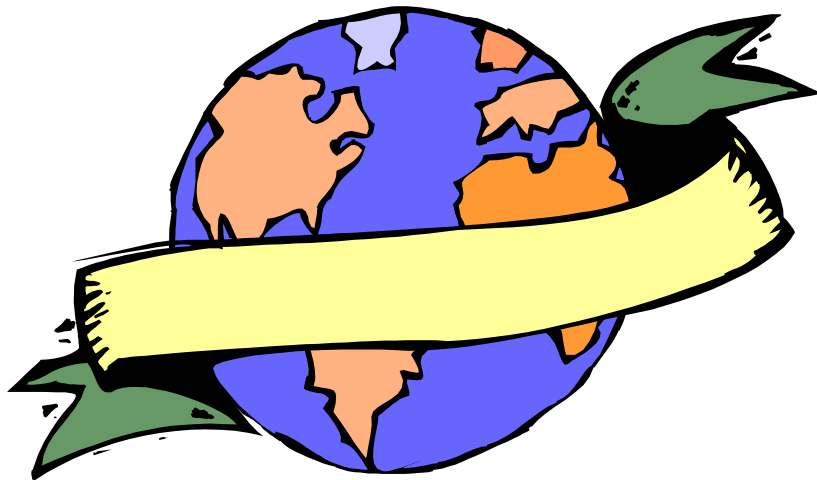


**The Community Based Service Learning**  
**Service Project**  
**2010-2011**



**Cardinal Newman/Ursuline**  
**High Schools**

**"Graduating Leaders Who Create and  
Support Positive Social Change"**

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# Cardinal Newman and Ursuline Joint Mission Statement



## **Mission:**

Cardinal Newman and Ursuline High Schools are Roman Catholic educational communities that challenge young men and women to integrate and reflect the Gospel values of Jesus Christ from an academic, personal, social and spiritual foundation. Our educational program provides students with the tools needed to create and support positive social change in the communities where they live and work. (CBSL Committee est. 1997)

# Community Based Service Learning Mission Statement

## **Mission:**

In keeping with the Mission Statements of Cardinal Newman and Ursuline High Schools, it is the ultimate mission of the Community Based Service Learning Program to allow students to demonstrate the outcomes expressed both in content and in skill through their Service Project. (CBSL Committee est. 1997)

## **Vision:**

*“Graduating Leaders who Create and Support Positive Social Change”*

Through the program you will experience and discover:

- Your talents, skills, and interests
- Social problems that exist in the local, national and global communities
- How your God given gifts can benefit and affect change in the community
- How well you can contribute to a solution

# Service Project Due Dates Fall 2010



## Fall Semester

### **Religion:**

August 23, 2010	Service Fair, UHS Gym – During Religion Period
Week of Sept. 6, 2010	Project Proposal
August/September, 2010	Project Advisory – Ongoing as needed
Week of Sept 20, 2010	Mentor Contract/Typed Goal Sheet/Mentor Data Sheet (end of the week block period – Thursday or Friday)
October 13, 2010	CBSL Senior Conference Day (Standardized Testing Day for grades 9-11)
As Needed	Permission to Leave Campus Forms (Block Release) (Must be turned in <b><u>1 week</u></b> before proposed off campus request)

### **English:**

Week of Oct. 4, 2010	Letter of Intent
October 13, 2010	CBSL Senior Conference Day – CN & UHS Libraries English Social Issue Research Assignment (Standardized Testing Day for grades 9-11)
Week of Oct. 25, 2010	5 Data Sheets – Social Issue Research
Month of November 2010	Research Fact Presentation <b>or</b> 5 Page Essay Research Paper

**Note: Please save and backup all CBSL project assignments on a computer file and maintain your own hard copies in a binder.**

**All Religion and English CBSL assignments are to be filed and kept in your Religion Class.**

# Service Project Due Dates Spring 2011



## Spring Semester

### **Religion:**

Starting September 2010- May 2011 (as needed)	Time Log Sheet Signed & Typed Journal Logs Due Week of April 20, 2009 - minimum of 10 entries for credit throughout months of service work
Week of Jan. 10, 2011	Project Summary
Week of April 11, 2011	Final Block Release Time
Week of April 11, 2011	Portfolio/Service Project Reflection Paper/Hours
Week of May 2, 2011	Visual aid for Board Presentation
April/May 2011	Board Presentation Practice
May 19, 2011	Service Project Board Presentations

### **English:**

Week of May 2, 2011	Visual aid for Board Presentation
April/May 2011	Board Presentation Practice
May 19, 2011	Service Project Board Presentations

- All Typed Journal Logs will be turned in to the Religion teacher weekly
- All due dates are subject to change pending school schedule changes

**Note: Please save and backup all CBSL project assignments on a computer file and maintain your own hard copies in a binder.**

# The Community Based Service Learning Project



## What exactly is a CBSL Project?

The CBSL Project will consist of assignments leading up to the Board Presentation in May. There will be components that will be a part of your Religion class and your English class. There may be other classes that will require assignments related to your project.

