

JSL Conference Call #1

September 15, 2008, 1pm

Set the stage: **How Do I Prepare for a Service-Learning Project?**

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**Participants:** Ronit Rubin (Maimi), Janice Colmar (NJ), Sarah Stanjer (Atlanta), Rachel Rustin (San Antonio), Mindy Shriff (NJ), Lindsay Adler (VA Beach), Toby Borus (Denver), Bonnie SM (San Jose/Saratoga), Aaron Fine (Gann Academy, Boston), Alana Tipkin (Rockville MD), Michal Greenbaum (PJLL NJ), Shmuly Green (MetroWest NJ), Shari Weinberger (Stamford CT), Jodi Gross (Detroit), Judy Jaffe (Montclair NJ), Todd Cohn (Kansas City)

**PANIM Staff:** Rachel Meytin, Reisa Shanaman, Marilyn Smith

### Agenda

- I. Welcome
- II. Attendance
- III. Introduction of PANIM staff on the call
- IV. Goals of these calls, overview of today's agenda  
*Bring together various people who work in JSL to share with each other and create answers about JSL, allow for enhancement of skills and professional development*
- V. Topic of the month: Set the stage: **How Do I Prepare for a Service-Learning Project?**
  - a. Preparation as key component to service- learning
  - b. Preparation – Judaically
  - c. Preparation – Secular (to the issue)
  - d. How to work preparation into your syllabus
  - e. Thoughts from the field – what has worked for you? What hasn't worked?
  - *Preparation is key!*
    - *Ranges from 'lightbulb moment' to tying into curriculum, engaging students, anything up to actual project*
    - *Preparing students to think about Judaic and Secular sides of the project*
    - *Has to be worked into syllabus if you want it to be a meaningful service-learning project*
  - *Janice: Food collection for Yom Kippur*
    - *After she attended the National Educators' Institute, included prep session to add meaning to the project*
  - *Have kids take ownership, make a connection with the project*
  - *Virginia Beach: Partner with other organizations, community members*
  - *Marilyn: Clear beginning, middle and end to a project, rather than focus on an hour-by-hour approach*
  - *Issue preparation allows for students to feel a connection to the project*
  - *The more the student is involved from the beginning puts the ownership in their hands and forms the commitment to the project/issue*

- VI. Open space for questions/suggestions/great experiences in general
- *Mindy: Using JUST with 6<sup>th</sup> grade how to tie to project?*
    - *Judy: Text study first, see where it can go from there*
      - *Activities, projects, organizations, that reflect the text*
  - *Challenge students to figure out what social issues they know of that relate to the text*
    - *Matching game*
    - *Finding ways that anything can be framed Judaically*
  - *Aaron: Inter-Faith Youth Corp.*
    - *How to still make it a Judaic experience for your students, without isolating the other students*
      - *Separate prep. Work, share with each other*
  - *Examples of successful projects*
    - *Day school holiday half-days, afternoon service opportunity*
- VII. Looking forward
- a. There are some “blank” weeks - - are there questions that people have that they’d like to see addressed there?
  - b. Next week’s topic: Doing too much with too little: **How Do I Fit It All In?** Bring suggestions!!
- VIII. Closing remarks:
- *Yahoo group: jewishservicelearning*
  - *Remember to register for seminars right away*
  - *Be in touch if you are interested in JCI*