

**WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS**

David Stewart
State Superintendent of Schools
West Virginia Department of Education

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Foreword

Throughout West Virginia and the nation, service-learning is an important part of the K-12 educational experience. Aided by the Corporation for National Service's (CNS) Learn and Serve America grants, the West Virginia Department of Education provides funding for service-learning programs that address local needs in: education, public safety, human services, and the environment. These programs engage young people in community activities which help them learn how academic skills can be used to solve real life problems. While doing so, service-learning programs help students understand the meaning of citizenship, civic engagement and their own ability to determine and affect the quality of life in their communities.

This publication has two qualities which are especially helpful to Service-Learning educators and students. The lesson-plans have a section which indicates needed conditions for use by challenged students. And, academic objectives from *Instructional Goals and Objectives for West Virginia* (WV IGOs) are listed in each lesson-plan.

West Virginia schools which have been actively involved in developing these Lesson-Plans received national recognition for their service-learning programs. Elkins Mountain School and the West Virginia Schools for the Deaf and Blind were selected in 1999 as National Service Learning Leader Schools by the Corporation for National Service. And Morgantown High School and the Davis-Stewart Center were selected in 2000 as National Service Learning Leader Schools. These schools have thoughtfully and effectively integrated service into the curriculum and life of their students, promoted civic responsibility, improved school and student performance, and strengthened their communities.

West Virginia is proud to make its *Service-Learning Lesson-Plans for Challenged Students* available throughout the state, to other State Education Agencies (SEAs) and the "National Peer-Based Service-Learning Exchange" to help support civic engagement in the 21st Century.

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State Superintendent of Schools

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Acknowledgements

Many folks have dedicated hundreds of hours to the completion of this document. Most of the credit belongs to West Virginia's K-12 students, school staff, and local volunteers who so painstakingly documented each and every detail of their projects as they developed and field-tested these lesson-plans. As usual, there was a supporting cast which included community and government workers. A warm thank you for their expertise and support throughout the project must be extended to: Paula Flaherty and Karli Price of the West Virginia Service-Learning Consortium; Jean Ambrose and her staff at West Virginia's Commission for National and Community Service; and Pat Givens, Jim Carter, Jack Newhouse, Fred Harrington and Sallie Harrington at the West Virginia Department of Education. Thanks also to Angie Senic and Kathy Humphries for compiling, typing and editing the lesson plans. Finally, thanks to the Corporation for National Service for making this publication possible. As you browse through the pages laden with the creativity of West Virginia, keep these people in mind.

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Academic Objectives

The West Virginia Board of Education has established instructional goals and objectives for use in promoting student success throughout the state. Senate Bill 300 challenges all state educators to develop a school system that fosters higher student achievement by combining a rigorous academic program with a realistic understanding of work place expectations. To meet the mandate of this legislation, a partnership of teachers, principals, county administrators, college and university faculty, State Department of Education representatives, and business and community members collaborated in the production of *Instructional Goals & Objectives for West Virginia Schools*.

English language arts, mathematics, science and social studies are the four basic cornerstone subjects from which the total learning system of a school, county or state evolves. Mastery of grade level objectives in these core areas is essential for students' future success.

The process of developing a strong learning system begins with the clearly stated instructional goals and objectives. These instructional goals and objectives are challenging and rigorous with content based on sound educational research. Educators on the county and school levels use the goals and objectives to design innovative academic programs, select high quality instructional materials and provide targeted staff development.

Following each state academic objective there is a number in parentheses. The characters in parentheses (example: *12.16* _{9,10,11}) may be interpreted in the following manner.

The first character (*12*) indicates grade 12. This character can vary from *K*, for Kindergarten, through grade *12*, and include: *AM1* or *AM2* for Applied Mathematics' courses; *A1* for Algebra I; *A2* for Algebra II; *AGP* for Algebra/Geometry Preparation; *B* for Biology; *C* for Civics/Government; *CH* for Chemistry; *CTC* for Chemistry-Technical/Conceptual; *DM* for Discrete Mathematics; *E* for Economics; *ES* Environmental Earth Science; *G* for Geometry; *HAP* for Human Anatomy & Physiology; *IP* for Instructional Practices; *PS* for

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Probability & Statistics; *PC* for Pre-Calculus; *P* for Physics; *PTC* Physics-Technical/Conceptual; *PW* for Process/Workplace; and *T* for Trigonometry.

The normal size numbers, following the decimal point, are sequential numbers within each category which are also broken into subcategories such as: Listening, Reading, Writing, etc. in English.

The subscript(s) indicate that the objective will be assessed at additional grade level(s).

**A Be K.I.N.D. Program
(Kids Inspired to do Nice Deeds)**

Community Objective

To encourage acts of kindness by elementary school children.

Background

“K.I.N.D.” is the name given to the program developed by the Marshall County Animal Rescue League and adopted by the Marshall County School System to encourage kindness and respect for others. Humane and environmental education addresses the most challenging and serious problems facing society today: violence and an unhealthy environment. The subject of humane education can play a very important role in any school curriculum. Unfortunately, it is not yet possible to teach humane and environmental education as its own course due to the fact that schools are inundated with required courses. Until humane education can be taught as its own course, it can be integrated into other course material. K.I.N.D. is a competition of kindness that challenges educators to integrate acts of kindness toward people, animals, and the earth in other required class studies.

Challenged Student Conditions

~Project inclusion of special students requires no unique preparation. Teachers design suitable acts of kindness according to his/her team's capabilities. Each teacher's freedom to outline his/her own program increases participation and the possibility of success for all students.

Resources

- ~Uncomplicated record keeping sheets.
- ~Teachers who are seeking ways to improve attitudes of students while teaching the required curriculum.
- ~Funding to cover supervisory help, transportation, supplies, and field trip expenses, etc.
- ~Community volunteers of seniors and other service organizations for the awards picnic.
- ~Local businesses to provide billboard space for recognizing “kindest kids”.

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Timeline of Service Activities

September

- ~Introduce program as elective, open to all teachers and explain that each class within a school becomes an individual team.
- ~Introduce and explain the keeping of records, making sure this is a simple process that will not deter an interested teacher from program involvement.

September-April

- ~Organize and distribute a monthly newsletter to participating classes in each school covering examples of acts of kindness being performed and ideas for other acts of kindness.

November

- ~Arrange for sponsors and billboard space.

January

- ~Begin plans for awards picnic.

February-April

- ~Solicit support for picnic and awards.

April

- ~Collect records, score and determine the winners of plaques and billboard recognition.
- ~Photograph winning classes for billboards and deliver pictures to advertising agency for reproduction.

May

- ~Hold awards picnic to accommodate all participating students and teachers.

Reflection

- ~Teachers discuss and record all acts of kindness of students in Record Book during the school year.
- ~Faculty and school personnel watch for and report acts of kindness and respect to the classroom teacher.
- ~Bulletin boards display thank you notes to the students for service.
- ~Parents may submit written documentation of children's acts of kindness.
- ~Fishbowling activity in which some students take on the roles of those who committed acts of kindness. Other students take on the roles of those

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receiving benefits from the acts of kindness. Each group discusses possible reactions and then reports orally to the other group.

Celebration

~All accumulated acts of kindness are recognized before a gathering of all participants at the picnic. Awarded classes come forward for recognition and are cheered by all students. After the awards are presented, the students are entertained with music, games, crafts, and refreshments. The picnic lasts for approximately four hours and allows students from various county schools, to interact in a non-competitive atmosphere.

Academic Objectives

WV IGOs

Civics

- ~Explain why citizens voluntarily contribute their time and talents to the community. (K.6)
- ~Identify public agencies in the community that provide services and investigate opportunities for volunteerism. (4.5)
- ~Explain and experience the benefits of volunteerism in the community and at school. (1.5)

Economics

- ~Identify the need to conserve resources through recycling and litter education. (1.10)

Social Studies

- ~Choose and participate in a project of volunteer service to the school (2.4)
- ~Identify people in the community who volunteer for public service. (3.6)

Elementary West Virginia Studies

- ~Given a local problem, propose solutions and investigate opportunities for public volunteerism. (WV.6)

Contact Information

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ABC's of Colonial Life

Community Objective(s)

To help the local historical society and colonial reenactment groups provide factual and authentic information; to enhance community awareness of the George Washington Bicentennial; to promote tourism to our Mountain Rhapsodies Festival, an official George Washington Bicentennial event; to help other students through peer exchanges; and to promote the concept of individuals working together for the benefit of the entire community.

Background

This project is to involve students in researching the life and customs in western Virginia during the 1700's. Students will gain information about George Washington's travels through our county and the survey work that he did here. Students will also gain the knowledge that in colonial times, individuals worked together for the survival of the family and growth of the community. Working together for the benefit of the community ties directly into the service-learning concept. Students will be putting their computer skills to work and be searching the Internet for facts about colonial music, crafts, games, clothing, and foods. They will compile all their information into a booklet and share their knowledge and skills with other classes through peer exchange. Students involved in this project will also be attending the Mountain Rhapsodies Festival and sharing their knowledge of colonial music, crafts, etc with the public. Mountain Rhapsodies will be the culmination of a two-month effort to learn about colonial history.

Challenged Student conditions

Students involved in this project are in grades three and four and are legally blind or visually impaired. Some students are also mentally and physically challenged. All Students can be active participants and service providers by;

- ~Providing all materials in large print or Braille
- ~Providing computer access with large print or speech
- ~Providing sighted helpers for totally blind students
- ~Providing templates for coloring and cutting curved lines
- ~Allowing all students to participate in activities

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Resources

- ~Computer access and copy machine access
- ~Braille and braille paper, art supplies, markers, rulers, templates
- ~Book binder for booklet
- ~Colonial clothing, books, music, materials and artifacts if possible
- ~Refreshments for celebration
- ~Awards and certificates
- ~Parent volunteers and community volunteers
- ~Video camera and recorders for activities

Timeline

- Month 1
- ~Brainstorm questions related to colonial life from students
 - ~Read a variety of book about colonial life
 - ~Do Internet research on colonial life
 - ~Start to compose booklet on colonial life
 - ~Write letters asking for volunteers
- Month 2
- ~Learn and practice some colonial songs
 - ~Make colonial decorations such as three-cornered hats
 - ~Plan a schedule for sharing and the activities
 - ~Make costumes with help from volunteers
 - ~Participate in peer exchange
 - ~Use a recipe and prepare a colonial food
 - ~Write invitations to other classes to participate
- Month 3
- ~Attend Mountain Rhapsodies Festival and share knowledge of Colonial music, art, clothes, crafts, etc.
 - ~Take pictures of events
 - ~Include the Media for coverage of the event

Reflection

- ~Write an article and send pictures for the local newspaper
- ~Discuss how the students felt about sharing their activities with others

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Celebration

- ~A celebration will be held for the students at the completion of the activities
- ~Refreshments will be served
- ~At this time the ABC book will be presented to the school principal to pass along to other schools in the county
- ~A picture will be taken for publication in the newspaper
- ~Certificates will be given out to all student participants

Academic Objectives

WV IGOs

~IGOs can be modified by grade level to meet the diversity of students in each grade level and the special needs population

Computer Technology

- ~Using a word processor input information such as stories, reports and narratives (C 3.85)

History

- ~Make historical inferences by analyzing artifacts and pictures (H 3.37)

General Music

- ~Sing West Virginia heritage songs (M 4.2)

Art

- ~Create art that reflects a style of culture from history (A 4.22)

Writing

- ~Develop various types of writing including, but not limited to, narrative, informative, and persuasive (W 4.50)

Contact Information

Sherry Eglinger, Wendi Durst and Cheri Beverage
West Virginia Schools for the Deaf and the Blind
Romney, WV 26757
(304) 822-4884

A Dog Biscuit for Our Animal Friends

Community Objective(s)

To help raise funds to build and maintain a local Humane Society facility and to provide humane treatment for abandoned animals

Background

This project originated in a residential school setting for students who are deaf and blind. Through the local news media and staff members involved in our local ASPCA, these physically challenged students were able to identify the need for an animal shelter. The students' goal was to improve the quality of life for homeless animals. To meet this goal, the students decided to help raise money to establish and maintain an animal shelter. To raise funds the students decided to make, package, and market dog biscuits. The proceeds were donated to the Humane Society.

Challenged Student Conditions

Involved in this project are visually impaired elementary and middle school students. Some are also mentally and physically challenged. All students can be active participants and service providers in this project by:

- ~Providing adaptive equipment and close supervision where needed for safety purposes
- ~Making necessary adaptive measures so all students can participate and provide all materials in large print or Braille

Resources

- ~Working kitchen containing utensils, oven, etc
- ~Recipe: Whole Wheat dog Biscuits (unknown author)
 - 2-1/2 cups whole wheat flour 1 Tbsp. Molasses
 - 1/4 cup wheat germ pinch of salt
 - 1/4 cup milk 1 beaten egg
 - 1 clove of crushed garlic
 - 4 Tbsp. softened margarine

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- ~Combine flour, wheat germ, garlic, and salt. Cut in margarine. Stir in beaten egg, molasses, and milk. Add enough water to shape mixture into a ball. Roll dough onto a floured board to **2** inch thickness. Cut into shapes (bones). Place on greased baking sheet. Bake at 375 degrees for 20 minutes. Remove from oven and let cool. Yields 30 biscuits.
- ~Project coordinator and contact person from the humane society
- ~Refreshments for celebration event at the end of project

Timeline

- September
 - ~Get permission from administration to implement project
 - ~Find funding sources for the project
 - ~Obtain a recipe if different from the one enclosed
 - ~Train students to measure and use the kitchen
- October
 - ~Purchase ingredients
 - ~Advertise
 - ~Determine price and quantity of product
 - ~Schedule dates for making the biscuits and distribution
 - ~Schedule dates for celebration and reflection
- November to June
 - ~Make and distribute the biscuits
 - ~Keep records of all sales, including individual and group sales
 - ~Present the money raised to the Humane Society at a specially scheduled celebration

Reflection

- ~Review and examine the various steps of the project and the results
- ~Discuss how it makes the students feel to help the homeless animals
- ~List what they personally have gained from the project
- ~Make journal entries for each activity

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Celebration

- ~Plan an appropriate event, such as a picnic or party serving bone shaped cookies for all volunteers involved in the project
- ~Present certificates
- ~Invite the media to cover the event
- ~Take pictures and make a photo journal of the project
- ~Send the dog biscuits to prestigious people in the community such as the governor, legislators, and local officials to inform them about the project

Academic Objectives

WV IGOs

~IGOs can be modified by grade level to meet the diversity of students in each grade level and the special needs population

Process/Workplace Objectives/Problem Solving

- ~Systematically analyze the component parts of a given situation or process, then plan, organize, and implement a concept to improve the situation or process. (PW.1)
- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)

Measurement

- ~Count coins and bills and identify correct change (4.48)

Economics

- ~Describe the relationship between supply, demand, and the price of a product (7.12)

Consumer and Family Economics

- ~Follow a recipe
- ~Prepare dog biscuits as a product to sell for income
- ~Market the product
- ~Share the recipe with the buyer

Contact Information

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West Virginia Schools for the Deaf and the Blind
Romney, WV 26757
(304) 822-4884

Adopt an Angel

Community Objective

To have local student groups adopt angels in contiguous counties and provide them with Christmas gifts. This allows students who have been or are recipients of service the opportunity to be providers to neighboring counties.

Background

The Salvation Army places paper Angel decorated Christmas trees in various business establishments during early fall for the purpose of being adopted for Christmas. Each angel represents a child in need of Christmas gifts and contains age, sex, clothing sizes and a special gift that child may want. Many of our students are on assistance programs and are angels on the Taylor County Salvation Army list. We wanted the students to become the providers for other needy children. The students choose angels close to their own age group. The students use profits from fundraisers to purchase gifts for their angels.

Challenged Student Conditions

- ~Physically challenged students can be service providers in this project if we (1) include them in the planning, and (2) recruit them to be a part of the project.
- ~Academically challenged students can be service providers in this project if we (1) recruit them to be part of the project, and (2) have them assist students who are less skilled than they are.

Resources

- ~Salvation Army provides information needed to adopt angels.
- ~Funds provided for shopping through raffle for trash can full of groceries.
- ~Parents willing to participate in raffle sale.
- ~Transportation for shopping and delivery of gifts.

Timeline of Service Activities

- October
- ~Recruit teachers and parents to participate.
 - ~Acquire trashcan and contents through donation and/or purchase.
 - ~Make raffle tickets for trash can of groceries and distribute.

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- October-
- November 15 ~Fill trashcan with groceries.
- November 17 ~Draw winning raffle ticket and deliver can of groceries prior to Thanksgiving.
- November 30 ~Obtain paper angel from Salvation Army Angel Tree
- December ~Have students make shopping list for gifts.
~Shop for gifts.
~Wrap gifts and deliver to drop-off point designated by Salvation Army.

Reflection

- ~Students will keep journals on the experience, writing their feelings about this project and how they think the recipients might feel.
- ~Analyze the choices of gifts.
- ~Discuss the affect this project made on both the providers and receivers.

Celebration

- ~Recognition of project in school and local community paper.
- ~Give students a certificate for participation.

Academic Objective

WV IGOs

Process/Workplace

- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Demonstrate the ability to operate computer equipment. (PW.26)
- ~Demonstrate self-motivation. (PW.37)
- ~Given a fixed amount of funds, create a budget and demonstrate the ability to balance the amount of funds that are deposited and withdrawn. (PW.41)
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the region, the state, or the nation. (PW.49)

Contact Information

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A Mountain Rhapsodies Celebration of the George Washington Bicentennial

Community Objective(s)

To involve schools, businesses, and civic organizations who are interested in promoting an awareness of the affect that George Washington had on our local history and to inform the community of the Mountain Rhapsodies events through brochures, newspaper, and radio announcements. We want to involve the community in the Mountain Rhapsody celebration as guests and participants.