### Religion Component

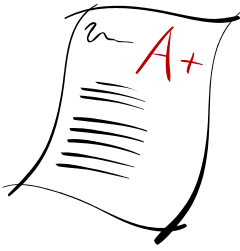
It is the role of the Religion teacher to check all *service hours* each week in the first and second semester. **The project will involve all 25 hours + of your service project requirement. So that there is no confusion, all the hours must be completed at the project site.** No other hours can be completed to fulfill the 25 hours for the CBSL Project requirement.

The second semester of your Religion Class will be devoted primarily to your project. We encourage you to use your Religion class time for CBSL project work. (Preferably Thursday/Friday blocks) You will take a *time log* with you, or keep one at the site. Your mentor will keep track of your hours by signing the log each time you work. This is extremely important so that you can get the proper credit and that we follow through with our responsibility of knowing where you are during school hours. You will need to keep a journal of your experiences each time you visit your site. The journal will be collected by the Religion Teacher on a weekly basis. This is vital for your recall when the project is completed. You will need to present the overall project experience to a panel of teachers, mentors, community members and students. Each student must complete a CBSL project in order to pass Religion class, English class and graduate. You will meet with your mentor *each month* to revisit your *goals for the project* and make adjustments where necessary. This will allow you to decide whether you are on track in the completion of your project. The *mentor* will have a chance to *evaluate* you periodically. If the mentor agrees that a project has been attempted in good faith, you will be able to do your *board presentation*. In the case of a student who has not completed a CBSL project, the student will be placed on a contract and service work will be completed during the summer in order to meet the graduation requirement.

### English

The English class will primarily be centered on the research aspect of the CBSL project. You will need to demonstrate your knowledge of research *sources* and of specific *facts* concerning your social issue. This can be best started with an *interview* with your mentor. The mentor can give you information and direction to other sources. You will need to *demonstrate your knowledge* of facts and how they relate to your project by completing a formal fact research assignment and in-class presentation. If necessary, the presentation can be replaced by a research paper.

# Grading of the CBSL Project



Each student will start with a CBSL project proposal that must be approved by the Community Based Service Learning Committee (CBSL). The proposal will include the social issue involved, the general plan, and it will be followed by the Mentor Contract. The Mentor Contract should be reviewed carefully by the Student, Parent(s), and the Mentor prior to signing the contract. It includes the expectations of the school, and the mentor. Upon approval the student may begin their project. Any project started before this process may be at risk of being rejected by the CBSL Committee.

All projects will be reviewed on a regular basis as needed. The CBSL Committee will deal with appeals or problems with projects. If there are any needs for appeal, the CBSL Committee will meet with the student on a formal basis to determine any needs.

If a student neglects to complete assignments and is failing in the first semester, the student will be placed on a contract, mutually agreed upon by the student and CBSL Committee. If the contract is violated, the student will have to complete their project over the summer. Project progress will be noted on grade reports and or parents will be notified in advance if a son or daughter is in jeopardy of failing. If necessary, a letter will follow notifying the parent if their son or daughter continues failing during the course of the first and or second semester.

## CBSL Board Presentation

The culmination of the CBSL Project is the Board Presentation that will occur in May of the school year. You will be asked to present the research, your personal journey, a connection to the Catholic Social Teaching, and evidence of the impact of your project to a panel of judges from the community.

The presentation will take a minimum of 10 minutes and will be timed. Additional time will be given for potential questions. Presentations will take place throughout a regular school day in various classes that will be assigned.

Your CBSL Board Presentation will be evaluated on content, quality, presentation style, and visual aids involved. ***You are strongly encouraged to use multi-media such as PowerPoint, Video, Photos, etc.***

# Going Off Campus



In order to be cleared for off campus release privileges during the course of the school year, all forms/assignments must be turned in and recorded by both your English and Religion teachers. All students requesting block release will be required to check their status for the release with Ms. Greaney at Ursuline and with Mr. Contreras at Cardinal Newman.

- A formal signing in and out process in the attendance offices will be required by all seniors using the block release time.
- The Mentor will be contacted by the CBSL committee periodically to determine student progress and attendance at service sites.
- Time logs and Journal logs must be recorded in writing and turned in to the Religion teacher on a weekly basis.
- Block Release will be scheduled during Religion preferably blocks Thursdays or Fridays.
- Special Release time must be arranged with CBSL Project Coordinators ahead of time and on a case by case basis.
- All forms requesting block release time must be turned in to the CBSL Project Coordinators *one week* prior to proposed release time each semester.
- A weekly updated list of those who are cleared for release will be available in the respective school attendance offices.
- Students working on a project together who need a common block release time must meet with the academic dean of their school to schedule classes. This must be done in advance.

We encourage all seniors to be responsible in making good use of the block release time. This time can be a great benefit in completing a successful service project. Responsibility is imperative for success throughout this process.

# **CBSL Project Proposal**

---

**2010-2011**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Name**

\_\_\_\_\_  
**Student Telephone**

\_\_\_\_\_  
**Religion Teacher**  
(Fall Semester)

\_\_\_\_\_  
**English Teacher**  
(Fall Semester)

**Describe your proposed Service Project and Project Site:**

---

---

---

---

---

---

---

**Proposed Mentor:**

\_\_\_\_\_  
**Mentor** **Telephone Number**

\_\_\_\_\_  
**Street address** **City** **State** **Zip Code**

\_\_\_\_\_  
**Email Address**

**My Service Project will be of benefit to the community because:**

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---

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---

---

**Signatures:**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Proposed Mentor**

\_\_\_\_\_  
**Parent**

# **CARDINAL NEWMAN / URSULINE HIGH SCHOOLS**

## ***CBSL PROJECT MENTOR CONTRACT***

### **Goals and Objectives of the CBSL Project Program:**

To provide an opportunity for the seniors of Cardinal Newman and Ursuline High Schools to demonstrate their skills and abilities attained through their academic experience with a culminating service project in the community.

