# EXAMINING THE MORAL DEVELOPMENT OF YOUNG CHILDREN AND THEIR NATURALISTIC DISPLAYS OF EMPATHY THROUGH SERVICE-LEARNING EXPERIENCES IN PRESCHOOL

by

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## ABSTRACT

Moral development in preschool is a component of social and emotional development, which also includes self-regulation, interpersonal skills, and school readiness. While service-learning has demonstrated significant benefits to the social-emotional development of older students, very little research has examined the effects of service-learning with young children. The purpose of this study was to create an academic curriculum that would provide preschool children (3 to 5 years old) with a developmentally-appropriate approach to service-learning, and determine if such a curriculum had a measurable effect on naturalistic empathy.

Children in two classrooms received a preliminary empathy score based on number of empathetic behaviors relative to time observed. Children in the experimental classroom engaged in a series of lesson plans designed to guide their self-selected service-learning project. Participants in the experimental classroom created an intergenerational project that directly served the residents of a nursing home across the street from their school. A subsequent assessment of empathy measured moral development as a result of the service-learning in comparison to the normal growth and development observed in the control classroom. Results indicate if participation in service-learning increases the number of observed empathetic behaviors. Implications and recommendations for further research are also discussed.

## DEDICATION

For the children who have shown me, through their tireless service and care for others, that anything is possible.

For my family, who have supported me along every step and provided me with the opportunity to begin this journey.

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# CHAPTER I: INTRODUCTION

Social-emotional awareness and development is the foundation upon which children and adults adapt to life in a social climate. Awareness of self, adherence to social expectations, and healthy attachment are all factors contributing to the development of a socially and emotionally prepared individual. Empathy, most simply described as the awareness of other selves with thoughts and feelings like the self (Kohlberg, 1984). Empathy is another component of social-emotional and moral development and one that is sometimes overlooked. Often, young children are considered developmentally unready to cognitively comprehend the importance of recognizing the feelings and perspectives of others, due to the prevalence of egocentric cognition in early childhood. Nevertheless, observation and research proves that "prosocial behaviors are evident in the repertoires of very young children" (Eisenberg, 1984, p. 9). However, it is necessary to provide guidance to enable young children to explore their relationships with others while giving them concrete and developmentally appropriate means to affect their peers and their environment. Otherwise, children lose the opportunity to develop the building blocks of empathy in a seemingly critical time.

Schools, educators, and community organizations have acknowledged that civic engagement can not only support academic learning in the classroom, but can also provide students with the real life experiences that build character, leadership, and empathy. Service-learning, a term referring to the inclusion of hands-on service in the academic curriculum, has demonstrated consistently positive results in high school and university programs. Despite these results, few instances of educators engaging young students in community service to achieve

social-emotional growth are reported because of perceived developmental restrictions. Children of preschool age are challenged in their participation in community service by developmental obstacles such as egocentrism and, according to Piaget's constructivist theory, their limitations in understanding the abstract (Bredekamp & Copple, 1997). However, educators should not simply state that service-learning in preschool is developmentally inappropriate. Instead, they must find ways to bring civic engagement and curricular integration of service to their level. Through frequent concrete representations and reminders of social consequences, and the direct instruction regarding the "reciprocity between the self's actions and those of the others toward the self," children can progress in their social development and begin the process of perspective-taking, which is critical to empathy (Kohlberg, 1984, p. 8). Too often, preschool children have been perceived solely as recipients of service because of their age. Perhaps it is time to introduce preschool children to service as participants, and not projects.

In the examination of the relationship between service-learning and naturalistic empathy in this population, the research team seeks to understand if participation in a service-learning curriculum has an effect on the amount of prosocial empathetic behaviors observed in the classroom. More specifically, the intent of this study is to determine if the social and emotional benefits of service-learning participation found in the literature are also applicable to a younger population of children.

## Definition of Terms

**Developmentally Appropriate Practice**: "practice that promotes young children's optimal learning and development" (NAEYC, 2009, p. 1).

**Egocentrism**: the tendency to take into account only one's own point of view (Bredekamp & Copple, 1997).

**Empathy**: "the awareness of other selves with thoughts and feelings like the self" (Kohlberg, 1984, p. 68).

**Naturalistic observation**: a research design incorporating observation and data collection methods into the natural setting where the variable measured would typically be found (such as measuring a child's behavior in the classroom) (Strayer, 1980).

**Perspective-taking**: one imagines how the victim feels or how one would feel in the victim's situation (Hoffman, 2000).

**Service-learning**: "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (NSLC, 2004, ¶ 2).

**Social-emotional development**: the progression of social awareness or self, others, and the reciprocity between self and others (Epstein, 2009).

# CHAPTER II: LITERATURE REVIEW

## Theoretical Perspectives of Morality

*Cognitive-Developmental Perspective*

Stemming from the research and foundation of cognitive development by Jean Piaget, Lawrence Kohlberg's theory of moral development provides a unique theoretical perspective for the study of psychology: the cognitive-developmental perspective. In its purest form, this perspective highlights the role of cognition and the directional change that occurs in the moral development of an individual in relation to the cognitive development that has occurred (Kohlberg, 1984). Kohlberg published two volumes of work and research regarding the implications of the cognitive-developmental perspective, and described the basis of his theory in the contexts of philosophy and psychology.

The cognitive-developmental perspective relies on several assumptions to justify the relevance and application of the theory. The first assumption is that the term "development" refers to changes in the cognitive structure that cannot be defined by "associationistic learning," which sets the cognitive-developmental perspective apart from social learning theory immediately (Kohlberg, 1984). The interaction of nature and nurture is the basis for cognitive development, and changes in cognition are defined as "an organization of actions upon objects" (Kohlberg, 1984, p. 8). According to Kohlberg's (1984) theory, the process of development always moves the individual toward greater equilibrium and a reciprocal relationship between the actions of the organism and the object upon which the individual is acting. While cognitive development and affective development are certainly related, they are not the same, but they

develop concurrently, resulting in two different domains representing the structural changes that are taking place. Perhaps one of the most relevant assumptions to the concept of morality associated with this perspective is that socialization is defined as a restructuring of the self concept in relation to others while creating the perception of belonging to a common social world, and adjusting to the social standards. In order to clearly define the socialization process, the cognitive-developmental perspective also assumes that social cognition always involves the awareness that the other is like the self, and that role-taking will occur and contribute to the development of empathy. Social development will always aim for "reciprocity between the self's actions and those of others toward the self" (Kohlberg, 1984, p. 9).

As a result of the outline provided by these assumptions, Kohlberg has created a stage model of moral development to provide a more conclusive definition for the process of becoming more advanced in moral cognition and action. Three levels of moral judgment were established, with two sub-levels describing the more specific rationalizations for moral decisions included in each level (Kohlberg, 1984). The first level consists of the obedience and egoistic orientation stages, which are dominated by the child's inability to relate to the needs and desires of another (Kohlberg, 1984). Individuals in stage two of the first level begin to occasionally consider the inclusion of the needs of others in their moral judgments. Level II is characterized by an external motivation for moral judgment, including the appeal of the approval of others and the maintenance of general order to respect those who have authority. The final and most advanced level of moral reasoning, according to Kohlberg's theory, requires the individual to adhere to an arbitrarily created contract of values as a basis for moral reasoning, as well as the development

of a just conscience. The contract may include an obligation to greater social expectations, but should also consider the logical validity of choice and personal consistency (Kohlberg, 1967).

While Kohlberg has succeeded in defining the stages of moral reasoning, it is more difficult to identify and differentiate between moral action and moral cognition, and even more difficult to delineate moral and non-moral actions (Blasi, 1980). More specifically, theoretical differences in the definition of moral action, reliant upon physically observable action or the internal cognitive process of moral reasoning and judgment (which typically precedes observable moral action) provide yet another challenge to the study of moral reasoning and action (Blasi, 1980).

Kohlberg and others who rely on this theory for subsequent research believe that individual differences in moral development are not dependent on heredity, and are acquired more from the individual's experiences and environments (Kohlberg, 1984; Blasi, 1980; Power, et. al, 1989). Thus, more or richer experiences will lead to faster development through the stages, while less or inadequate exposure to the experiences necessary to promote social development may lead to slower progression through the stages identified by Kohlberg. If, according to this concept, experience causes the individual differences observed in social development, then providing more intensive and developmentally advanced social experiences can accelerate the individual's progress through the stages of moral development. In order to create a universal understanding of the role of experience, Kohlberg has also detailed three analyses that need to occur: first, analyses of how the environment and social objects contribute to experience, or what actually defines an "experience;" second, an analysis of the logical

sequence of development and how the concepts of social development are integrated; third, an analysis of how experiences (as first defined) change the cognitive structure through development (Kohlberg, 1984). Examining how those structural changes impact behavior and cognitive organizational patterns will provide a clear view of the value of the experience (Kohlberg, 1984). From this framework, a treatment or intervention can be designed and assessed for relevance and adherence to the requirements of the theory.

Cognitive-developmental stage theorists describe the process of development as a series of changes in cognitive understanding based on a series of internal categorizations, which vary depending on the topic of discussion. In the case of moral development, as individuals experience moral dilemmas, they make choices and alter their cognitive structures to accommodate these dilemmas by categorizing the behaviors or values as moral, or not moral. Thus, according to the cognitive-developmental theorists, the concept of development refers to cognitive differentiation between discrepancies in experience, which result in progress, regression, or "fixation" (Kohlberg, 1984). Within his research, Kohlberg explicitly expresses pessimism regarding the naturalistic studies of moral behavior and attitudes, as they attempt to relate measures of behavior (such as guilt, failure to deviate from social expectations, etc.) to the prior experiences (such as parenting style or previous methods of moral discipline) of the individual child.

Kohlberg's research, compiled into two volumes of moral theory as evaluated from the psychological and philosophical disciplines, eventually led to an intensive study of its application to educational theory. While Kohlberg was working with two schools and

developing his foundation for moral education, he remarked on the "psychological fallacy" that plagues much of the developmental research that occurs, resulting in an eventual application to educational theory (Power et. al., 1989). In his extensive research into the application of democracy and community-based education, Kohlberg analyzed other theories of moral development and school-based moral education, and concluded that an approach focused on the everyday needs and concerns of the school population governed by democratic principles, motivated by altruism, and a connection to the community would be beneficial to students' moral growth (Power, et. al., 1989). Through an intervention model imposed within the curriculum of three alternative community schools (two in Massachusetts and one in New York), Kohlberg and his colleagues sought to increase the visibility of the "hidden" moral curriculum, as evidenced by the disciplinary and social structure observed and lack of explicit moral instruction in the school, so that staff and faculty could deliberately affect the moral education.

While Kohlberg's work was fundamental in establishing the theoretical perspective for morality as viewed through a developmental lens, Moshe Blatt, one of Kohlberg's graduate students, was the first to apply Kohlberg's theory in an educational setting for the purposes of moral education. Through the implementation of systematic moral discussions, Blatt found that students who were exposed to moral reasoning exercises led by another student or teacher with a more advanced level of moral reasoning (as determined by measures of advancement through Kohlberg's stages) demonstrated faster progression through Kohlberg's stages of moral development. Thus, "Blatt's effect" proves that explicit instruction in a classroom setting can have a positive effect on the moral development of students (Power, et. al., 1989). Through an

analysis of "Blatt's effect," conditions for moral growth (in an educational setting) have been generalized to include the assumption that development which typically occurs over a span of time can be concentrated, learning is not conditioned and is applicable to new moral dilemmas, and interventions provide the opportunity for cognitive conflict and an increased moral awareness (Power, et. al, 1989).

Upon analysis of the significant findings in Blatt's work, Kohlberg sought to fill the gap between the theoretical perspective of morality (as outlined in Kohlberg's original theory) and the classroom application that Blatt implemented. In doing so, Kohlberg developed the "just community" approach. However, before a classroom application could be validated, Kohlberg had to address several ethical concerns regarding the inclusion of values education in the public school system, such as the selection of which values are to be included, the relative importance of some values to individuals and cultures, or the relevance of a particular value to societal expectations. While living in society with others will ultimately require an individual to make moral decisions based on a set of internal values, the emphasis is not placed on having the same belief, but possessing the ability to make an individualized judgment. Thus, Kohlberg believed that the most relevant value to include in an educational setting was justice, because "justice, seen from the perspective of moral development theory…can be concretely transmitted to or imposed on children" (Power, et. al., 1989, p.15).

*Hoffman's Empathy-Based Moral Perspective*

Kohlberg's groundbreaking research and theory of moral development allowed for further moral theory as the fields of psychology and child development expanded in the decades

following Kohlberg. Martin Hoffman developed a later theory, focusing more on the affective domain of development than the cognitive domain, with an exclusive focus on the concept of empathy (Hoffman, 2000). Like Kohlberg, Hoffman produced a stage model of empathetic development, which hypothesized that infants display the first stage of empathy within the first few days of life through mimicry cries in response to the perceived distress of others. Stage two represents the child's ability to automatically perceive the distress of others, and display "an affective response that is more appropriate to another's situation than one's own" (Hoffman, 2000, p. 4). Children in stage 3 demonstrate the basic understanding that the self is not the same as the other, and yet still confuse the affective state of the other with their own. Upon further empathetic advancement, children recognize that the other is not only different from the self, but that their feelings and emotions are different from that of the self. The fourth stage represents the comprehension of the affective states of others not present in the immediate situation, such as a category of individuals (homeless, chronically ill, etc.) (Hoffman, 2000).

Hoffman's stages outline the theoretically automatic processes by which cognitive developmental milestones impact the affective response. Moreover, Hoffman also proposed several models of moral development including the model most relevant to children, the transgression-guilt model. Transgression-guilt refers to and describes the process by which children internalize moral values through their parents' reinforcement and disciplinary techniques. Key to this issue is the motivation for the moral behavior (Blasi, 1980) and the integrity of the prosocial action that follows: do children violate expectations for behavior willfully, and if so, how do they compensate prosocially? Does the presence of a witness (for

example, the parent) play a role in the child's tendency to act prosocially after a transgression? (Hoffman, 2000). Hoffman addresses these issues, and has concluded that guilt is the motivating factor for prosocial behavior following a transgression. Guilt, however, had not traditionally received much attention from the academic community for anything other than the study of psychopathology, however, through an analysis of the existing literature, Hoffman proposed an empathy-based definition of guilt. According to Hoffman, guilt is a "painful feeling of disesteem for oneself, usually accompanied by a sense of urgency, tension and regret…combined with an awareness of being the cause of that distress" (Hoffman, 2000, p. 114). Much of the empirical evidence regarding this definition of guilt and its applications to an empathetic response included adult participants reflecting on their childhood transgressions; however, Hoffman mentioned a study wherein toddlers who had witnessed distress in a natural setting (such as a child care) were more likely to display empathy in the later years when they transgressed. Overall, Hoffman concluded, "empathy-based transgression-guilt motivates prosocial behavior" (Hoffman, 2000, p. 116).

*Differences in Theory and Limitations*

Perhaps the most important distinction made by Hoffman throughout his publication outlining the basics of his empathy-centered theory is the progression of social-emotional awareness based on cognitive development. Interestingly, Hoffman's theory is considered essentially different from Kohlberg's cognitive-developmental approach when both rely on the domain of cognition as a mediator of moral development. While Hoffman's emotional theory certainly considers much more than only cognitive development in his model of empathy and moral development, Hoffman (2000) details several scenarios in which cognition plays a

significant role in the type and severity of the emotional distress experienced by the individual. Kohlberg's theory is especially evident in one of Hoffman's cognitive examples, in which he discusses the affective response to a perception of injustice. In particular, when individuals who demonstrate good moral character experience an injustice, empathetic distress for the "good" individual is heightened. This concept of justice and injustice is the key to the application of Kohlberg's theory to educational settings (Hoffman, 2000; Power, et. al., 1989).

