Service Learning: Action Research Component
Phase II: "Data Plan"
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Below are my general findings following a review of the "Data Plan" assignments submitted by students in the January 2008 and February 2009 Teaching American History Grant Module titled *Civil Rights and Service Learning*. The data for this report includes submissions by 72 teachers of students in grades 3, 4, and 5. Note that there are fewer teachers of students in third grade than in grades four and five. The reason for this difference is consequential due to module enrollment. This reflection does not differentiate between submissions by grade level, but the grade distributions for the teachers submitting assignments for this review appears below.

Grade	Number of Assignments
3	13
4	22
5	37

Source of Data for Reflection

The reflections in this manuscript represent general observations while grading student assignments. I recorded what appeared to be meaningful data while grading student papers. "Meaningful" was a subjective term including both common and uncommon student responses. I took special notes on types of projects teachers reported to be using with their students and recorded data artifacts students reportedly added to their action research data collection methodologies. Next, I typed my notes and analyzed them to find common themes. This report identifies those common themes in the form of subheadings and details the findings under each subheading.

This was the second assignment due as part of the *Civil Rights/Service Learning* module and was due online in a closed forum during the third week of the module. The assignment followed the students original action plans submitted the second week of the module and was intended to be written just following the introduction of the service learning project to elementary-level students. Note that because of the nature of classrooms, some teachers submitting this assignment had not yet begun implementing their action plans while others had already worked with their 3rd, 4th, and 5th grade students. This posting followed the first face-to-face meeting in the 2008 iteration and the second face-to-face session in the 2009 iteration. During in- and outside class time, students gained content training relating to the civil rights era, resources for use in their classrooms (primarily in the form of children's books), lecture on service learning, and class discussion about the project. Additionally, participants had begun reading a content-specific text titled *The Civil Rights Movement* by Bruce Dierenfield (2004).

The requirements for this phase of the student's action research project were:

> **"Data Plan (due 1/23/08, 4:30 PM PST)**
> During class on 1/16/08, you will have an opportunity to share and discuss your project plan with other teachers in this module. At that point, you will have an

opportunity to modify your original plan, particularly in terms of the data collection methods you will use for your project. This post will also include four sections:

1. Data Collection Methods – Final Plan: Describe your final plan for evidencing student progress throughout the service-based learning project.
2. Data Collection: Begin reporting on your progress in planning the service-based learning project and the progress students have made toward selecting their service project and moving toward the creation of an action plan. Describe what you have done to prepare and assist the students and the results in terms of student progress and/or complications.
3. Artifacts: Provide artifacts to substantiate your students' progress on their project (e.g., lesson plans, student-written letters, web addresses of student work, list from brainstorming sessions).
4. Reflections-to-Date: Describe how you have integrated historical content into your service-based teaching and give your sincere impressions about using service-based teaching as an instructional strategy in your classroom."

Observations

Teacher reflections appearing within the above assignment are listed in several sections below. One teacher, however, summarized a common experience stated across most assignments:

"This is my first time using service-based learning as an instruction tool. So far, I find it fun, creative and very motivating to students. It also brings the work of historical figures to life when their examples can be used in this type of situation. Students were able to try and achieve their own civil service goals for the community in which they live."

Another teacher wrote: "Service-based learning has easily made its way into my lesson plans and is acting as a community builder within my classroom." Thus far in the project experience, teachers reported being pleased with the opportunities the projects afforded their students and their students appeared excited about the projects and chance to learn using alternative methodologies. A key factor affecting student interest in the project was the authenticity of service learning as opposed to the typical pencil and paper tasks of the school day. One teacher wrote:

"Service-based teaching is a strategy to reach the student that finds traditional rote learning to be boring and unfulfilling. Students seem to be much more willing to do the persuasive essay [like that required for standardized testing] when they see it will be used for a real purpose instead of just for a grade."

Each section below corresponds to a separate identified theme appearing within student assignments.

Data Collection Methodologies

Some teachers increased their repertoire of data collection strategies for this round of their action research project while others elected to maintain their original plans for data collection. In some cases, students played roles in modifying the data collection lists. In others, teachers changed their methodologies based on ideas stated in the module lecture and discussion. One teacher, seeing the benefits of the action research process wrote that

she liked using reflective writing methods because "so many ideas spring into my mind that I want to use the next time I do this type of project."