Expected Student Outcomes include:

1. Identify personal skills, strengths, and interests.
2. Identify a community social issue connected with that interest.
3. Identify people in the community with whom they can consult to develop their service project.
4. Create a contract with goals to address problems, issues, and concerns relative to their service project.
5. Demonstrate their service project and social issues addressed to a board panel.

### **Mentor Expectations:**

The mentoring component of the program is essential to the success of the students' overall experience. As a result the mentor role will include the following:

1. Help students understand the mission of their service agency so students can discover their role in achieving that goal (if applicable).
2. Adequately train the student for tasks that are to be performed, if necessary.
3. Supervise the students when they are at the site. The students are responsible to be at a service site during a specified time(s); mentor verifies hours served.
4. Mentor gives feedback to the students about their performance/progress.
5. Mentor gives feedback to the faculty and grades student performance/progress.
6. Mentor provides a safe working environment for the student(s).

### **Mentor Requirements:**

In order to successfully complete the expectations mentioned above it is important that the mentor agree to the following:

1. Contact Service Coordinator if questions or comments are necessary.
2. Assist the students in monitoring their service hours by keeping a sign-in and sign-out log at their service site - logged each week service is performed.
3. Mentor the students on their project by doing the following:
  - a. Help student to identify service project social issue (Goal Sheet)
  - b. Help student set goals for completing their project (Goal Sheet)
  - c. Mentors use their expertise as a resource for student research. Students may interview mentors and others at service site (Goal Sheet).
  - d. Mentors help students make formal connection to service agency.
4. Mentors are encouraged to serve on the student's board presentation where a speech will be given on the project. (19 May 2011)
5. Read and help evaluate the student's research work in connection with the service project in preparation for their class and board presentations.
6. FORMALLY EVALUATE the student's performance; forms will be provided by the student several times during their months of service work.

**\*This page is to be left with mentor for their reference to responsibilities**

# Mentor Contract Information Sheet

Please print clearly and fill out completely 2010-2011

## Student Information:

*(Please Print Clearly)*

Name \_\_\_\_\_  
Last First Middle Initial

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

School Information \_\_\_\_\_

Religion Teacher (Fall) \_\_\_\_\_ English Teacher (Fall) \_\_\_\_\_

## Mentor Information:

*(Please Print Clearly)*

Name \_\_\_\_\_  
Last First Middle Initial

Organization \_\_\_\_\_

Name/Address \_\_\_\_\_  
Name Street Address

(or simply mailing address  
of mentor)

City Zip Code

Communications Phone (Home) \_\_\_\_\_

Phone (Work) \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

## Project Information:

Project Title (Be Creative) \_\_\_\_\_

Briefly state work to be completed at Service Site:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **Mentor Contract Signatures**

---

**2010-2011**

## **Mentor:**

I have read and fully understand and will comply with the requirements of the role of mentor as described in this contract. In addition, I agree with the goals established by the student along with myself. If I have any concerns about the completion of the tasks connected with this program by the student or myself, I will contact the mentor coordinator, and then the project coordinator.

---

**Mentor Signature**

**Date**

## **Student:**

I agree to be prompt, listen to the mentor, complete the tasks given, and respect the goals and procedures of the organization to which I will be volunteering. I understand that I may lose this privilege if I do not comply with the above.

---

**Student Signature**

**Date**

## **Parent/Guardian:**

I understand the arrangement that exists between the mentor and the student and will support the completion of the project. I also understand the conditions to which the student has agreed and the consequences that will occur if the student does not complete the task assigned.

---

**Parent/Guardian Signature**

**Date**

# **Mentor Contract**

---

## **CBSL Project Goals Worksheet**

Directions: Please meet with your mentor and use these questions to get started in planning for your service work. Develop additional questions and thoughts as they apply to your particular project. You must meet with your mentor to discuss plans and goals. Use this sheet to take notes then, formally **Type your Goals on a separate sheet of paper using the MLA format.**

- What Social Issue are you addressing in your service work?
- Specifically, what will you do to impact this social issue?
- What are the Catholic Social Teaching Themes your project addresses? (Explain)
- What are your personal goals regarding your project?
- What changes do you expect to undergo because of this experience?
- What experience or strengths do you bring to this project?
- How can your mentor help you in completing your project?
- Develop your own additional questions...

# **CBSL Measurable Goal Assignment**



**Due:** Attach your rough draft!

**Points:** \_\_\_\_\_

## **Measurable Goal Examples:**

*\*By the **SECOND WEEK (4/11)** of April, the **4<sup>th</sup>** grade students at Jack London Elementary school will increase their ability to run a mile by one minute.*

*\*By April, my 7 to 13 year old students at Ridgeway Aquatic Center will successfully complete a water safety class and receive a diploma.*

**Each goal needs to identify a specific:**

- Time frame
- Place
- Population
- Tangible result

Note: Type your final draft of all measurable goals in MLA format and include in your CBSL Portfolio.