Background

This project originated in a residential school setting for students who are blind and visually impaired. Through our local historical society and historical reenactment groups, our students were able to identify the need to promote awareness of the George Washington Bicentennial. As a group that usually receives services, these participants became service providers rather than service recipients.

Mountain Rhapsodies is a celebration of our mountain heritage. Students and staff will work hard to discover lost “treasures” in and around our community. These “treasures” have been searched for in the form of original music, crafts, food, and traditions. So much of our heritage has been kept alive by the forefathers of earlier generations, who selflessly passed these gifts on through the ages. Mountain Rhapsodies is an attempt to re-capture the spirit of old-time music, enjoy the flavors of the past, see the artistry, fashions and crafts, and enjoy some games our ancestors played during the period when George Washington surveyed our local area. Students learn much more than history from this project. They enhance their skills in music and art, and learn to use the Internet and develop leadership, organizational, and social skills, as well.

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Challenged Student Conditions

- ~Students involved in this project are in grades K-12 and are blind or visually impaired. Some students are also mentally and physically challenged. All students can be active participants and service providers in the Mountain Rhapsodies celebration by:
- ~Providing all materials in large print or in Braille including computer screens with large print or speech
- ~Providing sighted guides when necessary
- ~Including each student in a least one stage of planning, preparation, or implementation of the project according to grade and/or ability level

Resources

- ~Project coordinator and volunteers
- ~Copy machine and other office equipment
- ~Braille and braille paper
- ~Various classroom and art supplies
- ~Computer and computer software for certificates and research work on Internet
- ~Craft supplies
- ~Decorations
- ~Make colonial games and toys
- ~Book: Willard Wirtz (1990). *Capon Valley Sampler, Sketches of Appalachia from George Washington to Caudy Davis*. Bartleby Press, 11411 Georgia Ave. Silver Spring, Maryland 20902. (301.949.2443)
- ~Useful Internet addresses:
 - <http://www.loc.nls>
 - <http://wwwaph.org/Amazon.com.bookstore>
 - <http://earlyamerica.com/review/lives/chaptl/text.html/1998>
 - <http://www.GeorgeWashington>

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Timeline

September-October

- ~Set date and get approval for facility and implementation of the project
- ~Get approval to use all facilities and equipment
- ~Explain the project to the students. Provide an overview of George Washington's life and character
- ~Divide the class into groups and assign topics for Internet research

November-December

- ~Make student assignments according to individual talents and abilities
- ~Appoint a chairperson to supervise the layout of the brochure
- ~Continue Internet research
- ~Make all community contacts
- ~Make all activity assignments

January-February

- ~Complete all data from Internet research to incorporate into the program
- ~Plan and develop program
- ~Print brochure describing the Mountain Rhapsodies event

March-April

- ~Distribute the brochure
- ~Practice the program
- ~Prepare the decorations
- ~Advertise the event in the media

May

- ~Set up all displays and decorate
- ~Implement the event according to the schedule
- ~Carry out the event
- ~Clean up and return the equipment at the end

Reflection

- ~Students will complete a journal describing how they felt about the project
- ~Students will discuss and evaluate the project

Celebration

- ~Students will receive certificates of recognition upon completion of the project at a pizza party
- ~Receive public recognition in the local media

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Academic Objectives

WV IGOs

IGOs can be modified by grade level to meet the diversity of students in each grade level and the special needs population

Understanding Music in Relation to History and Culture

- ~Identify familiar folk songs (K.27)
- ~Sing at least three patriotic songs (1.27)
- ~Discuss music's role in society (4.28)
- ~Research and report the evolution of Appalachian folk music (Fl.36)

Process/Workplace Objectives/Problem Solving

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task (PW.2)
- ~Given an event or activity, identify the resources needed and develop a plan of action (PW.5)
- ~Demonstrate an understanding of oral, visual, and written information by summarizing it and following through with appropriate action (PW.8)

History

- ~Research historical facts, customs, foods, clothing, music, and social activities that occurred during George Washington's formative years

Contact Information

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Barboursville Elementary Hand-in-Hand with Senior Citizens Center

Community Objective

To build a service-learning bridge between the students, staff, and parents of Barboursville Elementary and the senior citizens and staff of the center.

Background

This project is an opportunity for the elementary school and the senior citizens center to become actively involved with each other. This will provide an excellent opportunity for the students, parents, and staff of both the elementary school as well as the senior citizens and staff to develop and enjoy a sense of community awareness and responsibility by working and planning activities together.

- ~Students will participate in fund-raising projects to purchase items that are needed by the seniors.
- ~Students, parents, and teachers will participate in read-a-loud, art, music and drama productions for the seniors' entertainment.
- ~Students will develop letter-writing skills by participating in a pen-pal project with the seniors.
- ~Students, parents, and teachers will develop computer classes and computer related activities that will benefit both students and seniors.
- ~Seniors will be encouraged to participate in read-a-loud and storytelling activities for the children's entertainment.
- ~Seniors will be encouraged to mentor children by helping them with projects and homework.
- ~Seniors will be invited to attend special events in and around the school.
- ~The school and the center will work together to develop educational and recreational activities that will be enjoyed by all.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Challenged Student Conditions

- ~All students including physically challenged, mentally challenged, socially challenged, and culturally challenged students will be actively involved:
- ~Include students in planning the projects and activities
- ~Recruit them to be a part of a program
- ~Assign aides, volunteers and/or peer tutors to assist challenged students to enable them to be actively involved
- ~Inform and teach seniors how to relate to the challenged students' needs and limitations
- ~Insure that the physical facilities at the center are accessible for challenged students

Resources

- ~Barboursville Elementary School
- ~Barboursville Computer lab
- ~Barboursville Senior Citizen's Center
- ~Fund-raising projects to help cover expenses for supplies and materials
- ~Funds for educational training
- ~Student, school, community, and senior citizen volunteers
- ~Books, supplies, materials, computers and software, and nutritious snacks

Timeline for Service Activities

April 1999 June 1999

- ~Discuss service-learning project and enlist committee members from the elementary staff, students, parents, and seniors.
- ~Plan activities and a schedule of operation for children, staff and volunteers

September 1999

- ~Begin the "Hand-in-Hand" project

Reflections

- ~Students share information through discussion and journal entries done on a weekly basis
- ~Students write an end-of-year statement relating how they felt about community involvement
- ~Observations of how individuals, both the children and the seniors, were affected by this community project

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Special programs will be held twice a year with refreshments bringing together school staff, parents, volunteers, seniors and center staff to share accomplishments and plan for improving the program
- ~Students will receive recognition and rewards for community service hours
- ~Articles will be given to the media whenever possible applauding the volunteers

Academic Objectives

WV IGOs

Listening/Speaking

- ~Listen to a story, remember information to interpret or extend meaning, evaluate material, or perform a task (2.5)
- ~Participate in class discussions, following rules for conversation, using communication technologies. (2.11)
- ~Demonstrate appropriate listening and speaking behaviors after differentiating between active listening and hearing (2.18)

Reading comprehension

- ~Interpret recreational, textual and functional material. (2.20)
- ~Use informational text (2.21)
- ~Read to perform a task (2.43)

Writing

- ~Develop various types of writing including, but not limited to: personal narratives, stories, descriptions, friendly letters, book reports, poetry, and journal entry (2.78)

Language

- ~Differentiate between common and proper nouns (2.94)
- ~Express experiences adequately to relate ideas (2.107)

Study Skills

- ~Use the dictionary for pronunciation, spelling, and meaning (2.109)
- ~Acquire organizational skills to manage school materials, personal time management, and information to be studied (2.110)

History

- ~Explore American heritage through children's literature (2.24)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Civics

~Choose and participate in a project of volunteer service within the school
(2.4)

Computer/Technology

~Using a word processing program, input information such as journal
writing, letter writing, etc. (2.121)

Contact Information

Dolly Click

Barboursville Elementary School

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Candle Lighting Ceremony

Community Objective(s)

To provide a service for a local cemetery by helping prepare containers with sand, positioning a candle in the center, and lighting these candles on grave sites at their annual holiday service. To enhance pride and create a sense of belonging in the community.

Background

A local cemetery contacted our school to see if any of the students would like to help with this service. The students wanted to participate and the project began.

Challenged Student Conditions

- ~Physically, mentally, educationally and socially challenged students can be service providers in the candle lighting service by:
- ~Including them in the planning
- ~Providing assistance when necessary
- ~Working in teams
- ~Assigning appropriate responsibilities

Resources

- ~Volunteers
- ~Means of transportation
- ~Containers with sand
- ~Candles

Timeline

- Month #1
 - ~Contact the site
 - ~Seek volunteers
 - ~Assign duties
 - ~Schedule a date for the service
 - ~Advertise the service date in media
- Month #2
 - ~Gather all the materials
 - ~Perform the service

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Journal entries on the service
- ~Discussion about the activities
- ~Evaluation of the experience

Celebration

- ~Display the photo essay of the service at school
- ~Award certificates to participants

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communication skills and decision-making practices. (PWE.17, PW 17)

Mathematics

- ~Use math skills to estimate and compute measurements. Select an appropriate process for estimating and computing. (11.11, 11.12)

Contact Information

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Celebration of History Through Drama

Community Objective(s)

To provide a drama celebrating the history of the founding of Scott's Run Settlement House and its impact upon the community.

Background

The concept of Celebration of History through Drama came from the Establishment of Scott's Run Museum and research that was done in the area for a book called The History of Blacks in Monongalia County. The students want to take an active part in the celebration of local history and do so by writing, producing, and performing dramas highlighting memorable events during this time in history.

Challenged Student Conditions

~Socially, educationally, culturally, and mentally challenged students can be service providers in this project if we: (1) include them in the planning, (2) recruit them to be a part of the project, and (3) have them plan how they can relate present time to history.

Resources

- ~Community persons who either lived during this time period or have knowledge of this era
- ~Survey listening tool to compile information
- ~Computers to correlate information and to write historical production
- ~Donated facility for rehearsal of drama and set construction
- ~Willing student participation
- ~Community, school, and church arenas willing to facilitate the performances of this group
- ~Volunteers to help teach basic theater skills, oversee set construction and costuming
- ~Volunteers to research and write grants to cover funding of the project
- ~Scott's Run Settlement House Board of Directors to participate in fund raising for drama projects.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

October-

- November ~Contact school administrators, counselors, students, and parents to set up program.
- ~Recruit volunteers to help with the project.

December-

- January ~Make arrangements to interview persons who either lived during or have knowledge of this time period.
- ~Draft script from interview results.

March-

- May ~Complete construction on mobile set and costumes.
- ~Contact schools, senior centers, civic organizations, and churches/synagogues for possible dates.

June-

- July ~Plan and implement a schedule for volunteers and students to rehearse.
- ~Plan a news release for the local newspaper, radio, and TV.
- ~Finalize dates for performances.

August-

- September ~Perform historical drama with last performance to coincide with an annual community street fair.

Reflections

- ~Students will keep a journal of service experiences, writing about their feelings
- ~Students will participate in weekly discussion groups where they will have the opportunity to share feelings, both positive and negative about the program and address problems
- ~Each student will examine his or her attitudes about working with school peers, community personnel, and the children
- ~Each student will analyze his or her feelings as a result of working with the children
- ~Students will share their thoughts about how working on the program affected their lives and the lives of others

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Students will make observations about how the individual children's lives were changed
- ~Students will share information from their journals

Celebration

- ~A chronological log will be kept to record the consistency and longevity of each person involved.
- ~Certificates will be presented to each participant upon completion of the project.
- ~A party will be held to celebrate and reflect on the completed project.
- ~A cabaret celebration will showcase the skills developed and implemented by the group.
- ~The drama will be published and copyrighted.
- ~The local media (newspaper, radio and TV), will be contacted to cover the project.

Academic Objectives

WV IGOs

English/Language Arts

- ~Use appropriate software to practice and master desktop publishing incorporating text, graphics, and various fonts in a variety of formats (LA 11.96)

Process/Workplace

- ~Given an assignment with two or more individuals, use encouragement, persuasion, and motivation to complete the assignment (PW.15).
- ~Perform effectively in both leadership and non-leadership roles (PW.16)
- ~Stay with an assignment or task to completion (PW.34).
- ~Demonstrate self-motivation (PW.35).
- ~Work independently without direct supervision (PW.36).

Contact Information

Ruth Simmons & Karen Sowell
Scott's Run Settlement House
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Civic Activism

Community Objective

To provide students with a working knowledge of community organization, social activism and leadership skills.

Background

Civic activism will help students work with a local planning and coordinating organization (Family Resource Networks FRN) where they can learn about impacting the community and systems for social change. They will determine what is necessary to assist in organized activities and act as student community leaders.

Challenged Student Conditions

Learning disabled and socially challenged junior high students can participate in the service learning activity if we:

- ~Include them in the planning
- ~Recruit them to be a part of the program
- ~Help them plan how to work with committees, boards, state and government agencies, and non-profit organizations
- ~Have other students share their success stories to promote the service-learning project

Resources

- ~A local planning and coordinating organization such as Family Resource Networks (FRN's) that is willing to give youth meaningful roles for assisting in the planning of community needs and systems change
- ~Funding to cover transportation, supplies, and other necessary items
- ~Student, community activists, and school volunteers
- ~Computer accessibility and nutritious snacks

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timetable (school year)

One Month

- ~Contact the local Family Resource Network to review needs assessment and identify needs of the community
- ~Arrange for adequate funding and resources from local businesses and others
- ~Plan a schedule of monthly activities with students, teachers, and volunteers
- ~Plan and coordinate transportation needs
- ~Plan program activities that include academic enrichment, cultural enhancement, mentoring, and actions to influence the community for social change

Reflection

- ~Students will keep journals on activities
- ~Students will discuss changes that need to take place and those that have taken place
- ~Students will assess needs of the community

Celebration

- ~Invite media to share in the project
- ~Have a party inviting all participants at the end of the project

Academic Objectives

WV IGOs

Civics

- ~Describe the different types of local government, and compare their functions and powers. Explain the purpose of the legislative, judicial, and executive branches of government. Discuss complexities facing local governments. Identify aspects of strong leadership explaining the purpose of political parties in government and how special interest groups attempt to influence politics and politicians. Explain the functions of community support systems in local government. Distinguish between rights and duties of citizens. (9.1, 9.10, 9.11)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Civics/Government

~Explain the rule of law, tensions between individual liberties and society's need for order. Describe the characteristics of government and civil society that relates to civic participation. Understand protection of rights by government and the common good. Compare representational government and a republic. (C.2,3,4,5,6,7,8,9)

Career Development

~Identify multiple career options, practice interview strategies, provide community service and assess entrepreneurial opportunities (PW.45, 48, 49)

~Identify the student academic skills from the curricula that will be enhanced through working in social and community activism

~Involve various school personnel, parents, and local businesses in planning and carrying out the activities

Contact Information

Cathleen Davis, James A. Johnson and Barbara Davis
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Community Assessment and Evaluation

Community Objective(s)

To identify a local planning and coordinating organization such as the Family Resource Networks (FRN), where students will be taught how to conduct assessment and evaluation of service learning projects.

Background

Community assessment and evaluation will introduce students to the importance of conducting an assessment of community needs before planning service-learning projects designed to enhance or improve some aspect of the community. Meeting an expressed community need increases public participation and support for the service-learning project. Evaluation of the project insures that effort, time, and money were wisely expended, and that the service-learning project accomplished what it was designed to do.

Challenged Student Condition

Learning disabled and socially challenged junior high students can participate in the service learning activity if we:

- ~Include them in the planning
- ~Recruit them to be a part of the assessment and evaluation process
- ~Help them plan how to implement the assessment and evaluation process
- ~Have other students share their success stories to promote the service-learning project.

Resources

- ~A local planning and coordinating organization where students will learn how to impact the community members and social systems through assessment and evaluation
- ~Funding to cover transportation, supplies, and other necessary items
- ~Student, community activist, research professional, and school volunteers
- ~Handicapped accessible facilities located conveniently for all
- ~Supplies, materials, computer accessibility and nutritious snacks

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline (school year)

August

~Contact Family Resource Network to receive assistance in assessment and evaluation activities by reviewing various assessment styles to determine which method is preferred

September

~Students, teachers, and volunteers will plan and coordinate transportation needs

October

~Arrange for adequate funding and resources from local businesses, funders, and various other entities

November

~Review a chosen project to be evaluated

December

~Students, teachers, and volunteers will plan and design an assessment tool to be used to assess the chosen project

January

~Compare the results of this assessment with any previous assessments

February

~Publish the results of the assessment and evaluation by March

April

~Students will hold open policy forums for other students and community to discuss findings

May

~Publish findings from the policy forums

~Present the findings from the assessment and evaluation to project members for consideration

Reflection

~Students will reflect on new skills gained in the project

~Students will share attitudes about influencing programs through this project

~Students will share information from journals kept while participating in the project

WEST VIRGINIA'S
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- ~Students will submit articles to the media expressing their thoughts about the project
- ~Students will analyze their feelings about knowledge gained in career choices in the field of assessment and evaluation, teaching, and social work

Celebration

- ~A special evening program with refreshments for all involved.
- ~Media coverage of the project completion
- ~Award presentation
- ~Recording of the community service learning hours in the students' personnel files

Academic Objectives

WV IGOs

Applied Math I

- ~Collect, organize and interpret data using graphs, charts and tables; create graphs, charts, and tables from given data; collect, organize, analyze data to predict outcomes using mean, mode, median, range and standard deviation (9.A.M. 1.12, 1.15, 2.10)

Probability and Statistics

- ~Frequency distribution, and predict outcomes, interpret and calculate central tendency and measures of dispersion (PS.2, 6, 7, 8, 9, 10)

Chemical Technical/Conceptual

- ~Apply scientific approach to seek solutions to everyday problems, problem solve using model and exhibit scientific skills, attitudes and the value of scientific inquiry measuring, communicating, categorizing, classifying, hypothesizing, predicting, inferring, and applying (CTC 6, 8)

Contact Information

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Summersville Junior High School, 40 Grizzly Road
Summersville, WV 26651 (304) 872-5092

Computer Training in Non-School Settings

Community Objective(s)

To provide computer training for elementary age students in a non-school setting.

