Scales et al. (2006) discovered that the achievement gap between the affluent and less affluent students decreased as the time they spent in service-learning activities increased. In the present case, the students

resided in an upper-middle to upper class predominantly White community. The characteristics of the student participants were not explored in the relation to any outcome variables, however, it was assumed that participation in the program would at the very least broaden the students' perceptions of others.

### **Service-Learning and Career Development**

Career development is a significant component of a comprehensive school counseling program. To date, there is limited research found in school counseling program integrating service-learning and career development. There is one state model entitled the Minnesota Career Information System (MCIS). This program is described as helping students learn about themselves as they participate in career development activities. However, their primary emphasis is on Middle and High School students, which seems to be an appropriate age group. Yet, the present example in this manuscript is an attempt to expand the integration of career development into service-learning for younger students by having them define, learn about, and practice in some capacity different careers or jobs that are relevant to the project that students identify to implement.

### **Implementing Service-Learning and School Counseling Programs**

The following suggestions guided the development of the classroom guidance program. In order to facilitate service-learning activities, school personnel should: a) identify organizations that sponsor programs where students could perform service(s), b) identify curriculum content likely to be successfully integrated into service-learning (Kirkham, 2001), c) identify funding sources that could supply support for service activities (Freeman & King, 2001), d) plan reflective exercises to help students and



others involved to determine what they learned and other meaningful aspects of the service-learning initiatives (Toole & Toole, 1995), and e) plan to acknowledge and celebrate each project's success (Miller & Neese, 1997).

### **Method of Implementation of Service-Learning in a Classroom Guidance Curriculum**

In this article, a classroom guidance curriculum is presented, applying experientially based guidance activities for elementary students. The school counselor led elementary school students in a classroom guidance program that integrated service-learning to determine if they would learn the definition of citizenship and be able to give examples of what it means to be a good citizen. Through this curriculum, the students were challenged to create and implement service learning projects in their home schools as well as for others in the surrounding community and abroad. The objective of this program was to enhance students' idea of citizenship and responsibility (Stott & Jackson, 2005), as well as to provide educational opportunities (Miller & Neese, 1997) and career simulation which we expand on later in this article. Simultaneously, we supported academic, personal/social, and career development by endorsing specific objectives from the ASCA National Standards for School Counseling Programs (ASCA, 2005).

There were three goals for this classroom guidance program. The academic goal was for students to learn and apply critical thinking skills. The objectives for the academic goal included: to discuss the needs in our school, to explore potential challenges students may encounter when conducting the service-learning projects and to identify solutions to any anticipated challenges. The personal/social goal was to

recognize everyone has rights and responsibilities. The objectives for the personal-social goal incorporated: to define citizenship, to identify characteristics of a good citizen and to identify needs of our communities. The career related goal was to develop an awareness of personal abilities, skills, interests, and motivations. In this case, the objectives for the career goal entailed: to discuss job responsibilities, to assign jobs and roles and to define individual duties.

The classroom guidance program consisted of each class fulfilling three service-learning projects expanding in degrees of outreach, including one within the school setting (i.e., school community), one within the local community (i.e., surrounding county), and one project involving others abroad (i.e., global community). The school counselor offered service-learning in this manner based on the idea that the provision of service-learning to one's own community should precede service to outside communities (Simmons & Toole, 2003). In this fashion, the school counselor and students could practice collaborating and conducting service-learning projects in the school before engaging in service activities outside the school.

Considering the purpose of this article is to present an example of innovative practice in a classroom guidance program instead of a rigorous research study, the procedures followed in this article focus less specifically on methodology and research design and more intentionally on the meaning students gained as a result of completing this program.

### **Participants**

In a large suburban elementary school located in the Southeast, approximately 375 students along with their teachers in grades three, four, and five were invited to

participate in the guidance program. The students and their parents had the option of "opting out" based on the fact that classroom guidance is offered to all students K-12 within this particular school district. There were five classes at each of the three grade levels and all of the teachers and parents agreed for their students to participate resulting in a total of 15 classes participating in this program. The demographics of the school consisted of approximately 70% Caucasian, 9% Latino, 9% African American, 8% Asian American and 4% other. Socio-economic status was not reported, however less than 15% of the students received free or reduced lunch.

### **Evaluations and Procedures**

The school counselor collected self-reported data using two author-created surveys to evaluate students' gains in their acquisition of service learning, citizenship, and reflections after participating in this program in regard to academic, personal/social, and career development. The first survey asked questions about defining the terms citizenship and service-learning. Additionally, a question about prior service-learning experience was solicited. Sample questions on this survey included questions such as, "In your own words, can you provide a definition for citizenship? What makes a good citizen? Have you ever participated in a service-learning project? If so, please describe."