# CBSL Project Journal Log



During the service phase of your project work you will need to keep an up-to-date record of the effort, results and time you spend working on your project. Your Religion teacher will instruct you as to the frequency you will be writing your journal entries. This log will help you keep a record of the time spent on the project, and it will allow your teachers and the Board members to understand the effort, thought, and learning you have experienced.

## Your Journal Log should include the following:

- Time spent on the various project phases; writing, designing, constructing, planning, taking classes or lessons, interviewing, or contacting sources, volunteering, reading, purchasing materials.
- Write up a list of things you need to do the next visit or day, and an approximate date you plan to accomplish these tasks.
- Feelings or thoughts you have about the various stages of the project. Let this project be a thinking tool for you as you process any problems or successes you might be having. These journal log remarks will be especially helpful to you when you prepare for the Board Presentation.
- Personal contact with individuals at your site – those experiences you valued.

## Ways to set up your log:

Date of entry

What you did at the last visit

Writing

Planning/Designing/Constructing

Meetings/Interviews

Volunteering

Reading

Other

Where my past week's activities will lead me next

Response to what I did at the past visit

## Sample Entry:

Entry # ( ) February 26, 2008

Last week, the Charter School was on a one-week break. Instead of going there, my partners and I met with Laura Schmitt, a mother of one of the first students to graduate from the school. We discussed things that needed to be covered with the students, based on the input from Mrs. Schmitt and the experience of her daughter. The two main issues that many of last year's graduates expressed having problems with were, grades and the social scene of high school. Mrs. Schmitt suggested that we create a "high school day," where the students would have a six-class schedule, open lockers, and experience other high school activities all within the comfort of their current school surroundings. She was a huge help in coming up with ideas, this type of input coming from a parent was extremely helpful. We will definitely try and make this day happen. It will require a great deal of planning and coordination with our school schedules and the schedule of our mentor, Brenda Rollins. I am anxious to see how this will work, for our overall planning has not been completely successful in the past. I already see that my lack of patience, at times, will make this project difficult. I hope all goes well and plan on giving it my best effort.

# CBSL Project English Component

## The First Semester

Your English class will assist you in formulating a project and in researching a social issue related to your project. You will need to demonstrate your knowledge of sources and facts concerning the social issue. It is in your best interest to begin the process immediately as it is difficult to engage in research without clear ideas about where you will be working and what you intend to accomplish. You will demonstrate your understanding of the social issue through an essay or presentation. The process will help you gain focus and direction as your work in service with members of the community.

### Step One:

Complete the **project proposal form**, writing complete and thoughtful paragraphs where required. As part of the review committee, English teachers will review and critique your proposal. The committee will meet with you and any partners to ask questions and to help you develop a worthy project. At this stage, you should be able to explain how you think the project will work, anticipate problems or obstacles you might encounter and ask for help or advice you need.

### Step Two:

After you have submitted your proposal and your project has been approved, you will write a one page **Letter of Intent**. Using correct business format, as described in your *Write for College* text, address the letter to the CBSL Committee. The letter will be placed in your binders, so the final copy needs to be error free. As with all your written work on the project, you should keep a copy of the letter on your computer, so that you can change or edit it after your teacher has returned it to you.

### The contents of this letter should include:

**First Paragraph:** A thorough description of the project, how you plan to complete it, and how you intend to demonstrate your outcomes. Explain why you chose the field in which you are working. What, if anything, have you done in this field that will help you to conduct a successful project? What is the connection between your interest, skills, and the needs of the community?

**Second Paragraph:** In this section, you should explain how you think that the project will stretch your abilities. What are your personal goals? How will the project be a challenge to you? Are you building on something in which you have already been involved, or are you venturing into a new field in order to test yourself? Essentially, this paragraph should reveal your mindset and your ambitions as you embark on the project.

**Third Paragraph:** Here, you should provide detailed information about your mentor. What is his/her title? Where does he/she work? Why have you chosen this person as your mentor? What is your mentor's affiliation with the project? In this paragraph, your knowledge of your mentor and his/her commitment to helping you complete your project will be a persuasive factor in gaining approval of your project.

*Your letter should be co-signed by a parent or guardian.*

**Step Three:** In order to complete the project successfully, you are going to need to conduct **research**. Once you focus on a particular area of interest, you should begin to investigate a wide range of sources in order to address your questions. Your research should lead you to an understanding of the local and the wider context of the social issue you address. If you are working with a partner or group of other students, you should focus on a particular aspect of the issue that interests you. You must not present the same factual information as your partner(s).

Every senior must document data (quotes, facts, statistics) relevant to his/her research using appropriate MLA style. Completing **5 fact data** sheets is a prerequisite to presenting or writing your findings.

**Data collection sheets should include:**

1. Date
2. MLA Documentation of the source
3. 1-2 typed paragraphs explaining how/why this data is relevant to your project

After gathering information and submitting the fact sheets, you will need to demonstrate your understanding of your research either in a **5 minute class presentation or in a 5 page essay**. Should you choose the essay format, following the "problem solving format" provided in *Write for College*. Whether you present or write an essay your aim should be to establish the significance of your project by detailing a particular need in the community.