Background

Older students will be responsible for teaching basic computer skills to elementary age children in non-school setting, such as housing complexes or public libraries.

Challenged Student Conditions

- ~Mentally, physically, educationally, and economically challenged students can be service providers in a computer training program by:
- ~Recruiting them in the planning
- ~Teaching them what needs to be done
- ~Pairing them with others if necessary
- ~Assisting them in their work
- ~Make sure the facility is accessible to all

Resources

- ~Facility with computers that the public may use
- ~Funding
- ~Volunteers from schools, businesses, and community
- ~Assistance from a housing authority if possible and needed

Timeline

- Month #1
 - ~Identify a site for the computer training
 - ~Advertise for volunteers
 - ~Advertise the classes at the site for elementary students
 - ~Schedule the volunteers with the elementary students
- Month #2
 - ~Begin the sessions for the elementary students
- Month #3
 - ~Maintain the class sessions
 - ~Have refreshments at the end of the classes

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Students will keep a log relating lessons taught and activities completed along with the success on the assignments
- ~Students will develop a presentation on a specific lesson to present to their class at the end of the program
- ~Students will conduct peer review of the presentation

Celebration

- ~An exit program will be scheduled in order for volunteer students to show their presentations to parents, teachers, etc.
- ~A Certificate of Completion will be given to each student volunteer
- ~The Media will be invited to the exit program

Academic Objectives

WV IGOs

Instructional Objectives

- ~Use of a variety of audio-visual and multi-media materials to practice and master instructional objectives (10.64, 11.56)
- ~Use of appropriate software to practice and master instructional objectives (11.55, 10.63, 1.112, 2.31, 7.163)

Additional Objectives

- ~To work in small groups
- ~To enhance decision-making skills

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. (PWE.16)

Contact Information

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Creating an Aquatic Garden

Community Objective

To plan, organize, build and maintain an aquatic garden within our school community.

Background

This project is designed to be a school wide project involving grades 5-8. The purpose is to design and build an aquatic garden inside the school building. In this plan, students become both the providers and recipients of service.

Challenged Student Conditions

- ~Physically challenged students may be service providers in our project if we (1) include all students in both planning and design of the project, and (2) utilize teamwork to allow students to overcome physical challenges.
- ~Academically challenged students may be service providers in our project if we (1) invite all students to become part of the planning and decision-making process, and (2) use hands-on activities utilizing teamwork to accomplish the actual construction and maintenance.

Resources

- ~High school students participating in the aquatics program of the county vocational-technical center.
- ~Community members with areas of expertise (electricians, carpenters)
- ~Funds to provide for purchasing fish and other aquatic life.
- ~Funds for maintaining aquatic life.
- ~Student volunteers to care for living organisms.
- ~Research information on proper care and handling of organisms.
- ~Research information on maintaining proper water quality.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- Week 1 ~Contact county administration and school officials for approval of aquatic garden project.
~Secure funding for project through fund raising, grants, or donations from local businesses and organizations.
- Week 2 ~Students identify the site for the aquatic garden and purchase an appropriate aquatic garden kit.
- Week 3 ~Students will research information on the proper care and maintenance of an aquatic garden.
- Weeks 4-5 ~Students will contact and meet with volunteers to install the aquatic garden.
- Week 6 ~Students will meet with high school volunteers to fill the aquatic garden with living organisms.
- Week 7 ~Students will develop a schedule for the continuous care of the aquatic garden. Students begin caring for the aquatic garden.

Reflection

- ~Students will record their thoughts, feelings, and ideas in a journal throughout each stage of the project.
- ~Students will analyze their feelings as a result of working with their team.
- ~Students will share their journals with other group members.
- ~Students will consider, discuss, and evaluate the installation process.
- ~Students will analyze their feelings about a career involving aqua culture or marine biology.

Celebration

- ~The project will be included in the yearbook.
- ~Area business leaders and school and community members will be invited to a ribbon cutting ceremony.
- ~Pictures will be taken throughout all stages of the installation process and displayed in the school.
- ~Articles and pictures will be included in the school newspaper.
- ~A brochure and pictorial will be developed and handed out at various conferences and meetings.
- ~Students will receive a brochure and be recognized at the end of year graduation exercises.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

~Local media will be contacted to provide public coverage of the project throughout the building stages and the ribbon cutting ceremony.

Academic Objectives

WV IGOs

Nature of Science

- ~Investigate career choices in the area of aquatics and marine biology. (6.4)
- ~Formulate conclusions through close observations, logic objectivity, perseverance, and integrity in data collection. (6.13, 6.86)
- ~Describe the interactions of various cycles that provide energy and/or materials for growth, repair and shelter. (6.27)
- ~Develop rational thinking processes to analyze how systems work together, factors which impact the environment, and ecological consequences of human interactions. (6.19, 6.32)
- ~Demonstrate safe techniques for handling and manipulating equipment and living organisms. (6.23)
- ~Explain changes in common patterns of interdependence among organisms. (6.80)

Contact Information

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Creating a Database for Work Based Learning

Community Objective(s)

To develop a database to be used in the School-to-Work program

Background

Students will be responsible for creating a survey, administering the survey and entering data from the survey in order to create a database for the School-to-Work program. Businesses will participate by working with the students to insure that relevant information as well as accurate information is available to the students. Information will be used to schedule work-based learning opportunities for students.

Challenged Student Conditions

- ~Physically, mentally, educationally, and socially challenged students can be service providers by:
- ~Including them in the planning
- ~Assisting them when needed
- ~Providing facilities that are accessible to all
- ~Pair up the volunteers for their work

Resources

- ~Volunteers to create, administer, and analyze the survey
- ~Volunteers to train the students
- ~Funding
- ~Facility to assimilate the data collected
- ~Media coverage telling community about the survey and project

Timeline

- Month #1
- ~Make plans and create the survey
 - ~Develop the database to be used
 - ~Recruit volunteers
 - ~Plan the schedule
 - ~Set up training sessions

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- Month #2 ~Print survey
~Install database on computers
~Begin telephone survey
~Gather information and data
- Month #3 ~Enter data into the computer

Reflection

- ~Students will keep journals of their experiences
- ~Students will keep a log of their business contacts
- ~Students will develop graphs on the information
- ~Students will discuss progress and evaluate the project

Celebration

- ~An exit program will be scheduled for the volunteers
- ~The database will be available as a link on the school webpage
- ~Certificates of Merit will be given to the volunteers
- ~Media coverage at the end of the project

Academic Objectives

WV IGOs

Science/Technology

- ~Practice inputting data using correct keying, editing and formatting techniques (10.65, 11.57)
- ~Design and use a database to analyze, compare and interpret information (10.68, 11.60)
- ~Critically evaluate information obtained from telecommunications and other technical resources (11.62)

Contact Information

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Creek Clean-Up

Community Objective

To instill in sixth grade students an awareness for the environment of the local creek.

Background

This activity incorporates high school and middle school students in a service-learning project based upon literature and science. In this project, high school students visit sixth grade classrooms to read Is This a House for Hermit Crab? by Megan McDonald. After reading the story aloud, the high school students ask the sixth graders to make a list of the various water sources in the area. After the sources have been listed, the students will then list the various types of aquatic life in the local water sources. Students will be looking for tadpoles, frogs, crayfish, bass, and trout. Students then research in the school library to find out what types of homes these creatures have. Students will also look for algae, water plants, ferns, and wildflowers.

Challenged Student Conditions

- ~Physically challenged students can be service providers in our project if (1) include them in the planning and (2) allow them to collect and analyze water.
- ~Students with learning disabilities can be service providers in our project if we (1) include them in the planning, and (2) pair them with peer assistants as needed.

Resources

- ~Is This a House for Hermit Crab? by Megan McDonald. Orchard Books, 1990. \$15.95. 0-531-05855-7.
- ~An available creek for clean up.
- ~Nets, buckets, water boxes.
- ~Trash bags.
- ~A microscope.
- ~Litmus paper, beakers.
- ~Clothing: shorts, t-shirts, old sneakers.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- Week #1 ~High school students visit sixth grade classroom and read aloud.
~Sixth grade teacher plans creek field trip with high school students.
~Sixth grade students visit library to research aquatic life.
- Week #2 ~Field Trip Activities
~Students report to the water source and divide into groups.
~One group picks up trash in the water.
~One group takes water samples to be tested for foreign chemicals.
~One group catches plant and animal specimens in the water.
~An experienced science teacher identifies the flora and fauna.
~One group inventories the organisms since they are good indicators of the water quality.
~The collected trash is disposed of.
~The inventory and water samples are taken back to class to be analyzed.
~Results will determine what chemicals were found in the water.
~Plants and animals found will determine if the water is polluted.
(No plants or animals are to be kept.)

Reflection

- ~Students will write papers describing their activities which will be compiled into a class journal.
- ~High school students will visit the sixth grade classrooms to hear about the journal and share their thoughts about the project.

Celebration

- ~A class party will be held where all “green” food and drinks will be served. Sixth grade and high school students will attend.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Science

- ~Cooperate and collaborate to ask questions, find answers, solve problems, and conduct investigations for further appreciation and joy of scientific discovery. (6.10)
- ~Formulate conclusions through close observations, logic, objectivity, perseverance and integrity in data collection. (6.13)

Oral Communication

- ~Think critically about oral selection to foster exploration, questioning and imagining. (6.14)
- ~Listen to specific oral information and interpret it to construct meaning in and beyond the text. (6.8)

Contact Information

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Crisis Center Caring and Sharing

Community Objective(s)

To provide needed materials for a local community Crisis Center.

Background

This project was designed for a 7th grade home economics class to allow students an opportunity to apply sewing skills acquired through class curriculum to a real world situation. As the students utilize the sewing skills, they will participate in a community service project that will benefit a local family crisis center.

Challenged Student Conditions

- ~Physically challenged middle school students may be service providers in our project if we (1) include all students in both planning and design of the project and (2) utilize teamwork to allow students to overcome physical challenges.
- ~Educationally challenged middle school students may be service providers in our project if (1) we allow students to become part of the planning and decision-making process and (2) use hands-on activities utilizing teamwork to accomplish the actual construction of items.

Resources

- ~sewing supplies, materials, cloth, thread, needles, pins, sewing machines
- ~work tables
- ~patterns for sewing blankets and pillows
- ~community crisis center resource personnel
- ~donations of fabric or funding to cover supplies and materials
- ~transportation of students to crisis center (optional)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- Week #1 ~Contact crisis center to determine needs of the center
~Allow students the opportunity to choose an area of need
- Week #2 ~Hold meeting with students and crisis center representative
~Discuss physical and emotional needs of children at the crisis center
~Students identify ways that meeting physical needs of children in a crisis center can also aid in meeting emotional needs
- Week #3 ~Students choose teams and decide which project they will complete, either a pillow, a five patch baby blanket or a six patch baby blanket
~Teams plan and design their chosen projects
- Week #4 ~Students gather materials and begin working on projects
- Week #5 ~Students complete all blankets and pillows
- Week #6 ~Students deliver project items to crisis center

Reflections

- ~Each student will record his/her thoughts, feelings, and ideas in a journal throughout each stage of the project
- ~Each student will analyze his/her feelings as a result of working with the other team members
- ~Students will share their journals with other group members
- ~Following their visit to the crisis center, students will record their feelings upon meeting children from the crisis center

Celebration

- ~Each group will have their picture taken with their completed project
- ~Finished projects will be displayed in the school for one week
- ~Pictures of groups will be displayed in the front lobby of the school
- ~local newspaper will interview students and take pictures of students with their projects. An article will be placed in the local paper.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Process/Workplace Objectives

~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communication skills and decision-making practices. (PWE.16, PW.17)

Mathematics

~Use basic mathematical skills to estimate and compute measurements. Select an appropriate process for estimating and computing measurements. (7.11, 7.12, 7.19)

Additional Objectives

~To work in small groups
~To enhance decision-making skills

Contact Information

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Frankfort Middle School
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Dangers and Facts About Alcohol in High School A Peer Education Program

Community Objective(s)

To promote learning and serving through the presentation of information about drugs through interactive activities.

Background

Morgantown High School in Morgantown, WV, started its Peer Education Program in 1993. Educators present information on various topics such as AIDS, STDs, the importance of social health, and other similar issues to high school students participating in the project. Each year, new lessons are added as different students join the Peer Ed program and new needs arise. Through Peer Education, these students not only learn about important issues, but also serve their peers by becoming teachers themselves in their school community. This project promotes positive peer pressure while educating about alcohol, presenting facts, myths, information, and outcomes of alcohol use and abuse.

Challenged Student Conditions

- ~Physically challenged high school students may be service providers in our project if we (1) include all students in both planning and design of the project and (2) utilize teamwork to allow students to overcome physical challenges.
- ~Educationally challenged high school students may be service providers in our project if we use hands-on activities to teach the initial lessons of the Peer Education program.

Resources

- ~An educational environment
- ~Student volunteers to participate
- ~Educators to train students
- ~Funding for materials and traveling expenses

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

February-

May ~Complete final lesson plans and secure funding for materials and traveling expenses

September-

November ~Recruit student participants
~Certify educators to present lessons

December ~Secure presentation date, time, place, with school contact person
~Produce game components and activities

January ~Present lessons

~Allow time for students and faculty evaluation of presentations
~Establish (and maintain throughout project) a display board of pictures of student educators

Reflections

~Each peer educator will write a journal entry after each presentation describing the activities he or she facilitated and the results of these activities as well as personal feelings on the success of the presentation.

~Peer educators will participate in regular meetings to provide the opportunity for sharing of personal experiences and fine tuning of the project.

~Following each presentation, the audience will be asked to complete an evaluation of the presentation content and peer educator. This information will be shared during meetings and used to improve the effectiveness of the project.

Celebration

~Each peer educator will receive certificates and awards for their services.

~A display will be made to depict the experiences of the peer educators during the project.

~The peer educators will present tokens of appreciation appropriate to each lesson to the other high school students participating,.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task (PW.2).
- ~Demonstrate an understanding of oral, visual, and written information by summarizing it and following through with appropriate action (PW.8).
- ~Use active listening and observation skills to understand the positions of others, and use verbal and nonverbal cues from others to communicate effectively in return (PW.15).
- ~Understand what it takes to develop an effective team, including team rules, behavior norms, team roles, communications, and decision-making practices (PW.16).
- ~Be able to participate effectively in making group decisions, and be able to support those decisions to measure progress and take actions to meet those goals (PW.24).
- ~Understand what is expected of a person in a given situation or process, and be able to clarify, modify, and/or meet those expectations (PW.34).
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the region, the state or the nation (PW.49)

Contact Information

Ann Simon
Morgantown High School
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Donuts by the Dozen

Community Objective

To introduce Mildly Mentally Impaired (MMI) service providers to the community as productive citizens.

Background

Donuts by the Dozen works in conjunction with a Work Study Program for the mildly mentally impaired (MMI) students at Wheeling Park High School. The project is designed to provide MMI students with an opportunity to give something back to the community while gaining knowledge about the work experience. Donuts by the Dozen helps to address the need to learn how to serve individuals, agencies and businesses by providing tasty, inexpensive pastries to the community. Additionally, MMI students can acquire and improve communication skills while developing organizational and interpersonal skills for successful co-existence in society.

Challenged Student Conditions

~MMI students can be service providers in this project if we (1) explain how they can serve their school and business community by providing tasty pastries, (2) include them in the planning, (3) invite community representatives to visit and meet with the students, (4) enroll students in a work-study class for training (5) explain and demonstrate the required behaviors they must exhibit, (6) orient them to the physical operations of carrying out the project, and (7) provide peer mentors as needed for them during the training session and actual operation.

Resources

- ~A high school that promotes inclusion of special-needs students and programs.
- ~Funding from a local grant to purchase equipment, supplies, etc.
- ~A student body that supports and purchases baked goods.
- ~Community resources that place orders for baked goods.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- September ~Collaborate with school officials and community business leaders for needs assessment.
~Analyze skills necessary for completion of projected service.
~Determine funding sources and secure funding needed.
~Obtain permission from County Food Service Administrator.
- October ~Schedule students for study, training, and service orientation.
~Contact county health/safety office for food handling cards.
~Find local distributor for products (donut mix, icing, sprinkles, etc.)
- November ~Determine avenues to provide service and product to school and local community (Donuts as a breakfast supplement two time a week, donate as prizes for various school competitions, teacher appreciation events, special community functions.)
~Process information for scheduling, preparation, packaging and delivery with students.
~Prepare Donuts by the Dozens and continue throughout year.