The second survey focused on the students' ability to define the term of responsibility in a general sense and explored their ability to define and identify a variety of jobs more specifically. Sample questions on this survey included, "What does responsibility mean to you? What are some traits of responsible people? Do you know the difference between a job and a career? Can you list 10 careers?"

## **Program Description and Strategies**

**Phase One.** There were six phases to the project. In Phase One of the project, which could be conducted during one 30-minute class session, the school counselor led students in each individual class in a brainstorming session to identify school, local, and global community needs and to provide a working definition of citizenship. For example, the school counselor would display pictures illustrating people in despair, natural disasters, distraught animals, trash around the school, war/conflicts abroad and then engage students in identifying the problem(s) and the community affected. The school counselor would then ask open-ended questions using the initial working definition of citizenship to generate a deeper understanding of this term. For example, "How could a citizen or someone displaying good citizenship help others deal with a natural disaster? Where can one person start?"

**Phase Two.** In Phase Two, the school counselor facilitated a discussion using the definition of citizenship and what this means in the context of making a contribution to society. This phase varied from class to class but typically took about one to two 30-minute class sessions. In between each of the remaining guidance lessons, the school counselor encouraged students to complete weekly extension assignments (e.g., homework) to further reinforce concepts they were learning in class. An example of the first weekly extension assignment was as follows: "Look in your local newspapers, watch the evening news, and watch what's happening at the bus stop, etc. Can you identify any good citizens? Who are they? What are they doing? Be prepared to share what you discover at our next guidance lesson."

**Phase Three.** During Phase Three, which could be conducted in one to two 30-minute guidance lessons, the school counselor briefly reviewed the previous guidance lesson as well as the students' weekly extension assignments. Next, the school counselor helped the students to determine the first service-learning project for the school that they would conduct. These project ideas stemmed from their discussion of needs within their school, local, and global communities that occurred in phase one. Some questions the school counselor could ask to start this process include "What are some needs we have identified in our school community in particular? Who are some individuals in the school that we can help? What are some things that we can do to make this school a better place?" Following these prompts, the school counselor led the students in a large group discussion to determine and vote on their first project. The school counselor solicited the input from the classroom teacher in order to ensure that he/she would support the idea that the students voted on. The weekly extension assignment following this phase was for students to discuss their service-learning project with their families and explore the pros, cons, challenges, and benefits to participating in such activities. Furthermore, students were asked to identify roles (e.g., jobs or tasks) that students would need to do in order to accomplish their project.

**Phase Four.** In Phase Four, varying from three to six 30-minute class sessions, the school counselor helped the students plan and prepare for their first project. First, the school counselor led the students in a discussion about the topic of responsibility with the purpose of defining it in such a way as to contextualize individual and group roles that would be facilitated throughout the project by the students. For example, the school counselor would help students understand and identify roles and jobs that would

be needed to fulfill their service-learning project. These roles were categorized as career or job functions. Then the school counselor provided a list of jobs and descriptions of these jobs, and allowed students to select a job of their interest in order to incorporate discussions on careers, choices, and responsibility. To illustrate, each project had a student director who would check-in with the school counselor between classroom guidance sessions. Another role a student could fulfill was that of a public relations specialist. This student would be responsible for facilitating a dialogue with individuals in the school (e.g., school principal, parent teacher association contact) or agencies (e.g., contact person) within the community involved in the project. The public relations specialists from each class contacted the appropriate person to arrange for project implementation.

Next is an example to illustrate jobs more specific to the project. In one service-learning project that was conducted to address a need in the community, a class voted to assemble hospital kits for children who may spend time in a waiting room before they are seen by the doctor. These kits were backpacks filled with art supplies, children's books, coloring books, and small stuffed animals. Some jobs needed specifically for this project included a marketing specialist who was responsible for created the posters that would be used to solicit donations from everyone in the school, an inventory specialist who keep track of the number and type of materials received, and assembly workers who would actually assemble the backpacks.

The weekly extension assignment during this phase was for students to use the job or career they selected and discover more information about it. In addition, they were to "consider describing the roles and expectations of this job, the aspects you

anticipate you would like and some aspects that may seem challenging." Students were encouraged to consult the internet, library resources, as well as people they or their families knew who may be knowledgeable about the job they had chosen.