Artifacts added to the action research project during the "Data Plan" phase included dioramas, posters, letters, pamphlets, interviews, reflective journaling (students write about their feelings), pre- and post- digital photos, four-quadrant brainstorming, daily progress logs, required parent signatures, class notes, role playing as evidenced through video created presentations, teacher-created lesson plans, graphs (e.g., showing student interest in a variety of possible projects), action plan timelines, graphs of results (e.g., surveys of other classes), flow-maps showing each step in the action plan, student reflection (in the form of action research), student-generated forms, and results from Internet searches. Recognizing the role these artifacts would play in assessing student learning, a teacher noted that the artifacts "will allow me to monitor [the students'] personal growth as well as their understanding of the project."

In at least one case, students chose their own method for assessment. In that case, students chose to write in journals and jointly develop a schedule for their action plan.

Student Responses to Service Learning

Teachers regularly reported that students were excited about their service projects and disappointed when they had to stop working on their projects to complete other school-related tasks. When engaged with service learning, their students tended to ask more questions and, as one teacher wrote, "practically jump out of their seats" to share responses to teacher questions. They also noted that student motivation extended beyond the classroom and students began to research their selected topics while at home via television programs and newspapers.

Some teachers wrote:
➤ "I haven't been this excited to teach in a long while."
➤ "My students are so enthusiastic about this project."
➤ "I have no doubt that my students have the motivation and desire to do whatever it takes to really make a difference."
➤ This project is "empowering for the students because they have enjoyed sharing their own ideas."
➤ "This project is a huge success for my class as I find that they are very much excited and involved the process.
➤ "Discussing reasonable data collection methods with my 4th grade students was fun."
➤ "They were very excited that they got to decide what they wanted to change and how they were going to do it."
➤ "It has certainly opened my eyes and will force me to incorporate more of these types of projects in the future."
➤ "My students are progressing much faster than I thought…"
➤ "They really want their ideas to work."
➤ "This has been easier than I thought it would be. The students are really motivated."

Even at the beginning of their projects, students were already desiring to expand their projects: "Our class has really taken to this project with an extreme passion. We are planning on continuing our service plan till *[sic]* the end of the year."

Types of Projects

Student project ideas were incredibly varied. They spanned from using good manners to stopping robberies to solving the problem of global warming. Some final projects included:

- ➤ Helping make gang-ruled parks safe for children;
- ➤ Assisting with the "Make-A-Wish" Foundation;
- ➤ Addressing homelessness;
- ➤ Developing a "leader bound" program;
- ➤ Engaging in and teaching others about water conservation;
- ➤ Learning first-aid training and educating others about healthy hygiene habits;
- ➤ Participating in school beautification classes;
- ➤ Lowering gas prices;
- ➤ Item donations to a pediatric ward with remaining items donated to Goodwill;
- ➤ Fixing child abuse;
- ➤ Developing a peer mediating group;
- ➤ Teaching younger peers to stay drug- and smoke-free via an awareness fair; and,
- ➤ Supporting organizations that work to stop animal cruelty and that house stray animals.

Some classes decided to raise money to help charities, but had not yet chosen the charities to assist, and other chose projects that were not conducive to service learning (e.g., "bucket filling," "food pyramid").

Teaching Methodologies

Some teachers started their service learning units by only allowing students to think "in the box." In lieu of allowing students to truly engage in brainstorming and class-supported narrowing of the possible topics, three teachers admitted that they caught themselves only writing student responses on the board that they thought would work. They would not include ideas they did not think would work, and realized they were imposing an unnecessary structure on students that failed to validate their ideas. Their pre-selection of possible projects would not enable them to go through the process of persuasively arguing for which ideas would work and against those that would not. Through this self-reflection, they were able to slowly release more control to students, and, as they became more comfortable with student-directed learning, they was able to begin releasing some classroom control to students. Other teachers were very comfortable sharing responsibility: "I hope that the scrapbook is something that the students can add to themselves rather than an additional project for me to keep." An excellent model of one teacher's ability to release control is available in Appendix I.