Hoffman's empathy-based theory of moral development depends heavily on the affective domain of development, whereas Kohlberg seemingly ignores the affective domain in favor of cognitive development. In working with a population of young children, the affective domain (as a term, not as a concept) is replaced in the literature with terminology referring to social-emotional development. Throughout childhood, however, the fields of development are so closely interrelated that it becomes difficult to separate social from cognitive as milestones are achieved. Bredekamp and Copple (1997) refer to this overlap in their review of developmentally appropriate practice for preschool children, which set guidelines for professionals who are working with children. It is important to note the extremity of the congruence between these domains of development, as evidenced in the text of Bredekamp and Copple's manual (Bredekamp & Copple, 1997). For example, in discussing the advances in social-emotional development that occur during the preschool years, the authors state that one of the significant aspects of social emotional development is the child's self concept, and that "children's diminished egocentrism and improved reasoning ability help them to develop a more constant and stable perception of themselves despite the variation in their behaviors and in the responses

they receive from other people" (Bredekamp & Copple, 1997, p. 115). Thus, in the selection of a theoretical perspective for this study, it seems prudent to acknowledge the overbearing influence of cognitive development in all areas of a child's growth and choose a theoretical perspective geared toward the advancement of social cognitions that will more explicitly affect the social-emotional domain. However, while the selection of the cognitive-developmental perspective for this study serves a greater purpose in the overall measurement and assessment of the variables at large, it would be unwise to ignore the overwhelming amount of research provided by Hoffman on the topic of empathy, if only to provide a differing perspective and to justify the selection of Kohlberg's theory.

## Empathy

Empathy has varying definitions based on theoretical perspective and the treatment of the concept is diverse as well. As a cognitive psychologist, Kohlberg identifies empathy as a function of self-concept, meaning that children who develop an awareness of self will automatically have an awareness of "other" (Kohlberg, 1984). When children have developed a conscious awareness of the "self," the concurrent understanding of the "other" arises, and the individual experiences affective responses to the perception of harm to the other. This is a required condition of cognition that precedes moral action. Therefore, the development of empathy is not a separate process, but rather a byproduct of the natural cognitive development that gives way to an understanding of the self in relation to others (Kohlberg, 1984). Empathy, therefore, cannot be taught, but socialization and experiences provide the foundation necessary for the child to develop a consistent moral code and set of values. When combined with

Kohlberg's application of his theory of moral development to educational settings, it becomes evident that the cognitive-developmental perspective provides the theoretical basis for an experiential learning environment that provides children with the opportunity to interact and refine their internalized moral values through experiences of justice and injustice (Kohlberg, 1984; Power, et. al., 1989).

In contrast, Hoffman provides an idea of empathy that rejects the validity of an educational program designed to increase "empathy." While fundamentally similar to Kohlberg's cognitive model on the surface, Hoffman's model assumes that the natural response of empathetic distress is not connected to a moral motivation until stage three in his theory. Even at this stage, his proposed shift to "sympathetic distress" is unclear and contains very little information about how the empathetic awareness of others' emotions (even in the stronger sense of the term empathy) evolves into a motivation for moral action (Kristjánsson, 2004). Hoffman's model infers that children all experience empathetic responses to distress, but through cognitive development, their responses become increasingly complex relative to their socialization and relationships with others. Psychological theory has typically proposed one of two perspectives when referring to empathy in research: a cognitive awareness of the other's point-of-view or an involuntary emotional response that is more appropriate to another's situation (Hoffman, 2000). It becomes evident that these two perspectives reflect the differences between Kohlberg and Hoffman; however, if empathy is indeed a critical component of morality, and we define morality through the cognitive-developmental lens (using internalized moral values from cognitive discrimination to apply moral judgments), then Hoffman's view of empathy as an

almost reflexive process negates the role of intention in moral decision (Gibbs, 2003; Hoffman, 2000).

In defining the process of empathetic distress, Hoffman's theory goes beyond the task of perspective-taking to require that in order for an individual to experience true empathetic distress, he or she must feel the other's emotions as their own. However, Hoffman does not consider in his theory that this developed awareness of the other's emotions neither assumes the individual's desire to help the other, nor that it could culminate in an undesirable emotional response to the other's suffering (Kristjánssen, 2004). Hoffman does, however vaguely, refer to the transformation of this empathetic distress into sympathetic distress, which is differentiated from empathy only in the probability that sympathetic distress is more likely to evolve into a prosocial action (Hoffman, 2000). Thus, intention becomes a distinguishing factor in the progression from moral cognition to moral action.

## Moral Cognition and Moral Action

After acknowledging the validity of the cognitive-developmental perspective, Augusto Blasi expanded the wealth of theoretical knowledge available by clarifying the relationship between a cognitive conceptualization of moral reasoning and the observable behaviors that demonstrate moral action based on those cognitions (Blasi, 1980). However, before this challenge can be addressed, the terminology must be identified and discussed from this perspective.

*Defining Moral Cognition*

Blasi (1980) acknowledges that the lines between the two predominant theories of moral development have become blurred, primarily through the social learning theorists inclusion of cognitive terminology in their publications. The singular definition of "moral cognition" is easier to conceptualize than "moral action" as a referent in this relational study. Observable behaviors are much easier to analyze as reflections of internal though processes, so Blasi refers to three types of verbalized moral cognitions as a framework for the definition of "moral cognition" including: moral information (a verbal recognition of moral norms), moral attitudes or values (a verbal statement of internalized moral beliefs), and moral judgment (a verbalized application of moral beliefs to a particular situation) (Blasi, 1980). While several opinions on the subject of moral cognition have been evolved from differing theoretical perspectives, Blasi (1980), in accordance with the cognitive-developmental theory, reiterates the importance of an individual's judgment as a reflection of their own understanding of morality in the process of moral reasoning. In essence, cognitive-developmentalists rely on the internalization of moral values as a basis for moral reasoning. The difficulty lies in the applicability of this definition to any plausible and predictable relationship with observable moral actions.

*Defining Moral Action*

In laymans terms, and from common sense, one can personally define moral action in a myriad of ways, all of which would relate to the intentional choice to "do the right thing." Theoretically, however, there are more complex issues at play, and the process of defining moral action, especially as a behavior that can be predicted by measures of moral reasoning becomes even more difficult. For the purposes of measurement and in the definition of the relationship

between cognition and action (in the study of morality), Blasi proposes a "developmental dimension of moral action that is conceptually independent of moral judgment," implying that an individual's moral judgment and action lie on independent, but related spectra that can vary depending on the specific moral situation (Blasi, 1980, p. 8). Moral actions are made in relation to, but not dependent on, the individual's moral reasoning and internalization of moral values. Predicitvism, as a research methodology, loses some validity in this case and a more in depth review of personal consistency in moral judgment is necessary.

The degree to which an individual's observable moral actions and their personal statements regarding a moral belief are in agreement is referred to as "personal consistency" (Blasi, 1980). In previous research studies hoping to clarify the link between moral cognition and action, the "moral choice" reflected a generalized concept of societal values, and participants asked to identify the correct moral choice from a list were likely to choose correctly, regardless of their action tendencies. This methodology provides a wholly unrealistic representation of personal consistency and the relationship between moral cognition and action. In the study of children, Malti and her colleagues (Malti, et. al., 2009) analyzed neuropsychological data to determine the efficacy of introducing moral concepts and scenarios that were personally relevant to the child's perspective as "victimizer." In addition, they concluded based on previous research that parts of the brain became more active when the child perceived the situation's relevance to their own actions (Malti, et. al., 2009). Therefore, in order to increase reliability and validity in the study of moral cognition's relationship to moral action, especially in working with children, the moral dilemma should easily relate to the child's own experiences. By relating the moral

dilemma to the child's perspective, the resulting moral reasoning and action correlation is also more applicable to the child's social behavior in other situations, such as a naturalistic setting (Malti, et. al., 2009).

*Issues Affecting the Study of Cognition and Action Relationships*

Throughout the study of moral development, social learning theory has provided a conflicting perspective to that of cognitive-developmental theorists, choosing to emphasize the importance of social experiences in determining the likelihood that learned "habits" become the moral actions that are observed in an individual. Others, such as Dreman (1976), delineate a clear distinction between moral cognition and action through a dichotomous explanation of the term, "moral action," separating verbal moral judgments from "manifest moral behavior" (Dreman, 1976). Blasi (1980) refers to Dreman's (1976) study in commenting that the connection between moral reasoning and moral action is nearly impossible to substantiate because cognition is almost completely excluded from the process of moral action, which is proposed to be a result of socially-learned behaviors. In essence, this perspective posits that moral actions are virtually devoid of cognition, which negates the cognitive-developmental definition of morality, requiring a conscious choice to make a moral decision based on the individual's value system, which has been formed from the perceived effects of an individual's actions on the other individual(s) involved. Thus, Blasi provided a conflicting perspective to that of Dreman's division of the moral reasoning and action.

Further, Blasi (1980) proposed that in the literature regarding the relationship between moral reasoning and moral action, there are two methodologies that provide a different type of

information for researchers. The first, known as the "trait" approach, seeks to understand the relationship between certain moral traits, such as guilt and cheating, and seeks to provide insight into the supposed "moral character" (Blasi, 1980). Otherwise, researchers interested in moral reasoning may choose the "process" method, wherein the object of study is the relationship between an observable trait and the effect that the presence of that trait has on the individual's actions. For instance, Blasi (1980) discussed the study of a child who demonstrated a strong attitude against cheating, and a study of the child's tendency to cheat when given the opportunity may provide insight into the link between moral cognition (a reflection of moral values) and moral action (or immoral action). Therefore, both of the methodologies discussed above seek to understand the relative notion of consistency which refers to the consistency between an individual's beliefs and actions, and the consistency in the coexistence of interrelated traits, perhaps belonging to the same cognitive structure (according to Piaget's theory) (Blasi, 1980).

Within the methodologies of the studies reviewed by Blasi (1980), there are clear indications of inconsistency between what is measured and the conclusions drawn; this phenomenon is considered by Blasi to be a result of "intellectual laziness" in methodological design (Blasi, 1980). However, throughout the meta analysis presented, it is clear that there is a very low rate of predictivism between the arbitrary measures of moral reasoning presented to participants in most studies and their resulting behaviors, however, the inclusion of personally relevant and internalized moral beliefs is much more likely to invoke a response that is valid. Thus, while working with children, it would be prudent to measure a moral behavior that is relevant to their daily interactions and is reflective of a value that is likely to have been

internalized in the population. Empathy, as described earlier in this review, fits this description. In the following sections, the methodology of the current study (service-learning) will be examined as it is implemented for other populations, as well the implications of service-learning for empathy development.

## Service-Learning

Throughout recent educational research, the promise of a civically-engaged generation is on the horizon, thanks largely to the pedagogical developments in service-learning programs. Service-learning has redefined the concept of "hands-on learning" in the classroom and beyond by bringing students into the community to address service needs while implementing curricular strategies they have learned in the classroom. Students engaged in service-learning as a part of their classroom curriculum are combining social-emotional growth with academic achievement and this service-learning "experience enhances understanding; understanding leads to more effective action" (Eyler & Giles, 1999, p. 8). While volunteer service is certainly the distinguishing component of this instructional technique, the emphasis should not be placed on the contributions made by the student to the community, but rather the reciprocity of the student's actions and the consequences of the service for both the student and those served. In working with young children, it is necessary to analyze and adapt the existing literature, which is primarily focused on higher education, to meet the developmental needs of preschoolers.

### *Service-Learning and the Academic Curriculum*

Service-learning has its roots in a rich philosophical tradition of helping others; however, the integrity of the experience does not always lend itself to an academic purpose. Voluntary

service carries with it some unwritten expectations for gratitude and receiving credit for one's actions, but the true goal of service-learning is to promote the understanding of "reciprocal learning and sharing with those who would otherwise be viewed as simply participants" (Sipe, 2001, p. 1). This sense of dual learning and engagement in sharing the experience not only provides opportunities for academic reflection, but also encourages investment in the experience from the beginning. Truly academic service-learning experiences meet three general criteria: the projects fulfill a need identified by both parties involved, the curricular connections are evident and expectations are set for the students, and there is ample time for reflection and evaluation of the service as an ongoing lesson (Sipe, 2001).

Students engaged in service-learning have the opportunity to apply the theory of their classroom curriculum to a real world scenario by actually venturing into the real world. As a result, students are developing and creating their own means of authentic learning by interacting with members of the community and solving problems to address needs. Teachers (and in some cases, older students) work with the community to identify the needs that can be addressed by students. Most importantly, it is the teacher's role to ensure that the academic content required to complete the service project is included in the direct instruction provided during class time. Once students have been engaged in the community, the academic content included in classroom discussion (assuming the instructor appropriately links the curriculum to the service project) becomes more meaningful, and the students become cognizant of the applicability of the concepts to the real world almost immediately (NSLC, 2004). For instance, students in a university writing methods course intended for pre-service teachers engaged in a service-learning

project with a local high school. Administrators from the high school identified a need for writing assessment, and the instructor of the writing course identified the curricular connections available with a collaborative effort. Through a multi-faceted approach, university students engaged in one-on-one interaction with the high school writers, observed the direct writing instruction provided in content area classes, and synthesized writing assessment data to provide recommendations based on their overall experience in the school (Sipe, 2001). As a result, the university students gained perspective regarding the application of theory to the classroom, and the invaluable data gathered provided a representation of the students' growth as writers.

The academic benefits of a service-learning infused curriculum are numerous, and have demonstrated efficacy in several school settings (Moore & Sandholtz, 1999; Kitzrow, 1998, Sipe, 2001). In secondary school settings, this achievement is remarkable and reflects a unique pedagogical advancement in student engagement and interest in learning. However, little research has been performed in regards to the implications of service-learning curricula for young children. Curricular standards in preschool and early childhood are prevalent, but are much more holistic in nature. Standards for Florida preschools participating in the state-funded Voluntary Prekindergarten program heavily favor self-care, social-emotional concepts, and child development over the traditional academic core subjects seen in the later grades (Florida Department of Education, 2008). Thus, when developing an academic service-learning curriculum to address these standards, the process of implementation will require a different scope and method for introducing young children to service-learning.

## Preschoolers and Service-Learning

Preschoolers possess a variety of different social and developmental needs that must be considered in the design of a service-learning curriculum. In the traditional sense of the term, service-learning as it has been applied in higher education is developmentally inappropriate. However, early childhood educators wishing to take a step beyond "hands-on" and truly engage their young students can adapt the foundations of service-learning to meet the developmental abilities of young children.

In the creation of a definition for "service-learning" as applicable to educational settings, the National Service-Learning Clearinghouse has itemized a list of criteria by which a program could be defined as true service-learning. While the details are more relevant to the previous section in determining an adaptable definition of the pedagogy, perhaps the most relevant criteria set forth by this agency is the distinction that service-learning is not "only for high school or college students" (NSLC, 2004, ¶ 3). More importantly, the organization does not specify the scope of involvement or the degree to which the "complex problems" must be addressed by those participating in the service, only that it "enhances the community through the service provided, but it also has powerful learning consequences for the students" (NSLC, 2004, ¶ 2). Individuals who participate in service-learning have the opportunity to interact with their community and experience problem solving applications in the real world, but the process is incomplete without the provision of adequate time for reflection and evaluation. The question for the purposes of this study then seeks to understand how an early childhood educator can integrate the standards for a preschool class into a meaningful service-learning experience that

will positively impact their development, as well as make a difference in the community. In answering this question, the developmental abilities of this population, as well as how Florida's VPK standards could be integrated into a hypothetical service-learning curriculum, will be discussed in the following sections.

