

## **A Service-Learning Initiative**

*“Service-learning to build a better future, one caring student at a time”*

**Janet Holland & Susan Adam**

*Emporia State University  
jholland@emporia.edu*

### **Abstract**

*Our goal is to assist schools, administrators, and teachers with developing their own service-learning initiatives. Service-learning is such a great way to foster authentic learning experiences directed towards making the world a better place. Service builds compassion for others in need of assistance. Service contributes to the development of quality leaders who can think beyond themselves. The service of one can make a positive change, and the service of a community can have a profound impact. With service-learning in mind, we have designed, developed, and completed a pilot study with pre-service teachers. We hope you will be inspired to implement our service-learning initiative in your own setting.*

### **Background Inspiration**

The inspiration for this service-learning initiative stemmed from my daughter's recent trip to Africa and one photo she posted to Facebook <sup>®</sup>™ from the “David Sheldrick Wildlife Trust” (2015). I found the image of the baby elephant so adorable and anyone could instantly see the compassion and happiness portrayed. As a result, I went to the Sheldrick website to learn more about the plight of the orphaned elephants, leading to additional research on the topic. Sharing the story and getting positive feedback led to the formation of a service-learning plan. Since children naturally love animals, orphaned baby elephants' are a perfect match.

Co-author Susan is an outstanding graduate student in the Instructional Design and Technology master's degree program, teaching a pre-service undergraduate course on advanced technology integration. She was willing to develop and implement a learning module to share insights gained about classroom implementation to assist others interested in participating in this service-learning initiative. Since the current educational resources available are very limited, we hope you will be inspired by the creative classroom integration examples shared through the pilot study participants' efforts.

### **Introduction To Problem**

To begin the service-learning initiative the first step was to conduct research on the problems elephants are facing. The major concern for elephants recently reported broadly and grimly in mid-August 2014, from the “Proceedings of the National Academy of Sciences of the United States of America” in an article titled “Illegal killing for ivory drives global decline in African elephants” (Wittemyer, Northrup, Blanc, Douglas-Hamilton, Omondi, & Burnham, 2014). Lead author George Wittemyer (2014), from Colorado State University, stated “We are shredding the fabric of elephant society and exterminating populations across the continent.” The British Broadcasting Corporation (BBC) in their article “Elephant poaching deaths reach a tipping point in Africa” (2014) summarized the report with “They warn that if the rate of poaching continues, the animals could be wiped out in 100 years.” To put it into perspective Between 2010-2012 an average of 6.8% were killed annually or about 20 percent of the African elephant population. The Wildlife Conservation Society estimates approximately 35,000 elephants are killed annually, or currently 96 elephants per day. According to the American Wildlife Federation (2014) in the 80's there were 1.3 million elephants and it is

estimated only 600,000 exist today. Destroying older elephants leaves many orphan babies fending on their own and in need of care. It is sad to see how African elephant deaths now exceed births across the continent. These elephants are being illegally killed for the value of their ivory tusks, which is smuggled abroad mostly to China, but also to Thailand, the Philippines, Europe, and the U.S.

### Personal Impact Leads to Fostering

When reflecting on these statistics can you imagine a time when children will be learning about elephants like we learn about other extinct animals? As children, many of us went to the circus to see the magnificent large animals. Have you gone to a zoo to just gaze at the elephants for a time, or reflect on how they have played a long and important role in human history, or to imagine taking an exotic African photo safari? Everyone has a story of his or her amazing view of these wonderful animals. Now imagine future generations unable to witness these majestic mammals.

When my daughter was in Africa, she fostered a baby elephant named Arruba, an orphan being hand-raised at the “David Sheldrick Wildlife Trust” (DSWT) elephant orphanage (2015). Arruba was found alone, trapped in a newly fenced area of land. Arruba was rescued by the DSWT and is now being bottle fed and cared for until she is 3 when she can start being reintroduced back into the wild in Tsavo. After seeing the photo my daughter posted, I decided to foster an elephant myself named Bongo. So often when I see a charity on the Internet I never know if it is authentic. Since my daughter actually could see firsthand the care provided by DSWT to these baby elephants, I know this organization is a credible. The orphanage is providing the needed care for the baby elephants until they can be successfully reintroduced back into the wild. I have attached a photo of my daughter visiting the “David Sheldrick Wildlife Trust” and, separately, my fostered Bongo.