When given time to ponder possible projects at home after a brief introduction to service learning at school, few students were able to suggest feasible and concrete ways to solve the problems the class identified. When using whole group discussion, students' ideas

began to appear more rapidly, spurred on because their ideas were feeding off each others ideas. One teacher summed up several teacher's comments by stating that the most difficult part of the beginning stages of the process was assisting students as they narrowed their ideas. Another wrote: "The hardest part… has been to get students to choose [ideas] that are feasible." A later comment read: "… feasible (that is the buzzword in our classroom)." Some teachers reported that they were surprised and pleased to receive lots of suggestions from students offered an opportunity to brainstorm possible service projects. Others, however, noted that students needed help focusing ideas and selecting a project. One teacher wrote: "We did not come up with many creative ideas so the students decided they would need to research ideas on the internet." A team of teachers decided to use a Disney website (no longer available) to assist in identifying project ideas. At least one teacher attributed the inability to adequately brainstorm to a stifling of thought induced through contemporary educational methodologies. The teacher posited that students are programmed to provide correct answers and are afraid to think creatively because it threatens the status quo. One teacher stated that students took awhile to "warm up" to think "outside the box." Others had to explicitly direct students in the beginning stages of their projects. For example, one teacher stated that the students had great ideas for raising money, but could not identify reasons for raising the money. Another teacher had to help the students by telling them that they would first need to acquire the names and addresses of individuals before they could write letters. A teacher wrote: "My goal is to have students determine who they can contact…" There were clearly critical components of the process that were unclear to students, but with teacher assistance, they were able to overcome these deficits.

Although most teachers used new methodologies in their classrooms as they worked with their students on their service projects, they continued to use common methods of instruction. For example, when brainstorming, teachers usually wrote student responses on the board or on chart paper. Some teachers tied the service learning unit to their school's mini-society or to the *We the People* curriculum (Center for Civic Education, 2003). Some chose to have students present using other strategies such as puppet shows.

Even after beginning their projects with their students, some teachers stated they were still "nervous" because the service learning instructional strategy was still such a new method for them. Ultimately, though, the teachers were able to find connections to strategies they were already implementing in their classrooms: "When they are eager to write an essay to prove they are right, it is a good thing!"

At least one teacher noted that student assessment for service learning would be based on participation, not on content.

At least two teachers remarked about the timing of this service project. One recommended using service learning at the beginning of the school year because it is an excellent means of building classroom community. Another recommended using it at the end of the school year so students and teachers could concentrate on the project and learning process rather than on preparation for standardized testing. A teacher wrote that using the service learning project mid-year disrupted the timing of the curricular structure

already in place. [Note that teachers were not aware they would have this assignment until they enrolled in the module and they were expected to begin the service learning unit immediately.] The teacher wrote: "[I] would probably do it at the end of the year as a summation of the year's learning."

Adding Elements of Civic Education

Teachers regularly reported using voting as a method for having students choose their final project. Voting was by secret ballot at times and raise-of-hands at others. Some teachers taught about the election and political processes through this experience.

One teacher said that the primary message s/he hoped to instill in students was that small "groups of individuals can make a huge difference in the world." This type of comment, repeated by several teachers and students, illustrated that teachers and students really believed that they were making a difference in their world and that their actions were worthwhile. Teachers hoped that the completed projects would help students see concrete examples of the changes they could make and take pride in that possibility. Key words cited throughout the sample assignments included "selfless" and "passion."

In several cases, teachers allowed students to engage in more than one service project because the students felt strongly about all the topics. In one case, the teacher reported allowing the multiple projects because the students were unable to compromise on a single project. A teacher wrote: "My class likes to think big so one project wasn't enough."

Some reported use of constructivist learning opportunities for their students. As an example, one teacher asked students to compare quadrants of need. The students quickly learned that the school/community quadrants overlapped.

Business 101

In addition to the expected curricular gains the service learning experiences provided for students, there were also some unintended positive educational results such as learning about business. For example, teachers started using research terminology with their students such as "data collection," "talking points," "advertising," "recruiting," and "action plan." In some cases, students began to use these research-based terms in their own vocabulary.

Several teachers had students participate in small groups during initial brainstorming sessions and then had students share their findings with the full group to compile a full list of possibilities. This method of small group think-tanks followed by whole group sharing is common in professional business settings. Other business skills students learned related to the fact that some projects were truly student-led. Students decided and formed committees to complete their projects (e.g., letter writing campaign committee, data-based accounting committee to identify project successes, committee for marketing of the project). Within each committee, students collectively decided their plans for action. Committees engaged in goal setting and planned to create presentations to share

their plans with the rest of the class. Student committees, and in some cases, individual students, chose dates for compiling their findings.

Students recognized a need to get organized and were able to guide much of this organization process relatively independently. Some teachers found that the students were very capable of leading and allowed them the control to choose and assign tasks with minimal teacher facilitation.