Reflection

- ~Students will examine their attitudes about working with school peers and community personnel.
- ~Students will share their thoughts about how service on the project affected their lives and the lives of others.
- ~Students will brainstorm for ways to expand and improve the service-learning project.
- ~Students will keep weekly journals of service experiences, writing specific anecdotes about their feelings.
- ~Instructors will meet with each student individually to discuss that student's evaluation.
- ~Students will be asked to identify their individual strengths and weaknesses.

Celebration

- ~The school-based television station will highlight the project on the air.
- ~Students participating in the project will have an end-of-year "Donut Party" in which the games/activities revolve around donuts (i.e. "Pin the Hole on the Donut, Donut Relays, etc.)

WEST VIRGINIA'S
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~Information will be placed in each student's personnel file explaining his or her participation in this service-learning project.

Academic Objectives

WV IGOs

Reading Comprehension

~Read directions necessary to perform a task, then perform the task (9.19)

Listening and Speaking

~Understand multi-step oral instructions and complete a task. (8.5)

~Listen to specific information and sequence to proper order. (8.7)

~Review appropriate classroom speaking and listening skills. (9.1)

Study Skills

~Set goals for learning in school and beyond and review progress in meeting goals. (10.89)

Process/Workplace

~Students will stay with an assignment or task until it is completed. (PW.34)

~Students will work independently without direct supervision. (PW.36)

~Provide community service and assess entrepreneurial opportunities that exist within the community, region, state, or nation. (PW.47)

Measurement

~Solve application problems using measurement. (6.44)

~Count coins and bills and identify correct change. (4.48)

~Read scales of length, temperature, weight or capacity and select appropriate units. (4.49)

Civics

~Compare similar responsibilities in public and private sector jobs. (5.10)

~Explain and experience the benefits of volunteerism in the community and at school. (1.5)

~Identify appropriate safety responses to a variety of dangerous situations. (2.6)

Contact Information

Linda Boyd, Wheeling Park High School
RD 4 Park View Road
Wheeling, WV 26003 (304) 243-0400

Earth Watch

Community Objectives

To organize and operate a quality after school environmental program where children will learn to be productive community members by volunteering.

Background

Earth Watch will teach students to be part of a community by caring for fellow community members. It also allows children to be part of a movement to take care of our planet. Typical elements of Earth Watch include cleaning up, planting flowers, planting trees, recycling and building a pond. Students will learn to help others and to take care of their own communities. The pond will be constructed at the school or community playground so that everyone can enjoy it for years to come.

Challenged Student Conditions

- ~Physically, mentally, socially, educationally and culturally challenged students can be service providers in this program by:
- ~Including them in the planning
- ~Recruiting them to be a part of the project
- ~Providing instruction and guidance in performing their jobs

Resources

- ~A school willing to perform these duties
- ~Community involvement and volunteers
- ~Trash and recycling facilities
- ~Media coverage and advertisement
- ~Funding for plants, garden supplies, etc

Timeline

- | | |
|----------|--|
| February | ~Contact school officials for permission and volunteers
~Contact all community to be involved
~Arrange funding
~Plan daily schedule for the project |
| March | ~Begin cleaning up the school yard and area
~Teach the students about recycling and trash removal |

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- April
- ~Plan the sites that will receive the plantings, trees, flowers, etc
 - ~Prepare the areas that will receive the plantings
 - ~Prepare and begin construction of the pond
 - ~Contact media for coverage of the project
 - ~Plant flowers, trees, etc

Reflection

- ~Students will keep journals as the project progresses
- ~Students will discuss the results and evaluation of the project

Celebration

- ~Have a special evening program with snacks, pizza, refreshments for all involved in the project
- ~Have the media there to cover the celebration
- ~Award certificates to all participants
- ~Display photo journals at the celebration

Academic Objectives

WV IGOs

Science

- ~Explain the changes in nature given a series of pictures illustrating changes (4.4)
- ~Realize that science is never finished by observing changes in the environment (4.7)
- ~Sort, classify, and compare objects, and events based on properties (4.17)

Additional Objectives

Environmental

- ~Involve students in cleaning up their communities
- ~Teach the children that they have a responsibility for their community

Mentoring

- ~Provide each child with a buddy to be her/his companion

Contact Information

Donna O'Brien, Riverside Elementary School
5 Parkway Drive
Williamson, WV 25661 (304) 235-2520

Education Preserves Cemetery History

Community Objective(s)

To restore historic cemetery headstones at a nearby site by contacting and working with a local historical society.

Background

There is a need to restore the local cemeteries headstones especially those that have been neglected for years. There may be a need to repair the roads and paths along the way.

Challenged Student Conditions

~Physically and educationally students may be service providers in the project if we (1) include all students in the planning and design of the project (2) utilize teamwork to allow students to overcome their challenges.

Resources

- ~Coordinator of volunteers
- ~Lawn supplies and equipment
- ~Funding
- ~Local historians to help with proper restoration
- ~Cemetery books
- ~Internet: WV Library Commission: www.wvlc.wvnet.edu
- National Park Service: www.cr.nps.gov
- Save our Sculpture 2000 project: www.nic.org/sos/sos.html
- ~List of historical societies in WV

Timeline

- School year
- ~Identify a site
 - ~Contact historical society
 - ~Research ownership of headstones
 - ~Identify and prioritize needs
 - ~Determine a budget
 - ~Schedule time to begin work at cemetery

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Reflection

- ~Ongoing journal entries
- ~Bulletin Boards
- ~Testimonials
- ~Service poems
- ~Evaluation and discussions

Celebration

- ~Dedication ceremony with all community involved
- ~Awards and certificates for all participants
- ~Reception for participants and community

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communication skills and decision-making practices. (PWE.16, PW.17)

Mathematics

- ~Use basic math skills to estimate and compute measurements. Select an appropriate process for estimating and computing. (11.11, 11.12)

Additional Objectives

- ~To work in small groups
- ~To enhance decision-making skills

Contact Information

Karen Payne, DuPont High School
Nancy Pauley, Malden Elementary
Linda Ayers, Capital High
Lora Lamarre, WV State Historic Preservation Officer
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Empty Bowls Soup Supper

Community Objective

To increase community awareness of world hunger, and to encourage donations for the local food pantry.

Background

"Believe that we here on Earth can learn to feed one another as well."
Empty Bowls is a nationally known program that was started in Detroit, Michigan, to raise money to feed the hungry. At Keyser Primary Middle School, Keyser, West Virginia, the whole-school Project involves creating a functional product--a ceramic bowl--and making soup to raise funds for addressing a local need.

Challenged Student Conditions

Physically, mentally, socially, educationally, and economically challenged students can be service-providers, if we:

- ~Include them in the planning
- ~Provide help and guidance when needed
- ~Teach them what is expected and needed to do the job
- ~Assign appropriate work
- ~Make sure the facilities are accessible for all.

Resources

- ~Food pantry director, speaker
- ~School cafeteria with kitchen
- ~Student, teacher, and parent volunteers
- ~Ceramic kiln, non-toxic paints and ceramic white clay
- ~Donated ingredients for vegetable-beef soup
- ~Vegetable soup recipe for a large quantity
- ~Coordinator to schedule, advertise, and enlist volunteers, head cook

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Timeline of Service Activities

September

- ~Order ceramic clay and non-toxic paints through the art teacher.
- ~Introduce project idea to fifth graders through developmental guidance class, including lesson on local, state, national, world-wide hunger needs.
Why are people hungry?
- ~Make soup bowls in art class.

October

- ~Put advertising in place with newspaper, PTO newsletter.
- ~Send parent letters home about the soup supper, encouraging donations of desserts, soup ingredients, and the upcoming sale of bowls, assigning specific items to each grade level.

November

- ~Schedule two 2-hour sessions of vegetable chopping by middle school students, parent volunteers, and coordinator.
- ~Schedule donations of canned and fresh vegetable donations for the soup, one week prior to the supper.
- ~Day of Supper: Organize student volunteers from the Builders' Club to set up Empty Bowls display, drinks and desserts table, set the tables with baskets of crackers and bread, train student cashiers, waitresses, greeters and servers. Soup ingredients put together after last lunch shift. Supper from 5:00 to 7:00 PM
- ~One week later: Prepare a check for the local food pantry for 50% of the project funds, leaving 50% for next year's materials for making bowls.

Reflection

- ~Student volunteers will do a graffiti wall about their thoughts and feelings regarding the Empty Bowls Soup Supper for the bulletin board in the cafeteria for all to enjoy.
- ~Encourage fifth graders to help each other and talk together as they work with the clay.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Celebration

- ~Photos and videotapes will be taken of the bowl production and the preparation of the soup, as well as the soup supper.
- ~Invite the director of the local food pantry to come to school to meet with the fifth graders to talk about how the pantry works with volunteers and to receive the check of donated funds.
- ~Present service-learning certificates for middle school soup supper volunteers for their school-to-work portfolios.

Academic Objectives

WV IGOs

Civics

- ~Students will increase in their awareness of local needs, as in hunger, and the function of a local agency, the Food Pantry.
- ~Students will work together, cooperatively as a member of a team, in a whole-school effort to raise funds to help meet a local need, experiencing the benefits of volunteerism.

Art Education

- ~Fifth grade students will use the clay medium to create a three dimensional and functional form. (5.3, 5.4, 5.13, 5.22)
- ~Fifth graders will identify historical uses of clay and some of the artists who work with it. (5.19, 5.24, 5.25)

Health Education Workplace Process Goals

- ~Students will apply core content skills and knowledge to a "real world" problem-hunger.
- ~Students will increase their awareness of careers in food service, social service, and janitorial service.

Contact Information

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Energy Express Students' Beautification Project

Community Objective(s)

The Energy Express Students will participate in a beautification project that includes their school and their community.

Background

Energy Express is a six-week summer enrichment program promoting the school success of rural children in low-income communities. The program consists of 48 children, six-AmeriCorps mentors, one-Vista member, and five-mini-mentors. The mentors complete a community service project. All volunteers then complete a group project, which includes trash pick-up, mulching, planting and painting to beautify the community. All projects are tied into books, which the children have read during the summer.

Challenged Student Conditions

~All students in Energy Express will be able to participate in the planning and operation of the program which will insure productive satisfaction for everyone involved.

Resources

- ~Volunteers
- ~Funding for the project, flowers, paint, etc.
- ~Materials to use in the project, trash bags, rakes, etc.

Timeline

Summer

- ~Obtain permission from administrators
- ~Contact town to see if they can aid with trash pick-up and removal
- ~Read books on recycling and the community
- ~Obtain funds for purchasing needed items
- ~Schedule for planting, painting, etc
- ~Carry out beautification project

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Students will keep journal of their experiences
- ~All volunteers will discuss and evaluate the project

Celebration

- ~Make a photo journal of the experience
- ~Give certificates and have a party when the project is complete

Academic Objectives

WV IGOs

Reading

- ~Read literary works by national and international authors to include, but not limited to: humor, irony, make-believe, fiction, nonfiction, fairy tales, tall tales, and poetry
- ~Listen to a variety of literary forms
- ~Make maps of the community and the town
- ~Develop respect and responsibility for the environment
- ~Develop an understanding of the need for community service

Contact Information

Ann Henson
White Sulphur Elementary School
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White Sulphur Springs, WV 24986
(304) 536-2244

Energy Express: Putting Books in the Hands of Children

Community Objective(s)

To recruit, train, and schedule volunteers to participate in Read-Aloud, one on one reading, art and writing activities based on the books that the students will receive each week. Students will be taking these books home to keep. Other books will be given away to community children not in the energy Express program.

Background

Energy Express is a six-week summer enrichment program promoting the school success of rural children living in low-income communities. Parents, schools, and community partners have joined forces with state agencies and organizations to make Energy Express a success. Each day small groups of five to eight children work with college student mentors. Using a curriculum that encourages reading, mentors guide the children through enriching experiences that make reading meaningful in their lives. They create books, read aloud, write and perform plays. One of the great aspects of the program is that each child receives a free book each week. This puts books in homes that might not have a lot of reading materials available. Our students and mentors each complete a community service project. This year our group of M & M's (mini-mentors) will also complete a service project. They will be collecting used books that are still in good condition to be given out to visiting students who come to our Open House Celebration at the end of the project. This will put more books into the hands of children.

Challenged Student Conditions

This project is:

- ~Open to all students at White Sulphur Elementary School, but priority is given to students who need help academically, nutritionally, or socially
- ~Facilities are accessible for all students

Resources

- ~Students who wish to receive extra enrichment
- ~Elementary schools that are willing to have the Energy Express program
- ~School and community volunteers
- ~Funding for books and materials for the children

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline

- February ~Secure funding
- March ~Hire AmeriCorps mentors
- April ~Sign up mini-mentors, order books and supplies
- May ~Contact mentors and train
- June ~Meet with the mini-mentors, parents, and community volunteers
- July ~Schedule project
- August ~Celebration of Open House and evaluate the project

Reflection

- ~Volunteers keep journals of experiences
- ~Evaluate the project

Celebration

- ~An open house celebration will be held during the last week of the program. Areas will be set up to match the six themes of the program: myself, friends, family, home, community, and world. Visiting children will get to move to each area and participate in reading, writing, and art activities. Parents will be invited to attend a nutritional workshop. Refreshments will be provided and each visiting child will be able to pick a used book to take home.
- ~Newspaper and TV media will be invited
- ~Certificates will be given to all volunteers

Academic Objectives

WV IGOs

Reading

- ~Read literary works by national and international authors to include, but not limited to: humor, irony, make-believe, fiction, nonfiction, fairy tales, tall tales, and poetry
- ~Use context clues to determine a reasonable meaning of an unknown word
- ~Use graphic organizers such as Venn Diagrams to compare, contrast, and construct meaning
- ~Use story content and prior knowledge to make predictions
- ~Listen to a story, and draw conclusions about the story

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- ~Draw conclusions regarding character feelings, moods, traits, motives, and point of view
- ~Develop an understanding of the need for community service

Contact Information

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White Sulphur Elementary School
150 Reed Street
White Sulphur Springs, WV 24986
(304) 536-2244

Family Centered Philosophy

Community Objective

To teach students ways to deal effectively with consumers of services using a philosophy that emphasizes respect, self-advocacy, and personal empowerment.

Background

Family Centered Philosophy is based on the premise that providers must treat consumers with dignity and respect, cognizant of their wishes and needs, and that consumers must be taught to be self-advocating, expressing their needs and wants clearly. Students will work with local Family Resource Network Board of Directors and Council members, learn to work collaboratively with various entities such as community members, consumers, students, school personnel, and social service organizations; how to assist the FRN in planning and coordinating the Family Centered Philosophy Training; arrange for adequate funding and resources; and plan and coordinate the trainings, meeting facilities, and transportation needs.

Challenged Students Conditions

~Academically and socially challenged students may participate in this project if we (1) include them in the planning, (2) recruit them to be a part of the project, (3) help them plan how to implement Family Centered Philosophy in their lives, school, and community, and (4) have other students share their success stories to promote the project.

Resources

- ~A local planning and coordinating organization (FRN) where students can learn how to impact the community members and social systems through Family Centered Philosophy.
- ~Trainers versed in Family Centered Philosophy.
- ~Funding to cover transportation, supplies, and other necessary items
- ~Student, community activist, social service organizations, consumers, and school volunteers.
- ~Handicapped accessible facilities located conveniently for all.
- ~Supplies, materials, computer accessibility and nutritious snacks.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- April ~Contact Family Resource Network to assist in planning and coordinating the Family Centered Philosophy training
~Educate the community about the need for Family Centered Philosophy through various media sources.
- May ~Arrange for adequate funding and resources from local businesses, funders, grants, etc.
~Plan a schedule of trainings with students, teachers, and volunteers to be provided by the FRN.
~Arrange for handicapped accessible facilities located conveniently
~Invite community members, consumers, students, school personnel, and social service organization to participate in the trainings and the project.
- June ~Students, teachers, and volunteers will plan and coordinate transportation needs in the community.
- July ~Receive training to obtain a working knowledge of the 9-Key Principles of Family Centered Philosophy
~Begin holding workshops open to the community teaching Family Centered Philosophy.

Reflection

- ~Each student will maintain a journal during the entire project where he or she will record skills gained in communicating with community members, attitudes about cultural diversity, enhanced personal empowerment, influencing the community for social change, thoughts about how the project affected their lives and lives of others, and knowledge in career choices in the fields of community organizing, teaching and social work.
- ~Each student will participate in weekly meetings with the project coordinator in which the topics covered in the journals will be discussed at length and concerns and questions addressed by the group.

WEST VIRGINIA'S
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Celebration

- ~A special evening program with refreshments for the students, teachers, and trainees will follow the completion of the Family Centered Philosophy training to allow informal visitation and reflection on the project.
- ~Newspaper articles highlighting the activities will be prepared and presented to the media.
- ~All who participate in the program will receive a certificate with special awards going to those who exhibit exemplary service.
- ~Information will be placed in each student's personnel file listing his or her hours of Service Learning and personal accomplishments.

Academic Objectives

WV IGOs

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Given multiple tasks, prioritize them according to importance and prepare a time frame and schedule to accomplish the tasks. (PW.3)
- ~Demonstrate an understanding of oral, visual, and written information by summarizing it and following through with appropriate action. (PW.8)
- ~Use correct grammar when speaking and writing. (PW.9)
- ~Use active listening and observation skills to understand the positions of others and use verbal and nonverbal cues from others to communicate effectively in return. (PW.15)
- ~Placed in situations of conflict, demonstrate ability to mediate and resolve the conflict. (PW.19)
- ~Work independently without direct supervision. (PW.38)
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the regions, the state, and the nation. (PW.49)

Health Education

- ~Propose strategies to enhance connections between adolescents, school, and community. (8.12)

Contact Information

Cathleen Davis, James A. Johnson & Barbara Davis
Summersville Junior High School

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Food Drive

Community Objective

To donate non-perishable food to the local mission.