*Bongo, orphan elephant, Image courtesy of the “David Sheldrick Wildlife Trust”*

## **Orphanage**

The elephant orphan’s project in Kenya is located within the Nairobi National Park under the care of the “David Sheldrick Wildlife Trust”. The protected Tsavo Conservation Area is over 64,000 square km providing the space needed by elephants for a quality life. We highly recommend watching and showing your students a short documentary titled “Born to Be Wild” (Fellman & Lickley, 2011) about rescuing and rehabilitating baby elephants and orangutans orphaned by poaching, habitat encroachment, and economic issues; to gain a deeper and more accurate understanding of their plight. The highly rated documentary, narrated by Morgan Freeman is superb in telling the story. Dr. Dame Daphne M. Sheldrick oversees the baby elephant orphanage and has devoted her past 50 years taking care of the elephants. It took her 28 years of hard work to develop and perfect a milk formula of coconut oil added to a fat-free base to help them to grow big and strong. To date she has rescued over 200 babies with the majority of them surviving, thriving, and returning to the wild. Today, the reasons they end up needing help is most often due to poachers killing the mothers for their ivory tusks. One recent baby was found in a well, another was separated from the parents and was stuck in the mud for an extended period of time in which the young sensitive ears were severely burned and damaged, another one lost their family and was left defenseless and attacked by other wild animals.

The care these young elephants get at the nursery is incredible. The extensive and compassionate care from the keepers’ ranges from bottle-feeding, putting sunscreen on the ears, playing, and even 24/7 care with the keepers sleeping by the very youngest infants at night. This level of care and comfort is necessitated since many of the baby elephants are traumatized by the loss of their family, which is the most important thing to them.





### Reintroduction Process

After 2 years of age, when the infants demonstrate they are mentally and physically stable, no longer needing constant assistance, they are moved to the next phase of reintroduction to the wild at one of three rehabilitation centers in Tsavo East National Park and the Kibwezi Forest in Kenya. The reintroduction process can take roughly 3-8 more years with continued care and protection from lions and other predators while they are still maturing. It is truly amazing how the older former orphans, all on their own, come to greet the newly arriving 3 year old elephants. They greet them to let them know they can join them when they are big enough and strong enough to be a part of the herd.

The elephants are free to leave and return to the Tsavo stockades anytime. It is up to each orphan to decide when they are ready to return to the wild. The goal is to provide the elephants with the needed support and quality of life to survive on their own.



### Classroom Implementation

As one can see, the subject matter is compelling, thus making this a nearly ideal subject around which to build a multidiscipline service-learning initiative for teachers, students, and schools to participate in. Students can read and research fostering options, vote on their top choice(s), collect and analyze the data, fundraise, budget, read the monthly progress notes, chart development, and present on their orphan, learn elephant facts and how to pronounce African tribal names, examine and read area maps to learn about the geography and the environment of their baby elephant, research the history, culture, laws, tribal societies, current news and

research findings. Students can study the impact of human encroachment, water and land habitat issues and the economic impact of the ivory trade.

We searched online for available lesson plans on elephants and found the resources to be severely lacking. We realized there is a need to conduct research on elephants to develop accurate learning materials for students. Or, teachers can guide students to create their own challenge-based research learning activities.

We can envision global classroom exchanges surrounding the topic of elephants through virtual conferencing as can be found through organizations such as the “Global Nomads Group” with the goal of fostering dialogue and understanding among the world’s youth (2015).

The “Common Core State Standards” (2015) can be met through this initiative by capitalizing on research, being evidence-based, with rigorous content and the application of knowledge. The study of elephants can easily be connected to Math, Language Arts, Science, and Social Studies. Through the use of higher order thinking we can prepare all students for success in our global economy and society through literacy and math. There are tremendous opportunities to learn, foster empathy, and give back to the global community.

## **Pilot Study Background**

After listening to my professor, Dr. Holland, discuss her daughter’s experience at “The David Sheldrick Wildlife Trust,” Nairobi National Park in Kenya, Africa, where orphan elephants are nurtured until they can return to the wild, I became driven to learn more about the plight of the African elephants’ challenges to survive. Subsequently, with Dr. Holland’s school initiative fostering elephants as an authentic cross discipline, service-learning project, I wanted to join the charge to help build awareness and to join in the care for these orphan elephants. As I read through the orphans’ stories, one standing out to me personally was Mbegu. This was an unusual case where an adult elephant killed a woman. Since specific details were not revealed, some possible scenarios came to mind. Perhaps the human death was caused by a mother elephant wanting to protect her baby, or possibly the issue of encroachment on the habitat, protection of crops, or maybe bad memories of poachers. Whatever happened, the event resulted in an elephant shooting, the herd stampeded, and Mbegu was separated and alone. Some villagers were out for revenge. The innocent Mbegu was speared and stoned until a warden assisted her into a schoolhouse until the “David Sheldrick Wildlife Trust” workers arrived. DWST provided formula to rehydrate and transport Mbegu to the nursery for long-term protection and care. Little Mbegu, which means little seed was my inspiration for “Imagine A World Without Elephants”. As you can see each story is unique. It is a matter of finding the one compelling you or your students to take action.