In cases where classes chose to complete multiple service projects, team leaders were selected to manage each project. Each team was responsible for developing a team plan and timetable and they were responsible for assigning which team members were responsible for which tasks.

Technology Integration

Many teachers reported their plans to use technologies with their students as part of their projects. Some of their methods included using:
- Concept mapping for brainstorming;
- Slideshow software to create digital scrapbooks, display persuasive arguments, and describe projects;
- Laptops with word processors to write persuasive, four-paragraph essays;
- Interactive whiteboards for student sharing and brainstorming;
- The Internet for research;
- Video streaming to learn more about service learning and civil rights activists;
- Classroom blogs to share student work and teacher lesson plans;
- Electronic voting to choose projects;
- Digital voice recorders for student reflection and interviewing others; and,
- Using electronic flip charts for notes.

Community Engagement

In some classes, parents volunteered to help with the project. For example, when one classroom decided to address the problem of gangs in their community, a parent agreed to visit the classroom to tell kids about her personal gang involvement. Some teachers were also pleased to find their school's administration supportive of the project. In one case, an administrator offered assistance in finding ways for students to create a mural. In other cases, students presented their action plans to their principals.

Students also chose to borrow ideas from other community programs. For example, two classes chose to engage in smoke- and drug-awareness. Because third graders do not participate in the school-wide DARE (Drug Abuse Resistance Education) program, the classes decided to create modified programs for use with younger grades. Each chose to model their program after the DARE program.

Unintended Consequences and Other Surprises

In terms of social and moral education, one teacher noted that the students seem to be "maturing right before my eyes." Another noted that students were able to engage in "wonderfully productive discussion." A third teacher wrote: "My impressions of service-

based learning are that they enhance student awareness outside of the classroom and further social responsibility." It was clear from the assignments that student-created projects are motivators within the classroom.

> "The excitement and enthusiasm that my students portrayed shows a hunger for such activities. I believe the values and beliefs that are formed through positive projects such as this will stay with my students as they develop into adulthood."

This came as a result of what one teachers described as disappointing.

> "I am blown away at the children in my classroom and how they perceive themselves, how they think others perceive them, and the lack of confidence they have in themselves. I have been struggling this year with a 'learned helplessness' in my classroom. Students are afraid to take risks and challenge themselves."

Elementary students were "passionate" about helping others even though many of them lacked the resources (i.e., knowledge of how to complete the task, materials needed to complete their chosen activities) needed to complete their service projects.

> "They ask me if they can work on the project when they are done with regular class work several times a day and they actually want to work at home such as take pictures, make video recordings, and talk to community members about their project."

One teacher wrote that she was amazed at the level of compassion her students exhibited. Despite the fact that her students tend to be the benefactors of service projects, they were eager to challenge themselves to make a difference for others. Additionally, students in at-risk schools were well-informed and had strong opinions about controversial subjects such as immigration, taxes, police brutality, Iraq war, presidential candidates. "It is quite mesmerizing to watch as they discuss such in-depth issues of our community."

One class learned through the project that they really did not know each other very well. The teacher explained to the students that they needed to know each other is they were to be able to help others. To reinforce this concept, she helped them learn more about themselves as well as learn about their classmates.

> "This week we have started looking into ourselves and what makes us the person we are. They have also been looking within themselves to see if they are happy with the person they are at school and with their family. Believe it or not, it has really made some of my students re-evaluate how they treat each other."

One teacher wrote that her students experienced "The antithesis from the students' usual 'I Want' demeanor." A teacher was surprised that students chose a topic (stray animals) that was completely philanthropic and would have no direct affect on them personally. Another wrote: "It was interesting to hear what was important to them and what they wanted to change in their world." And, still, another teacher expressed concern over students' brainstormed ideas for projects: "[The students] brought up certain topics, such as child abuse, that made me wonder what was going on in their lives when they are not with me."

It was disheartening for some teachers who wanted to help students be successful, but issues deterred their progress. For instance, one class of students wanted to create a website, but technical difficulties halted their progress.

Student Ownership

One teacher wrote that she took a picture of the board following their brainstorming session to help students remember that this was their project. This element of student-ownership was repeatedly identified throughout the teacher sample. One teacher wrote:
> "At first I was hesitant of the process, and wondered if the students would truly take ownership and talk about issues that concerned them. The classroom discussion that occurred as we were picking topics was the most beneficial part. It gave me an opportunity to hear and understand the issues that are facing my students. I am very optimistic and am looking forward to the end result [of the service project]."