**Phase Five.** Phase Five consisted of the actual implementation of the service-learning project and the school counselor's role at this point was less directive. In other words, the students, teachers, and parents were instrumental in fulfilling the logistics of their selected project. This phase varied in duration, ranging from two to six hours. For example, one project that students facilitated within the school setting was to decorate and revitalize the school bathrooms. After receiving permission to do so from the school principal and collaborating with the art teacher who oversaw the creation of the artwork, the students decorated one set of school bathrooms. The actual project implementation was completed in approximately 30 to 40 minutes. However, the total project time exceeded two hours, or four 30-minute guidance lessons, when adding up the time to organize a meeting with the school principal in order to gain approval, to encourage the art teacher to incorporate opportunities to complete the art within their lesson plans, and to actually conduct the decoration, photography and publicizing of this service activity. For other examples of projects students conducted, please see Appendix A below.

**Phase Six.** During this final phase of the project, students were given the opportunity to complete a reflective writing assignment. First, the school counselor solicited feedback briefly exploring what they had accomplished over the past few guidance sessions. Next, the school counselor asked the students to write down how they felt about their experiences and what they learned about themselves or others. The

writing prompt was not used to evaluate the students, but to provide an opportunity to reflect on what they experienced or learned.

## Findings

The findings related to citizenship, service-learning participation and reflections from each class are reported in this section. There is no data about the second survey that asked about responsibility due to the large amount of missing information from poor data collection management by the school counselor.

### Citizenship and Service-Learning

Pre- and post-program assessment data were collected on the 375 students who participated in the classroom guidance program. For question one, students were asked "Do you know what the word citizenship means?" and, "If so, can you give examples?" Students who responded "Yes" increased from 60% ( $n = 225$ ) for pre-program to 78% ( $n = 292$ ) for post-program (see Table 1).

**Table 1**

*Question 1 – Do you know what the word citizenship means?*

	<i>Pre- Service-Learning</i>	<i>Post- Service-Learning</i>	<i>Percentage in change</i>
Yes	60%	78%	18%
No	9%	5%	4%
Maybe	31%	17%	14%

In addition, the students' definitions for citizenship for this question illustrated more comprehensive understanding after the guidance program (see Table 2). For question two, students were asked, "Do you know what a service-learning project is?" Seventy-two percent of the students ( $n = 270$ ) responded "Yes" after the service-learning



program compared to only 46% ( $n = 172$ ) who answered "Yes" prior to the guidance program.

**Table 2**

*Examples of Definitions Pre- and Post- Service-Learning*

<b>Pre- Service-Learning Citizenship Definition</b>	<b>Post- Service-Learning Citizenship Definition</b>	<b>Pre- Service-Learning Responsibility Definition</b>	<b>Post- Service-Learning Responsibility Definition</b>
A person	Helps others and is being kind	Caring about others	Don't take something that belongs to someone else
I don't know	A person who takes time to help others and is nice	Someone who is responsible	A person who doesn't litter and keeps their hands to themselves
Someone who is a friend	Treat others the way you want to be treated	Listening to your parents	Helping others in your school, community, and your friend's house

## **Student Reflections**

Student reflections that emerged within the framework of academic, personal/social, and career development were collected and summarized (see Table 3). In the context of academic development, some of the students' reflections illustrated learning the "keys to success", "what responsibility really means", and "setting goals and meeting them." In the context of personal/social development, examples of the students' reflections included how they "felt" about engaging in the projects and how they had "changed". In the context of career development, some students specifically described the actual activities and jobs they took on during the project, while others expressed aspects of the benefits of "teamwork" and "taking risks." When some of the

students' responses could fit into two of the categories, their comments were placed in the area they emphasized most.

**Table 3**

*Examples of Student Reflections*

<b><i>Academic Development</i></b>	<b><i>Personal-Social Development</i></b>	<b><i>Career Development</i></b>
I learned the keys to success are hard work and patience	I changed by being a more helpful and giving person	I learned you can do a lot of stuff as a team.
I changed by following the rules on the bus more and learning statistics about students riding the bus in our school district.	It felt really good to help others and this was one of the coolest guidance things I've done.	I thought it was really cool that everyone got a job. I loved my job as an artist for this project.
This project was a good opportunity for me to know what responsibility really means.	I learned that you don't have to give money or things to help others. You can do something!	As a director, I learned to make tough decisions and got to practice problem solving and handling conflicts.
Writing to others in another country was helpful and makes me feel like a good citizen.	The feelings I have knowing I've helped someone else is indescribable.	It felt really good to start our projects, get jobs and finish our projects.
We set goals and met them. I feel proud to help others around the world.	I have been overwhelmed with happiness.	We worked together and accomplished some of our goals and things.
Writing letters made me feel pride and better about writing.	Helping others all over the world, makes me feel happy.	My job was to pack and separate some of the supplies. I loved it.
Connecting with others in another country through writing felt good.	This was fun, and felt great doing things for others.	My job as an editor was fun.
	I learned that helping others made me change as a person.	We took risks, worked as a team, and made the work for custodians at our school easier.
	I had personal feelings of being proud for helping others.	
	Giving felt good.	