*Mbegu, orphan elephant, Image courtesy of the “David Sheldrick Wildlife Trust”*

## **Pilot Study Approach**

As an educational instructional designer, it is my goal to inspire future teachers to learn more about service-learning through the elephants' crisis and subsequently develop effective lesson plans meeting core standards while applying solid instructional design models use in our pre-service teachers' training. The pre-service teachers were challenged with creating a lesson, binding service-learning with the use of a Web 2.0 technology to showcase their work surrounding the theme "Imagine a World without Elephants". Two key objectives were used for the pilot study with the pre-service teachers, one for service-learning, and the other for the appropriate use of the Web 2.0 tools for instruction.

Since many of the pre-service teachers in the pilot study had not yet been exposed to building lesson plans or writing measureable and observable objectives, the four pedagogic elements defining good teaching and promoting student learning were derived from the "Teaching for Understanding" (TFU) model (Blythe, 1998). The elements included; 1) What is the generative topic? (rich themes, burning questions, big ideas); 2) What do you want learners to understand about the topic? (goals, deep thinking, explicit statements); 3) What will the learner do to develop and demonstrate understanding?; and 4) How will I know what my students understand? Once these questions were answered, the objectives were written and the process of creating supporting materials began. All lessons included some form of evaluation, a rubric, quiz, reflection, or other evaluation means.

The completed lesson plans turned in by the pre-service teachers also included instructional elements based on Robert Gagne's (1985) Conditions of Learning. They included; 1) Gaining attention, 2) informing learners of the objectives, 3) stimulating recall of prior learning, 4) presenting the stimulus, 5) providing learning guidance, 6) eliciting performance, 7) providing feedback, 8) assessing performance, and 9) enhancing retention and transfer.

## **Pilot Study Methods**

The pre-service teachers pilot study participants consisted mainly of sophomore and junior undergraduate college students with 2 males and 16 females, with a total of 18. Most of the pre-service teachers maintain jobs, in addition to attending classes. All are elementary education majors with the exception of two in secondary education. The study location was at a small Midwestern college in the United States.

The pilot study instructor is a graduate student in the Masters of Science degree program in Instructional Design and Technology with over twenty years of experience in the classroom. The last twelve years included teaching flipped algebra courses at the university level. Her prior background knowledge and experience was a valuable asset when serving as the classroom pilot study instructor.

## **Pilot Study Pre-Service Teacher Instructions**

The pilot study lesson began by introducing the concept of service-learning. Service-learning is a teaching and learning strategy integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It unites students, teachers, and community members to benefit the community while advancing educational goals and enhancing students' academic development.

Next, the pre-service teachers in the pilot study watched the IMAX movie "Born To Be Wild," (2011) to engage and enrich their understanding of these incredible animals as a keystone species and why it is necessary to help the endangered elephants. One student in the study had recently seen the movie when visiting a zoo in a nearby state and told her classmates how amazing it was. Her excitement seemed to spark interest with the rest of the pre-service teachers to learn more about the elephants and how they could help build awareness. I discussed my fostering of Mbegu along with Dr. Holland's daughter's experiences and



their fostering of two other orphan elephants. A discussion followed on how a school could fund fostering of an orphan elephant or rhino at “The David Sheldrick Wildlife Trust”.

The students then watched a video titled “Elephants Never Forget,” (2014) from the International Fund for Animal Welfare, documenting elephants and the challenges threatening their survival. It was a rewarding endeavor as one could sense the excitement in the room, to get started creating their own classroom lesson plans to help both the elephants and their future students.