Background

Bread of Life Mission is operated by volunteers to provide food and clothing for people in need. The mission provides meals on a daily basis and relies on donations to operate. Therefore, the students involved in this project will facilitate donations to keep the mission in operation.

Challenged Student Conditions

- ~Physically challenged students may be service providers in this project if we (1) include them in the planning, and (2) recruit them to be a part of the project.
- ~Academically challenged students may be service providers in this project if we (1) recruit them to be a part of the project, and (2) provide peer mentors to them as needed.

Resources

- ~Teachers and parents needed to supervise activities.
- ~Dunking Booth.
- ~Teachers to be dunked.
- ~School storage room for food collection.
- ~Boxes, tape and markers needed for food.
- ~Transportation to deliver food.

Timeline of Service Activities

- March
- ~Make posters and send out letters asking for donations. Posters that are within school will advertise special events the students may attend by making a donation.
 - ~Arrange for storage space for cans of food.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Make a chart for marking amount of food donated. For example, a giant thermometer to be marked regularly to represent progression towards goal.
 - ~Obtain boxes for packing food.
- April-
May
- ~Arrange a contest between homerooms to see which one can generate the most donations.
 - ~Arrange for dunking booth to be delivered.
 - ~Make a schedule for teachers sitting in the dunking booth.
 - ~Inform student body that, through posters, announcements, and teacher/team meetings, they will have one ball to throw and dunk a teacher, for each can of food donated.
 - ~Collect food each day.
 - ~Count and fill in chart.
 - ~Pack food.
- June
- ~Contact news media to cover project and delivery of food.
 - ~Schedule a day for the dunking booth.
 - ~Do a final collection, count and packing of food.
 - ~Arrange for trucks and drivers to deliver food to the mission.
 - ~Arrange for a representative of the mission to meet the food delivery.

Reflection

- ~Journals will be kept by students participating in the project to reflect on their feelings.
- ~Students will write a “Note of Appreciation” to be published in the school paper and the local community paper thanking all those who helped with the project.
- ~Students will examine attitudes about working with the teachers on the dunking booth.
- ~Students will share thoughts on how this affects providers’ lives and the lives of the receivers.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Local media including newspaper and TV station will cover the delivery of the food to the mission.
- ~An article will be featured in the school newspaper.
- ~Each participating student will receive a certificate recognizing his or her efforts.

Academic Objectives

WV IGOs

Process/Workplace

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Establish a procedure and method for maintaining and retaining information relative to the workplace assignment. (PW.7)
- ~Given an assignment with two or more individuals, use encouragement, persuasion, motivation, and other effective communication skills to complete the assignment. (PW.17)
- ~Be able to participate effectively in making group decisions, and be able to support those decisions to measure progress and take actions to meet those goals. (PW.24)
- ~Demonstrate the ability to select and use multiple software packages for specific purposes. (PW.29)
- ~Given a fixed amount of funds, create a budget and demonstrate the ability to balance the amount of funds that are deposited and withdrawn. (PW.43)
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the region, the state or the nation. (PW.49)

Contact Information

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Giving Something Back: Park Beautification

Community Objective

To provide beautification and upkeep in a state park to enhance tourism.

Background

Park Beautification is a project that involves students in community pride, a learning environment, utilization of problem solving skills, academic research and comprehension, computer technology, group processing, planning, diagramming, physical labor and working as a team. This project involves students in cleaning brush, designing and constructing flower beds, planting seeds and nurturing plants and flowers, mulching areas and providing upkeep and maintenance.

Challenged Student Conditions

- ~Mentally impaired, learning disabled, emotionally disturbed and behaviorally disordered students will be partnered with peer tutors when needed to (1) assist in the planning of the project, (2) participate in the implementation of the plan, (3) be an active participant in each phase of the project, (4) remain involved through the completion of the project.
- ~Students identified as having dysfunctional or emotional behaviors will (1) utilize group processing and feedback to maintain on-task behavior and attention span, (2) serve as leader assistants.
- ~Students who are socially and culturally challenged will (1) be utilized as researchers, (2) serve as construction workers, (3) plan for and purchase materials, (4) be paired with peer tutors.
- ~Each group of ten or less students will include special needs students in each phase of the project to (1) assist in determining safety issues, (2) work as safety monitors.

Resources

- ~An existing state park that is available for community use year-round.
- ~Facilities and area available for recreational use.
- ~Facilities and equipment available for research purposes.
- ~Supplies and materials consisting of: computers, software, shovels, rakes, seeds, hand tools, dirt shrubbery, mulch, landscape timbers, gloves, safety glasses, plans and diagrams.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- April ~Research the subject matter and plan the project.
~Make plans for and contact the school administration for permission to implement the project.
~Contact the park administrative board for permission.
~Determine safety issues and plan for emergency procedures.
~Advertise through the local media and invite the community to become involved in the project.
~Plan and organize a work schedule for each group.
~Determine types of flowers to be planted, when to plant, where to plant and plant care.
- May ~Purchase flats, soil and seeds and plant and maintain seeds.
~Identify park areas for beautification.
~Construct flower beds and transplant plants.
- June ~Complete all beautification projects and maintain each area.

Reflection

- ~Each group will keep a log of their achievements during each phase of the project.
- ~Photographs will be taken throughout the project and displayed.
- ~The students will keep an individual journal of their group's achievements and note what role they played in the project.
- ~All members of the group will write a statement on what they feel they accomplished for themselves and the community.

Celebration

- ~The school administration will present each member of the group a certificate upon the completion of their project.
- ~Certificates will be presented at a special ceremony.
- ~The community media will be asked to advertise the project.
- ~Each student will receive community service credit for their work.
- ~For our student population, community service credit will be reported to the facility administration, probation officers, courts, parents and school personnel.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Mathematics

- ~Identify pictorial representations of fractions and decimals. (6.6)
- ~Use estimation to solve problems with whole numbers and decimals, including money. (6.8)
- ~Use order of operations to solve multi-step problems. (6.13)
- ~Represent and solve real world problems by choosing the appropriate strategy, such as guess and check, make a table, write a proportion, find a pattern, work backwards, use a formula, write an equation, or make a scale drawing. (6.19)

Listening/Speaking

- ~Listens to oral directions and successfully completes task. (6.6)

Reading Comprehension

- ~Locate key words and other explicit information to construct initial meaning to a text. (6.20)

Computer/Technology

- ~Use a database to enter and edit data. (6.64)
- ~Use graphics software to select the appropriate type of graph to display a set of data. (6.62)

Science

- ~Associate hands-on activities to daily life experiences. (6.25)
- ~Use a variety of activities and investigations to produce a sense of wonder about the nature world and the joy of discovery. (6.8)

Study Skills

- ~Acquire organizational skills to manage school materials and time on task. (4.86)

Contact Information

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Giving Something Back: Repairing and Building Picnic Tables

Community Objective

To provide safe and appropriate picnic tables within a park setting for public use.

Background

All students at our school will be involved in the project. Special needs students will be involved in all aspects of project. Those students will consist of mental impairments, learning disabilities, behavior disorders culturally deprived, socially and emotionally challenged.

The students will have the park maintenance identify tables to be repaired and the amount of new tables to be built. The students will then order the supplies, get blueprints of how to construct tables from the Internet, develop a work timeline and repair and build picnic tables.

Challenged Students Conditions

- ~Mentally impaired, learning disabled, emotionally disturbed and behaviorally disordered students will be partnered with peer tutors when needed to (1) assist in the planning of the project, (2) participate in the implementation of the plan, (3) be an active participant in each phase of the project, (4) remain involved through the completion of the project.
- ~Students identified as having dysfunctional or emotional behaviors will (1) utilize group processing and feedback to maintain on-task behavior and attention span, (2) serve as leader assistants.
- ~Students who are socially and culturally challenged will (1) be utilized as researchers, (2) serve as construction workers, (3) plan for and purchase materials, (4) be paired with peer tutors.
- ~Each group of ten or less students will include special needs students in each phase of the project to (1) assist in determining safety issues, (2) work as safety monitors.

Resources

- ~The group assigned to this project will determine the amount of lumber, nails, screws and paint needed for the projects.
- ~Student designated as safety officer and Transportation.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

January-

- February
- ~Contact the park board and identify tables that need to be repaired.
 - ~Elect safety officer for each group of students.
 - ~Student group leaders will present proposal to school administration.

March-

- April
- ~Arrange for transportation through school administration.
 - ~Order and purchase supplies.

April-

- May
- ~The group will repair identified picnic tables.
 - ~Build new picnic tables.
 - ~Contact local media to advertise project.

Reflection

- ~Each group will develop a power point presentation of their project.
- ~Each student will maintain a log on each phase of the project, their involvement, and feelings of accomplishment.
- ~The students will develop a group list of new skills they have learned.
- ~All members of the group will write a statement of how they feel their group did in planning, constructing, and completing this project.

Celebration

- ~Students will receive certificates at a special ceremony upon completion of the project.
- ~The community media will be asked to advertise the project.
- ~Students will receive community service hours.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

English/Language Arts

- ~Listen to oral communication and retell in either oral or written form. (6.5)
- ~Listen to oral directions and successfully complete the task. (6.6)

Writing

- ~Use a writing prompt to develop a composition that has smooth transition. (6.55)

Social Studies

- ~Identify where responsibility rests for upkeep of public and private property. (6.16)

Science

- ~Associate hands-on activities to daily life experiences. (6.25)

Math

- ~Estimate and/or measure the length of real objects in parts of an inch up to 1/8 inch, whole inches, feet, yards. (5.36)

Contact Information

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Giving Something Back: Sand Volleyball Courts

Community Objective

To provide a safe and enjoyable recreational activity in a state park.

Background

The purpose of this project is to provide a recreational sand volleyball court within Mountwood Park which will be utilized by private and public groups or individuals. All students will be involved in the development of the plans for designing and making the sand court.

Challenged Student Conditions

- ~Mentally impaired students can be service providers in our project if we partner them with a peer mentor to assist in planning and construction.
- ~Students identified as having dysfunctional behaviors or emotional problems can be service providers in our project if we (1) utilize group processing and feedback to maintain on-task behaviors and attention spans, (2) allow them to serve as leader assistants, (3) allow them to serve as planners and purchasers, and (4) allow them to work as safety monitors.
- ~Students who are socially, culturally, and educationally challenged can be service providers in our project if we (1) utilize them to work as researchers, construction workers, planners and purchasers, and (2) pair them with peer tutors for the project

Resources

- ~Supplies and materials consisting of: blueprints, railroad ties, shovels, padding, tape measure, sand, back hoe, rakes, drain pipe, gravel, poles, net and volleyball.
- ~Identified park area to construct the court.
- ~Student and community volunteers.
- ~Computer software and technology.
- ~Transportation to and from the work site.
- ~Assign work crews to each phase of the project.
- ~Stake out the dimensions of the court.
- ~Park maintenance staff to operate the backhoe.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

~Group schedule, blueprints and timelines that determine the planning, construction and completion of the volleyball court.

Timeline of Service Activities

January-

February ~Obtain permission for project from park board.
 ~Safety factors will be determined.
 ~Determine need for community assistance.
 ~Request supervision and transportation from the school principal.

March-

April ~Complete a scale drawing of the court area.
 ~Determine groups, group leaders and specific tasks for workers.
 ~Determine all tools and materials needed.

April-

May ~Stake out court area, develop a book of volleyball rules.

May-

June ~Build a sand volleyball court.

Reflection

- ~The students will keep an individual log on project accomplishments, their involvement and feelings of accomplishment.
- ~Each group will maintain a video library of the planning, construction, and finished product and use these pictures to develop a power point presentation.
- ~The students will develop a narrative of the project and in conjunction with the power point presentation, present their project to the staff.
- ~The students will develop a list of new skills they learned and utilized during this project.
- ~Each member of the group will write a statement of how they feel their group did in planning, constructing and completing the project.
- ~Each student will write a statement on what he feels he did for the community.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Students will receive certificates upon completion of the project.
- ~Certificates will be presented during a special ceremony.
- ~The community media will be asked to publicize the project.
- ~Students will receive community service hours.
- ~For our student population, community service hours will be reported to the courts, probation officers, DHHR, parents and facility administrators.

Academic Objectives

WV IGOs

Mathematics

- ~Represent and solve real world problems by choosing the appropriate strategy, such as guess and check, make a table, write a proportion, find a pattern, work backwards, use a formula, write an equation, or make a scale drawing. (6.19)
- ~Recognize line symmetry and rotational symmetry. (6.36)
- ~Determine measurements indirectly from scale drawings. (6.47)
- ~Determine sequence of events. (2.410)
- ~Select and use appropriate units of measurement according to type and size of unit. (3.42)

Computer/Technology

- ~Use a calculator to do computations in problem-solving situations. (6.49)
- ~Locate sources. (2.440)
- ~Draw conclusions. (2.620)

English/Language Arts

- ~Exhibit appropriate speaking etiquette (e.g., speaking in turn, using proper communication technologies, demonstrating interpersonal communications. (6.2)
- ~Listen to oral directions and successfully complete the task. (6.6)
- ~Write sentences that are complete, varied, and economical. (6.52)

Contact Information

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Giving Something Back: Walking Trails

Community Objective

Students are providing walking trails for the community to utilize for physical fitness, observing nature and for leisure activities.

Background

The students will construct walking trails throughout the state park for enjoyment by citizens. The students will survey the park area, develop blueprints of the trails and clear the area. The trails will vary in length and terrain.

Challenged Student Conditions

- ~Mentally impaired students can be service providers in our project if we partner each with a peer assistant.
- ~Students identified as having dysfunctional or emotional behaviors can be service providers in our project if we utilize group processing and feedback to maintain on-task behaviors and attention span.
- ~Students who are socially and culturally challenged can be service providers in our project if we utilize them as researchers, construction workers, planners and purchasers while pairing them with peer tutors for the project.

Resources

- ~Maps of the park and established landmarks.
- ~Saws, weed eaters, gloves, boots, safety glasses, rakes, shovels and a compass.

Timeline of Service Activities

January-

February ~Contact park board and identify areas in the park to construct the trails.

March-

April ~Order tools and construct maps of the trails they are to construct.

May-

June ~Construct trails throughout the park area.

WEST VIRGINIA'S
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Reflection

- ~The students will keep a group log of their achievements during the different phases of the project.
- ~Each group will photograph parts of the trail they made and display them on a bulletin board.
- ~Each student will keep a diary of his own achievement of this project and his feelings about their participation.
- ~Each student will write a statement on what he feels was accomplished for the students and the community.

Celebration

- ~Students will receive a certificate upon completion of their project.
- ~Certificates will be presented during a special ceremony.
- ~The community media will be invited to advertise the project.
- ~Students will receive community service hours for their participation.
- ~Community service hours will be reported to the courts, probation officers, social workers, parents and facility administrators.

Academic Objectives

WV IGOs

Reading Comprehension

- ~Represent and solve real world problems by choosing the appropriate strategy, such as guess and check, make a table, write a proportion, find a patten, work backwards, write an equation or make a scale drawing. (6.19)

Measurement

- ~Determine measurements from scale drawings. (6.47)
- ~Select and use appropriate units of measurement according to type and size of unit. (3.42)
- ~As part of a problem solving situation, conduct a survey, organize data, and display the finding on a bar, line and circle graphs. (4.27)

Study Skills

- ~Identify and use sources for specific types of information. (6.143)
- ~Use a time line to display a sequence of events. (3.30)

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Computer Technology

~Use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts. (6.162)

Contact Information

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Grant Writing

Community Objective(s)

To identify a local planning and coordinating organization (Family Resource Networks FRN) where students could learn how grant writing skills can impact the community and systems for social change.

Background

To provide students with working knowledge of researching, seeking, writing, implementing, and administrating community grants that will have a positive impact on their world.

Challenged Student Conditions

Learning disabled and socially challenged junior high students can participate in the service learning activity if we:

- ~Include them in the planning
- ~Recruit them to be a part of the program
- ~Help them plan how to work with school personnel, parents, local businesses and local, state, and national foundations
- ~Have other students share their success stories to promote the service-learning project

Resources

- ~A local planning and coordinating organization such as FRN willing to give youth assistance in grant writing
- ~Funding to cover transportation, supplies, and other necessary items
- ~Student, community activist, and school volunteers
- ~Supplies, materials, computer accessibility and nutritious snacks

Timeline

Month 1

- ~Research various grant writing modalities with assistance from the local agencies
- ~Arrange for adequate funding and resources from businesses, funders, and various other entities

Month 2

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~Plan a schedule of monthly review of appropriate grant narratives with students, teachers, and volunteers

Month 3

~Students, teachers, and volunteers will plan and coordinate transportation needs

Month 4

~Contact modalities and request assistance, time frames, writing styles, list of funded grants, etc.

Month 5

~Chose a simple grant that will affect the student's world and submit to funder.