Several teachers wrestled with conflict relating to student-selected projects. In two cases, students chose projects that the teacher did not feel were in their best interest. In both cases, the students had selected to engage in a project relating to gangs. In some cases, teachers allowed projects against their discretion because of the student passion driving interest in the project. In others, the teachers did not allow it. In the gang example, one teacher chose to allow the students to persist with the project while the second did not.

Introducing Service Learning to Students
One teacher took a unique approach to introducing service learning to his students:
> "I presented this question to my class: Do you have the power to change the world? Next I assigned my student[s] to come up with an idea to change the world. I told them it they succeeded they would get an A for this assignment, but if they did not change the world in some way they would fail this assignment. Several of my high achievers had a worried look on their faces. I told them I was joking. I asked them with a show of hands how many of them thought they would achieve this assignment. No hands were raised. Then, I told my class the short version of Rosa Parks."

Another team of teachers took a different approach. They provided students with a simulation opportunity to help students understand homelessness. During the activity, students were given newspaper and tape and instructed to work in groups to build a suitable living structure. Following the lesson, the teachers wrote: "…it is amazing and thought-provoking to see what our students took away from this part of the experience." The teachers were encouraged by their method of starting their service learning project, and upon reflection decided to use alternative resources in future renditions of the activity so the experience would be even more authentic.

Several teachers used real-life examples to assist their students when introducing the concept of service learning. Some chose to introduce the topic using civil rights leaders and acts that changed the world. Most using this method focused on Rosa Parks, but

some used Martin Luther King, Jr. and assured students that King started as a supporter of a cause, not as its leader. A teacher reported that students were encouraged by Martin Luther King, Jr. because he started as a member of a group, not the leader, and because he began by doing small service projects. At least one teacher began each service learning lesson with a mini-lesson on content relating to the civil rights era.

Other teachers chose to begin by sharing examples of previous service learning projects completed by students. For example, many read the invitation for student learning that appeared on the "Kids Paying It Forward" website and blog (http://www.kidspayingitforward.org/). Others provided examples such as the second graders who changed Harlem street names to include great women from history (http://faculty.unlv.edu/ckeeler/Civil_Rights/HarlemProjectArticle.pdf). Others shared the Room 405 website where students in Chicago advocated for a new school building (http://www.projectcitizen405.com/). One teacher shared pictures of murals students painted as part of a service project and stated that these pictures "[g]ot them really excited."

Still other teachers chose to begin their service learning units with a class discussion of community citizenship.

Integration of Children's Literature, Primary Sources, and Other Educational Resources

Many teachers reported using a combination of children's books received as part of the grant module and books acquired from the library. Some reported working with their school librarians to identify additional children's literature, while others noted using the social studies and science textbooks as resources. One grant-offered picture book was *A Sweet Smell of Roses* (Johnson & Velasquez, 2007). A teacher wrote that following reading this book to the students, one student commented that the story let's people know that "no matter how young you are, you can make a difference."

Several teachers also reported the integration of primary historical sources into the classroom. Usually, teachers used King's "I Have a Dream" speech by either reading it to the students, having the students read it, having the students listen to it, or having the students watch it. A teacher who had students view King's address at the Lincoln Memorial noted that students benefited from seeing his presentation because they "were surprised to see what the crowd looked like on that day." Some teachers had students complete an assignment after experiencing King's famous speech and in one case the teacher had students share their "dreams" for "our community, our country, and our world." A result was one teacher's comment that "the students are beginning to think history is not all that bad."

Many teachers also noted that they used Teaching Tolerance's "Mighty Times: The Legacy of Rosa Parks" (Teaching Tolerance, 2002) video with their students. A third grade teacher said students sat in silence while watching the video. A fifth grade teacher said the students clapped at the end of the video. Another teacher was stunned to learn that only two of the thirty students in the classroom had heard of the Ku Klux Klan. Despite the lack of student knowledge regarding the civil rights era and issues, one

teacher stated that all student in the class knew the "N-word" because they had heard it from adults or older children. After reviewing "Mighty Times," one teacher noted that:

> "The conversation lead *[sic]* by the students were amazing, especially when they referred back to the movie to come up with ideas. They all seemed to get along and came up with ways to vote on ideas."