*Development of Preschool Children*

It has been established previously that the development of young children, while categorized into separate domains, is codependent and interrelated within those domains. Academic achievement is highly correlated with cognitive development, which in the preschool years relates to a variety of developing skills including language, perception, reasoning, etc. Relevant to this study is the interconnected nature of the preschooler's cognitive and social-emotional development, an integrated process that directly affects the child's ability to relate to others and experience empathy (Bredekamp & Copple, 1997). In the early childhood years, educational focus needs to be divided between all domains of a child's development, because the preschool years build a foundation of social-emotional awareness and maturity which prepare the child for the intellectual demands of later years in school. According to Bredekamp and Copple (1997), a classroom emphasis on narrow academic skills "is potentially damaging to children's social and emotional development" and is "intellectually limiting" (p. 99). Children in this age group thrive from challenges, and a changing environment with new problems to solve provides children with opportunities to explore and remain engaged. Providing a curricular objective that is uninteresting or requires little hands-on involvement encourages the children to become disruptive rather than occupied with the learning task at hand. In providing these experiences for young children, teachers must remain cognizant of their children's needs, interests, and abilities,

encourage exploration and self-guided learning, while providing the structured support and guidance to allow them to feel emotionally safe in their learning (Bredekamp & Copple, 1997).

While the physical domain of development certainly plays a role in the preschool child's ability to participate in service activities, the support of the teacher can accommodate many of the shortcomings in physical development. In addition, technological advances provide another level of support as well. While physical development is often quite influential within the other domains, empathy (as the dependent variable) is most correlated with the cognitive and social-emotional domains of development, thus, this review will limit discussion to these two domains. More importantly, the majority of learning standards for Florida Voluntary Pre-Kindergarten are relative to skills that are either cognitive or social-emotional in nature.

Cognitive development encompasses many aspects of a child's daily functioning, and is reflected in the linguistic, perceptual, and reasoning skills demonstrated by the child. Language development in the preschool years, though inseparable from the realm of cognition, occurs so dramatically, that between the ages of three and six years of age, children's vocabularies grow from 50 to nearly 14,000 words (Bredekamp & Copple, 1997). As a child's oral language skills develop, their increasing vocabularies more directly affect their cognitive functioning as they are able to use more words and labels internally (as a function of thought), and as a result, their problem-solving capacity increases as well (Bredekamp & Copple, 1997). Children in this population also demonstrate a more complex understanding of the role of language in relation to self and others, as "self talk" becomes a process for children to encourage themselves to solve

problems, which could be applied in social interactions with peers involving a problem-solving situation with a group, such as a service project.

Cognitively, preschoolers are much more advanced than toddlers or infants, primarily because the effects of language development permeate all aspects of the child's functioning. A child with a larger vocabulary can describe events in the past, in the future, relative to others, and can use words to create mental representations of concepts that are lost to younger children. Jean Piaget is renowned for his pioneering research on child development, including the stage model of cognitive development, from the constructivist approach (Piaget, 1954). According to Piaget, children construct their own understanding of the world through interaction and exploration with objects and other people, but children need to be provided opportunities to reflect on their newly acquired knowledge (a key factor in the development of a service-learning curriculum) (Piaget, 1954). Piaget's (1954) theory inadvertently provides much of the framework necessary for designing and implementing a service-learning project in the preschool classroom by identifying the specific cognitive challenges faced by this age group, and activities typically observed in a preschool class to develop these skills are easily integrated into a service-learning curriculum. Take the concept of concrete operations, which has been proven to develop gradually during the preschool years, and apply the skill of classification to a food drive as a part of a service-learning experience. As only one portion of the academic content of the lesson, the children in a preschool class engaging in this type of service-learning could be guided to create categories of food type (vegetables, fruit, meat, bread, etc.) and the entire class could engage in a sorting activity to assist the food bank workers in shelving and delivering the food to families in need.

Thus, in keeping with the qualifying characteristics of a true service-learning project, the complex problem (feeding families in need) is achieved through a differentiated series of small steps that meet the children at their developmental level.

A recurring theme throughout the literature is the interdependence of social and cognitive development. Social cognition refers to the process by which children acquire knowledge about concepts from the interactions and information gained from other people, peers, parents, or teachers. In his research on the cognitive development of children in relation to others, Vygotsky (as referenced in Bredekamp & Copple, 1997) labels this process the social construction of knowledge. From these interactions, children develop the understanding that there are differing perspectives from their own, which is not only the first step to overcoming egocentrism, but also a key advancement toward the development of empathy. Throughout the preschool years, children's social-emotional development is focused on advances in self-concept and self-esteem. As children increase their perception of autonomy and discover that their abilities are rapidly changing, children in this age group are often overconfident about what they can do; thus, how a teacher promotes this autonomy while still helping the child directly impacts self-esteem (Bredekamp & Copple, 1997). Preschoolers are often motivated in their actions by increasingly complex forces, from imagination to their stronger emotions. While their aggression is less instrumental than their toddler peers, they are often more likely to become hostile in a peer interaction, resulting from an emotional response to the perception of the relationship (the other made the child angry). This emotionality has tremendous implications for moral development in childhood, as a component of social-emotional growth, and is

characterized by a tendency to focus on the superficial and the observable, as opposed to intention (Bredekamp & Copple, 1997).

In discussing the developmentally appropriate practice for working with three- to five-year olds, Bredekamp & Copple (1997) provide a surface level overview of the moral development of children, which acknowledging the interconnected nature of the developmental processes contributing to morality. Epstein (2009) refers to the cognitive and social "risk" that occurs when an individual or a child tries to empathize with another person in a discussion of the historical perspective on empathy in young children. While some older research has theorized that young children were incapable of true perspective-taking until the age of seven, others have proven that "four-year olds can exhibit conceptual perspective taking (inferring another's internal or intangible experience such as thoughts, desires, and feelings)" (Epstein, 2009, p. 36). Infants and toddlers also demonstrate the beginnings of empathy, through the recognition of obvious facial cues to emotional distress, and the basics of an altruistic response (attending to a sad-looking peer and engaging in play). As a result of these new developments in the field of research, the promotion of empathy in the classroom has become not only a possibility, but a necessity. In the following sections, the applications of moral theory and empathy development, as well as the benefits of service-learning in a preschool classroom will be discussed and analyzed as applicable to the current study.

*Applying Moral Theory in the Classroom*

Children are social creatures, and the vast majority of research-based best teaching practices support the inclusion of modeling as a strategy for teaching behaviors and reinforcing

expectations. Empathy is no different. Teachers, as well as parents and other family members, can model empathic behaviors as a means of direct instruction, and can promote the inclusion of empathy in classroom discussion. While interpersonal interactions are certainly an outlet for acting upon empathetic feelings, children must also be guided in the comprehension and evaluation of their own feelings, as this awareness is the basis for empathy (Epstein, 2009). Several classroom management techniques have clear implications for the promotion of empathy, and although they reflect a more social-learning perspective, the applicability to the classroom cannot be ignored. A child who is developing in every domain of functioning needs the perspective and example of the teacher to provide the information that is lacking in social situations. For example, the vocabularies of children in preschool are expanding rapidly, and providing a label for an emotion may not only increase the child's awareness of his or her feelings, but will also empower that child to apply that knowledge and the observations from the teacher's interaction to other social situations. Deliberate instruction of empathy requires an empathetic teacher, as the perspective of the children involved in each teachable moment must be considered before modeling how to take the other's perspective. In the book, "Starting Small," a collaborative anti-bias education program, one center employs a truly empathetic approach to the inclusion of diversity and concepts like justice in the classroom environment (Southern Poverty Law Center, 1997).

Children in the Cabrillo College Child Developmental Center, in Aptos, California are presented with a variety of ways to interact and learn from the perspectives of their peers while exploring concepts like fairness, diversity, and stereotypes (Southern Poverty Law Center, 1997).

Teachers in the center take a much more child-centered approach to the instruction of empathic behaviors, encouraging the children to gather their own sense of the problem, and work to create a solution that meets everyone's needs. Eric, one teacher at the center, realized that an opportunity had arisen when his class addressed a Native American doll as though it did not represent a person, and from this experience, Eric sought assistance from his colleagues to understand the children's perception of Native Americans, and devoted class time to addressing these stereotypes. As a result, the children take their cultural understanding from the classroom instruction, and apply it to their naturalistic interactions. One four-year old child, as observed by the program's director, interrupted a group of children engaging in "tomahawk play" and encouraged them to stop because a friend would likely be offended by the stereotype, since her grandmother is a Native American (Southern Poverty Law Center, 1997). Children can learn how to perceive the emotional states of others through direct instruction, and if done correctly, these changes in behavior will permeate the child's interpersonal relationships in the classroom and beyond.

Programs designed to include character education in classroom management are typical, and reflect an understanding of the disciplinary connotations of prosocial and antisocial behaviors. However, the benefits of academic service-learning extend far beyond the scholastic implications of a real world learning environment. Studies show that students engaged in an integrated service-learning program demonstrated a more positive self image, more self-esteem, and a higher tendency to behave prosocially (Emerson, 2007). Adolescents and college students who participate in community service also demonstrate an increased propensity for perspective-

taking; as they worked with specific populations, they gained more of an understanding of the needs of that population and had a more positive perception of the population than their non-serving peers (Brunelle, 2001). As perspective-taking is the first step toward a prosocial disposition in young children, this finding is critical. The context of service provided the students with an opportunity to confront stereotypes and a concrete representation of the population increased the student's empathy for the group as a whole. Developmentally, the preschool population has no distinguishing characteristics that would preclude the benefits of community service from having the same effects, thus, an integrated community service-learning program for young children is a worthwhile research venture. There are several case studies detail the successful implementation of service efforts in the classroom as a means of encouraging social-emotional development, engaging the children in the academic curriculum, and strengthening ties between the school and the community. As a final section to this review, the most salient of these cases will be discussed as they relate to the current study.

*Service-Learning Successes in Early Childhood Education*

Usha Balamore was a kindergarten teacher in a private Catholic school in Pennsylvania, and as a means of infusing character and moral education into her curriculum, several service-learning projects naturally evolved (Goodman & Balamore, 2003). In recognizing the moral capabilities of her students, Balamore created several year-long thematic units of instruction which relate to various moral qualities and values. Implementing the themes involved a venture into project-based learning, which is a student-directed foray into inquiry and research with teacher guidance. During a thematic lesson on "heroes," Balamore's students researched the volunteers at a local soup kitchen and decided that their efforts fit the definition of "heroism"

that the class had compiled, and thus, decided to contribute to the kitchen's efforts (Goodman & Balamore, 2003). Balamore and her assistant visited the kitchen, and upon determining that a visit to the kitchen would be overwhelming for her class, the students worked on the school campus to cook food and bread to be donated to the kitchen. After completion of this project, the children's attention was drawn to the unnoticed efforts of the kitchen staff at the school who had worked to assist them in the completion of the cooking for the soup kitchen, and their definition of "heroes" expanded from their external research to their school community. The children in Balamore's class were provided the individual freedom and given the motivation and encouragement to set ambitious goals, and as they met these goals, the integrated moral components became assimilated into the children's own life and realm of understanding (Goodman & Balamore, 2003). The project-based learning demonstrated in this classroom requires active participation and involvement on the children's level, which ultimately leads to more ambitious goals and ideas, but with support and guidance from the teacher, can culminate in equally ambitious results.

Yet another service-learning success bridged the gap between generations, employing five-year olds, fifth graders, and senior citizens in a Book Buddies program (Freeman & King, 2001). Young children walked to a local senior citizen center, ate lunch with the residents, and in pairs, read books. After each visit, the child and adult signed the book, and the fifth grade class at the local elementary school donated the books to needy children. Not only were the language arts goals of the children enhanced by reading the book and the journal activity following each visit, but the adults benefited from the interaction as well. Participating children

demonstrated growth in several aspects of social-emotional development, from the empathy required to relate to the elderly adults in their home, to the appropriate behaviors expected when having guests in the classroom to receive the books signed and read in the Book Buddies program (Freeman & King, 2001). Overall, the authors reflect on the experience and reinforce the idea that service-learning provides a unique atmosphere for the development of interpersonal skills while working with the community, and stresses that early childhood educators face additional challenges in preparing service experiences for this population, but that extending the early childhood classroom into the community through service is an "extremely rewarding undertaking" (Freeman & King, 2001, p. 217).

Perhaps the irony in this research question is the inconsistency with which early childhood educators value the benefits of service-learning. As mentioned in a study reviewing the service-learning efforts of pre service teachers in their internship classrooms, early childhood education preparation programs heavily rely on service-learning to promote the teacher's readiness to function in the classroom. However, without a fundamental understanding of the concept, pre service teachers have difficulties extending their service-learning into developmentally appropriate projects at the early childhood level (Freeman & Swick, 2003). Therefore, at the University of South Carolina, one requirement for students enrolled in a teaching seminar was the implementation of an integrated project involving "thoughtful action or service-learning" (Freeman & Swick, 2003, p. 109) and provided opportunities for grant funding based on proposals. Almost all of the funded projects involved extending the children's efforts

into the school and surrounding community, a context that is ambitious for young children, and developmentally appropriate for their skills and abilities (Freeman & Swick, 2003).

In conclusion, the literature supports the inclusion of an integrated academic curriculum with service-learning for preschool children. Successful projects have demonstrated tremendous gains in cognitive and social-emotional development. More importantly, however, is the evidence that these gains extend to the children's everyday functioning after the service is done.

# CHAPTER III: METHODOLOGY AND RATIONALE

## Research Site

The research site is a privately owned preschool located in Downtown Orlando, providing child care services to families primarily living in the Parramore and West Orlando neighborhoods. The preschool serves approximately 150 children from birth to age five. Involvement in this research study was extended to children participating in two of the center's three Voluntary Pre-Kindergarten (VPK) classrooms, catering to the three- through five-year olds enrolled at the school.

## Rationale

Kiwanis International is a service organization that strives to serve the children of the world. One of the organization's emphases is service leadership clubs for children and adolescents, provided through the educational system in elementary schools through colleges and universities. One club in a local elementary school heard about the earthquake in Haiti and decided to collect pennies to donate. This dedicated group of elementary school students collected over $700 in pennies from their friends, families, and classmates. The research question then arose out of a connection between these two fields of interest: early childhood and service. In all of Kiwanis, the inclusion of young children in service efforts, rather than perceiving them as just an opportunity for adults to provide service to the young children, had yet to be proposed. Kiwanians work with children, adolescents, and adults with disabilities, and yet they have not recognized that preschool-aged children have a wealth of motivation and

passion which enables them to learn and grow as individuals through exploration and interaction with their environment. Why can't we guide these children to put their enthusiasm into an effort that will benefit their community, and empower them to do more than anyone has thought possible?

Expectations for children entering Kindergarten, and even those in preschool programs, are becoming increasingly demanding. High-stakes testing and academic rigor requires children to become scholars at the age of four and five years old. Without a solid social-emotional framework upon which children can build and adapt to meet the needs of varying situations, measures of achievement will never reach their full potential for many if not all students. Curricula in preschool are structured and it is often difficult to imagine adding more to what is already required. However, if this research proves that there is a significant difference in the empathetic behaviors because of involvement in service-learning, then it would be easy to justify the development of an integrated academic curriculum with community service components. While the study itself will be limited in the extent to which the academic curriculum of the school is integrated to ensure that the study does not interfere with their learning, further research may prove helpful in developing an open-ended framework for educators to utilize in adapting service-learning for their preschool class.