~Plan program activities that include academic enrichment, cultural enhancement, mentoring, and ways to influence the community for social change

Month 6

~Planning and coordinating the monthly reviews, transportation needs and monitor the grant process

Reflection

~Students will discuss their new skills in grant writing, finding appropriate grants for specific needs

~Students will share their ideas with others about coordinating the activities

~Students will keep a journal of their progress throughout this program

Celebration

~Periodic gatherings with all concerned parties to discuss and celebrate their successes during this program

~Media coverage of the results of the program

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Problem Solving

~Systematically analyze the component parts of a given situation or process and plan, prioritize tasks, organize, implement a concept to improve that situation; Demonstrate understanding of material by summarizing material in written, visual and oral means and following through with appropriate action (PW 1-8)

Communication

~Use correct grammar when speaking and writing; use correct punctuation, spelling, vocabulary, and grammar in all written work; compose correspondence for a variety of audiences that is correct, easily understood, and reflects all the necessary information (PW 9-15)

Working with Others

~Understand what it takes to work with others; use effective communication techniques to motivate others; perform both leadership and non-leadership roles; analyze verbal and non-verbal communication; provide effective feedback to others (PW 16-25)

Career Development

~Provide community service (PW 49)

Technology

~Demonstrate ability to set up and use computer equipment; obtain information on-line; select software packages; use word processing skills; create and use databases, spreadsheets, and graphics; demonstrate the ability to use telecommunications (PW 26-33)

Contact Information

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Healthy Relationships

Community Objective

To promote service learning utilizing the presentation of information about relationships through interactive student activities.

Background

Peer education is an excellent way to learn and serve in communities. Through the process of having health issues taught to middle school classes by high school peers, positive peer pressure is promoted. This lesson will present the facts, myths and outcomes of both good and bad relationships. By allowing high school students to present this information, they are provided with the opportunity to share their knowledge with others and also learn and serve through their experiences.

Challenged Student Conditions

- ~Educationally challenged students can be service providers in our project if we (1) include them in the planning, and (2) pair them with partners who can provide academic guidance.
- ~Physically challenged students can be service providers in our project if we (1) include them in the planning, (2) assure that all facilities are handicapped accessible, and (3) pair them with partners who can provide physical assistance when needed.

Resources

- ~A receptive educational environment.
- ~Student volunteers.
- ~Grant funding for materials and traveling expenses (if applicable).

Timeline of Service Activities

February-

- May
 - ~Secure permission from education administrators.
 - ~Complete final lesson plans.
 - ~Secure funding.

September-

- November
 - ~Certify student educators to be presenters.

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FOR K-12 CHALLENGED STUDENTS

- December ~Finalize presentation dates, times, and places.
~Produce game components and activities.
- January ~Present lessons.
~Allow time for students and faculty evaluation of the presentations.

Reflection

- ~Each peer educator will write a journal entry after each presentation describing his or her feeling and thoughts.
- ~In order for peer educators to enhance their presentation skills, the audience will be asked to complete an evaluation at the end of every presentation.

Celebration

- ~Peer educators will be recognized by the presentation of certificates and awards for their service.
- ~A display will be made to depict their experiences from their service learning projects.

Academic Objectives

WV IGOs

Process/Workplace

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Demonstrate an understanding of oral, visual, and written information by summarizing it and following through with appropriate action. (PW.8)
- ~Use active listening and observation skills to understand the positions of others, and use verbal and nonverbal cues from others to communicate effectively in return. (PW.15)
- ~Given an assignment with two or more individuals, use encouragement, persuasion, motivations, and other effective communication skills to complete the assignment. (PW.17)
- ~Perform effectively in both leadership and nonleadership roles. (PW.18)
- ~Placed in situations of conflict, demonstrate ability to mediate and resolve the conflict. (PW.19)
- ~Provide effective, corrective, and positive feedback to others in the appropriate situation. (PW.21)

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- ~Understand what is expected of a person in a given situation or process, and be able to clarify, modify, and/or meet those expectations. (PW.34)
- ~Be able to check the details and quality of one's work and to take action to correct mistakes. (PW.44)
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the region, the state or the nation. (PW.49)

Contact Information

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Heart, Healthy, Happenings for the Hungry

Community Objective(s)

To make students and the community aware of how a healthy life style and how exercise and good eating habits can affect your heart and your overall physical and emotional health.

Background

This project will get people physically “a movin” and aware of the importance of a healthy lifestyle. Students, teachers, community guests, and volunteers will be participating in a two-hour activity, which will include walking and visiting four different health stations at 15-minute intervals during the walk. The stations will include blood pressure check, pulse and respiration, body fat measurement, height and weight assessment, as well as a healthy snack station. Students and the community will gain first hand information about their own personal wellness (local Firefighters and Emergency Medical Technician’s will be assisting with the stations as well as demonstrating equipment.) Prior to the activity, students will learn nutritional facts and the A Food Pyramid in class. At the conclusion of the event, food will be donated to local food pantries, walkers will be given participation ribbons, and community volunteers will be awarded special recognition pins.

Challenged Student Conditions

- ~Blind, deaf, deaf-blind multi-handicapped students in grades K-12 can be active participants and service providers in this project by;
- ~Including them in the planning
- ~Assisting special needs students according to safety issues and individual requirements
- ~Including all students in a least one stage of the planning, preparation or implementation of the program

Resources

- ~Project coordinator, student volunteers, community volunteers, fire fighter and EMT volunteers
- ~Health textbook and information on the Food Pyramid
- ~Computer and copy machine access, Braille and braille paper

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- ~Interpreters and Blind Guides
- ~Supplies, tables and chairs for stations
- ~Station equipment, blood pressure cup, etc
- ~Awards and certificates

Timeline

- Month 1
- ~Set date and get approval from administration for implementation of the project
 - ~Obtain permission to use track area for walkers
 - ~Explain project to students and get their input
 - ~Divide students into their volunteer groups
 - ~Develop informational flyer and give out in the community
 - ~Assemble volunteers from local rescue squads
 - ~Invite senior citizens groups, clubs, and organizations from the community
- Month 2
- ~Assign students to stations
 - ~Plan and organize station activities
 - ~Advertise the event
 - ~Assign duties to volunteers
 - ~Make or order awards and certificates
- Month 3
- ~Distribute the flyers
 - ~Set up the stations, decorate, and implement the project on event day
 - ~Assemble walkers prior to health walk, divide into groups, and give instructions for break times and station visits
 - ~Deposit donated food to appropriate area on the Food Pyramid
 - ~Broadcast the event if possible
 - ~Begin health-walk and visit the stations
 - ~Present food donation to the food pantry representatives
 - ~Present awards after program
 - ~Clean-up and return the equipment

Reflection

- ~Students complete a self-evaluation of height, weight, and body fat to see if any adjustments need to be made in individual diet and exercise plans
- ~Write a personal self-health improvement plan

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- ~Discuss the difference a food donation will make in the lives of hungry people and talk about how it feels to be hungry
- ~Evaluate the nutritional value of the donated food
- ~Discuss their concerns about possible personal emergency health care with the emergency service volunteers

Celebration

- ~Award special recognition ribbons for participating the Health Walk at the conclusion of the activity; special pins to the Emergency Service volunteers and certificates of recognition to the Food Pantry volunteers
- ~Adjourn to the school dining room for a healthy lunch and fellowship following the event

Academic Objectives

WV IGOs

- ~IGO's can be modified by grade level to meet the diversity of students in each grade level and the special needs population.

Lifetime Wellness

- ~Assess personal fitness related to the five components; develop a personal fitness program and monitor results at specific time intervals in journals, logs, portfolios, etc. (8.3)
- ~Participate in lifetime fitness activities like walking (8.4)

Physical Activity

- ~Analyze the benefits of physical activity in relationship to the reduction of specific health risks (8.12)

Social Skill Development

- ~Discuss methods of advocating for personal, family and community health (8.19)

Contact Information

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History in the Making

Community Objective(s)

To develop intergenerational friendships between students and elderly

Background

History in the Making has two components. The first is for students to make contact and develop friendships with residents in a nursing home or a senior center. The second is to encourage students to develop oral, written and historical data gathering skills.

Challenged Student Conditions

- ~Educationally, socially, physically, and economically challenged students can be service providers by:
- ~Actively recruiting them in the planning
- ~Making sure that the facilities are accessible to all
- ~Providing help and guidance to those that need it
- ~Providing travel to and from the site

Resources

- ~Teachers to provide guidance and instruction on how to make an oral history project
- ~Local nursing home or senior center
- ~Funding
- ~Guest speakers on the aging (National Institute on Aging 1.800.222.2225)
- ~Guest speakers from the Veterans Administration Office, the American Heart Association, Eldercare, etc
- ~Cassettes and tape recorders, camcorders, video equipment, cameras, etc
- ~Writing workshop instruction from the English department

Timeline

- School year
- ~Locate the site
 - ~Schedule speakers from the site to instruct the volunteer students
 - ~Introduce a unit on the study of the elderly
 - ~Organize transportation to the site
 - ~Guest speakers from community organizations

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Writing workshop in the classroom
- ~Develop rapport and tape conversations with the elderly
- ~Compile the data
- ~Find a publisher
- ~Publish the oral histories
- ~Celebrate the finished product
- ~This could take several months or the entire school year

Reflection

- ~Students will record in a journal their feeling as the project progresses
- ~Students will discuss their findings in class discussions
- ~Students will compare oral histories and draw conclusions about the time period
- ~Organize conferences with teachers concerning liaison with the elderly
- ~Present these oral histories to the seniors at a luncheon

Celebration

- ~Hold a luncheon for the elderly involved in the project and read the oral histories to them
- ~Present them with a copy of the oral history collection
- ~Award certificates to the volunteer students and others
- ~Invite media

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communication skills and decision-making practices. (PWE.16, PW.17)

Health

- ~Investigate facilities, types of activities, services, and programs available within the community to promote a health lifestyle (HE.15)

Listening and Speaking

- ~Identify barriers to listening and generate methods to overcome them (LS 11.3)
- ~Compare and contrast shared personal cultural experiences (LS 11.4)

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FOR K-12 CHALLENGED STUDENTS

Reading

~Compare and contrast the multiple meanings of words in the context of oral and written communication (R.11.74)

History

~Identify major historical events in chronological order (H 11.51)

Contact Information

Susan Lloyd & Leigh D'Agostino

Ben Franklin Career Center

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How Does Your Garden Grow?

Community Objective

To prepare, plant and maintain a plot of ground at a local park to be used as a flower garden.

Background

Sunbeam Child Care Center, a small childcare center in a residential setting in Fairmont, WV, is a “School-Day Plus” extended day care participant. The concept is part of a movement to provide a nurturing, learning environment for elementary school children during times that school is not in session and their parents are working.

Children enjoy gardening. Whether they choose to raise seeds in a plastic bag, grow sunflowers in a raised bed, or plant carrots for their lunch. Gardening is an enriching activity for all ages of children. While they are having fun, they are learning valuable concepts that will help them later in life.

Challenged Student Conditions

- ~Physically challenged students can be service providers in our garden project if we (1) include them in the planning, and (2) insure that physical facilities at the garden site are accessible.
- ~Academically challenged students can be service providers in our garden project if we (1) include them in the planning, and (2) demonstrate hands on planting techniques.

Resources

- ~A local park with area in need of landscaping.
- ~Funding to cover transportation, plant supplies, tools, miscellaneous landscaping materials.
- ~Local Park Ranger.
- ~Local greenhouse supplier.
- ~Home Extension Agent.
- ~Potting soil, seeds, egg cartons, seedlings, 3-4 watering cans, hose and access to water supply, flower boxes, gardening tools, gloves, gravel or wood chips, sawed off logs (sitting stools)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- April- ~Contact park.
- May ~Plant seeds.
~Tour nursery/college or university greenhouse.
~Schedule guest speaker from area Home Extension Office.
- June ~Plant flowers in designated areas.
~Add mulch/wood chips.
~Build and install sitting log.
- June-
- August ~Weed, water, and maintain garden plot.
- September ~Clean garden area and prepare it for winter.

Reflection

- ~Each students will draw his/her vision of how the garden should look.
- ~Take photos before, during, and after planting process.
- ~Post pictures on bulletin board.
- ~Measure plants regularly and graph growth.
- ~Make a chart of the parts of a flower.

Celebration

- ~Plan regular outings to the park to play and maintain the garden plot.
- ~Plan a picnic at the park.
- ~Invite parents to the picnic.
- ~Invite a botanist to talk to students about the flowers they have planted.
- ~Pick a bouquet of flowers from the garden and share with others, (nursing homes, hospital, etc.)
- ~Contact the local media (TV, newspapers, radio) to provide coverage of the students' accomplishments.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Civics

~Explain and experience the benefits of volunteerism in the community and at school (K.3, 1.5)

Science

~Explore/compare and contrast objects and events using the five senses. (K.3, 1.3, 2.3)

~Trust observations of living and non-living things in the environment and accept results of personal discoveries. (K.11)

~Understand that the study of living and nonliving things in the natural world integrates living organisms, earth materials and physical properties of matter. (K.27)

~Observe the properties of plants. (K.32)

~Identify needs of living things (food, water, light) (1.33)

Process/Workplace

~Given multiple tasks, prioritize them according to importance and prepare a time frame and schedule to accomplish the tasks. (PW.3)

~Stay with a task or assignment to completion. (PW.36)

Contact Information

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Kids First: Parents Insight Into their Child's Literary Development

Community Objective

To organize and operate an evening workshop devoted to sharing with parents ways they can become involved in their child's literary development.

Background

Parents are the first and primary teachers of their children. One of the most effective ways to encourage a child's emerging literacy and to support growing reading skills is by reading aloud. The students at Morgantown High School provided a workshop to enable parents to become more active in their children's literary development. The evening workshop was offered three different times, providing an opportunity for all parents to attend. The books purchased from the Newbery and Caldecott Book List were recommended and available for parents to peruse. A reading specialist was brought in to inform parents of the research being done in the area of literary development.

Challenged Student Conditions

- ~Academically challenged students can be service providers in our program if we (1) include them in the planning (2) invite them to be a part of the program, and (3) provide adequate training on our goals.
- ~Physically challenged students can be service providers in our program if we ensure that the physical facilities at the site are handicap accessible.

Resources

- ~Parents who wish to be involved in their children's literary development.
- ~A senior citizen, an adult, or student volunteer to coordinate the workshops .
- ~A reading specialist who is familiar with the latest techniques in literary development.
- ~Community libraries and librarians.
- ~Funding of books and materials.

Timeline of Service Activities

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

February-

- May ~Secure funding of materials to be purchased.
- ~Make plans to work with local libraries to set dates for workshops.

March ~Design flyers advertising the program.

April ~Develop a preparatory training session to share materials and ideas for the service project.

May ~Prepare and publish a book list as well as guidelines for reading with children.

September ~Begin workshops.

Reflection

- ~Parents will keep a journal of each time they read with their child, noting any improvements in interest in reading.
- ~Parents will note the kind of materials children enjoy.
- ~The students leading the workshops will communicate with the parents through writing, e-mailing, phoning, or otherwise successfully communicating the direct influence reading aloud has had on their child.

Celebration

- ~Prepare bulletin boards of libraries with book choices.
- ~A special evening program (with refreshments) is planned for parents, their children, and the service providers.
- ~Certificates will be presented to both participating parents and children.

Academic Objectives

WV IGOs

Language Arts

- ~Properly follow a specific set of instructions (10.30).
- ~Demonstrate use of reading strategies necessary for various reading purposes (11.25).
- ~Use correct grammar when speaking and writing (PW.9).
- ~Perform effectively in both leadership and non-leadership roles (PW.16).
- ~Stay with an assignment or task to completion (PW.34).
- ~Demonstrate self-motivation (PW.35).

Contact Information

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

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Kids First: Giving Children the Opportunity to Experience, First-Hand, an Intergenerational Relationship

Community Objective

To promote interaction between a community of different generations.

Background

The intergenerational gap is often a progress-halting barrier in this country. The students at Morgantown High School created a program aimed at alleviating this gap. The program involved both elementary students and senior citizens. It was advertised in local schools and libraries, where elementary students were encouraged to adopt a “grandparent” from a local retirement home, and spend time with him or her on a regular basis. The students and senior citizens took turns reading to each other and sharing in activities related to the reading material, which broke the ice between the pair and lead to a relaxed conversation.

Challenged Student Conditions

- ~Academically challenged students can be service providers in our program if we (1) include them in the planning of book selections (2) invite them to be a part of the program, and (3) recruit them to help design flyers advertising the program.
- ~Physically challenged students can be service providers in our program if we ensure that the physical facilities at the reading site are handicap accessible.

Resources

- ~Local retirement home willing to cooperate.
- ~Challenged students, senior citizens, elementary students.
- ~Student volunteers and adult volunteers to coordinate the program.
- ~Nursing home personnel to explain the procedures and policies of the nursing home to students.
- ~Funding for books from the Newbery and Caldecott award winning list.
- ~Supplies including materials for the “All About Us “ book construction paper, markers, crayons, stapler and staples, glue, white paper, colored paper, camera, film, journal, name tags, parchment papers
- ~Refreshment items including punch and cookies, plates, cups, and napkins.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

February-

- May ~Secure funding of materials to be purchased.
- ~Make plans to work with local retirement homes to set dates for beginning the program.

March ~Design flyers and pamphlets to be distributed in local schools and libraries advertising the program.

April ~Develop presentation to take to retirement homes and sign up senior citizen volunteers.

May ~Develop an idea sharing session for senior citizen volunteers.
~Contact each participant for a biography.

September ~Pair each student with a grandparent and discuss a scheduled time to meet.

October ~Begin program.

Reflection

- ~Each student and senior citizen pair share their thoughts on the experience and how the program affected their lives by writing an entry in a journal.
- ~The coordinators conduct a survey comprised of simple questions to be completed by both students and senior citizens.
- ~The students and adult coordinators hold a meeting to review the responses from the surveys and discuss the project.