**\*The Letter of Intent will be corrected by the English teacher and returned to the student. Students must place final draft of corrected letter in the religion class CBSL file.**

**\*English teachers will schedule you for presentation or provide a due date for your essay sometime in the month of November 2010.**

**\*Your work on this project will constitute 20% of your semester grade.**

# CBSL Project Research Data



## Fact Sheets

Reproduce the information below to create a template for your 5 fact research data sheets. As you conduct research keep in mind that following requirements:

- You must discover 5 different sources of information.
- All peer *reviewed articles* from *scholarly journals*.
- Identify your sources using appropriate MLA citations.
- Each partner must present different facts.
- Explain the relevance of your factual information in 1-2 typed paragraphs per sheet.

**Fact Sheet # \_\_\_\_\_**

**Name:**

**English Teacher:**

**Partner(s):**

**Goal of your project:**

(NOTE, please copy and paste your goals on each fact sheet)

**Fact:**

(NOTE, paste or copy an excerpt from your research article here...)

**Source:**

(NOTE, use MLA)

**Significance:**

(NOTE, How is this fact relevant to your project? Does it describe a contributing factor to a problem you hope to address? Does it define the social issue? Does it identify a particular need? Type your response in 1-2 paragraphs)

# Example Fact Research Sheet

**Name:**

**English Teacher:**

**Fact Sheet #**

**Partner:**

**Goal of my project:** My personal goals regarding this project are creating a fun environment for the teens and having them learn the importance of making right decisions regarding their physical activity and food choices. By teaching them the basic fundamentals of wrestling as well as going over a balanced nutrition, they will be very occupied and active throughout the camp. By the end of this project, which is located in the Cardinal Newman ACC building, I want to become someone they look up to regarding staying safe and active. I think a big part of our success is to make sure that all the participants feel included and that no one is left out.

**Fact:** During the 12 months preceding the study, 24.9% of the 95.3% of schools with a cafeteria had students visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics. During the same time period, school nutrition services staff talked or taught about food nutrition, healthy eating habits, or food safety as a part of a health education lesson in 26.3% of all elementary schools and talked or taught about good nutrition, healthy eating habits, or food safety to health education class in 16.9% of all middle and high schools.

**Source:** O'Toole, Terrence P; Anderson, Susan; Miller, Clare; Guthrie, Joanne. "Nutrition Services and Foods and Beverages Available at School: Results From the Schools Health Policies Programs..." Journal of School Health. 8 2007.500.eLibrary. Proquest CSA CARDINAL NEWMAN HIGH SCHOOL. 04 Nov. 2008.  
<http://elibrary.bigchalk.com>.

**Significance:** This article talks mainly about the impact schools have regarding the nutrition of adolescence and younger students. For example, I see students at my school eat fried potatoes, breakfast burritos, and cookies all throughout the day including before school, at break, and at lunch. These are the types of foods that adolescences and younger kids should not be eating because they are high in fat and have very little nutrition. The types of foods that sell is completely up to the school, which is why the school has such a huge impact on the general nutrition of the student body. Besides the foods schools sell, only a quarter of all schools actually teach about food safety or health/nutrition. Kids are not getting enough information about what is good to eat and what isn't. The intention of my project teaches adolescences how to stay/become healthy.

# Electronic Databases: 2010-2011



## eLibrary2

1. On the desktop at school double click on the eLibrary2 icon.
2. The log-in screen will appear. Type in Cardinal Newman's  
User Name: 54-13377  
Password: bigchalk
3. At-home access: URL: <http://elibrary.bigchalk.com>  
Type the same User Name and Password as above.
4. Use advanced search and check: full text, scholarly journals

## SIRS Reseacher

1. On the desktop at school double click on the SIRS icon
2. The log-in screen will appear. Type in Cardinal Newman's  
User Name: CA1970H  
Password: 95403
3. At-home access: URL: <http://sks.sirs.com>  
Type in the same User Name and Password as above.

## Sonoma County Library

[www.sonoma.lib.ca.us/index.html](http://www.sonoma.lib.ca.us/index.html)

Click:

- Magazine
- Newspaper

or more research articles

**\*All CN and UHS students may access these research database sites.**

# CBSL Summary Project Assignment

In order to further develop the CBSL Program and aid our current junior class in making decisions about their project for next year, the CBSL Committee requests the following assignment from you:

- A brief summary of your service project
- Name, phone number and address of contact person(s)
- The *Subject* which your project falls under:  
Such as...elderly, youth, education, environment or specific names, etc.