### **Implications for Professional School Counselors**

School counselors have educational backgrounds and pre-service preparation that gives them the tools to provide guidance and counseling services to all students within their particular school environment. However, school counselors are often challenged to balance attending to students' personal/social, career and academic development. In addition, establishing school-family-community partnerships and collaborative efforts may have been shown to support student development but remains overlooked by many practicing school counselors in the profession (Authors, Bemak, & Cornerly, 2002; Bryan, 2005). In light of these considerations, the following implications for integrating service-learning into classroom guidance programs are presented.

First, school counselors are faced with the task of meeting the personal/social, career and academic developmental needs of our nation's students. School counselors can integrate service-learning into classroom guidance for elementary students to address these needs simultaneously as evidenced in the present article. For instance, the school counselor engaged students in discussions about community needs locally and abroad which, from a general perspective, aims to enhance a students' personal/social growth. Coupled with this approach, the school counselor provided opportunities for students to identify, explore, and choose a variety of jobs relevant to their service-learning projects in which to participate (addressing early career development) as well as to participate in homework and reflective writing exercises that, in a cursory fashion, builds a students' academic skill set. However, in the present case, the school counselor did not actually evaluate the program's effectiveness at developing the students' personal-social, career and academic development. Implications for future

research warrant program evaluation of each of these areas in addition to examining students' experiences during the program.

Another important implication is the extensive emphasis on school-family-community partnerships that a school counselor can provide for students through classroom guidance lessons centered on service-learning. For instance, in the present description, the school counselor engaged students in collaborative efforts with fellow classmates, teachers, administrators, parents, and members of the local community and abroad. Collaborating in this manner produced meaningful and relevant experiences related to enhanced development, heightened care for others, and a stronger sense of citizenship as evidenced by comments provided in the students' reflective essays. These collaborative efforts facilitated by the school counselor provided the chance to showcase the wide reaching impact that students could make within and beyond the entire school (Bryan & Holcomb-McCoy, 2007). We believe this is imperative as school counselors provide services and programs that are aligned with the goals of educational institutions and our broader communities. Also, service-learning programs facilitated by school counselors may further support the efforts of teachers and administrators. Essentially, school counselors can use classroom guidance programs to help students participate in more dynamic activities so that they experience something greater than themselves.

Finally, classroom guidance programs are a part of the delivery system of the National Model for School Counseling Programs. In the present case, this classroom guidance program served as a vehicle that infused service-learning and academic, personal-social, and early career development. The National Model provided the

framework to attend to students within the context of the mission of the school. Services that benefit students on a broader systemic level are critical as we educate the next generation of our workforce. It is our belief that school counselors can be both creative and structured in such a way that the results of programming efforts reach beyond students' classrooms. The National Model provides the impetus to do this and, as a result, students have greater opportunities to display successful behaviors in the form of collaboration, leadership, and advocacy on behalf of themselves and others (ASCA, 2005). Service-learning projects such as the program presented in this article can allow students to engage in efforts that impact their school, local, and global communities.

### **Limitations & Future Research**

There was not a rigorous research methodology applied in this article because the primary objective was to present an example for school counselors who might be interested in integrating service learning into their classroom guidance programs for elementary students. Moreover, statistical analysis was nonexistent since the data collected for this study was descriptive in nature and there was a large amount of missing data from part of the evaluation process. Therefore, this article offered limited information in terms of the effectiveness of this program. Future research with a more rigorous research design is suggested to further test how well this program works with elementary students. It is recommended that future research address the following issues to provide a stronger argument for this given topic, including: (1) the reliability and validity of the measurement instruments used to evaluate the students' improvement; (2) school counselors' training and readiness to implement this program; (3) utilization of a control group; (4) consistency of the intervention for different classes;

and (5) appropriate statistical analysis to test the hypothesis. Qualitative analysis could also provide depth and breadth of the manner in which service-learning based guidance programs enhance students' personal-social, career and academic development.