Celebration

- ~A special afternoon program will be planned at the retirement home to bring together the students, their parents, and the “grandparents”.
- ~Students and “grandparents” will share their feelings about the program and parents will also be given a chance to respond.
- ~Students and “grandparents” will be presented with certificates and refreshments.
- ~The pair will be encouraged to keep in contact and visit with each other frequently to continue building the friendship formed by the program.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Language Arts

- ~Properly follow a specific set of instructions (10.30).
- ~Demonstrate use of reading strategies necessary for various reading purposes (11.25).
- ~Use correct grammar when speaking and writing (PW.9).
- ~Perform effectively in both leadership and non-leadership roles (PW.16).
- ~Stay with an assignment or task to completion (PW.34).
- ~Demonstrate self-motivation (PW.35).

Contact Information

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Kids First: Aiding Struggling Readers

Community Objective

To promote literacy development of community children by providing struggling readers with tutors.

Background

The Shack Neighborhood House provides a free after school program held from 2:30-5:30 each evening. The majority of students are from low-income families, 62.36% receiving free or reduced meals. Of the 40 currently attending students, 10-15 desperately need special attention in the area of reading. Many are failing reading in school and are grade levels behind. The students at Morgantown High School tutor the struggling readers in the after school program. The high school students work with the children on their homework as well as in reading or any other area in which the student is struggling.

Challenged Student Conditions

- ~Academically challenged students can be service providers in our program if we (1) include them in the planning and (2) invite them to be a part of the program.
- ~Physically challenged students can be service providers in our program if we ensure that the physical facilities at the site are handicap accessible.

Resources

- ~Struggling readers who wish to receive help.
- ~Parents willing to be involved in their children's education.
- ~High School tutors.
- ~Coordinators of the after school program.
- ~A senior citizen, adult, or high school student coordinator specifically for the reading program.
- ~Funding of books and materials.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

February-

- May ~Secure funding of materials to be purchased.
- ~Make plans with Shack Neighborhood House to set dates for beginning the program.
- March ~Design flyers advertising the program.
- April ~Sign up student volunteers as tutors.
- May ~Develop a preparatory training session to share materials and ideas for the program, such as becoming familiar with the reading materials.
- September ~Begin tutoring program.

Reflection

- ~Tutors keep journals of the children's progress.
- ~Children keep journals of their thoughts after each tutoring session.
- ~Midterm reports and report cards are analyzed to see evidence of improvement.

Celebration

- ~A recognition ceremony takes place the last day of the tutoring program.
- ~Certificates are presented to the participating children.
- ~Refreshments are served.

Academic Objectives

WV IGOs

Language Arts

- ~Properly follow a specific set of instructions (10.30).
- ~Demonstrate use of reading strategies necessary for various reading purposes (11.25).
- ~Use correct grammar when speaking and writing (PW.9).
- ~Perform effectively in both leadership and non-leadership roles (PW.16).
- ~Stay with an assignment or task to completion (PW.34).
- ~Demonstrate self-motivation (PW.35).

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

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Kids First: Taking the Joy of Reading to Sick Children

Community Objective

To promote companionship between high school volunteers and young patients at local hospitals.

Background

Children receiving medical care at local hospitals are often lonely and bored when family members cannot visit them and there are no activities to occupy their time. Morgantown High students, under the direction of the Child Life Specialist and the Key Club, will visit the children at the local hospitals and spend time with them reading and enjoying each other's company. After reading with the children, the students will lead them in activities relating to the book they will have just read. Reading the book is a way to break the communication barrier and provide a place to begin conversation. The patients feel more at ease with the high school students and open up to them more after a book has been read. At the conclusion of the visit, patients are presented with a gift bag from their new friend containing reading materials to enjoy.

Challenged Student Conditions

- ~Academically challenged students can be service providers in our program if we (1) include them in the planning of book selections (2) invite them to be a part of the program, and (3) recruit them to help design flyers advertising the program.
- ~Physically challenged students can be service providers in our program if we ensure that the physical facilities at the reading site are handicap accessible.

Resources

- ~Patients in local hospitals with a need for such a program.
- ~High school volunteers and an adult or senior citizen coordinator.
- ~The Child-Life Specialist at the hospital to provide instruction about hospital policies and procedures.
- ~Funding for books from the Newbery and Caldecott Award winning list.

WEST VIRGINIA'S
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~Supplies and materials including construction paper, markers, paints, glue, white paper, parchment paper, gift bags, coloring books, Children's Golden Books and bookmarks.

Timeline of Service Activities

February-

May ~Secure funding and seek materials to be purchased including books, construction paper, markers, crayons, paints, glue, paper, gift bags, coloring books, Children's Golden Books, and bookmarks.

March ~Contact the Child-Life Specialist at the hospital to set guidelines for project as well as appropriate dates.

April ~Develop a preparatory training session where the Child-Life specialist can come and talk to the volunteers informing them of hospital policies and procedures.

May ~Prepare and publish a book list and the correlating activities.

Reflection

~Volunteers will keep journals of each time they read with a patient, recording what they thought went well and possible suggestions for future reading times.

~Small groups will be conducted by an adult volunteer to discuss the emotional repercussions of working with ill and terminally ill children.

~Volunteers will be encouraged to express the feelings generated by this project through art projects, poetry, and/or music.

Celebration

~Certificates will be presented to the patients participating in the sessions. (Due to the nature of the illnesses, certificates will be presented at each visit.)

~Patients will place their drawings, puppets, etc. on display around the hospital.

~Gift bags containing reading materials such as Children's Golden Books, crayons, coloring books, and bookmarks will be given to patients.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Academic Objectives

WV IGOs

Language Arts

- ~Properly follow a specific set of instructions (10.30).
- ~Demonstrate use of reading strategies necessary for various reading purposes (11.25).
- ~Use correct grammar when speaking and writing (PW.9).
- ~Perform effectively in both leadership and non-leadership roles (PW.16).
- ~Stay with an assignment or task to completion (PW.34).
- ~Demonstrate self-motivation (PW.35).

Contact Information

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Kindergarten Granny and Grandpa

Community Objective

To provide a “Kindergarten Granny or Grandpa” for each kindergarten classroom. They will spend approximately three hours per day at school. Volunteers will be recruited from the community.

Background

Our school has had the good fortune of being selected as a site for a “Granny Aide”. A Granny or Grandpa aide is a retired volunteer that spends time in each kindergarten class. Travel expenses and lunch is provided through a federal program. Their responsibilities are reading aloud, helping with activities and sharing their wealth of knowledge with the students. The need for additional grannies or grandpas is apparent due to the success of our existing granny program.

Challenged Student Conditions

Mentally challenged students can be service providers in our project if we:

- ~Allow extra time to be spent with the students who need assistance.
- ~Emotionally challenged students can be service providers in our project if we provide a positive nurturing atmosphere within the school day by interacting with the grannies. Oftentimes these students do not have grandparents within their families

Resources

- ~Senior citizen volunteers willing to come to the elementary school
- ~Funding to cover lunches and travel for the seniors

Timeline (school year)

- ~Organizational meeting to recruit volunteers
- ~Set schedule to begin the program

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Reflection

- ~Students will draw pictures and other art activities to share with their grannies
- ~Students will interact with the grannies to build friendships
- ~Teachers and grannies will meet to reflect and plan activities for the children

Celebration

- ~Invite local media to attend special events to report on the program
- ~Have a class party with the volunteers at the end of the program
- ~Volunteer certificates will be presented to the grannies and the students

Academic Objectives

WV IGOs

Listening, Speaking

- ~Listen to a variety of literary form (K.1)
- ~Participate in choral speaking, reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics (K.2)

Reading Comprehension

- ~Read literary work by national and international authors to include but not to be limited to fairy tales, science fictions, tall tales and poetry (K.14)

Additional Objectives

- ~Mentoring, each student will be actively involved with a senior citizen to be their companion and confidant

Contact Information

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Learn to Drive the Computer Highway

Community Objective

To provide a computer literacy program for students who then will teach others as well as senior citizens.

Background

The Scott's Run Area of Monongalia County is economically deprived; very few families own computers and their children have limited access to them in school. This program is designed to enhance each student's computer skills and also make computers accessible to family members. Due to welfare reform and the WV Works Program, people are going to need marketable skills to seek employment. Children as well as adults may get these skills at the Computer Lab at Scott's Run Settlement House.

Challenged Student Conditions

~Socially, academically, culturally, and mentally challenged students can be providers in our computer literacy program if we (1) include them in the planning, (2) recruit them to be a part of the program, (3) have them plan how they can act as tutors/instructors with the School-Day Plus participants.

Resources

- ~Facility to set up a computer lab with Internet capability.
- ~Supplies, materials, software, and nutritious snacks.
- ~Students, community, school, and senior citizens volunteers to teach basic computer skills.
- ~Funding through grants to cover staff time for supervisory help and transportation.
- ~Computers for the lab.

Timeline of Service Activities

September-

November

~Contact potential school administrators, counselors, students, and parents to determine the potential for setting up the program.

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FOR K-12 CHALLENGED STUDENTS

- ~Work with Mission West Virginia (or similar organization) to have “rehabbed” computers delivered to an appropriate location for the computer lab.
- ~Make arrangements for separation telephone lines for Internet hook-up.
- ~Plan a schedule for volunteers, teachers, and students.
- ~Plan to contact local senior citizens to determine their desire to learn basic computer skills.
- ~Plan a news release to the local newspaper and radio stations to inform the public of the new computer lab/program.
- ~Work with school administrators, counselors, students, and parents to set up an after school computer program.
- ~Work with West Virginia University through the Kellogg Community Partnership Grant to provide 10 other computers and printers as well as computer literacy tutors.
- ~Organize a mentoring program for each student enrolled so that he or she has a personal tutor.
- ~Set up a schedule for students to share their new knowledge concerning the computer with a senior citizen.
- ~Work with parents, volunteers, and staff for transportation to and from the program.

December-
September

- ~Have internet connections completed and begin program.
- ~Make program flexible to meet needs of participants.
- ~Continue public service announcements to keep the public informed and to recruit new students.

Reflection

- ~Each participant will maintain a check-off list of computer skills learned.
- ~Each participant will keep an electronic diary of skills learned and experiences of the program.
- ~A comparison document will be kept which demonstrate changes in students’ grades before and after participation in the program.
- ~E-mail exchanges between senior citizens and youth will occur.
- ~Students and seniors will meet once a month away from the computers to share joys and frustrations about working in a multigenerational model.

WEST VIRGINIA'S
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Celebration

- ~Certificates of completion will be given to each student once a year.
- ~A party will be provided for a celebration of all involved.
- ~The school will be notified of the time students spent teaching others.
- ~The local news media will be informed of the event so that coverage can be provided to inform the local community of the success of the program.

Academic Objectives

WV IGOs

English/Language Arts

- ~Incorporate correct grammar, spelling vocabulary, and graphic presentations for both written and oral multimedia presentations. (11.96)

Process/Workplace

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Demonstrate the ability to set up computer equipment. (PW.26)
- ~Demonstrate the ability to operate computer equipment. (PW.27)
- ~Demonstrate the ability to obtain and exchange information by using online services. (PW.28)
- ~Demonstrate the ability to select and use multiple software packages for specific purposes. (PW.29)
- ~Demonstrate the ability to use a word processor. (PW.30)
- ~Demonstrate the ability to create and use a data base, spreadsheet, and graphics. (PW.31)
- ~Given a problem, assignment, or task, select and use the appropriate technical procedure for a resolution or solution. (PW.33).

Contact Information

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Mentoring Physical Fitness to Promote a Healthy Community

Community Objective(s)

To reach at-risk and challenged community members for the purpose of promoting fitness and a healthier lifestyle by providing individualized physical fitness programs. This will be done through a mentorship program.

Background

A group of volunteers, some from the GED and Precision Services programs, will become service learning providers to support the Wellness Center staff in implementing exercise programs for those participating in the children's gym at the Wellness Center, the Braxton County Senior Citizens, and Energy Express summer school programs at Little Birch and Frametown Elementary Schools. The purpose of this project is to reach community members to provide individualized physical fitness programs using the mentoring approach with high school physical education students.

Challenged Student Conditions

- ~Physically, emotionally, socially, and economically challenged students may be service providers in the project by:
- ~Including them in planning
- ~Making sure that the facilities are accessible
- ~Including target population into the planning
- ~Recruiting GED and Precision Services in the planning
- ~Provide support for preparation and leadership roles

Resources

- ~A project coordinator
- ~Braxton County Memorial Hospital to provide physicals
- ~Precision Services and GED programs and their coordinators
- ~Funding
- ~Wellness Center facility and some staff members
- ~Elementary schools that participate in the Energy Express summer program
- ~Supplies for celebration

WEST VIRGINIA'S
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Timeline

Month #1

- ~Contact Board of Education, GED classes, Braxton County memorial Hospital, Braxton County High School, and various other community volunteers and the Wellness Center

Month #2

- ~Organizational meetings, involve groups, finalize site
- ~Develop plan of implementation
- ~Schedule of duties

Month #3

- ~Design, implement and evaluate fitness programs for targeted students

Month #4

- ~Develop individualized and age-appropriate group fitness programs for participants

Month #5

- ~Ongoing development and implementation of program

Ongoing

- ~Arrange for proper expenditure of funds, completion of reports and local media coverage

Reflection

- ~Students will review and discuss their workout files
- ~Participate in ongoing group work and evaluation of program
- ~Design a photo mural of the program participants

Celebration

- ~Provide a fun day activity celebration for all participants
- ~Award certificates to students upon completion of the project
- ~Provide a membership to one lucky participant to the Wellness Center
- ~Publish the fun day activities in the local media

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Physical Education

- ~Analyze the role of individual responsibility for enhancing health (HE.22)
- ~Identify the purpose and procedures of physical exams (HE.27)
- ~Give examples of individual involvement that can improve the health of the community (HE.29)
- ~Develop and analyze methods of changing undesirable patterns of behavior (i.e. sedentary lifestyle...) (HE.53)

Contact Information

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Micro Society at Riverside Elementary

Community Objective(s)

To organize and operate a micro society in a local elementary school that will teach students about their community and involve them in various community projects as service providers.

Background

Micro society is a program that teaches students life skills. This project has several parts. The heart of the project teaches the students about community service. They gain service time through volunteering in hospitals, community functions and various organizational programs. All students are required to perform at least ten hours of community service. In this program the students will learn different community jobs such as: banking, police work, owning a business, etc. Students will spend several weeks working at these jobs and earning micro money. Students also earn money for each day that they attend school and lose money for negative behaviors.

Challenged Student Conditions

- ~Physically, mentally, socially, educationally, and economically challenged students can be service providers if we:
- ~Include them in the planning
- ~Provide help and guidance when needed
- ~Teach them what is expected and needed to do the job
- ~Assign appropriate work
- ~Make sure the facilities are accessible for all

Resources

- ~An elementary school that wants to participate
- ~Volunteers, both school and community
- ~Funding for the project
- ~Supplies to operate the micro jobs
- ~Refreshments for the final celebration

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline

School Year

- ~Contact school administrators for permission for the program
- ~Recruit volunteers from faculty and staff as well as community
- ~Explain to teachers of what the program consisted
- ~Plan program schedule
- ~Explain the program to the students
- ~Begin the mini classes of the program
- ~Begin the mini businesses and related career exploration
- ~Plan how many days of week the project will encompass
- ~Once the program is in place, pay the students for their work
- ~Hold auctions occasionally to allow the students to spend their micro money
- ~Plan for the final celebration and auction at the end of the program

Reflection

- ~Students will keep a journal and photo album of the project
- ~Students will discuss their progress
- ~Students will evaluate the program

Celebration

- ~Invite the media for coverage
- ~Have awards assemble and give certificates
- ~Display photo journals

Academic Objectives

WV IGOs

Social Studies/Civics

- ~Explain the role of voting in the democratic process and practice the voting process (4.2)
- ~List the primary responsibilities of public officials (4.9)
- ~Give examples of people as consumers and producers of goods and services in the public and private sectors (4.14, 3.5, 6, 7, 8, 9, 10)

Career Development

- ~Identify multiple career options and establish goals toward pursuit of selected career path. (PW 46)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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~Prepare a job or college application, resume, and write appropriate cover and follow up letters (PW 46)

Instructional Practice

~Identify the need for rules and authority figures (K.4)

~Identify the consequences for breaking rules, practice conflict resolution (2.7)

Contact Information

Donna O'Brien

Riverside Elementary School

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Multigenerational Activities

Community Objective

To organize community, school and senior citizen volunteers in mutually rewarding activities.

Background

This project entails locating a local residential elder care facility where the residents would be enriched by sharing and interacting with students. Students will determine what will be necessary to plan programs with organized activities such as meet and greet, make and take, bring and sing, look and book, share and care.

Challenged Student Conditions

- ~Academically challenged students may be participants in our project if we include them in the planning stages by matching them with appropriate senior partners.
- ~Physically challenged students may be participants in our project if we allow for physical limitations.

Resources

- ~Local Family Resource Network to assist in assessing and planning.
- ~Senior citizen center willing to participate
- ~Students, teachers, and volunteers
- ~Personnel to arrange for funding
- ~Resources from local businesses

Timeline of Service Activities

- | | |
|--------|---|
| March | ~Contact Family Resource Network to assist in locating a site.
~Arrange for adequate funding and resources.
~Plan a schedule of monthly activities.
~Plan and coordinate for transportation needs. |
| July | ~Meet and Greet activity. Students will plan an afternoon tea for the grandparents at which all will get to know one another. |
| August | ~Make and Take activity. Both students and grandparents will make and send handmade cards to each other on special days. |

WEST VIRGINIA'S
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~Students will begin working on a biographical scrapbook with photo and information on their grandparent.