**Please use the following format:**

(12 Font, Times New Roman, Single Spaced, One page in Length)

## Example:

**Student Name**  
**Religion Teacher's Name**  
**Senior Service Project Title**  
**Date**  
**Religion Period**  
**Subject**

When I started thinking about what I wanted to do for my senior service project, I decided to focus on my interest in music. I wanted to find a project where I could somehow use my passion in music to help others. Eventually I found out about Kid Street Learning Center, a non-profit elementary school located in downtown Santa Rosa. Kid Street caters to many at-risk youth around the Santa Rosa area, and has an extensive after school program that is almost completely volunteer-run. Last year, a group of Cardinal Newman seniors created and ran an after school program to teach music to the children of Kid Street. I talked to the former seniors, and decided that I wanted to continue their work and maintain the music program at Kid Street. Currently, I go to Kid Street once a week for about two hours to teach the music class. The number of students varies per week, but it is usually a small group. I love hanging out with the kids, and showing them the passion I have for music. It is great to be a role model to them, and to teach them something new and challenging. Music is great because it is very interesting to the kids, it is fun and it is a simple way to teach the children important skills such as discipline and dedication. The children always look forward to my partners and coming each week; it give me a great felling knowing that I am always giving them something to look forward to each week.

Respectfully Submitted,

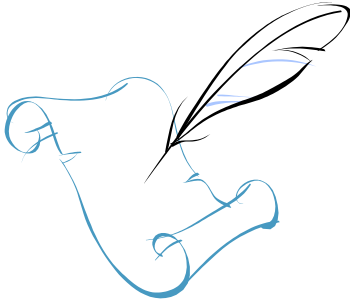
*Student's Signature*

Student's Name Typed

Kid Street Learning Center  
709 Davis Street  
Santa Rosa, CA 95401  
Mentor: Tyler Gentry

# **The CBSL Reflection Paper**

## ***Processing the Journey 2010-2011***



### **(Part I) PERSONAL JOURNEY / PERSONAL GROWTH**

What have I learned from this process about myself?

Identify project skills in the community/what skills did I need to use. How did I impact the community with my skills and how did the community impact me in return?

Identify learning strategies and practices I need reinforced/weaknesses

Identify how I learn differently in the community versus the classroom learning environment

How I dealt with challenges/obstacles (problem solving)

How I dealt with adults (interpersonal skills)

Identify professional & communication skills

Overall how did I become a leader?

What unexpected realities I encountered; what I thought would happen vs. what really happened – What would I do differently?

### **(Part II) COMMUNITY JOURNEY**

**(Be specific by using examples from your service experience)**

What I found out about the relationship between the research and the community experience.

What I learned about the community I worked in?

How did I observe things getting done or not?

What kinds of characteristics in people develop leaders?

What I learned about organizations (Non Profits, School, and Community-Based Organizations)

Relationships I developed and formed with others; be specific using examples of people encountered along the way.

### **(Part III) SPIRITUAL JOURNEY**

1. How does your project relate to the UHS & CN & CBSL Mission Statements  
Angela Merici – *Servium* service to the community  
John Henry Cardinal Newman – *God Shall Call On Me and I Will Hear The Lord*  
(refer to additional handouts)
2. Relationship to Social Justice – reference the Catholic Social Teaching; how did your service work address one or more of the Catholic Social Teaching?  
(refer to additional handouts)

- **THE SEVEN THEMES OF CATHOLIC SOCIAL TEACHING**

1. The Life and Dignity of the Human Person
2. Participation: The Call to Family and Community
3. Rights and Responsibilities
4. The Option for the Poor and Vulnerable
5. The Dignity of Work and the Rights of Workers
6. Solidarity
7. Care for God's Creation

### **(Part IV) FUTURE THOUGHTS**

1. What might I do with the information I have gained and experienced throughout my project?
2. How will I use this experience in the future?
3. In an ideal world, what do I envision for the future of the type of service work I performed?

### **RUBIC**

**Organizations:** Sentence structure, word usage, clear flow of thought from introduction to conclusion **(50 Points)**

**Personal Learning:** Specific things learned about yourself; examples from project itself **(50 Points)**

**Community Learning:** Specific things you learned about community, structures and people **(50 Points)**

**Spiritual Learning:** Specific connections you make to the Mission Statements and social justice as reflected through your project experience **(50 Points)**

**Effort:** Overall struggle with paper as evidence by clarity, detail. Throughout and appearance **(50 Points)**

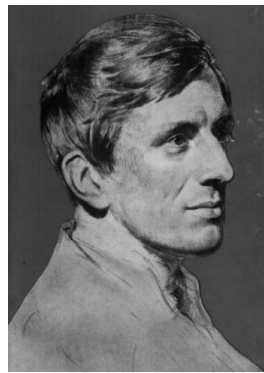
**250 Points Total**

# Newman and Ursuline Patrons



## St. Angela Merici Prayer

Gracious God, I come before you and ask for your blessing. Give me the grace to model the Ursuline values of service, courtesy, loyalty and courage by attitude and action. Guide me, that in the Spirit of St. Angela my relationships with others may be rooted in reverence, respect and loving-kindness. Let deep faith, trust, and joy give energy to our efforts, as we seek to serve you and your people with a generous and open heart. Pray for us. Amen.



## Venerable John Henry Cardinal Newman Prayer

God has created me to do Him some definite service. He has committed some work to me what He has not committed to another. I have my mission—I may never know it in this life, but I will be told in the next. I am a link in a chain, a bond of connection between persons. He has not created me for naught.

I shall do good; I shall do His work. I shall be an angel of peace, a preacher of truth in my own place, while not intending it—if I do but keep his commandments. Therefore I will trust Him. Whatever, wherever I am, I can never be thrown away. Amen.