**Pilot Study Pre-Service Teachers Lesson Plan Tasks**

The learning activity was presented to the pre-service teachers to synthesize the overall lesson plan they would be developing. Part of the lesson assignment included investigating Web 2.0 tools to integrate into the lesson plan. Each of the pre-service teachers researched several Web 2.0 tools and selected at least one to assist in developing a lesson plan for a selected discipline area in Math, Language Arts, Science, or Social Science. The common core standards were applied to Math and Language Arts. In the lesson plan, the pre-service teachers incorporated the use of a Web 2.0 tool for students to use for learning. A rubric handout was created to use in evaluating the quality of the Web 2.0 tools. The teachers were directed to take notes when analyzing each tool and determine why it was the best choice for what they were trying to accomplish in the lesson. The pre-service teachers worked in small groups/teams to develop the lessons using Twitter ®™ to share elephant facts and Web 2.0 tools between collaborative groups. The lesson plan was designed to provide the pre-service teachers future students with a learning challenge. The teachers were also directed to include the lesson objective(s). Part of the lesson was to include a formative evaluation for their future students’ work to check whether performance goals were met. Finally, the pre-service teachers turned in all materials required for the lesson plan. The following multidiscipline lesson ideas were provided to the teachers to help them get started with the lesson planning process (Table 1).

*Table 1: Lesson plan starter ideas for Math, Language Arts, Science, and Social Science.*

<b>Math</b>	<b>Language Arts</b>	<b>Science</b>	<b>Social Science</b>
Fundraising	Reporting	Taxonomy	Culture
Polling votes	Journalism	Emotions	Area news
Data collection	Tribal language	Zoology	Cartography
Analyze data	Speeches	Habitat	
Chart populations	Debates	Support fauna/flora	
Chart budgets	Plays	Nursing babies	
Supply cost	Poems	Behaviors	

Below you will find a lesson plan quality rubric example used to evaluate the pre-service teachers lesson plan (Table 2).

*Table 2: Lesson plan quality rubric evaluation example*

<b>Categories</b>	<b>3 points</b>	<b>1 point</b>	<b>0 points</b>
Appearance/Appeal	Graphics and Sound enhance. Very appealing	Somewhat distracting graphics or sound. Not much appeal.	Graphics or sound of low quality. Not appealing.
Engagement/Motivation	Highly motivating and engaged.	Somewhat engaging or loses interest quickly.	Seen as more “school work” or boring.

User Friendly Directions	Easy to learn and directions are clear.	Directions not easy to follow or not easy to learn.	Complex. Directions unclear. Difficult to follow.
Performance/Ease of Use	Launch and operate independently.	Need assistance to get started.	Need assistance each time app starts.
Relevance	Focus has strong connection to purpose.	Connection to the purpose of the app.	No connection to purpose.
Feedback	Provides appropriate feedback when required.	Provides limited feedback.	No feedback or too little.
Sharing	Can save work. Export results. Teacher/parent view.	Can save work. No reports or view of results.	No saving or reporting.

After the pre-service teachers completed the lesson plan, working in small subject area groups/teams, they were to individually do a walk-through of the lesson they created pretending to be a student, to check for quality. Next, the pre-service teachers wrote one or two paragraphs reflecting on the lesson to determine if they needed any additional improvements and completed a Google <sup>®</sup>™ form designed to reflect on both their service-learning lesson and the use of Web 2.0 tools. In addition, the pre-service teachers had the opportunity to edit before final submission.

**Digital Tool Integration**

We examined many simulation apps specifically targeted for elephants. It was so disappointing to find the theme to be one of elephants killing people and destroying property. The apps were not accurate, not educational, and did not extend empathy or preservation. The lack of quality apps on the topic of elephants clearly demonstrates the need to develop new exceptional instructional materials, research-based, using accurate facts to enlighten and inspire our children.

The lack of content accurate apps on elephants led to the use of Web 2.0 tools for generating new, original, factually accurate teaching and learning materials. There are tons of amazing Web 2.0 tools available for original content creation. With tight budgets you will find many of the tools can be downloaded for free. Some recommended Internet tool resource websites include the “Web 2.0: Cool Tools for Schools”, “GO2WEB20”, “The 3 Tech Ninjas” and “Kathy Schrock’s Guide to Everything” to support your instructional efforts.