## Research Design

This study sought to understand the connection between service-learning and empathy from the cognitive-developmental theoretical perspective and was guided by the following research questions:

1. Are service-learning infused curricula applicable in the early childhood classroom?

2. Does participation in service-learning during preschool reflect similar social-emotional benefits observed in older populations of students?

3. Will service-learning participation have an observable effect on the empathy observed in the classroom during scheduled free play time?

Through an examination of the literature regarding these variables, the researchers hypothesize that young children will display more prosocial empathetic behaviors in the classroom as an indication of more advanced social and emotional development. In testing this theory, a classroom of three- through five-year olds in one class at the preschool received guidance in developing a self-created service project endeavor. Rapid development in the preschool years required a research design that provided a statistical analysis to control for the independent variables of the research intervention and normative child development.

Overall, the only difference between the experimental group and the control group was the intervention: one class received structured discussion and assistance in the implementation of

the service project idea, and the other class only participated in the pre- and post-assessment of empathetic behaviors.

While the urban school setting may have presented some confounding variables, the two classes were from the same school, and between-group differences should reflect the validity of the intervention. Further research should be conducted to control for different variables, such as socioeconomic status, in determining the efficacy of service-learning on empathy development. However, for the purposes of this research, the data analysis seeks to understand the relationship between three variables: the independent variables of intervention (the service-learning curriculum) and development over time, and the dependent variable of number of empathetic behaviors observed per child.

## Participants

1) Experimental Group: Eighteen children were enrolled in the experimental classroom. Fourteen families consented to their child's participation in the research. Two families submitted photography release forms allowing their child to remain in the classroom during assessments, without any data collected for the child or participation in the lessons. The average age of the participating children in this classroom was 4 years and 4 months (as of February 1, 2011).

2) Control Group: Eighteen children were enrolled in the control classroom. Sixteen families consented to their child's participation in the research. Two families submitted photography release forms allowing the child to remain in the classroom

during assessments, without any data collected for the child. The average age of the participating children in this classroom was 4 years and 3 months (as of February 1, 2011). Two children who participated in the pre-assessment of empathy were not enrolled at the time of the post-assessment; therefore, their data was excluded from the results.

## Procedures

*Instruments*

Both classrooms participated in the assessment of empathy for two weeks before the lesson plans and two weeks after the lessons. The assessments required an observation form (Appendix C), which was modeled after Strayer's assessment of naturalistic empathy (Strayer, 1980). Strayer's design was seeking to identify the relationship between empathy and specific affective displays, such as "happy", "sad", "angry", or "hurt". The observation form for this study identified the same affective behaviors, because they are the most common and most likely to result in an empathetic reaction from a preschool-aged child, but did not specify data based on affect displayed. The affect was recorded with a time stamp, and if an empathetic response was observed, the relationship between affective child and empathetic child was denoted by proximity on the observation form and an arrow in the time column to indicate a successive occurrence. Empathetic behaviors observed were also recorded with a child's name and given a qualitative label also found in Strayer's study.

Empathetic behaviors that were recorded were labeled as "matching", "comforting", "reinforcing", or "help-giving". Because this study's purpose and use of the assessment differed

from Strayer's design, it was necessary to objectify the observable behaviors by category in a manner that was relevant to this study. As a result, behaviors determined to be "matching" were those that identified with the affective display and matched the affect with an observable intention. Observed behaviors that were classified as "comforting" were those that identified the affect as a negative emotion and displayed behavior that intended to invoke a more positive emotion in the affective child. "Help-giving" behaviors were those that also intended to create a positive affect from a negative emotional display, but specifically through the offer of help or assistance with a specific task or action. In many of the observed cases where the empathetic behavior was identified as "help-giving", the task or action with which the empathetic child assisted or provided help was often the cause of the negative emotion, due to frustration or an emotional reaction that was unrelated to the child's ability to complete the task or action. "Reinforcing" behaviors were those that identified an affective display that was desirable and resulted in an action or a response that encouraged the continuation of the affective display.

A four-week series of lesson plans (Appendix D) was designed to guide the participating children in the experimental classroom through the process of planning a self-selected service-learning project. Topics addressed during the series built upon prior and the acquired knowledge from earlier lessons to develop a stronger understanding of concepts such as emotions, teamwork, family, community, and helping others. Voluntary Pre-Kindergarten standards designated by the Florida Department of Education guided the content of the lesson plans to ensure that the educational experience would complement, rather than replace the curriculum offered at the preschool. In order to facilitate the discussion of concepts relating to community

service at a developmentally appropriate level, the inclusion of literature as an introduction to the lesson's theme was crucial to the children's understanding of the underlying concepts. Literature also provided an opportunity to integrate more early literacy standards than would have been possible without the use of books.

In the curriculum planning process, several miscellaneous materials were required and usually provided by the school to foster understanding of the basic concepts in a concrete manner that would be developmentally appropriate. Such materials included dry erase boards for group discussion and early literacy activities, paper and crayons for reflection and planning, bean bags for team-building activities, and fleece for an introductory empowerment lesson. Details regarding these activities and their relevance to the lesson's theme and purpose in the planning process can be found in Appendix C.

*Independent Variables*

There are two independent variables in this research design: 1) typical moral development in four year old children, and 2) participation in the service-learning lessons. Rapid development during the preschool years required a design that would control for the changes that would typically occur over time, so a control classroom was included for this purpose. Data collected in this classroom would reflect the normal scope of moral development and changes in empathy observed as a result of this moral development throughout the research period. Assignment to experimental groups was randomized by the chance placement occurring at each child's enrollment. No changes were made to each classroom's enrollment or each child's

classroom assignment. The participating classrooms at the preschool were also randomly selected from the classrooms available by the administrative staff.

*Dependent Variable*

The only dependent variable in this study is the number of empathetic behaviors observed during the assessment periods. A qualifying empathetic behavior is an observable prosocial action that reflects a cognitive awareness of the emotional state of the other.

*Data Collection*

Consent forms (Appendix B) were distributed to thirty-six children and families from participating classrooms on January 24, 2011. Thirty children submitted consent forms to participate, while four parents signed the photography release (Appendix B) to allow their children to remain in the classroom during the assessments, and two parents did not return the consent form in time to participate in the study. Empathy assessments during free play in the classroom began on February 1st, 2011.

The co-investigator observed each classroom environment during scheduled free play time for a total of twelve hours. To compensate for changes in temperament and behavior over time, the schedule was designed to provide a balance of morning and afternoon observation with each classroom accruing three hours of data in the morning and three hours of data in the afternoon. Observations were recorded on a chart (Appendix C) to document affective displays and record any and all empathetic behaviors that occurred in response to the affective display. Children's names were included on the original copies of the record form, but the data included in the research was identified by each child's randomly assigned number.

Lessons were planned to begin after two weeks of data collection on February 14th, 2011. Completed lesson plans can be found in Appendix D. While the ultimate goal was to provide the participating children with the guidance necessary to plan and implement a service project, there are several underlying concepts that were critical to ensuring that the experience was significant and relevant to the VPK curriculum. Most importantly, these lessons were written to review several themes and concepts that are common to the early childhood classroom. However, their inclusion in these lessons required explicit instruction and structured discussions. Thus, these concepts became more than just a word the children remember from a song, but a behavior and a term with which they were comfortable enough to include in their daily routine and free play activities. The first lessons began the process by discussing these themes through literature. Because the developmental abilities and cognitive skills of this population are the most obvious challenge to this endeavor, the lessons needed to be carefully structured to provide the background knowledge necessary for each subsequent lesson. A discussion of feelings led to a cooperative lesson about teamwork and the feelings associated with working together. Explicit instruction was included to provide the children with multiple opportunities to identify teamwork activities in the classroom, and initiate teamwork during their free play activities. Further activities addressed interpersonal relationships with family members and the emotional components of such interactions. With the guidance of the researcher, the children identified the communities that are a part of their lives and to which they belong. By discussing their neighborhood, their school, and their classroom as individual communities with people who live and work together, the children were able to grasp the concept that they belonged to a group that was bigger than their immediate family and those with whom they consistently interact.

Through the books *Caps for Sale* and *The Paperboy*, the children contemplated the idea that everyone has a job and that even children could have a role in their community.

After these introductory concepts were explored, the children began their journey into the theme of helping others. Empowerment was a key component of this series of lessons because it allowed the children to feel that they have the ability to take action to have an impact on the feelings of others. Before the lessons began, the research team had not anticipated a need for an explicit lesson about empowerment. However, as the observations revealed, the conversations in the classroom were saturated with "I can't", revealing an implicit need for motivation and confidence-boosting activities. The first "Helping Others" lesson began to provide opportunities for the children to feel self-sufficient and competent in meeting the needs of others by guiding them in a cooperative classroom beautification project that had been introduced as a means to help their classroom teachers. The children worked in teams to paint, glue, and draw a tree to replace the decoration on the classroom door. Each child's name was also added to an apple and was glued to the tree. The classroom teachers were essential in providing the praise and thanks that reminded the children of what they had accomplished for others when working together.

Following their successful service venture for the classroom environment, the children engaged again in a hands-on activity as an introduction to the needs that are in the surrounding community. The children worked in teams to tie the ends of fleece blankets and prepare them for people who live in our community that do not have blankets when they are cold. In a successive lesson, the children reviewed their experience making the blankets and discussed their feelings when contributing to the group's effort as well as their predictions for the feelings of the

recipients of the blanket gifts. The intention behind this lesson was to guide the children's understanding of the connection between service to others, self-fulfillment (to children, feeling happy), and meeting the needs of others. The blanket lesson was the children's first introduction and discussion about the population they would be serving, a residential facility for senior citizens within walking distance of the school. In the next lessons, the children discussed their knowledge of the elderly population and a conversation about their needs and feelings was again facilitated by literature.

With the field trip approaching, the children had the background knowledge necessary to cognitively understand the purpose of our visit and brainstorm ideas for how to spend our time with "our friends across the lake". Planning was easily connected to their daily routine through a discussion of the plan-do-review process which encourages the development of a mental blueprint for their free play, and a review to indicate if their plans were successful or if changes were made. The children easily related to the idea of making decisions before we left for the field trip and were eager with ideas about which activities to plan and what items were needed from the classroom for our journey. An earlier voting process had provided a democratic solution to the multitude of options that were available for our visit, and during the planning lessons, the children discussed their votes and listed the toys and materials that should be brought from the classroom. Before the field trip, the classroom began a survey of kind acts from the book *Heartprints*, which encouraged readers to leave their heartprints on others by being nice and sharing. The class created a heartprint wall and as kind acts were observed, a heart was added with the child's name. Young children are competitive and egocentric by nature, but with

heartprints, the emphasis was on total class achievement rather than how many hearts were earned by each individual child.

Due to inclement weather, the field trip which had been scheduled for Thursday, March 10th was postponed to Monday, March 14th. Instead of additional lessons to fill the gap left by the change of date, the kindness and feelings themes were extended into the extra days and another review of field trip behavioral expectations was conducted on Friday, March 11th. Monday's field trip began with a quick review of the behavioral expectations, a gathering of supplies for the trip, and a walk around the lake. When we arrived at the residential facility, the children gathered in a lunch room to unpack their supplies while an announcement informed the residents of our visit. Unfortunately, the weather delay negatively affected resident attendance for our visit. However, the children were engrossed in their play and welcoming to the residents who did show interest in the children's activities. Several instances of shared play and positive interaction with the senior residents were observed. The children remained at the facility for approximately one hour before cleaning up their toys and walking back to school. Before leaving, the children presented the residents in attendance with a banner that had been created in the classroom with all of the children's handprints.

Upon returning to the classroom, the researcher led the children in a discussion about the feelings observed when interacting with our friends across the lake, and the feelings experienced by the children during the visit. Children expressed that they enjoyed the visit and liked making the residents happy. The children identified ways in which their activities and visit helped the residents by making the residents happy and playing with them. Throughout the day, the class

celebrated their accomplishments and continued to discuss feelings while performing kind acts to contribute to the heartprint wall. The second series of assessments began the afternoon of the field trip in the control classroom and continued through March 25th. Assessments occurred on a similar schedule to that of the first series, with six hours of data per classroom collected in the morning and afternoon play sessions.

# CHAPTER IV: RESULTS

The purpose of this study was to determine the effect of a service-learning curriculum on empathetic behaviors observed in the preschool classroom. Data collected during the observations include the affective antecedents to the empathetic behaviors observed, the time spent by each participant in the classroom during observation, and the types of empathetic behaviors observed for each participant. From this data, the total number of empathetic behaviors observed was divided by the total time (in hours) that each participating child was observed, resulting in an "empathy score" ranging from zero to one.

The results indicate the answers to the research questions:

1. Are service-learning infused curricula applicable in the early childhood classroom? Service-learning lessons provided an opportunity for the children to engage in standards-based hands-on learning which facilitated their interaction with their community.
2. Does participation in service-learning during preschool reflect similar social-emotional benefits observed in older populations of students? While service-learning programs in older populations demonstrated an increase in prosocial behaviors and empathetic awareness, this effect was not present in this population.
3. Will service-learning participation have an observable effect on the empathy observed in the classroom during scheduled free play time? While the change in empathy observed in the classroom was not indicative of positive growth, a significant effect was observed.

A 2 (pre-score/post-score) by 2 (experimental/control group) analysis of variance comparing the effects within-groups and between-groups was conducted using the scores collected in the pre- and post-assessment. In an analysis of the variance within-subjects, the change in scores over time (between the pre- and post-assessments) was statistically significant, $F$ (1, 26) = 6.024, $p$ = .021. To determine if participation in the experimental lesson plans had an effect on the change in scores, a between-groups analysis was conducted and showed a statistically significant difference between the control and experimental pre-assessment scores ($M$ = .375, $M$ = .516), and the post-assessment scores ($M$ = .180, $M$ = .404). The between-groups analysis indicated statistical significance with the following results, $F$ (1, 26) = 4.326, $p$ = .048. These results indicate that although the change in score over time was significant, participation in the experimental lesson plans also had a significant effect on the overall scores of empathetic behaviors observed.