# Seven Key Themes of Catholic Social Teaching

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*Excerpts from Sharing Catholic Social Teaching* is available in card and poster editions and may be ordered by telephoning (800) 235-8722. In the Washington metropolitan area or from outside the United States, call (202) 722-8716. Ask for publication #5-318 for the English poster, #5-818 for the Spanish poster, #5-315 for the English card, and #5-815 for the Spanish card. The complete *Sharing Catholic Social Teaching* is available in print. Ask for publication #5-281 for the English edition, #5-803 for the Spanish edition.

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we wish to highlight several of the key themes that are at the heart of our Catholic social tradition.

## **Life and Dignity of the Human Person**

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing use of the death penalty. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

## **Call to Family, Community, and Participation**

The person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. The family is the central social institution that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

## **Rights and Responsibilities**

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

### **Option for the Poor and Vulnerable**

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

### **The Dignity of Work and the Rights of Workers**

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.

### **Solidarity**

We are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that "loving our neighbor" has global dimensions in an interdependent world.

### **Care for God's Creation**

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

This summary should only be a starting point for those interested in Catholic social teaching. A full understanding can only be achieved by reading the papal, conciliar, and episcopal documents that make up this rich tradition.

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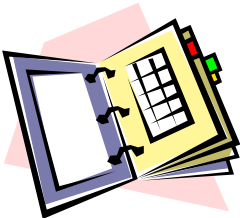
Office of Social Development & World Peace  
United States Conference of Catholic Bishops  
3211 4th Street, N.E., Washington, DC 20017-1194 (202) 541-3000

# CBSL Portfolio Check List



- Table of Contents
- Project Proposal
- Letter of Intent
- Mentor Contract with Signatures
- Typed Goals & Measurable Goal(s)
- Project Summary
- 5 Facts
- Time Log with hours totaled
- Journal Logs Typed (minimum of 10 entries)
- Reflection Paper
- Mentor Evaluation
- Additional Evidence with Captions (Flyers, Lessons Plans, Organization Information, Pictures, etc.)

# CBSL Project Portfolio Evaluation



*Your CBSL Portfolio has been evaluated and graded based on:*

- Professional Appearance, Organized and Complete*
- Written Mechanics*
- Project Evidence and Measureable Goals Met*
- Viable CBSL Project beyond Volunteerism*

## Professional Appearance    Organization    Completeness

<b>Excellent</b>	<b>Very Good</b>	<b>Average/Below</b>
___ Complete	___ Incomplete	___ Incomplete ___ Unorganized

## Written Mechanics

<b>Excellent</b>	<b>Very Good</b>	<b>Average/Below</b>
___ Text No Errors	___ Text Few Errors	___ Text Many Errors

## Artifacts Support Project and Measurable Goals

<b>Excellent</b>	<b>Very Good</b>	<b>Average/Below</b>
___ Goals Met	___ Some Goals Met	___ Goals Not Met
___ Artifacts supportive	___ Most Artifacts Support	___ Few Artifacts Support
___ Caption Explanation	___ Some Captions	___ Little/no Explanation
___ All Related	___ Some Related	___ Not Related


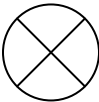
**Evaluated and graded by:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**Grade:** \_\_\_\_\_

# Multi-Media/Tri-Fold Story Board Example

Research	Project Work	Personal Growth
<p><b><u>Graphs</u></b></p>  <p><b><u>Stats</u></b></p> <p>60% of Population</p> <p><b><u>Charts</u></b></p>  <p>(Social Issue Info.)</p>	<p><b>Project Title</b></p> <p><i>(Use Pictures &amp; Captions)</i></p> <p><b>Beginning      End</b></p> <p><b>Middle</b></p> <p><i>(Project Experience)</i></p> <p><b>Who, What, When, Where</b></p> <p><i>(Be sure and use specific examples)</i></p>	<p><b>★Personal Change</b></p> <p><b>★Impact on the Community</b></p> <p><b>★Values: Catholic Social &amp; Biblical</b></p>

- Think of your multi-media/story board as an index cue card on which you place key words and images that help you speak about your service project experience.
- Construct a blueprint BEFORE you construct your presentation.
- Use FONTS that are large enough and clear enough so that it can be read from a distance, as from the back of a classroom to the front.
- Photographs should be large enough and clear as well. Use colors that will help to make your text bold.
- Remember the multi-media/story board is meant to be a tool used during your presentation as a visual aide.