**Pilot Study Digital Tool Examples Selected by Pre-Service Teachers**

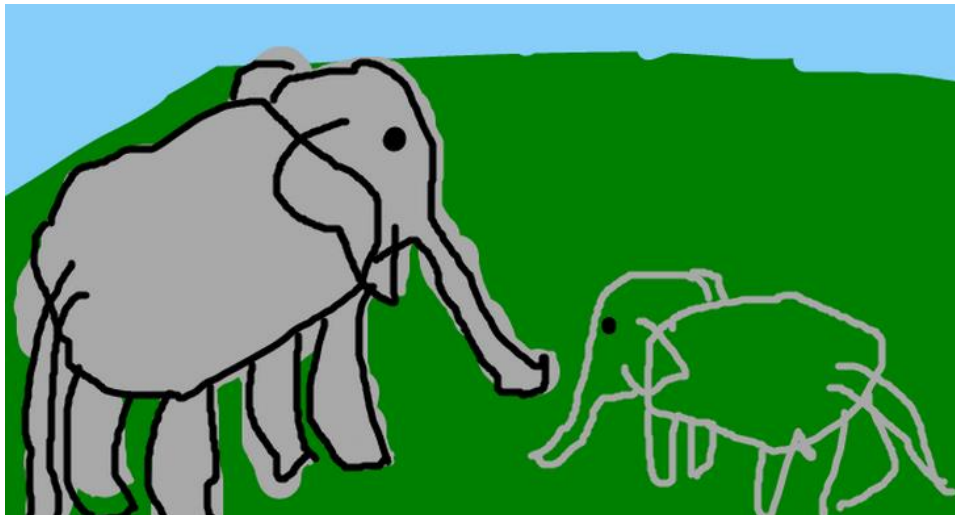
There were a variety of Web 2.0 tools used for making lessons. Lesson tool examples included iMovie <sup>®</sup>™ for creating video, Blogger <sup>®</sup>™ for text blogs, Glogster <sup>®</sup>™ for graphic blogs, Book Creator <sup>®</sup>™ for a digital storybook, Prezi <sup>®</sup>™ or Google Presentation, Screencast-o-Matic <sup>®</sup>™ was used to show how to use a Web 2.0 tool called DrawIsland <sup>®</sup>™ to create artwork (Figure 1), and Animoto <sup>®</sup>™ for animated stories of orphan elephants (Figure 2) below. Participation was high and collaboration was strong. In some cases, the results were beyond our high expectations. As an example, the pre-service teacher who made the “Elephant’s Environment Diminishing“ video also prepared a how-to for an upcoming lesson on iMovie as a result of their experience. The Blogger created multiple blogs explaining the current situation regarding elephants, how elephants have helped humans, and what we can do to help the elephants. Yet another group wrote journal



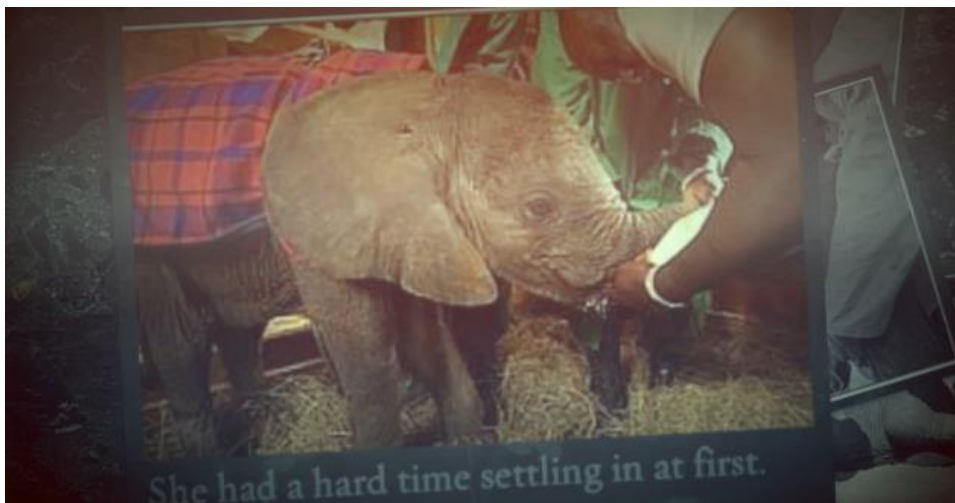
entries on what they learned and then chose an elephant orphan to research and designed an informative poster (Figure 3). Finally, one group used Glogster to attempt to get others in the school involved.

Interestingly, the lesson plans used more commonly available tools like iMovie, Prezi and Google Presentations to facilitate the lesson introduction along with Web 2.0 tools like Glogster, Animoto and others with more graphical representations for the learners to master.

*Figure 1. DrawIsland students' drawing with a mother and baby elephant*



*Figure 2. Animoto of Dupotto's Story at <http://animoto.com/play/nKrkauK0eCaeG1eXEaldGg>*



*Figure 3. Students' Glogster poster*

Close Text Graphics Image Wall Audio Video Web

**Vuria**

Got abandoned by his herd. Tried joining another one but they wouldn't accept him.