**Table 1: Pre-Assessment Data, Control and Experimental Groups**

| CONTROL GROUP | | | | |
|---|---|---|---|---|
| Child Number | Age (Years) | Hours of Data | Total Empathy | Empathy Pre-Score |
| 1 | 3.75 | 6 | 5 | 0.833 |
| 2 | 4.5 | 6 | 5 | 0.833 |
| 3 | 4.83 | 5 | 0 | 0 |
| 6 | 3.91 | 4.5 | 0 | 0 |
| 7 | 4.25 | 6 | 2 | 0.333 |
| 8 | 4.25 | 6 | 4 | 0.666 |
| 9 | 4.66 | 3 | 1 | 0.333 |
| 10 | 3.91 | 5 | 4 | 0.8 |
| 11 | 4.41 | 2 | 0 | 0 |
| 12 | 3.91 | 4.75 | 2 | 0.421 |
| 13 | 4.75 | 4.3 | 1 | 0.233 |
| 14 | 4.08 | 5 | 4 | 0.8 |
| 15 | 4.33 | 6 | 2 | 0.333 |
| 16 | 5.25 | 6 | 4 | 0.333 |
| 17 | 4.16 | 5.25 | 0 | 0 |
| 18 | 3.83 | 6 | 0 | 0 |
| **EXPERIMENTAL GROUP** | | | | |
| Child Number | Age (Years) | Hours of Data | Total Empathy | Empathy Pre-Score |
| 1 | 3.41 | 5.8 | 2 | 0.345 |
| 3 | 4.08 | 6 | 1 | 0.166 |
| 4 | 3.83 | 6 | 4 | 0.666 |
| 5 | 4.91 | 4.75 | 2 | 0.421 |
| 6 | 3.16 | 6 | 4 | 0.666 |
| 7 | 5.08 | 5 | 2 | 0.4 |
| 8 | 5.08 | 5.1 | 3 | 0.588 |
| 10 | 5.41 | 6 | 3 | 0.5 |
| 11 | 4.33 | 6 | 2 | 0.333 |
| 12 | 4.83 | 4.5 | 4 | 0.889 |
| 13 | 3.75 | 6 | 5 | 0.833 |
| 15 | 4.33 | 6 | 0 | 0 |
| 16 | 4.33 | 4.3 | 4 | 0.93 |
| 18 | 4.5 | 6 | 3 | 0.5 |

**Table 2: Post-Assessment Data, Control and Experimental Groups**

| CONTROL GROUP | | | | |
|---|---|---|---|---|
| Child Number | Age (Years) | Hours of Data | Total Empathy | Empathy Post-Score |
| 1 | 3.75 | 6 | 3 | 0.5 |
| 2 | 4.5 | 6 | 2 | 0.333 |
| 3 | 4.83 | 5 | 0 | 0 |
| 6 | 3.91 | 4 | 0 | 0 |
| 7 | 4.25 | 5 | 1 | 0.2 |
| 8 | 4.25 | 6 | 2 | 0.333 |
| Withdrawn | | N/A | | N/A |
| 10 | 3.91 | 4 | 2 | 0.5 |
| 11 | 4.41 | 4 | 1 | 0.25 |
| 12 | 3.91 | 6 | 0 | 0 |
| 13 | 4.75 | 4 | 1 | 0.25 |
| 14 | 4.08 | 5 | 0 | 0 |
| Withdrawn | | N/A | | N/A |
| 16 | 5.25 | 6 | 1 | 0.166 |
| 17 | 4.16 | 2.25 | 0 | 0 |
| 18 | 3.83 | 6 | 0 | 0 |
| **EXPERIMENTAL GROUP** | | | | |
| Child Number | Age (Years) | Hours of Data | Total Empathy | Empathy Post-Score |
| 1 | 3.41 | 6 | 1 | 0.166 |
| 3 | 4.08 | 3.82 | 0 | 0 |
| 4 | 3.83 | 6 | 2 | 0.333 |
| 5 | 4.91 | 6 | 6 | 1 |
| 6 | 3.16 | 4.33 | 2 | 0.461 |
| 7 | 5.08 | 6 | 1 | 0.166 |
| 8 | 5.08 | 4.5 | 3 | 0.666 |
| 10 | 5.41 | 6 | 5 | 0.833 |
| 11 | 4.33 | 4 | 0 | 0 |
| 12 | 4.83 | 5 | 1 | 0.2 |
| 13 | 3.75 | 6 | 1 | 0.166 |
| 15 | 4.33 | 6 | 3 | 0.5 |
| 16 | 4.33 | 6 | 4 | 0.666 |
| 18 | 4.5 | 6 | 3 | 0.5 |

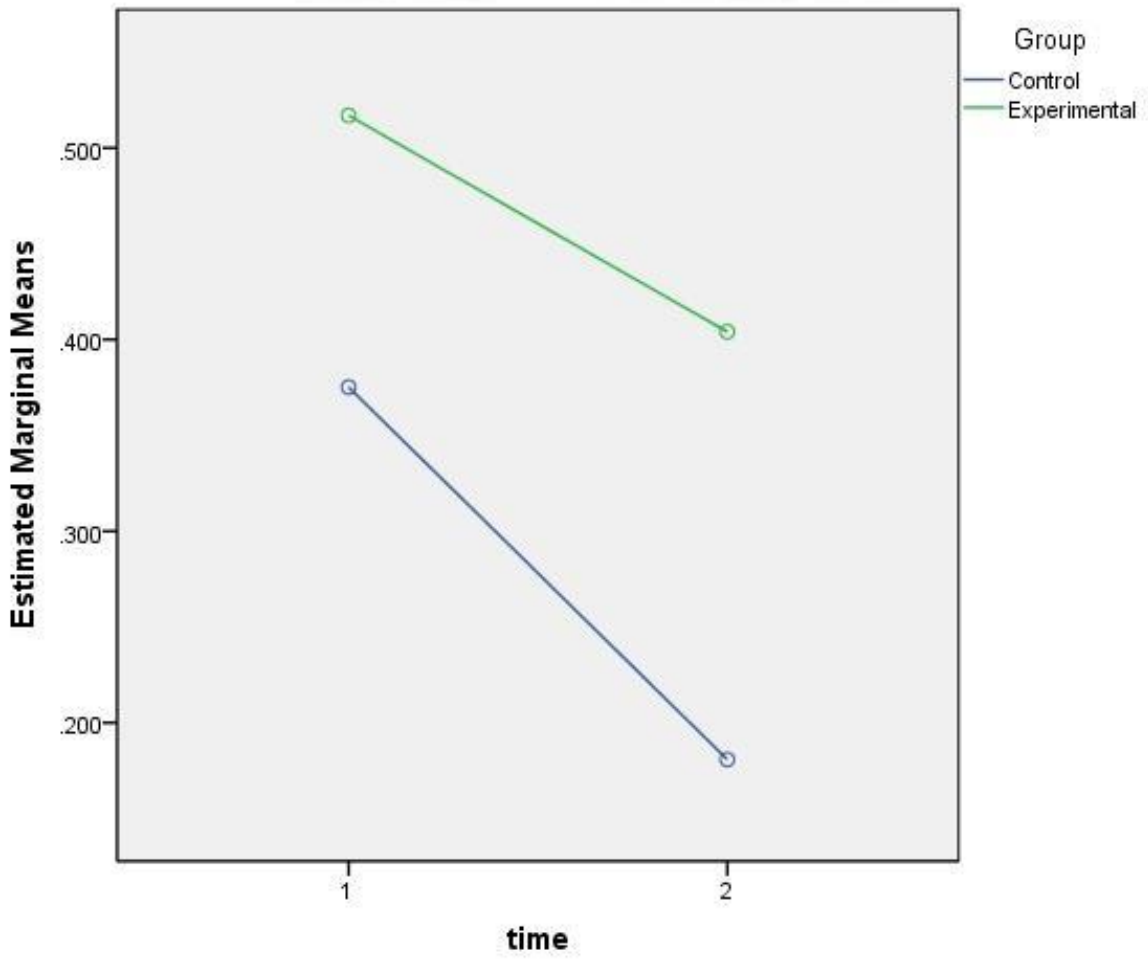



**Figure 1: Variance in Means, Control and Experimental Groups**

# CHAPTER V: DISCUSSION

In determining the effects of a service-learning curriculum on the number of empathetic behaviors observed in the classroom, the statistically significant results indicate that the experimental lesson plans had an effect, although a causal relationship is undetermined. While the design was intended to increase the number of empathetic behaviors observed in the classroom, the data does not support the assumption that empathy would naturally increase over time in this population. The first analysis, which provided a comparison of empathy scores within groups, resulted in a significant finding. This indicates that the change that occurred over time between the first and second assessments of empathy did not occur by chance. In the discussion of these results, a brief review of the literature regarding the theoretical progression of moral development as it relates to empathetic behavior will provide insight into the significance of the change in scores observed in this study.

Both theoretical perspectives of morality and empathy discussed in the literature (including the cognitive-developmental theory from which this study was designed) assume that empathy is a behavior that occurs more frequently with development and time (Kohlberg, 1984; Hoffman, 2000). Empathy, as defined by the cognitive-developmental perspective, is one of the social implications of more advanced cognition (Kohlberg, 1984). While this study did not measure the cognitive development of this population, there is no observational evidence to negate the assumption that the children in this population progressed in their cognitive development as expected throughout the duration of this experiment. Kohlberg's cognitive-developmental perspective specifies that moral development is dependent upon cognitive

development. While there is not an indication that this assumption is incorrect in this study, there is also no evidence to support the conclusion that the unexpected decrease in empathy observed is a result of an unexpected decrease in cognitive development. Therefore, assuming that the cognitive development did not preclude the exhibition of more empathetic behaviors, the assessment tool must be examined.

Service-learning as an instructional methodology has been consistently correlated in older populations of students with moral development and prosocial behavior (Moore & Sandholtz, 1999; Kitzrow, 1998, Sipe, 2001) as well as academic achievement. Thus, in the development of a service-learning curriculum that was developmentally appropriate for a younger population, the goals remained consistent: academic content and opportunities for social-emotional growth. As evidenced by the data, there was a significant decrease in the prosocial empathetic behaviors observed after completion of the service-learning curriculum; however, this result does not conclusively indicate that empathy did not increase overall. The observation form was designed to document the occurrences of prosocial behaviors that reflected a cognitive awareness of the emotional state of another, which is consistent with the cognitive-developmental perspective of empathy (Strayer, 1980). Selecting this design from the literature was an obvious choice for a measure of the primarily prosocial development that had been observed as a result of service-learning in older populations. However, the definition of empathy in the cognitive-developmental perspective does not dictate that one observed behavior reflects more empathy than another, or that all empathetic cognitions result in prosocial behaviors. For example, relational aggression (behavior that harms others through damaging a relationship) innately

requires a social and cognitive awareness of the emotional effects of one's actions on another (Crick, et. al., 1997). According to Crick (1997), these aggressive behaviors are often observed in early childhood, yet are rarely studied; but, the inclusion of these behaviors as indicators of empathetic understanding may explain the change in data in this study. In early childhood, the rate and manifestation of developmental gains are widely distributed and varied resulting in a variety of observed behaviors that may all reflect the same advancements in cognition. Thus, in the sparse research that describes the bridge between moral cognition and moral action in young children, there is no discussion of how often advancement in moral cognition leads to prosocial moral action (Blasi, 1980). Moral theorists demonstrate that an increase in cognitive function translates into the ability for higher empathetic functioning, but rarely do theorists discuss how this ability is put into action (Kohlberg, 1984; Hoffman, 2000).

For the purposes of this study and because of strong correlative evidence between academic service learning and social-emotional development, the decision to measure empathy was clear for this population. Empathy is a component of moral development, especially in young children, but empathy is not always a reflection of a moral choice in terms of behaviors observed. As Blasi (1980) demonstrates, numerous issues exist in the study of the connection between moral cognition and moral action, ranging from the theoretical constraints to the practicality of research design. Perhaps one of the more challenging factors in the collection of data for this research was that in order to differentiate an empathetic response from a shared affective response to the same stimulus, the research team needed some indication or knowledge about the participating child to understand his or her intentions during the interaction. As Blasi

(1980) outlines, this design like many moral cognition studies before it, innately requires the ability to measure an internal cognitive process. In older populations, this may be achieved through structured conversations that provide insight into the thoughts of the participant, but such a design would necessitate participants who had acquired a level of language development that would enable them to articulate such cognitive processes. Young children do not have these language capabilities yet. As a result, the research team was forced to build the bridge between moral cognition and moral action in a way that provided an observable, quantifiable means of data collection. The overall goals of the service-learning curriculum identified prosocial and caring behavior as a by-product of engagement in such an activity; therefore, these behaviors were an easy choice as a reflection of the cognitive awareness that was preceding the action. However, as discussed earlier, this selection of measuring only prosocial behavior may not be an accurate reflection of the improvement in cognition that would indicate higher levels of empathy.

Looking at the data overall, it becomes evident that further research and examination is needed to understand why empathy decreased overall in both groups. While the significance of the between-groups measure indicates that there was a difference observed as a result of the engagement in the service-learning lesson plans, the intention of promoting more empathy in the classroom did not become a reality. Without subsequent research and data collection, all that can be suggested are educated guesses and research-based hypotheses in regards to this phenomenon; therefore, these suppositions will be discussed here.

The population of children at the preschool has several distinctive characteristics which made the site selection an interesting candidate for a pilot program such as this study. Almost all

of the children are socioeconomically disadvantaged, with some living in shelters or in other homeless situations. All of the children qualify for free meals as a part of the USDA's Child and Adult Care Food Program. The classrooms that were invited to participate in the study contain children with documented behavioral disorders and developmental delays. As a group, this population seemed to be the most challenging selection for an intervention of this type, but also the population that would benefit the most from a social-emotional curriculum.

In studies of socioeconomically disadvantaged children, it becomes easy to blame the environment for a delay or dysfunction in what was expected for results. When working with children this young, however, an environmental influence is rarely the cause of a change. Thus, it would be inappropriate, and most likely, inaccurate to blame the overall decrease in empathy on the economic circumstances of the families enrolled. Without having conducted research in another population to prove that a decrease in empathy is unique to this preschool, the assumption may remain that the theoretical understanding of moral action used in the design of this study is incorrect in its hypothesis that empathetic prosocial behaviors will increase with age. At this point in time, it may be more acceptable to infer that if an environmental influence exists, it consistently affected both pre- and post-assessment scores. Such an inference would support the conclusion that while the significance of the between-groups effect did not result in an overall positive increase, it did begin to "close the gap" and bring the experimental group data closer to a positive score.

An effort was made to control for as many differences between the groups as possible, including the selection of both participating classes from the same school, similar enrollment

numbers, and similar average ages. One variable could not be controlled, and in the design of the study, was not changed in any way. Classroom teachers provide the vast majority of instruction and social interaction with adults during a child's time at school. At the preschool, each of the participating classrooms contained two teachers for the duration of the study and all classrooms employ High/Scope techniques for classroom management and instruction. Acute differences in the classroom management and disposition of the classroom teachers may or may not have demonstrated an effect on the overall scores of empathy that were documented, but at the very least, these observations are worth discussing.

The co-investigator spent the majority of the eight-week research period in the experimental classroom, conducting observations and implementing the four-week series of lesson plans. This classroom was directed by two classroom teachers, one male and one female. As a team, these teachers participated in more cooperative teaching (in comparison to the control classroom which will be discussed in a later section), and sharing of responsibilities. Throughout the observations during scheduled free play, these teachers engaged in play experiences with the children that were both teacher- and child-directed in nature. Free play without limitations was encouraged, with occasional reminders to clean up and replace materials before moving on to another activity. Overall, these classroom teachers managed their classroom with a variety of techniques ranging from simple redirection to removal from an activity or center and use of the quiet area for a calming moment.

The control classroom was observed at the beginning and end of the research period, with significant change in the teaching styles between observations. Both classroom teachers were

female, and one had recently been placed in this classroom at the commencement of research. These teachers employed more small group time for instruction and referred to their group placement throughout the day for varying activities, although they shared the management of the classroom. At the beginning of research, the classroom teachers were quite removed from play in that they did not propose an abundance of teacher-directed activities or direct the child's free play in centers. By the second assessment, the teachers had begun intervening in child free play with consistent reminders of the child's chosen activity to encourage sustained play. While this did not seem to have a direct effect on the children's interpersonal interactions at first, the emotionality was more frequent when the children had been engaging in self-directed play with one or more children and cooperative decisions to change play choices were occasionally interrupted by a teacher prompt to remain with a chosen activity. In the second observation, the teachers were also more self-conscious about their interaction with the children during play while the researcher was observing the class, and expressed concerns about interacting and interfering with data collection.