Continued Concerns

Though discussion during the module appeased many teacher anxieties, some still expressed concern about the amount of time allotted for the project. Teacher concerns, however, we less about the confines of the five-week module, and more about being rushed because of the lack of social studies time allotted within the instructional day. Some reported that they were permitted only 10 minutes per day to address social studies content.

Third grade students were much less cognitively able to engage in brainstorming and considering possible solutions than fourth and fifth graders. This is a very interesting phenomenon that makes me question if the deficiency is due to cognitive development or instructional techniques commonly used in primary classrooms. Could it be that students in third grade have simply not been given opportunities to think creatively before this point in their educational experiences? That noted, one fourth grade teacher found her students "a little too immature for this type of project," citing that the boys in her classroom had more difficulty than the girls.

Barriers Removed

Many teachers expressed relief that they had found ways to integrate the standards and cross-curricular instruction into their service learning units. For example, a teacher would read a book about the civil rights era and then ask students to write the main idea of the story. They also found ways to integrate service project activities across the curriculum. In one example, students wrote three paragraph essays telling about their dreams. They used the writing process and King's "I Have a Dream" speech. Teachers also brought in math content primarily through use of measurement or graphing. In one class, students wrote letters to the principal and others during language arts instructional time.

One teacher noted that through reflection, she realized she was engaged in more cross-curricular teaching than she had originally thought possible. This reinforces the importance of the reflective process.

Conclusion

After only beginning a service learning project with students, many teachers were already seeing the benefits of the method both in terms of integrated instruction, civic education, and student motivation: "I see and hear the excitement whenever we begin to discuss the service project." Teachers witnessed student growth and were eager to help students think beyond the regular curriculum of the classroom.

> "The students need to know that there are many great organizations out their *[sic]* to donate their time to. There is more to life [then] playing video games and watching tv."

In addition to seeing the benefits of the service learning activities to students, teachers saw the benefits of reflective teaching in the form of action research to themselves. One teacher wrote: "…evidence of student progress cannot be overemphasized… [It provides] tangible feedback" to help teachers maintain their "sanity" while providing meaningful data to administrators to justify the instructional intervention.

References

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Dierenfield. (2004). *The civil rights movement*: Longman.

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Teaching Tolerance. (2002). *Mighty times: The legacy of Rosa Parks*. Montgomery, AL: Southern Poverty Law Center.

Appendix I

"To prepare them for creating an action plan, I basically told them that THEY had to plan it all out and I wasn't going to interfere. I would assist with copying and such but not much else. In the whole group discussion, someone said that we'd need a flier that could go out to all of the kids (1,200) at the school. [One student] said she could work with her mom and get one done... When they asked, the office said they would print these and give them to teachers to pass out to their children on a date that we chose. Everyone agreed but someone said, "What if there are people in our community that don't have kids going here? How are they going to know?" This led to them asking me if I could copy the fliers for each of them to pass out in the neighborhood. They determined that they'd like 20 fliers each and those that couldn't pass them out would give their fliers to others who could. Those who could decided that they might go in groups to pass them out. I added that they had to have their parent's permission to do this. Another boy… mentioned that if they lived in a gated community, they'd have to ask the "association" for permission as well. The students asked if the office could put a blurb in the [school] letter that went home on Fridays about our drive. They asked and the office said they would and wanted a date. We decided the drive would be from Tuesday, Feb. 17-Monday, March 16th. They told the office to put it in the Friday, Feb. 13th bulletin. Also they requested that the 1,200 fliers go out on this day with the students and that I would have the 20 copies each for them done so they could pass them out over the 3-day weekend. After further discussion, they decided they needed boxes to put donated items in and several children volunteered to bring some in. They also asked the office if we could place the boxes in the office during the drive. The office said yes and then the children wanted to decorate the boxes as well. [One student] said her mother worked at [the hospital] and that she could take the donated goods to the hospital when the drive was finished. After we decided all of this, the flier was made, copied, and ready to go. Boxes were brought in and decorated... Then the complication came. [One boy's] mom and I talked about the donation and she said (after seeing the flier and the list) that [the hospital] would only take books and home-made get well cards due to germs and infections. I asked the class what we should do and they asked if the other items could be donated to the homeless or to Goodwill. I agreed but we are still trying to figure out who in the class will divide the items up and who will take the non-[hospital] goods to the place we agree upon. One solution they had was that whoever could not pass out fliers could do this job. This is where we are right now. The fliers go out tomorrow and the boxes are in the office."