Saved from poachers!

Vuria being saved!

Vuria and the caretaker.

Male elephant born on Thursday, January 19, 2012. Calf was orphaned to protect him from poachers when he was only 18 months old!

**HELP save the elephants!!**

Visit [www.sheldrickwildlifetrust.org](http://www.sheldrickwildlifetrust.org) to learn more!

### Elephant Facts For Accurate Lesson Planning

To assist you in creating accurate instructional materials we are providing a little background on what these elephants are like, including some facts for you're here. Newborn elephants require feeding 24 hours a day in 3-hour routines with constant attention and companionship. Infants require a milk formula during the first 3 years of life. Later, as their intake of vegetation is increased, the formula is decreased to 3 times per day. Elephants are plant eaters and when full-grown can weigh up to 10,000 pounds. This means they tend to spend about 16 hours a day eating. When they live a fully protected life in favorable conditions, they can live up to 70-80 years of age. Their developmental states are similar to humans beginning as infants (0-2), then child (3-10), teenager (10-20), young adult (20s), mature (30-40), and elderly (50).

Elephants throw sand on their heads and backs to protect their skin from sunburn. The large ears are used to regulate and cool their body temperature. They have the largest brains in the animal kingdom with incredible memories and are very caring, compassionate, and accepting as expressed by using comforting touches. Elephants have many traits similar to humans; they are playful, have humor, grieve, cry, and very social, and communicate with each other. Since elephants are very social, that sociability can be harnessed to assist in eventual reintroduction to the wild.



### **Pilot Study Pre-Service Teachers Reflection Survey**

The pre-service teachers were provided a reflection survey after completion of the module to poll students on their perspectives of the Web 2.0 tools and the team collaboration involvement. Half of the pre-service teachers stated they used more than just the basic features of the tool. Those creating storybooks spent at least three hours working to complete this module using most of the time to create the digital book.

The survey presented the question “Did you choose the curriculum/subject content or did you choose the team as the higher priority for the service-learning project?” and 67% of the pre-service teachers indicated they chose curriculum over a teammate.

When asked, “What would you do differently to improve your lesson plan? Explain”, the majority stated they would clarify the directions by adding more details. One group questioned the solidness of the rubric they created. For those using Prezi, several stated it was too difficult for the selected age group and students would need more guidance.

As for collaboration, some teachers did not use Twitter during class to share elephant facts. It is believed this was due to the convenience of close proximity in a face-to-face class to share ideas. One teacher refused to setup a Twitter account saying it seemed unprofessional for classroom use. The social media component was valued at less than 1% of the overall module grade, which may have contributed to less value placed on this aspect. Also of interest was the percentage of pre-service teachers who valued working in groups (67%) as opposed to those wishing to do it by themselves (33%).

The pilot study course was setup in the Canvas <sup>®</sup>™ learning management system. One important lesson learned by the instructor was, the pre-service teachers were told they could either post to Canvas or save to Google Drive. This statement became a grading nightmare. It made it difficult to determine where materials were located. Some pre-service teachers and teams divided some tasks so not everything was located in one place. A recommendation for future training is to save everything to one location and have a checklist for each pre-service teacher team member to use as they store all materials.

### **Implementation Plan**

We hope you will implement this service-learning initiative, either individually or in groups/ classrooms/ schools/ organizations, to foster your own baby elephant(s). The minimum contribution is \$50.00 per infant for one year of care, making it affordable as a classroom project, even during tight economic times. After



contributing you receive information on the baby elephants' status to use in your instructional planning and implementation.

To give you an example of how one teacher can get involved, if you have 25 students in a class and each student donates \$2.00 then \$50.00 is easily raised. The actual cost for one entire year of care is about \$850.00, but your class can be part of that care. Imagine if this became a school effort and many classrooms participated, then it is easier to raise the funds needed for sponsorship for an entire year of care. It is our hope, you will consider fostering a baby elephant to save its life, to work to save elephants from extinction, and provide our youth with the chance to experience the rewards of service and helping others in need. This is one place to start the process.

If you would like to host your own fundraising efforts, we provide some starter ideas for you. How about sponsoring an elephant stampede 5K run, movie night, elephant munch food sales, T-shirt sales, school herd game night?

We had a lot of fun creating our own T-shirts with our adopted baby elephants on them. We started out taking our photos into an image-editing program for cropping, touch up, and adding text. Next, we flipped the image backward in the image editing program so when it was placed on the shirt later, the text would be facing the correct direction. Then, we placed the decal paper into the printer and printed our design on it. We went to the local sporting good store and found some great bargain prices on the T-shirts. We were very fortunate since they had a large professional iron and put the decal design on the shirts for us. If you do not have access to a professional press, no problem, you can use a traditional iron for the job.