Overall, the most apparent difference between the classroom teachers in this study was their perception of the role of a teacher during free play. Teachers in the experimental classroom were more likely to engage in child-directed play and support their choices rather than encourage their sustained attention from a distance. Perhaps because the teachers in the control classroom were less comfortable with their classroom environment (there was a demonstrated personality conflict that created additional challenges to their instruction and interaction) their expressed discomfort with the researcher's observations affected their level of interaction with the children

during play. While there is no data to specify the effects of teacher interaction or disposition on the results of this research, further research may present opportunities to script or train the classroom teachers to further support the goals of the lessons.

Both classrooms were enrolled in the Voluntary Pre-Kindergarten program, catering to four-year old children, at the time of the research. The average age of the children in the control classroom was four years, three months and the average age of the children enrolled in the experimental classroom was four years, four months (adjusted to nearest month from decimal average, $M$ = 4.29, 4.35). The span of one month does not account for a significant difference in development, thus the age of the participants can be discounted as a potential factor in the difference observed between groups. Individually, age may have an effect on the change in scores observed between assessments. In the experimental classroom, the most significant positive changes in empathy score were documented by children who were near or above the average age in the classroom (4.33, 4.91, 5.08). This trend is also true of the increases observed in the control classroom, although those increases were not significant changes in data overall (increase from 0 behaviors observed to 1 behavior, or 1 behavior observed to 2 behaviors observed). There does not seem to be an identifiable correlation between age and significant decreases in empathy (decrease of more than .5). These associations indicate that an older child may demonstrate a more significant benefit from participation in the lessons, but there is certainly not enough data or research to negate the potential value of this curriculum in younger students. With a stronger design and more control over the variables discussed previously, there may be a more significant effect with the younger children in this population.

## Implications for Further Research

Service-learning with four-year old children is an opportunity for hands-on learning and social-emotional development that is hard to match with a traditional curriculum. Children are very goal-directed and motivated by their interests, an observation that has been replicated and incorporated into numerous classroom management and instructional strategies. In this study, the children participating in the experimental classroom were given the skills they needed to engage in an intergenerational project with a senior living facility in their community. Every brick of background knowledge necessary for their success was cemented into place with a four-week lesson plan that culminated in their service-learning visit. Although there were obstacles, and the lessons as planned did not always come to fruition as intended, the children have demonstrated that they enjoyed the experience, and the significance of the results speak for themselves.

This study is a definitive pilot program in the fields of service-learning and early childhood education. Nowhere in the literature is there any similar project that engaged young children in academic service-learning that extends beyond their classroom environment. As proven in the literature review, each component of the design had support in developmentally appropriate practice for young children. The combination of these efforts concluded with findings that warrant further investigation. Is there a population variable that has yet to be discovered? Are the differences in teaching style contributing to the data collected? Would the results be different with more time and a more comprehensive curriculum? There are more

questions than answers; however, it is clear from this data that several assumptions about moral development in early childhood must be addressed and revisited.

Decreasing prosocial behavior as an empathetic action to moral cognition could be the result of a number of situational or population factors with the participants in this study. Following the theoretical perspective throughout this study, as cognition and morality are innately linked by the internal processes that result in the behaviors observed, one must question if an increase in prosocial behavior is an accurate measure of increased empathy. Or, as suggested previously, could an antisocial behavior that still relies on an empathetic awareness of another be more indicative of advanced social and emotional development? Further study could address this concern and account for antisocial behaviors in the assessments before and after the service-learning.

To determine if a population factor may contribute to the trends observed in the data, a cross-sectional study with two different socioeconomic populations would provide an interesting perspective. If the population's economic status has an effect on the empathy observed in the classroom, then the difference in data can show where changes to the curriculum can be made in order to be adapted to as many populations as possible. A comparison will also show if the decreasing trend observed at the preschool is suggestive of an overall assumption in the population of young children and the exhibition of prosocial behaviors, or if the decrease is also a population variable. Moreover, a study of a population with a greater socioeconomic advantage may demonstrate the "gap" that often exists in child development between children of varying economic backgrounds. If further research supports the hypothesis that such a "gap"

exists in moral development, then additional research could begin to plan and implement different programs, such as the service-learning in this study, which could also demonstrate a significant effect on moral development.

The questions addressed here are certainly not all-inclusive, and as time and the body of research in early childhood education increases, the significance of these findings will change. At the very least, it is safe to conclude that the children from the preschool who participated in service-learning demonstrated a significantly smaller decrease in prosocial empathetic behaviors than the control group throughout the eight-week duration of the study. These results not only support the development of further research in the field, but require more evidence and support of these conclusions. The implications of these variables to the development and success of young children in school and beyond are too important to ignore.

# APPENDIX A:
# IRB APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

# Approval of Human Research

From: **UCF Institutional Review Board #1**
**FWA00000351, IRB00001138**

To: **Judit Szente and Elizabeth L Paris**

Date: **January 20, 2011**

Dear Researcher:

On January 20, 2011, the IRB approved the following human participant research until 1/19/2012 inclusive:

| | |
|---|---|
| Type of Review: | UCF Initial Review Submission Form<br>Expedited Review Category #7 |
| Project Title: | Examining the Moral Development of Young Children and Naturalistic Displays of Empathy through Service-Learning Experiences in Preschool |
| Investigator: | Judit Szente |
| IRB Number: | SBE-11-07364 |
| Funding Agency: | None |
| Research ID: | N/A |

The Continuing Review Application must be submitted 30days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at https://iris.research.ucf.edu .

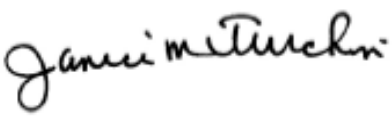
If continuing review approval is not granted before the expiration date of 1/19/2012, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Janice Turchin on 01/20/2011 03:00:01 PM EST



IRB Coordinator

# APPENDIX B:
# CONSENT TO PARTICIPATE AND PHOTOGRAPHY RELEASE

# Examining the Moral Development of Young Children and Naturalistic Displays of Empathy through Service-Learning Experiences in Preschool

## Informed Consent [from a Parent for a Child in a Non-Exempt Research Study] for Control Classroom

Principal Investigator: Judit Szente, Ph.D.
Co-Investigator: Elizabeth Paris
Investigational Site(s): [redacted]

How to Return this Consent Form: Please read the study information and return the signed form to your child's classroom.

**Introduction:** Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being asked to allow your child to take part in a research study which will include about 30 people at the [redacted]. Your child is being invited to take part in this research study because he or she is attending the Voluntary Pre-Kindergarten program at the [redacted].

The person doing this research is Elizabeth Paris of the University of Central Florida Department of Child, Family and Community Sciences. Because the researcher is an undergraduate student completing her Honors-in-the-Major research study, she is being guided by Dr. Judit Szente, a UCF faculty supervisor in the Department of Child, Family, and Community Sciences.

**What you should know about a research study:**

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should allow your child to take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you or your child.
- Feel free to ask all the questions you want before you decide.

**Purpose of the research study:** The purpose of this study is to define the relationship between moral development and service-learning by measuring empathy in the classroom before and after

children participate in a service-learning lesson. Service-learning has been used in higher education to promote hands-on learning and application of classroom knowledge to real-world situations with positive results; however, little research has been done to develop a service-learning lesson for preschool children. Preschool children are developing in many ways, but the area most important to school success is social-emotional development. Service-learning has positive effects on perspective-taking skills, prosocial behaviors, and empathy in older children, so the use of a service-learning curriculum to support social-emotional development in the preschool classroom is supported by the literature.

**What your child will be asked to do in the study:**
January 31st, 2011 - February 11th, 2011: Your child will participate in an assessment of empathy in the classroom for two weeks. Your child will be observed for a total of five days.

March 14th, 2011 – March 25th, 2011: Your child will participate in another assessment of empathy with the same structure as the first assessment described in the first paragraph of this section.

In the discussion of limitations to the study's findings, personal information regarding your child's socioeconomic status, Individualized Education Plan (IEP) status, or other information may be requested as needed.

If you do not consent for your child to participate in the study, he or she can be placed in a different classroom during the assessments. The assessments will take place for approximately one hour per day for five days, and will occur during free play periods. If you choose to allow your child to remain in the classroom, but not participate in the study, your child's behaviors will not be documented for the purposes of the study and any recordings of the classroom will be destroyed after documentation has been recorded for the participating children.

**Location:** All of the assessments will take place in the VPK classroom at the [redacted].

**Time required:** We expect that your child will be in this research study for approximately **eight weeks**.

**Audio or video taping:**
Your child will be video taped during this study. If you do not want your child to be video taped, your child will not be able to be in the study. Discuss this with the researcher or a research team

member. If your child is video taped, the tape will be kept in a locked, safe place. The tape will be erased or destroyed when the assessment data has been observed and recorded.

**Risks:** There are no expected risks for taking part in this study.

**Benefits:**

We cannot promise any benefits to you, your child, or others from your child taking part in this research.

**Compensation or payment:**

There is no compensation, payment or extra credit for your child's part in this study

**Confidentiality:** We will limit your personal data collected in this study. Efforts will be made to limit your child's personal information to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of UCF.

**Study contact for questions about the study or to report a problem:** If you have questions, concerns, or complaints, or think the research has hurt your child, contact Elizabeth Paris, Undergraduate Student, Early Childhood Development and Education Program, College of Education, eparis1@knights.ucf.edu or Dr. Judit Szente, Faculty Supervisor, Department of Child, Family and Community Sciences at (407) 823-0045 or by email at jszente@mail.ucf.edu.

**IRB contact about you and your child's rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

**Withdrawing from the study:**

You may decide not to have your child continue in the research study at any time without it being held against you or your child. If you choose to withdraw your child from the study, your child may be placed in a different classroom during the assessments. For approximately one

hour a day, researchers will be recording videos of the classroom and documenting specific behaviors during free play. Your child's behavior will not be documented for the purposes of the study, and the recordings will be destroyed after all behaviors have been documented. If you wish for an alternative placement for your child during these recording sessions, one will be made available.

Your signature below indicates your permission for the child named below to take part in this research.

## DO NOT SIGN THIS FORM AFTER THE IRB EXPIRATION DATE BELOW

Name of participant

Signature of parent or guardian

Date

- ❑ Parent
- ❑ Guardian (See note below)

Printed name of parent or guardian

Assent

- ❑ Obtained
- ❑ Not obtained because:
  - ❑ IRB determined that assent of the child was not a requirement
  - ❑ The capability of the child is so limited that the child cannot reasonably be consulted.

**Note on permission by guardians:** An individual may provide permission for a child only if that individual can provide a written document indicating that he or she is legally authorized to consent to the child's general medical care. Attach the documentation to the signed document.

# Examining the Moral Development of Young Children and Naturalistic Displays of Empathy through Service-Learning Experiences in Preschool

## Informed Consent [from a Parent for a Child in a Non-Exempt Research Study] for Experimental Classroom

Principal Investigator: Judit Szente, Ph.D.
Co-Investigator: Elizabeth Paris
Investigational Site(s): [redacted]

How to Return this Consent Form: Please read the study information and return the signed form to your child's classroom.

**Introduction:** Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being asked to allow your child to take part in a research study which will include about 30 people at the [redacted]. Your child is being invited to take part in this research study because he or she is attending the Voluntary Pre-Kindergarten program at the [redacted].

The person doing this research is Elizabeth Paris of the University of Central Florida Department of Child, Family and Community Sciences. Because the researcher is an undergraduate student, completing her Honors-in-the-Major research study, she is being guided by Dr. Judit Szente, a UCF faculty supervisor in the Department of Child, Family, and Community Sciences.

**What you should know about a research study:**

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should allow your child to take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you or your child.
- Feel free to ask all the questions you want before you decide.

**Purpose of the research study:** The purpose of this study is to define the relationship between moral development and service-learning by measuring empathy in the classroom before and after

children participate in a service-learning lesson. Service-learning has been used in higher education to promote hands-on learning and application of classroom knowledge to real-world situations with positive results; however, little research has been done to develop a service-learning lesson for preschool children. Preschool children are developing in many ways, but the area most important to school success is social-emotional development. Service-learning has positive effects on perspective-taking skills, prosocial behaviors, and empathy in older children, so the use of a service-learning curriculum to support social-emotional development in the preschool classroom is supported by the literature.

**What your child will be asked to do in the study:**

January 31st, 2011 - February 11th, 2011: Your child will participate in an assessment of empathy in the classroom for two weeks. Your child will be observed for a total of five days.

February 14th, 2011 - March 11th, 2011: Your child's class will complete a four-week series of lesson plans with the Co-Investigator designed to guide the children in the selection of a service project to meet a need in the community. The lesson plans will be integrated into the curriculum currently offered at the [redacted] and will be completed during the four hours of Voluntary Prekindergarten class time. Your child will discuss their community, the people in their community, the needs in their community, and ways to contribute to their community through service.

Your child's class will complete a service project during these four weeks. Investigators will work with the classroom teacher and [redacted] staff to provide the equipment and materials needed for the project. If the selected service project requires off-site travel, separate permission forms for any field trip will be distributed and collected by the [redacted].

Week of March 7th, 2011: Upon completion of the service project, your child will reflect and discuss the service-learning experience with the co-investigator and the whole class. Your child's individual participation is not measured during the whole group lessons and reflective discussion. While the assessments will provide individual information about your child, the lesson plans will completed as a whole class.

March 14th, 2011 – March 25th, 2011: Your child will participate in another assessment of empathy with the same structure as the first assessment described in the first paragraph of this section.

In the discussion of limitations to the study's findings, personal information regarding your child's socioeconomic status, Individualized Education Plan (IEP) status, or other information may be requested as needed.

If you do not consent for your child to participate in the study, he or she can be placed in a different classroom during the assessments and lesson plans. The assessments will take place for approximately one hour per day for five days, and will occur during free play periods. If you choose to allow your child to remain in the classroom, but not participate in the study, your child's behaviors will not be documented for the purposes of the study and any recordings of the classroom will be destroyed after documentation has been recorded for the participating children. Your child will be placed in a different classroom or given alternative activities during the lessons for the research study.

**Location:** The assessment and the lesson plans will take place in the VPK classroom at the [redacted]. Any off-site field trips required for the service project will be limited to the Lake Dot region (within walking distance) and will be specified on permission forms.

**Time required:** We expect that your child will be in this research study for approximately **eight weeks**.

**Audio or video taping:**

Your child will be video taped during this study. If you do not want your child to be video taped, your child will not be able to be in the study. Discuss this with the researcher or a research team member. If your child is video taped, the tape will be kept in a locked, safe place. The tape will be erased or destroyed when the assessment data has been observed and recorded.

**Risks:** There are no expected risks for taking part in this study.

**Benefits:**

We cannot promise any benefits to you, your child, or others from your child taking part in this research. However, possible benefits include the satisfaction associated with volunteer service, social-emotional skills, interaction with community members, and increased awareness of the community and how to meet the needs of others.

**Compensation or payment:**

There is no compensation, payment or extra credit for your child's part in this study

**Confidentiality:** We will limit your child's personal data collected in this study. Efforts will be made to limit your child's personal information to people who need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of UCF.

**Study contact for questions about the study or to report a problem:** If you have questions, concerns, or complaints, or think the research has hurt your child, contact Elizabeth Paris, Undergraduate Student, Early Childhood Development and Education Program, College of Education, eparis1@knights.ucf.edu or Dr. Judit Szente, Faculty Supervisor, Department of Child, Family and Community Sciences at (407) 823-0045 or by email at jszente@mail.ucf.edu.