### **Conclusion**

School counselors should make a concerted effort to engage students in citizenship-focused and democratic related education applicable in the 21<sup>st</sup> century (Sink, 2002). However, continued research in service-learning is needed to specify benefits for developing both learning and affective areas (Billig, 2002; Johnson & Notah, 1999), particularly in elementary school settings. To date, the extant literature on service-learning is primarily focused on secondary and post-secondary students (Johnson & Notah, 1999). Furthermore, it is important to note that, even though one might assume that there are a number of benefits for students participating in service-learning, this type of learning opportunity is still uncommon, as merely 30% of our nation's public schools provide service-learning initiatives (Scales et al., 2004).

Nevertheless, in the current manuscript, we provided strategies for infusing service-learning into a classroom guidance program in order to stimulate students' understanding of community needs, support their understanding of citizenship and responsibility, and enhance their personal/social, academic, and career related experiences.

As mentioned above, suggestions such as connecting with sponsors or organizations that would support students working closely with them, identifying and integrating curriculum content that merges well with service-learning, identify funding sources, using reflective exercises, and celebrating students accomplishments were

useful in guiding the development of the classroom guidance program. That being said, these suggestions were not easily managed and a few ideas in hindsight that might offset some of the challenges encountered include, a) getting parents involved as much as possible, b) doing some of the preparation work yourself and then allowing the students to follow-up although they may believe they are making the initial contact, c) collaborating with administrators and department chairs to find areas in the curriculum that service-learning topics and discussions can easily be integrating into, d) soliciting funding sources in advance, and e) celebrating success within the school community and outside in the surrounding community with as many stakeholders as possible and using local media outlets when appropriate.

In closing, service-learning within a guidance program can allow a school counselor to reach many students while achieving their guidance goals more efficiently. Infusing service-learning into school counseling programs has the potential to inspire students' learning and ultimately their long-term developmental trajectory.

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## **Appendix A – Service-Learning Projects**

### **School Projects**

- Planting flowers outside of school
- Artwork for the hallways
- Bus safety video
- Recognizing school staff
- Recognizing teachers
- Artwork for the bathrooms
- Book drive for library
- Book drive for new teachers
- Indoor recess game/activity collection
- Outdoor recess game/activity collection (basketballs, jump ropes, soccer balls, etc.)
- New student welcoming committee
- School wide recycling program
- Returning lost and found items (unclaimed items sent to Salvation Army)
- Cafeteria Program (help control noise and provide enrichment activities)

### **Local Community Projects**

- Collecting materials for the Loudoun County Humane Society
- Community clean-up
- Visiting local nursing homes
- Collecting materials for Loudoun Abused Women's Shelter
- Canned food drive for local food bank
- Collecting stuffed animals for local foster homes
- Loudoun Hospital Kid's Kits
- Planting trees

### **Global Projects**

- Care packages and letter writing campaign for U.S. soldiers in Iraq
- Care packages for children in Muldova
- Tsunami relief care packages
- Ronald McDonald House materials collection (videos, games, books, etc.)
- Children's Hospital Cards
- Walter Reed Army Medical Hospital Supplies Donation for Wounded Soldiers
- Collecting supplies for orphaned children in Haiti

### **Biographical Statements**

Sam Steen is an assistant professor of counseling in the Graduate School of Education and Human Development. Prior to earning his doctorate, Dr. Steen worked as a school counselor at both elementary and secondary levels in Northern Virginia for approximately 10 years. Dr. Steen has published on the topic of group work and school counseling in *Professional School Counseling* and the *Journal for Specialists in Group Work*. His research interests are group work in schools and closing the achievement gap between students of color and their European American classmates.

Adele Logan O'Keefe is a Licensed Professional Counselor and a Licensed Marriage and Family Therapist working with children, adolescents, couples and families in private practice in the Commonwealth of Virginia. After earning her doctorate in Counselor Education and Supervision from The College of William and Mary, she served as an Adjunct Assistant Professor at Old Dominion University. Her specialties, training, and research interests include empathy enhancement programs for counselors and medical students in training, sandtray therapy and creative modalities in counseling, couples' relationship issues and family resilience in trauma and loss experiences.

Dana Griffin is an assistant professor of school counseling at The University of North Carolina at Chapel Hill. Prior to earning her doctorate in Counselor Education for The College of William and Mary, Dr. Griffin worked as a middle school counselor in Virginia. She researches parental involvement in African American and Latino families. She is specifically interested in outcome research-looking at the impact of working with

these families and communities on the academic, social, and emotional development of adolescents (ages 10-18).

Katherine Routzahn has been a professional school counselor for Loudoun County Public Schools for nearly a decade. Her specialties include developing innovative comprehensive school counseling program for elementary students and facilitating academically oriented groups. Additionally, Mrs. Routzahn has published and presented at both state and national conferences on these topics.