## **Pilot Study Summary**

We encourage additional studies with larger sample sizes across a wide variety of settings to continue to build and share the knowledge base for the best service-learning experiences we can provide.

In an article from the International Fund for Animal Welfare, actor and activist Leonardo DiCaprio's comments make the perfect summary, "In the past century, the number of elephants in the wild has declined by 50 percent. Their disappearance could devastate ecosystems and have a lasting impact on the biodiversity of our planet" (2015). We hope the initiative presented here will inspire and empower you to help protect elephants worldwide. It is up to each one of us to do our part to help to make a difference and what better way than beginning with fostering compassion at a young age in the classroom. Through building a service-learning lesson surrounding the idea of "Imagine A World Without Elephants" we hope it will make a phenomenal difference in presenting students with concepts about elephants, biodiversity, service and empathy for others. It also provides students with social responsibility to actually save the lives of young orphan elephants. In conclusion, the pilot study experience was rewarding for the instructor and the pre-service teachers in the course. Their achievements in creating well thought out lessons were superb. We welcome you to use these samples as a guide for creating your own lessons. It provides a fantastic opportunity for creating a realistic and meaningful lessons binding human emotion with inspiring and heart-felt stories of the African elephants, whose numbers have plummeted for the sake of mankind's demand for ivory, land, and other resources.

## **Changing Perspectives**

After attending a fair where they had a camel and elephant walking around and around in a small circle all day long just so people could pay to ride on their backs. I noticed the elephant had a broken jagged tusk and looked so sad. It was at that moment I knew the research had changed me. I no longer look at animals in the same way. All I could think about the rest of the day was how wrong this is. I now know elephants are smart and very aware of dire circumstances resulting in sadness and depression. Elephants of this size normally eat

16 hours a day and this was not happening. Elephants are large and need a lot of space and this was not happening. Elephants are social, yet this one was all alone. We can tell ourselves we are saving them from poachers, but really is this any better when they are not living free? As you can see the potential for high-level knowledge acquisition, analysis, and personal growth is immense.

### **Personal Value**

We discovered the personal stories of need tugged at all of our hearts providing motivation to take action. One of my colleagues was so inspired by the elephants' stories she is fostering a baby elephant as a gift to her own grandchild. She feels the animals need our help and it is a great way to share a common interest surrounding a worthy cause. Children today have many toys, but the gift of compassion is priceless and will last a lifetime. I told one of my doctor's office assistants about fostering a baby elephant and she shared how much her daughter has always loved elephants and will be very excited to share fostering with her. One of my daughter's friends has already fostered an elephant. These immediate and personal examples make us realize how interested people are in the topic and how important it is to share this story.

### **Conclusions**

We know there are harsh realities associated with this endeavor to help save these young elephants in the face of the constant pressures of the illegal poachers. We know, too, that illicit organizations are always coming and going, taking people's hard earned money then delivering nothing. For now, we feel confident the David Sheldrick Wildlife Trust is doing what they say they are doing with the money given to them, as witnessed by my daughter's recent visit.

Often times we want to make the world a better place but do not know what to do, where to start, or feel it is too large to have an impact. We are offering to you a place to start to make a difference. Help these baby elephants to grow up safe and free as they were meant to be. Help a child to learn compassion for others. Develop leaders with a social conscience. Make valuable contributions for the common good. Every effort, whether big or small, helps to make a difference. It is our hope this type of service-learning initiative ignites a passion for service-learning and may extend to other worthy causes, as well. We believe through this pilot study you have been provided with a guideline example to support your initial service-learning efforts. It is our hope, by sharing this initiative, together we can aid in the survival of a species.