**IRB contact about you and your child's rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

**Withdrawing from the study:**

You may decide not to have your child continue in the research study at any time without it being held against you or your child. Withdrawal from the study will not affect your child's curriculum or learning experiences at the [redacted]. The content provided in the lessons is not replacing the content of the classroom teacher's lesson plans; therefore, if you withdraw, your child will still receive instruction to address all of the standards required of the Voluntary Pre-Kindergarten program. Your child will not be required to participate in the lessons if withdrawn. If the class is off-site for a study-related field trip, an alternative classroom placement will be made available for your child.

Your signature below indicates your permission for the child named below to take part in this research.

## DO NOT SIGN THIS FORM AFTER THE IRB EXPIRATION DATE BELOW

Name of participant

Signature of parent or guardian

Date

- ❑ Parent
- ❑ Guardian (See note below)

Printed name of parent or guardian

Assent

- ❑ Obtained
- ❑ Not obtained because:
- ❑ IRB determined that assent of the child was not a requirement
- ❑ The capability of the child is so limited that the child cannot reasonably be consulted.

**Note on permission by guardians:** An individual may provide permission for a child only if that individual can provide a written document indicating that he or she is legally authorized to consent to the child's general medical care. Attach the documentation to the signed document.

### Photography Release Authorization

I, _____ (parent/guardian name) authorize the research team from the University of Central Florida to photograph and/or record video images of my child, _____(child's name). I consent to the release of any photographic images to the research team for educational use. Video recordings collected in the classroom will not be released beyond the research team. I understand that by signing this form, I am not consenting to participate in the research study that is taking place at the [redacted]

_____ _____

Parent/Guardian Signature Date

# APPENDIX C:
# OBSERVATION FORM

| Child's Name | Time on Tape | Affective | | Empathetic | | Feedback | |
|---|---|---|---|---|---|---|---|
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |
| _____ | | Y | N | Y | N | + | - |

| | | | | |
|---|---|---|---|---|
| Affective: | Happy | Sad | Angry | Hurt |
| Empathetic: | Matching | Comforting | Help-Giving | Reinforcing |

# APPENDIX D:
# SERVICE-LEARNING LESSON PLANS

| Theme: What are feelings? | Duration: 1 hour | Day: 1 |
|---|---|---|
| Objectives-Goals:<br>Children will discuss the definition of feelings<br>Children will identify and label feelings as shown on a poster<br>Children will discuss how to interact with others based on observable feelings<br>Children will work in small groups to share stories about feelings and identify the written words for several feelings<br>Children will discuss their work time plans as they relate to feelings in the centers, and review. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Large Group: What are feelings? How do you know what you are feeling? What are you feeling right now?<br>Sing “If You’re Happy and You Know It” | | |
| Lesson Steps/Procedure:<br>Large Group: Today, we are going to discuss feelings and how we play with our friends.<br>What are feelings? Can you name some of the feelings that you know?<br>Who has feelings? Does your teacher have feelings? Do your friends? How do you know?<br>How can you tell what your friends are feeling?<br>How do you act when your friends are feeling: sad happy hurt mad | | |

Small Group: Today, we are going to share a story about when we had feelings.
First, we are going to look at this poster and name as many feelings as we can. If you can name one of the feelings you see, I want you to raise your hand, so you can come up and help me write the name of the feeling. (Feelings depicted include: happy, sad, angry, sleepy)
Draw a picture about when you felt happy, sad, angry or sleepy.
Plan-Do-Review: Tell me about what you will do today, and tell me about how you feel.
(Review) Tell me about what you did today, and name some of the feelings you had or you saw your friends have while playing.

Adaptations (special needs, ESOL, etc.):
Children who speak another language will benefit from the use of visuals during the lesson activities, as well as the scaffolding provided by the teachers regarding the labeling of emotions. Children with special needs will be provided additional resources and support including proximity to the teacher during large and small group instruction.

Higher Order Thinking Questions:
Who has feelings? Does your teacher have feelings? Do your friends? How do you know? How can you tell what your friends are feeling?
Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Existential, Linguistic.

Types of Assessments:
Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.

| Follow-up Activities: | Home Connection: |
| --- | --- |
| Children are encouraged to continue talking about and labeling their emotions throughout the day at school and at home.<br>Children will build on this knowledge in the following lesson plans. | Children are encouraged to share their information with their parents at home, and discuss their emotions with their parents and siblings. |

Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of the emotions discussed and their demonstrated understanding of emotion in their lives.

| Theme: Teamwork | Duration: 30 minutes/day | Day: 2 |
|---|---|---|
| Objectives-Goals:<br>Children will demonstrate cooperative skills in a small group<br>Children will identify solutions to a problem that require cooperation<br>Children will identify the benefits of cooperation in a small group | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>“The More We Get Together” song in sign language | | |
| Lesson Steps/Procedure:<br>Large Group: What happens when we work together to do something? What does cooperation mean? When we work together to do something, is it faster or slower than working alone? Can we accomplish (define) something if we don’t use our words to talk to each other while we work?<br>Activity: Group Shapes<br>“When I say go, we are going to stand up and hold hands. Then, I am going to name a shape and we will work together to make that shape with our bodies. But in order to do that, we have to talk to each other and work together.” (Circle, Square, Triangle, Rectangle) | | |

<table>
<tr><td colspan="2">Small Group: How did you feel when we were making those shapes? Was it easy or hard? Bean Bag pass: The table who passes the bean bag to every person the fastest wins!</td></tr>
<tr><td colspan="2">Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson.</td></tr>
<tr><td colspan="2">Higher Order Thinking Questions:<br>What happens when we work together to do something? What does cooperation mean? When we work together to do something, is it faster or slower than working alone? Can we accomplish (define) something if we don't use our words to talk to each other while we work?<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic.</td></tr>
<tr><td colspan="2">Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.</td></tr>
<tr><td>Follow-up Activities:<br>Children are encouraged to continue using their cooperative skills throughout the day and continue to identify emotions in their daily play.</td><td>Home Connection:<br>Children are encouraged to share their learning from the day with their parents, and discuss the importance of teamwork. When doing chores or tasks at home, parents are encouraged to reinforce the use of teamwork and cooperative problem-solving.</td></tr>
<tr><td colspan="2">Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of the importance of teamwork and the benefits of helping and working as a team.</td></tr>
</table>

**No lesson on day 3 due to organized school walk-a-thon around the lake**

| Theme: Community | Duration: 30 minutes/day | Day: 4 |
|---|---|---|
| Objectives-Goals:<br>Children will identify the meaning of community.<br>Children will identify and discuss the members of their community.<br>Children will begin to discuss different roles in the community and how each job is important. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>"The More We Get Together" song in sign language<br>*A Chair for my Mother* book | | |
| Lesson Steps/Procedure:<br>Large Group: Does anyone remember what this word says? We talked about the people who live and work around us and what they do. We live in a community. In our community, everyone has different jobs, and they all help everyone live more safely, and in a better community.<br>Activity: Hats | | |

<table>
<tr><td colspan="2">When I hold up a hat or a picture of a hat, I want you to tell me what that person's job is in the community, and how they help others.<br>Small Group: What does our community look like? Draw a picture and we will write down words that you tell us about your drawing.</td></tr>
<tr><td colspan="2">Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson.</td></tr>
<tr><td colspan="2">Higher Order Thinking Questions:<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic.</td></tr>
<tr><td colspan="2">Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.</td></tr>
<tr><td>Follow-up Activities:<br>Children are encouraged to think about their community, and the different roles that their family and friends have in their community.</td><td>Home Connection:<br>Children are encouraged to share their learning from the day with their parents, and discuss the importance of community. Children will also be encouraged to talk to their family about their role in the community (jobs, civic engagement, etc)</td></tr>
<tr><td colspan="2">Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of the importance of community and helping others through assigned roles in the community.</td></tr>
</table>

**No lesson on Day 5 due to school holiday**

| Theme: Our Families | Duration: 1 hour | Day: 6 |
|---|---|---|
| Objectives-Goals:<br>Children will identify the members of a family from a book.<br>Children will discuss similarities and differences between the family in the book and their own family.<br>Children will connect their knowledge about emotions to their experiences with family.<br>Children will use language to identify and describe a drawing about an emotional time with family. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>"Family on the Bus"<br>Babies- wah wah wah<br>Mommies- shh, shh, shh<br>Daddies- hush that noise<br>Brothers- give that back<br>Sisters- let's go play<br>Grandmas/Grandpas- I love you/Love you too<br>Children work together to make new hand movements for the new lyrics | | |

Lesson Steps/Procedure:
Large Group: Read *Our Grannies*. Who was the story about? Who were the people in the story? How do you think they felt when they were together? How could you tell? Raise your hand if you have a: Granny, mommy, daddy, brother, sister.
Small Group: Think about a time when you had fun with your family. Now, draw a picture about that time, and show me how your family was feeling in the picture with faces and words. I will go around and write down your words on the paper.

Adaptations (special needs, ESOL, etc.):
Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson (drawing our families, mapping our community, etc.).

Higher Order Thinking Questions:
How do you think they felt when they were together? How could you tell?
Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical,, Linguistic.

Types of Assessments:
Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.

| Follow-up Activities: | Home Connection: |
| --- | --- |
| Children are encouraged to continue thinking about ways in which they are a part of their family, and their family is a part of the community. The following lessons will address more specific needs in the community regarding family members and people who are grannies/grandpas. | Children are encouraged to share their information with their parents at home, and discuss their family's role in the community. Further lessons may include a parent interview where children can discuss their parent's role in the community, their job, the work they do for the people who live in the community (including their parenting responsibilities). |

Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of family and how the family is a part of the community.

| Theme: What are jobs? | Duration: 1 hour | Day: 7 |
|---|---|---|
| Objectives-Goals:<br>Children will discuss the definition of a "job"<br>Children will identify jobs in their realm of knowledge<br>Children will begin to identify their "job" in the community<br>Children will discuss jobs with their families and identify what their parents' jobs are. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>"The More We Get Together" song<br>*Caps for Sale* book | | |
| Lesson Steps/Procedure:<br>What was the man's job in the story? How do you know? Was he successful in his job? What else could he do to be more successful? What else do you notice about his community? Are there other people in his town?<br>Activity: Problem-Solving<br>What would be a better way to carry all of these hats? | | |

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| Small Group: What's your job? In your small group, talk about the things you do at school and what your job could be (line leaders, door holders, block builders, etc.) | |
| Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson (drawing our families, mapping our community, etc.). | |
| Higher Order Thinking Questions:<br>How do you know? Was he successful in his job? What else could he do to be more successful? What else do you notice about his community? Are there other people in his town?<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic. | |
| Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson. | |
| Follow-up Activities:<br>Children are encouraged to continue thinking about their role in the community and the "jobs" that they do at home and at school. | Home Connection:<br>Children are encouraged to share their information with their parents at home, and conduct a parent interview where children can discuss their parent's role in the community, their job, the work they do for the people who live in the community (including their parenting responsibilities). |
| Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of their own "jobs" and the feeling of empowerment that should develop from a self-awareness of their responsibilities which will translate into a S-L project.9 | |

| Theme: Helping Others I | Duration: 1 hour | Day: 8 |
|---|---|---|
| Objectives-Goals:<br>Children will identify the feelings associated with helping others from both perspectives<br>Children will use teamwork to collaboratively create a classroom decoration<br>Children will discuss the ways in which they can help others throughout the day | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Song: "The More We Get Together" with sign language and guitar | | |
| Lesson Steps/Procedure:<br>Large Group: We're going to sing a song on the guitar today. Who remembers the rules about playing the guitar? 1) Stay on the carpet, 2) We can touch the guitar when we are holding the pick, 3) If we want a turn to play, we should sit on the carpet.<br>We've done a lot of work and talking about community, and family and friends. What communities do we participate in? Who is in our school community? Who is in our class community? How do we help people in our community? Today, we have friends that need our help. Our teachers have a problem, and they'd like us to help them fix something. Can we do it? Today, we're going to help our teachers make a new apple tree for our classroom door. We're | | |

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| going to have to share and use our teamwork to make it happen. When you are ready, you will sit at the table and help with the leaves or the trunk of our tree. Then we will all work on our own apples with our names on them.<br>Small Group: Children are assigned to one of two teams. One team paints the trunk with brown paint, and demonstrates sharing techniques when only given two paint jars for 6 children. The other team was given felt "leaves" to place on glue that had been spread on a tree-shaped poster. The children then cut out their apples to put on the tree. Debrief with children regarding feelings associated with completing the activity. |
| Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson . |
| Higher Order Thinking Questions:<br>How did it make you feel when you were helping our teachers?<br>What communities do we participate in? Who is in our school community? Who is in our class community? How do we help people in our community?<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Existential, Linguistic. |
| Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson. |

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| Follow-up Activities:<br>Children are encouraged to continue thinking about ways in which they can help others and think about the next week's trip when they will visit the people who need blankets and deliver them. | Home Connection:<br>Children are encouraged to share their information with their parents at home, and discuss their helping behaviors at school. Children are also encouraged to help their parents at home whenever possible. |

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| Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of helping others and service-learning, which will ultimately lead to their service project endeavor. |

| Theme: Helping Others II | Duration: 1 hour | Day: 9 |
|---|---|---|
| Objectives-Goals:<br>Children will review their activity from the day before and discuss feelings associated with helping others<br>Children will reflect upon a provided need, and discuss possible solutions.<br>Children will engage in a hands-on project to address that need | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Song:"The More We Get Together" with sign language and guitar | | |
| Lesson Steps/Procedure:<br>Large Group: We're going to sing a song on the guitar today. Who remembers the rules about playing the guitar? 1) Stay on the carpet, 2) We can touch the guitar when we are holding the pick, 3) If we want a turn to play, we should sit on the carpet.<br>Who remembers what we did yesterday? We helped our teachers make a new tree for our door. Did everyone see it? Who helped with the trunk? Who helped with the leaves? How did it make you feel when you were helping our teachers?<br>Today, we're going to help someone else. Who can raise their hand and tell me what you do | | |

<table>
<tr><td colspan="2">when you are cold? (Get a blanket). What if you don't have a blanket? How can we help those people who don't have blankets?<br>Small Group: Today, we are going to make 2 blankets for some people who need them. Each group has a blanket, and the blanket has these edges that need to be tied together to make it work. (Model the tying process, and allow each child to try one with teacher assistance if necessary). Now, let's finish these blankets. Tie all of the ends together.</td></tr>
<tr><td colspan="2">Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson .</td></tr>
<tr><td colspan="2">Higher Order Thinking Questions:<br>How did it make you feel when you were helping our teachers?<br>Today, we're going to help someone else. Who can raise their hand and tell me what you do when you are cold? (Get a blanket). What if you don't have a blanket? How can we help those people who don't have blankets?<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Existential, Linguistic.</td></tr>
<tr><td colspan="2">Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.</td></tr>
<tr><td>Follow-up Activities:<br>Children are encouraged to continue thinking about ways in which they can help others and think about the next week's trip when they will visit the people who need blankets and deliver them.</td><td>Home Connection:<br>Children are encouraged to share their information with their parents at home, and discuss their helping behaviors at school. Children are also encouraged to help their parents at home whenever possible.</td></tr>
<tr><td colspan="2">Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of helping others and service-learning, which will ultimately lead to their service project endeavor.</td></tr>
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| Theme: Empowerment | Duration: 1 hour | Day: 10 |
|---|---|---|
| Objectives-Goals:<br>Children will discuss the story *Chrysanthemum* as it relates to emotions and feelings.<br>Children will identify their own feelings about self-esteem and self-confidence.<br>Children will draw and reflect upon their own self-worth. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Song:"The More We Get Together" with sign language and guitar | | |
| Lesson Steps/Procedure:<br>Large Group: Who picks out your name? Do you like your name? What if you didn't like your name? How would you feel if people made fun of your name?<br>Read *Chrysanthemum*<br>Everyone's name is very special to them and it is a part of who they are. Today, we are going to talk about being special and knowing the right thing to do. I'm going to say a line, and I would like you to follow me and say the same line again.<br>"I'm a special person<br>I deserve to be treated with respect<br>I like myself<br>I like other people | | |

I LOVE to learn
Educated people don't hit, they talk
It's okay to make mistakes
If at first you don't succeed, try try again"

Small Group: Today, we are going to make a special picture of ourselves that shows what is special about ourselves. "I am Special" mirror project

Adaptations (special needs, ESOL, etc.):
Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson .

Higher Order Thinking Questions:
Who picks out your name? Do you like your name? What if you didn't like your name? How would you feel if people made fun of your name?

Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Existential, Linguistic.

Types of Assessments:
Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.

| Follow-up Activities: | Home Connection: |
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| Children are encouraged to continue thinking about their name, and what makes them special throughout the day. | Children are encouraged to share their information with their parents at home, and discuss what makes them feel special at home and at school with their families. |

Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of self-concept and esteem, which will contribute to their sense of empowerment in the coming projects.

**No lesson on days 11 or 12**

| Theme: Connecting feelings and needs | Duration: 1 hour | Day: 13 |
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| Objectives-Goals:<br>Children will identify the feelings associated with helping others.<br>Children will describe their feelings and relate their experiences to a literary reference<br>Children will identify (with guidance and support) the needs of an elderly population.<br>Children will begin to brainstorm to meet the needs of an older population | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>"Shake Your Sillies Out"<br>Review family members and emotions. | | |

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| Lesson Steps/Procedure:<br>Large Group: Who did we see in the story? How did the grandpa feel when he was with his grandchildren? How do you know? Do you make your grandparents feel happy like they did in the book?<br>We made blankets a few days ago to help people. Does anyone remember why we made those blankets? Who can share how they felt when you were making them? Were they soft? Warm? They could make some people very happy.<br>When we read this story, we saw a special person who was playing with people he cares about in this book. We saw the song and dance man playing with his grandchildren and having a good time sharing stories with them. Today, we are going to brainstorm some ideas for helping people like the grandpa in the story. Next week, we are going on a field trip to visit some grandpas and grandmas who might not get visits from their grandchildren like the man in the story did. So, when we go to small group, I'd like you to think about the things that make you happy, and what we could share with the grandmas and grandpas we visit next week to make them happy.<br>Small Group: Co-Investigator and classroom teachers facilitate brainstorming sessions with children to encourage the development of several plausible ideas for a simple service project.<br><br>**Choices selected by the children: Help each other, play with each other, sing and play music, draw/color with each other. |
| Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson. |
| Higher Order Thinking Questions:<br>Who did we see in the story? How did the grandpa feel when he was with his grandchildren? How do you know? Do you make your grandparents feel happy like they did in the book? Questions designed to assist in the development of a list of possible service projects.<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic. |
| Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson. |

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| Follow-up Activities:<br>Children will debrief at the end of the lesson to discuss the list of projects that they have developed and talk about what they would look like. Eventually, the children will work together to select one of the possibilities listed in this lesson. | Home Connection:<br>Children are encouraged to share their experiences with their families, and brainstorm more ways in which they could serve the grandpas and grandmas in the visit planned for the following week. |
| Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of how they can contribute to the residents' experiences at the nursing home and their level of involvement in the following week's visit. | |

| Theme: Making Decisions | Duration: 1 hour | Day: 14 |
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| Objectives-Goals:<br>Children will review the choices and options available for their service-learning project<br>Children will identify the needs that they will address for the population that they will serve<br>Children will demonstrate and practice decision-making behaviors as a group<br>Children will begin the process of planning their service-learning project | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>*Rainbow Fish* book<br>"Shake Your Sillies Out"<br>Review the story for emotions, meeting needs, and making decisions as themes. | | |
| Lesson Steps/Procedure:<br>Large Group: Who was in the story? What did the rainbow fish have? What did the other fish need? How did rainbow fish help them?<br>How did he feel in the story: when he was first asked to share? when he decided to share with the fish?<br>Last week, we talked about the field trip we have planned for this Thursday. We are going to | | |

walk around the lake and visit our friends who live in a building together. We have four ideas of things that we could do with them. Today, just like Rainbow Fish in the story, we have to make a decision. We have to decide what we are going to do with our friends across the lake when we visit on Thursday.

Small Group: Each of you will have a sticky note with your name on it. On the tables, there are pictures of the activities we decided that we could do with our friends across the lake. The first table has a picture of: a hand (help each other), and a music note (sing and play music). The second table has a picture of a toy train (play with each other) and a box of crayons (draw and color with them). When I give you the sticky note with your name, you can "vote" for your favorite choice and then we will discuss the option that has the most votes.

Discussion: The choice that had the most votes was :
Our friends (list children who voted for option) thought that this was a good idea. Who would like to share with the class why they voted for this choice? Who would like to share why they voted for another option? Do we all agree that this choice is a good idea?
Tomorrow we are going to plan our project, and decide if we want to do another activity before we leave so that we have something to bring with us.

Adaptations (special needs, ESOL, etc.):
Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson.

Higher Order Thinking Questions:
Who was in the story? What did the rainbow fish have? What did the other fish need? How did rainbow fish help them?
How did he feel in the story: when he was first asked to share? when he decided to share with the fish?
Who would like to share with the class why they voted for this choice? Who would like to share why they voted for another option? Do we all agree that this choice is a good idea?

Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic.

Types of Assessments:
Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.

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| Follow-up Activities:<br>Children will continue discussing their choice throughout the planning process, and assessment activities after completion of the project will encourage the children to reflect upon the choice they made. | Home Connection:<br>Children are encouraged to share their experiences with their families and continue thinking about the project that we chose throughout the planning process. |
| Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's choice and level of self-awareness and reflection throughout the planning process and after the project is completed. | |

| Theme: Planning I | Duration: 1 hour | Day: 15 |
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| Objectives-Goals:<br>Children will identify and define their task<br>Children will demonstrate creativity and engage in a shared planning process<br>Children will discuss the plan and visualize the completion of their plan | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Guide connection between the theme and their daily routine: "Plan-Do-Review"<br>Music on guitar for transitions | | |
| Lesson Steps/Procedure:<br>Large Group: When we are going into work time, what do we do before we go play? We make a plan. This plan tells us what we want to do and helps us meet our goals.<br>Our goal is to plan out project that we will do with our friends across the lake on Thursday. Yesterday, we voted to make a decision about what type of project we would like to do to help our friends, and we decided that we would help them and draw with them. We're going to plan what this will look like.<br>(Co-Investigator draws a picture of the building observed on a prior walk around the lake which has already been identified as the location of the field trip) | | |

What does this look like? Does it look like the place we saw last week on our walk? We will walk there again on Thursday, and we will go inside to visit our friends across the lake.
How do we help others? (Record some responses). If we decided that we wanted to help our friends, then how do we plan for that idea? (Brainstorm ideas for helping others).

Small Group: I would like to see some of your ideas for ways to help our friends across the lake in drawings. Then, I will write down some of your words on the page.

Adaptations (special needs, ESOL, etc.):
Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson.

Higher Order Thinking Questions:
When we are going into work time, what do we do before we go play?
How do we help others? (Record some responses). If we decided that we wanted to help our friends, then how do we plan for that idea?

Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic.

Types of Assessments:
Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.

| Follow-up Activities: | Home Connection: |
| --- | --- |
| Children will put their plan into action in later lessons and engage in an activity designed to meet a need stated by the friends across the lake. | Children are encouraged to share their experiences with their families and discuss their plans before doing activities at home and at school. |

Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's process and planning for the upcoming service project on Thursday and their ability to coordinate their efforts to develop a unified goal.

| Theme: Planning II | Duration: 1 hour | Day: 16 |
|---|---|---|
| Objectives-Goals:<br>Children will identify and define their task<br>Children will demonstrate creativity and engage in a shared planning process<br>Children will discuss the plan and define the materials needed to complete their plan. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Guide connection between the theme and their daily routine: "Plan-Do-Review"<br>Music on guitar for transitions<br>Review the list of choices and decision as made in prior lessons | | |
| Lesson Steps/Procedure:<br>Large Group:<br>(Co-Investigator draws a picture of the building observed on a prior walk around the lake which has already been identified as the location of the field trip)<br>What does this look like? Does it look like the place we saw last week on our walk? We will walk there again on Thursday, and we will go inside to visit our friends across the lake. Our school is here (draw image of school on bottom of white board). There's something in the middle here that is missing. Does anyone know what is in between our school and the building | | |

<table>
<tr><td colspan="2">where our friends live? (Solicit answers and draw a lake). We're going to walk around the lake (draw arrows to indicate the path) and go inside the building. But before we leave school, we need to decide what we should bring with us to our friends' house. What should we bring with us to help our friends and draw with them? (Solicit responses and record answers on the board).</td></tr>
<tr><td colspan="2">Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson.</td></tr>
<tr><td colspan="2">Higher Order Thinking Questions:<br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Linguistic.</td></tr>
<tr><td colspan="2">Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.</td></tr>
<tr><td>Follow-up Activities:<br>Children will put their plan into action in later lessons and engage in an activity designed to meet a need stated by the friends across the lake.</td><td>Home Connection:<br>Children are encouraged to share their experiences with their families and discuss their plans before doing activities at home and at school.</td></tr>
<tr><td colspan="2">Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's process and planning for the upcoming service project on Thursday and their ability to coordinate their efforts to develop a unified goal.</td></tr>
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| Theme: Heartprints | Duration: 1 hour | Day: 17 |
|---|---|---|
| Objectives-Goals:<br>Children will discuss the meaning and significance of heartprints<br>Children will identify behaviors that leave heartprints<br>Children will apply their acquired knowledge about kindness and helping into their daily activities | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Discuss the word "kindness" and what it means to be kind to others. Predict what a "heartprint" means before reading.<br>Guitar music for transitions and gross motor. | | |
| Lesson Steps/Procedure:<br>Large Group: We're going to read this story *Heartprint*s and then we are going to play a game for the rest of the week. What do you think a heartprint is? Let's read to find out.<br>Heartprints are left behind when you do something kind for others. What does it mean to be kind? What kinds of things can you do for others that would leave heartprints? (Solicit suggestions). For the rest of the week, your teachers and I will be looking for the heartprints that you leave behind. When we see a kind act, we will put your name on a heart and post it on our heartprint wall. Let's see how many heartprints we can leave as a class by the end of the week. | | |

| | |
|---|---|
| Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson. | |
| Higher Order Thinking Questions:<br>What does it mean to be kind? What kinds of things can you do for others that would leave heartprints?<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Existential, Linguistic. | |
| Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson. | |
| Follow-up Activities:<br>Children will earn heartprints throughout the week and later discuss how they can leave heartprints when they go on their field trip to visit the friends across the lake. | Home Connection:<br>Children are encouraged to share their experiences with their families and continue leaving heartprints with their friends and families. |
| Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's process and planning for the upcoming service project on Thursday and their ability to coordinate their efforts to develop a unified goal. | |

| Theme: Going on a field trip | Duration: 1 hour | Day: 18 |
|---|---|---|
| Objectives-Goals:<br>Children will identify and practice appropriate behaviors for off-site travel<br>Children will predict and anticipate their experiences on the upcoming field trip<br>Children will review their understanding of helping others in the community<br>Children will review their previous service project (blankets) and discuss their purpose. | | |
| VPK Standards:<br>II.A.1. Shows eagerness and curiosity as a learner<br>II.B.1. Attends to tasks and seeks help when encountering a problem<br>II.C.1. Approaches tasks with flexibility and inventiveness<br>II.D.1. Shows some planning and reflection<br>III. A.1. Demonstrates self-concept<br>III.B.2. Uses classroom materials carefully<br>III.B.3. Manages transitions<br>III.C.2. Seeks adult assistance appropriately<br>III.D.1. Interacts easily with one or more children<br>III.D.3. Participates in the group life of the class<br>III.D.4. Shows empathy and caring for others<br>IV.A.2. Follows two- and three-step directions<br>IV. C.1. Shows an understanding of words and their meanings<br>IV.E.1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems<br>IV.E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings<br>VI.A(e).1. Shows understanding of and uses several positional words<br>VI.A(e).4. Uses directions to move through space and find places in space<br>VII.A(b).1. Begins to understand family needs, roles and relationships<br>VII.A(b).2. Describes some people's jobs and what is required to perform them<br>VII.A(d).1. Describes the location of things in the environment<br>VII.A(d).2. Shows awareness of the environment<br>VIII.A.1. Moves with balance and control<br>VIII.A.2. Coordinates movements to perform simple tasks<br>VIII.B.2. Uses eye-hand coordination to perform tasks | | |
| Concept Planning/Scaffolding:<br>Review *Song and Dance Man*<br>"Shake Your Sillies Out"<br>Review family members and emotions as they relate to the book. | | |
| Lesson Steps/Procedure:<br>Large Group: Who did we see in the story? How did the grandpa feel when he was with his grandchildren? How do you know? Do you make your grandparents feel happy like they did in the book?<br>This afternoon, we were planning to go on a field trip to visit some grandpas and grandmas where they live. But, it is raining outside, so we cannot walk to their home today. We will be | | |

<table>
<tr><td colspan="2">going on Monday instead. This means that we have extra time to continue to plan for our trip. Do you remember what we made a few days ago? (Blankets). We will be bringing the blankets to them so that they can use them in their home. But first, we have to practice how we will act when we go on the field trip. (Review and model steps of washing hands, lining up, walking to the front door of the school, etc.) Remind the children of the expectation right before the field trip.<br>We will also be looking for more heartprints left behind and adding to our heartprint wall.</td></tr>
<tr><td colspan="2">Adaptations (special needs, ESOL, etc.):<br>Children who speak another language will benefit from the use of visuals during the lesson activities, as well as assistance available from the classroom teacher and the Co-Investigator during the lesson. Children with special needs will be provided additional assistance in the tasks required of the lesson.</td></tr>
<tr><td colspan="2">Higher Order Thinking Questions:<br>Who did we see in the story? How did the grandpa feel when he was with his grandchildren? How do you know? Do you make your grandparents feel happy like they did in the book?<br><br>Gardner's Intelligences Covered: Visual, Kinesthetic, Spatial, Interpersonal, Intrapersonal, Musical, Naturalistic, Existential, Linguistic.</td></tr>
<tr><td colspan="2">Types of Assessments:<br>Participation in the discussions before, during, and after the lesson will provide feedback about the children's understanding of the underlying concepts. Participation in the succeeding lessons will build upon knowledge gained from this lesson.</td></tr>
<tr><td>Follow-up Activities:<br>Children will debrief with the co-investigator upon returning to the classroom. We will discuss what we saw, how the people felt when we visited, review pictures of the site, and discuss how we felt when we visited.</td><td>Home Connection:<br>Children are encouraged to share their experiences with their families, and brainstorm ways in which they could make the home we visited a little better.</td></tr>
<tr><td colspan="2">Self-Assessment and Reflection: My self-assessment will occur throughout the lessons as directed and will depend on the children's understanding of how they can contribute to the residents' experiences at the nursing home and their level of involvement in the following week's visit.</td></tr>
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The lessons were designed to culminate in the service project with a period of reflection and celebration in the classroom environment following the field trip. As a result of the busy schedule of the field trip site and the Orlando Day Nursery, several lessons were modified from their intended sequence and others were excluded entirely. There are a few days in which no lesson time was available to the research team; however, the classroom teachers and the co-investigator continued to reinforce the overall objectives and themes throughout the daily routine when these situations arose.

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