**75 Points**

# PowerPoint Guidelines



**Title Slide (1):** Project Title, Student Name, Project Site

**Introduction Slide (3+):** Social Issue; Problems and Needs addressed by Service work, Research etc.

**Project Slide (4+):** your Service experience, how you went Beyond Volunteerism effecting Real Change, use specific examples and stories from your experience

**Personal Growth Slide (3+):** Achievements and Struggles; Real Change in you and the community you worked in; Explain the connection between a Catholic Social Teaching and a Biblical Value in relation to your Service Work

**Concluding Slide (1):** Future thoughts and Thank You!

## **Note:**

**Please inform your teachers which form of multi-media you will be using for your presentation. Check with the class room you are scheduled to present in to be sure the proper technology is available to support your multi-media presentation. It is the student's responsibility to test run PowerPoint presentation and/or any other media being used in presentation days prior to actual Senior Board.**

**75 Points**

# Service Learning Presentations

## Critique Sheet

**Presenter's Name:** \_\_\_\_\_ ***Please Check One:***  
*Parent of presenter* \_\_\_\_\_  
**Project Title:** \_\_\_\_\_ *Parent (Other)* \_\_\_\_\_  
*Teacher* \_\_\_\_\_  
**Presentation Time:** \_\_\_\_\_ *Staff* \_\_\_\_\_  
*Mentor* \_\_\_\_\_  
*Community member* \_\_\_\_\_

**Directions:** Please place the appropriate **LETTER** next to **EVERY** number listed below.

<b>A=Excellent</b>	<b>B=Very Well</b>	<b>C=Fairly</b>	<b>D=Poorly</b>	<b>F=Very Weakly</b>
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### HOW WELL DOES THE SPEAKER...

#### **Introduction and Research:**

1. \_\_\_ Command your attention with a powerful introduction?
2. \_\_\_ Explain clearly the social issue/problem the project addresses?
3. \_\_\_ Present research in a clear and logical manner?
4. \_\_\_ Persuade you that there were genuine needs/issues that the project addressed?

#### **Project:**

5. \_\_\_ Describe his/her experience clearly and thoroughly?
6. \_\_\_ Demonstrate how the project went beyond volunteerism?
7. \_\_\_ Describe tangible changes that came about through project?
8. \_\_\_ Make use of specific examples and/or stories to describe the project?

#### **Personal Growth:**

9. \_\_\_ Convey eloquently his/her achievements and/or struggles?
10. \_\_\_ Explore how the project caused real change in himself/herself?
11. \_\_\_ Describe and explain the connection between a theme of Catholic Social Teaching AND a Gospel Value to the project?

#### **Delivery:**

12. \_\_\_ Deliver a polished and practiced speech?
13. \_\_\_ Respect, in dress and demeanor (eye contact, posture, gesture), the seriousness of the day?
14. \_\_\_ Unify his/her ideas in a presentation that flowed from opening to Conclusion?

#### **Questions and Answers:**

15. \_\_\_ Respond to questions confidently and thoroughly?

**Student Name** \_\_\_\_\_  
**Cardinal Newman & Ursuline High School**  
**Community Based Service Learning Project**  
*Mentor Evaluation Form*

1. What was the nature of your student's participation in your organization?
  - a. Very active
  - b. Somewhat active
  - c. Not very active
  - d. Rarely saw them
  
2. How often did you see your mentee?
  - a. At least once a week
  - b. Once every two weeks
  - c. Once a month
  - d. Only once
  
3. Did he/she act responsibly in meeting appointments, following rules and goals?
  - a. Yes
  - b. Most of the time
  - c. Seldom
  - d. Never
  
4. How did you strategize with the student about the project?
  
  
  
  
  
  
  
  
  
  
5. How well did they interact with the individuals involved in your organization?
  - a. Very well
  - b. Well
  - c. Okay
  - d. Not well
  
6. Did he/she successfully complete their goals?
  - a. Yes
  - b. Most of them
  - c. Some of them
  - d. No
  
7. Did he/she actually initiate change or just do service?
  - a. Real change occurred
  - b. Some change
  - c. Mostly service

8. Do you have any additional comments?

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9. If you could grade the student based on planning and follow-through to completion, what grade would you give him/her and why?

- A = Very active, planned & strategize, followed through and met their goals
- B = Active most of the time, planned and met most of their goals
- C = Moderately active, some planning and yet project showed little change
- D = Somewhat active but project was mostly service
- F = Did not meet and follow through with their project at all

Comment:

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\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Printed Mentor Name

\_\_\_\_\_  
Printed Religion Teacher

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

# Cardinal Newman / Ursuline High Schools

## Community Based Service Learning

### *Block Release 2010-2011*

In order to better communicate with all involved in the process of leaving campus to serve in the community it is vital that all of the teacher/mentor involved are aware of the needs and movement of the student(s). Therefore the process needs to include verification from the mentor or an adult acting in the place of the mentor. This person will be responsible for the following:

- **Verify the time needed for release**
- **Time of release is properly used for the completion of service hours**
- **Verify hours worked / sign time logs**
- **Keep student on track with project goals**
- **Communicate with overall Service Project Coordinators – Ms. Greaney UHS / Mr. Contreras CN**

**Student Name:** \_\_\_\_\_ requests to be out of school during the Religion Block period requested below in the Fall / Spring Semester 2010-2011 school year.

Project Site where work is to be performed: \_\_\_\_\_  
\_\_\_\_\_

Mentor / Responsible Adult: \_\_\_\_\_

Name

Signature

**Religion Class to be missed**

**Teacher Signature/Comments**

**Religion Period & Day:** \_\_\_\_\_

\_\_\_\_\_

**Religion Teacher:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*\*Signature indicates that the teacher is allowing the student to make-up work missed. Should a teacher not sign, the class missed is considered a CLASS-CUT and disciplinary action will be taken. Class work cannot be made up.*

\_\_\_\_\_  
**School Service Coordinator Signature**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent Signature**