### **Fostering Website Resources**

<https://www.sheldrickwildlifetrust.org/index.asp>  
<https://www.sheldrickwildlifetrust.org/asp/orphans.asp>  
<https://www.sheldrickwildlifetrust.org/asp/fostering.asp?G=0>

### **Educational Video Resources**

<https://www.youtube.com/watch?v=8uCn6s4I-ck&feature=youtu.be>  
[https://www.youtube.com/watch?v=7SDszToQ2\\_w](https://www.youtube.com/watch?v=7SDszToQ2_w)  
<https://www.youtube.com/watch?v=7zbfQfOiD6w>

### **Additional Recommended Web 2.0 Internet Resources**

<http://www.readwritethink.org>  
<https://www.blendspace.com>  
<https://storybird.com>  
<https://voicethread.com>

<http://www.masher.com>  
<http://www.buildyourwildself.com>  
[https://goanimate4schools.com/public\\_index](https://goanimate4schools.com/public_index)  
<http://www.toondoo.com>  
<http://www.posterini.com>  
<http://blabberize.com>  
<http://www.postermywall.com>  
<https://mural.ly>  
<http://flipsnackedu.com>

## References

- Animoto (2015). Retrieved April 13, 2015, from <https://animoto.com>
- Blogger (2015). Retrieved April 13, 2015, from <https://www.blogger.com/home>
- Blythe, T., & Associates. (1998). *The teaching for understanding guide*. San Francisco, CA: Jossey-Bass.
- Book Creator (2015). Retrieved April 13, 2015, from <https://www.redjumper.net/bookcreator>
- Bubbl.us (2015). Retrieved April 13, 2015, from <https://bubbl.us>
- Canvas (2015). Learning management system. Retrieved April 13, 2015, from <http://www.instructure.com>
- Common Core State Standards Initiative (2015). *Preparing America's students for college and career*. Retrieved April 13, 2015, from <http://www.corestandards.org/read-the-standards/>
- David Sheldrick Wildlife Trust (2015). *Fostering Program*. Retrieved April 13, 2015, from <http://www.sheldrickwildlifetrust.org/>
- DrawIsland (2015). Retrieved April 13, 2015, from <http://drawisland.com>
- Facebook (2015). Retrieved April 13, 2015, from <http://www.facebook.com>
- Fellman, D. (Producer), & Lickley, D. (Director), Freeman, M. (Narrator), (April 8, 2011). *Born to be wild* [Motion picture]. United States: Warner Bros. & IMAX Pictures.
- Gagne, R. (1985). *The conditions of learning* (4<sup>th</sup>). New York: Holt, Rinehart & Winston.
- Global Nomads Group (2015). *Fostering dialogue and understanding among the world's youth*. Retrieved April 13, 2015, from <http://gng.org>
- Glogster (2015). Retrieved April 13, 2015, from <http://edu.glogster.com>
- GO2WEB20 (2015). *Web application index*. Retrieved April 13, 2015, from <http://www.go2web20.net>
- [Google Docs, Slides, Sheets, Forms \(2015\)](http://www.google.com/slides/about). Retrieved April 13, 2015, from <http://www.google.com/slides/about>
- iMovie (2015). Retrieved April 13, 2015, from <http://www.apple.com/ios/imovie>
- International Fund for Animal Welfare (2014). *Elephants never forget video*. Retrieved Nov. 16, 2014, from <http://www.ifaw.org>
- International Fund for Animal Welfare (2014). *Leonardo DiCaprio actor and activist*. Retrieved Nov. 16, 2014, from <http://www.ifaw.org>
- Kathy Schrock's Guide to Everything (2015). *Online tools and Web 2.0 applications*. Retrieved April 13,



2015, from <http://www.schrockguide.net/online-tools.html>

Morelle, R. (2014). *Elephant poaching deaths reach tipping point in Africa*. British Broadcasting Corporation.

Retrieved Nov. 16, 2014, from <http://www.bbc.com/news/science-environment-28842965>

Prezi (2015). Retrieved April 13, 2015, from <http://prezi.com>

ScreenCast-o-Matic (2015). Retrieved April 13, 2015, from <http://www.screencast-o-matic.com>

The 3 Tech Ninjas (2015). Retrieved April 13, 2015, from <http://www.the3techninjas.org>

Vimeo (2014). *Elephants never forget* video. International Fund for Animal Welfare. Retrieved Nov. 16,

2014, from <http://vimeo.com/23640203>

Web 2.0: Cool tools for schools (2015). Retrieved April 13, 2015, from

<http://cooltoolsforschools.wikispaces.com>

Wildlife Conservation Society (2014). 96 elephants. Retrieved Nov. 16, 2014, from <http://www.wcs.org>

Wittemyer G., Northrup J., Blanc J., Douglas-Hamilton I, Omondi P., & Burnham, K.). Lead author George

Wittemyer (2014). *Illegal killing for ivory drives global decline in African elephants*. In Proceedings of the

National Academy of Sciences of the United States of America (pp. 1-5). Retrieved Nov. 16, 2014, from

<http://www.pnas.org/content/111/36/13117.full.pdf>