- September ~Look and Book activity. Students and grandparents will be asked to find and write their five favorite recipes. The grandparents will write short stories about the events surrounding these recipes. Students will research the paralleling events in the stories as they relate to the historical, social, and economic times. Students will then utilize a desktop publishing program to publish the cookbook.
- October ~Care and Share activity. The students and grandparents will plan and coordinate the dinner menu for the formal dinner to be held in December. The students and grandparents will work with a print shop program to create a graphically enhanced color menu and invitations for the meal.
- November ~Bring and Sing activity. Students will bring materials to create homemade Christmas ornaments, chains, and decorations for the senior center's tree that are appropriate to the grandparents' past Christmas memories. Students and their grandparents will decorate the tree and center. Caroling will be done after the decorations are complete.
- December ~Partake and Participate activity. The students and grandparents will make and eat the formal dinner. The students will present the grandparents with their biographical scrapbooks. The students will report on their historical, social and economic research of the grandparents' recipes.

Reflection

- ~Students will maintain reflective journals throughout the project.
- ~Attitudes about working with elderly, volunteers, businesses, teachers and other students will be explored and discussed.
- ~Students will share with each other thoughts about how working with the project affected their lives and the lives of others.
- ~Students will reflect on the value of giving vs. receiving.
- ~Students will gain knowledge of careers in the area of geriatrics.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~A special evening program will be held with refreshments for the students, teachers, volunteers, and elderly every six months.
- ~Articles highlighting the activities of the project will be provided to the local media.
- ~All participants will receive awards and certificates during the formal dinner in December.
- ~Information in each student's personnel file will include a listing of his or her Service-Learning hours and accomplishments.

Academic Objective

WV IGOs

- ~Systematically analyze the component parts of a given situation or process and then plan, organize, and implement a concept to improve that situation or process. (PW.1)
- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Given multiple tasks, prioritize them according to importance and prepare a time frame and schedule to accomplish the tasks. (PW.3)
- ~Establish a procedure and method for maintaining and retaining information relative to the workplace assignment. (PW.7)
- ~Demonstrate understanding of oral, visual, and written information by summarizing it and following through with appropriate action. (PW.8)
- ~Use writing strategies to address specific writing purposes, such as research, creative, journalistic, essay, narrative, informative and persuasive. (LA 6.54)
- ~Use writing strategies to address specific types of writing. (LA 7.60)
- ~Make use of functional types of writing. (LA 8.63)
- ~Use electronic and traditional editing strategies. (LA 8.64)
- ~Select and use appropriate software and/or other technologies to locate and use reference sources. (LA 8.155)

Contact Information

Cathleen Davis, James A. Johnson & Barbara Davis, Summersville Junior High School, 40 Grizzly Road, Summersville, WV 26651 (304) 872-5092

Nature Trail Benches

Community Objective

To design, build, and install benches on the existing nature trail.

Background

A school/community nature trail has been developed by previous service learning activities. The trail is connected to the outdoor classroom. This area provides students and community residents an area for large group instruction. The students identified a need for resting areas along the trail. This rest area would provide a place for students to work in small groups, and a place for community members to relax, reflect, and enjoy nature.

Challenged Student Conditions

- ~Physically challenged students may be service providers in our project if we (1) include all students in both planning and design of project, and (2) utilize teamwork to allow students to overcome physical challenges.
- ~Academically challenged students may be service providers in our project if we (1) allow students to become part of the planning and decision-making process, and (2) use hands-on activities utilizing teamwork to accomplish the actual construction of the benches.

Resources

- ~Technology education teacher or volunteers from the community
- ~Students will develop a bill of materials for each bench
- ~Suggested materials needed per bench
 - 1 2x4x8
 - 1 4x4x8
 - 1 1/2 2x6x8
 - 2 60 lb. bags of Screte
 - 8 4 inch x 3.8 lag bolts with flat and lock washers
 - 3" decking screws (galvanized)
- ~Work tables
- ~Various digging tools
- ~Access to water for preparing Screte

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- Week 1 ~Students will divide into groups to complete the activity
 ~Students will identify the site for placing the benches
- Week 2 ~Students will prepare the site by removing any weeds or rocks
 and trimming overhanging branches.
 ~Students will dig holes.
 ~Students will level and brace 4x4s in the holes
 ~Students will add Sacrete to 4x4s
- Week 4 ~Students will cut 4x4s to the proper height
 ~Students will attach 2x4 on each side of 4x4 with lag screws
 ~Students will attach 3 2x6s (cut to 4'length) with 3" galvanized
 decking screws
 ~Students will develop and distribute a pamphlet to make school
 and community members aware of the improved outdoor facilities

Reflection

- ~Each student will record his thoughts, feelings, and ideas in a journal throughout each stage of the project
- ~Each student will analyze his feelings as a result of working with members of his assigned team.
- ~Students will share their journals with other group members.
- ~Students will consider, discuss, and evaluate the construction process.
- ~Students will analyze their feelings about a career involving physical labor or construction trades.

Celebration

- ~The project will be included in the school yearbook.
- ~Area business leaders and school and community members will be invited to a ribbon cutting ceremony.
- ~A video tour of the nature trail and ribbon cutting ceremony will be shown to the entire school body.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Measurement

~Students will use accurate measurements and mathematics calculations to determine the necessary dimensions of the benches. (7.39, 7.42, 7.44)

Computer and Technology

~Students will use a calculator to solve problems with fractions and integers, and will identify technological skills required for various careers. (7.48, 7.49, 7.50, 7.52, 7.59)

Science

~Students will use critical thinking skills and logical reasoning in order to formulate conclusions. Students will research and gather data to find answers and solve problems. (7.10, 7.11, 7.13, 7.19, 7.20, 7.23)

Contact Information

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Noah's Ark Petting Park

Community Objective

To assist in the operation of a small business within the community, and to relate successfully with patrons of the business.

Background

Elkins Mountain School (EMS) is a juvenile treatment facility for males ages 12-17. Students are court-ordered residents of the facility. Education is provided on-site. Service-learning is an established part of the curriculum of EMS. Most students are required by the court system to complete a designated number of community service hours. Integrating this requirement with Service-learning makes the experience more meaningful to the student. This project also provides the opportunity for students who have traditionally been receivers of services to become providers. EMS students are given the opportunity to learn skills in a setting which enhances the classroom experience such as animal care, small business operation, public relations, and communication skills. Working with animals is often a safe way to learn to express feelings. Many of these students have been rejected by family and society and, as a result, have virtually lost the ability to share their feelings. Animals do not discriminate nor do they reject.

Challenged Student Conditions

- ~Academically challenged students will participate in this program if they receive appropriate training and plan how they can assist students who are less skilled than they.
- ~Behaviorally challenged students will participate in this program if they are making significant progress toward behavior goals, progressing through the level system, and maintaining consistent behavior (earning 85% of points) in class.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Resources

- ~Petting Zoo and staff eager to participate.
- ~Internet access.
- ~Word 97 Desk Top Publishing (or similar program)
- ~Funding to cover transportation and supplies (maintenance equipment provided by Noah's Ark Petting Park).
- ~Coordination between EMS and Noah's Ark Petting Park.

Timeline of Service Activities

- | | |
|-------|--|
| March | ~Survey students to determine participants. |
| April | ~Visit Park to observe operations.
~Develop a list of animals and needs.
~Implement research projects across the curriculum. Each student will research an animal on the Internet. The information gathered will be compiled into an Animal Library to be displayed at the the Park for visitor use. |
| May | ~Develop a schedule of planned visits and individual responsibilities |
| June- | |
| July | ~Implement weekly visits to the zoo.
~Complete Animal Library in English and Journalism Classes |

Reflection

- ~Students will complete surveys which focus on knowledge of animal care, small business procedures, and interest in careers related to the field.
- ~Students will maintain journals with entries being made prior to and following each visit.
- ~Students will participate in weekly discussion groups where they will have the opportunity to share feelings, both positive and negative about the program and in which problems may be addressed.
- ~Each staff involved in project will complete an evaluation.
- ~Each student involved in project will complete an evaluation.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~The local newspaper will be provided with information on the success of the program.
- ~Students will participate in a picnic at the Park hosted by the owner to take time to celebrate the success of the program and reflect on changes for the next year.
- ~Upon completion of the program, students will receive certificates to be included in their portfolios.
- ~The success of the program is shared with other EMS students and staff.
- ~Participating students are recognized at an EMS Awards Ceremony where they are encouraged to discuss the program in panel form.

Academic Objectives

WV IGOs

English/Language Arts

- ~Understand the importance of listening for the purpose of asking questions to foster comprehension (9.11)
- ~Locate specific information in reading text. (9.25)
- ~Develop a composition that uses complete sentences and has appropriate and precise word choice. (9.44)
- ~Use appropriate software to practice and master desktop publishing. (9.93)

Process/Workplace

- ~Given a set of rules, directions, instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the region, the state and the nation. (PW.49)

Science

- ~Conduct explorations in a variety of environments. (9.19)
- ~Use computers and other electronic technologies. (9.20)

Contact Information

Angie Senic

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Promises for a Better County

Community Objectives

To collaborate with Town Council, County Courthouse staff, and Fayette County House of Delegate representatives to provide leadership opportunities, volunteerism, and literacy. We will send two students to a leadership training camp (Camp Horseshoe); participate in community problem solving; and set priorities for service as well as develop promises for a better community.

Background

The natural beauty of Fayetteville, West Virginia, attracts hundreds of thousands of tourists to our area each year. The community is faced with important decisions that the rapidly growing new and exciting enterprises bring to this historic community. More than ever, our students need to acquire the literacy and leadership skills needed to become volunteers and leaders for a better community. This project collaborates with the Town Council, County Courthouse, and legislators to voice our concerns and promises for a better Fayette county. Our *Promises for a Better Tomorrow*, documents what each participating student values. Some of these concerns are: feeding the poor; finding homes for stray animals; visiting the elderly; keeping our natural beauty free of litter; school and community safety; and literacy. These are the promises that our young students make. This document will be displayed through out Fayette County.

Challenged Student Conditions

Educationally challenged third and fourth grade students identified as scoring below their peers or identified as having special needs can be service providers to others by:

- ~Including them in the documentation of our *Promises for a Better Fayette County*
- ~Recruiting students, teachers, parents, and volunteers to participate
- ~Participating in service learning projects as promised in our covenant with the town and county representatives

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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Resources

- ~A school near the County courthouse available for summer programs and activities
- ~Funding for the following professionals: Project Supervisor and Service Learning Coordinator
- ~Teacher's resource materials: *Service Learning Teacher Training Manual*, *Active citizenship today Field Guide and Handbook*, *Developing Student's Multiple Intelligences*
- ~funding for the costs of sending students to Camp Horseshoe

Timeline of Service Activities (extended year project)

September October (year 1)

- ~Identify a site for the summer program and get permission

November December (year 1)

- ~Attend WV State Reading Conference and Lesson Plan Workshop

January February (year 2)

- ~Participate in the Martin Luther King Day of Service
- ~Order materials and supplies needed for project
- ~Arrange for matching funds
- ~Contact collaborating agencies

March April (year 2)

- ~Design T-shirts and brochures

May (year 2)

- ~Begin contacting city and county elected officials about meetings
- ~Arrange a tour of the County Courthouse

June (year 2)

- ~Develop covenant, *Promises for a Better Fayette County*

July (year 2)

- ~Continue the summer literacy project through matching title I funds and send students to Camp Horseshoe for leadership training

August (year 2)

- ~Contact the Fayette County Chamber of Commerce to volunteer for community service on Bridge Day

September (year 2)

- ~Prepare and schedule Bridge Day activities

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
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October (year 2)

~Bridge Day celebration and Make A Difference Day activities

Reflection

- ~Students will document their promises for good citizenship in their journals
- ~Discuss results of the meetings with elected officials and write about them in daily journals
- ~Photo story of student's experiences at camp

Celebration

- ~Provide each student with a picture album and copy of the covenant
- ~Schedule a pizza buffet and entertainment on the Courthouse lawn in conjunction with our field trip and meetings
- ~Participate in Bridge Day 1999 and showcase the *Promises for a Better Fayette County* document
- ~Recognize volunteer's accomplishments in the school newsletter, newspaper, and brochures
- ~Give each student and elected official a Beanie Baby to keep with a special "feel pride" message on each
- ~Receive special certificate from the mayor's office proclaiming recognition for community stewardship

Academic Objectives

WV IGOs

Health

- ~Demonstrate attentive listening skills and effective interpersonal communication skills which demonstrate caring, consideration, and respect. (3.1)
- ~Compare different environments and how they relate to health and well being (3.16)
- ~Discuss the role of conflict resolution in maintaining healthy relationships (3.21)
- ~Practice positive peer reinforcement skills to influence and support others in making positive decisions (3.22)
- ~Assess personal use of positive communications skills (4.1)
- ~Name the steps used in making a healthy decision (4.2)

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Social Studies

- ~Explain and experience the benefits of volunteerism in the community and at school (3.5)
- ~Work with state and local representatives to develop plans for improving our community

Contact Information

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Fayetteville Elementary School
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Puppy Love

Community Objectives

Students will clean and beautify the Mercer County Humane Society Animal shelter and grounds. We want to reinforce that all living beings should be treated with kindness and respect. We hope that the students will learn the rewards and responsibilities of pet ownership. Also we want the students to investigate the job opportunities available in humane education and animal control.

Background

Wade Elementary School is located within the city limits of Bluefield, WV. Directly across the street from the elementary school is a low-income housing project and the K-5 students from this area attend our school. Most of our students are economically, culturally, and socially disadvantaged. Our free lunch is 97%. Many of our students are from single parent households and several are being cared for solely by their grandparents. With this in mind, the service learning projects at Wade are important in changing the lives of the students. Helping others by volunteering seems to build self-esteem in the students. Wade was one of the pioneers in service learning in West Virginia and the differences that the experiences have made in our students are appreciable. The students' morale and attitudes are better and they look forward to helping their neighbors and community.

Challenged Student Conditions

Students who are educationally, physically, culturally, and economically challenged can participate in the benefit from the projects if we:

- ~Provide sufficient adult supervision
- ~Insure that any aggressive animals are inaccessible to students
- ~Reinforce that all living beings should be treated with kindness and respect
- ~Insure that the facilities and grounds at the shelter are accessible and safe for all students

Resources

- ~Ground cover plants, hanging baskets, potting soil, bedding plants, garden tools
- ~Dry and canned cat and dog food

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Kitty litter
- ~Cleaning supplies such as paper towels, laundry detergent and bleach
- ~Funding from Learn and Serve America
- ~Use of school buses
- ~Computers with Internet services
- ~Brochure/Articles concerning humane education
- ~Mission Statement of the Humane Society
- ~"Teach Kids How to Act Around Dogs"
- ~FAQ About Spaying and Neutering
- ~Humane Society Officer, shelter worker with two volunteers and two board members
- ~Wade School teachers, student volunteers and parent volunteers

Timeline (school year)

The chairpersons for the project will do the following:

- ~Contact the animal shelter manager about the needs of the shelter
- ~Arrange for shelter personnel to describe their jobs and answer students' questions
- ~Arrange bus transportation and permission slips
- ~Research humane education and related topics on the Internet
- ~Shop for supplies and animal food
- ~Discuss with students the available printed materials, our goals, and what to expect on a visit to the animal shelter
- ~Demonstrate proper procedures for each activity: planting flowers and ground cover plants, arranging the placement of the hanging baskets, feeding the animals and cleaning their cages and runs, bathing the animals, and walking the dogs
- ~Divide students into groups of five or six with at least one adult
- ~Each of the groups will be assigned to specific duties

Reflection

- ~Students will discuss and reflect on all aspects of the project
- ~They will compare their attitudes and perceptions about pets before and after the activities
- ~They will share their thoughts concerning animal care jobs
- ~Students will suggest ways to improve the shelter and animal care

WEST VIRGINIA'S
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~Students will write an essay or draw a picture of their most memorable event connected with the project

Celebration

- ~Invite WVVA-TV and the Bluefield Telegraph to cover the projects
- ~Include information about the project in the school's newsletter
- ~Snacks and free sample packs of animal care products and coupons will be given to all volunteers
- ~Mercer County Humane Society will send the volunteers a thank you letter and individual certificates of appreciation.

Academic Objectives

WV IGOs

Listening/Speaking

- ~Contribute to group discussions (4.13)
- ~Exhibit appropriate speaking etiquette (5.4)
- ~Exhibit appropriate audience etiquette (5.6)
- ~Relate personal experience to construct new meaning from information heard (5.14)

Reading Comprehension

- ~Identify and or draw conclusions regarding details and the purpose of a set of directions (4.27, 5.32)
- ~Read and make use of information in a functional selection (4.31, 5.16)

Science

- ~Describe the environments and conditions that are needed for the survival of living things (for example, water, food, and climate) (4.36)

Additional Objectives

- ~Career Education Investigate the job opportunities available in humane education and animal control
- ~Provide examples of proper work habits and ethics

Contact Information

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Wade Elementary School
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Read and Rap

Community Objective(s)

To help improve high school students' reading skills by having them read children's books to local elementary students and to build community between older and younger students.

Background

High school students that need extra help in reading may volunteer to read to younger students in order to practice their own reading skills. This may build community between the students and build self-esteem in the older students.

Challenged Student Condition

- ~Physically, educationally, and socially challenged high school students may be service providers in the project by:
- ~Including them in the planning and design of the project
- ~Utilizing them in a team
- ~Providing them assistance when needed

Resources

- ~Books to read to the younger children
- ~Video equipment to video the readers and the children
- ~Costumes and props when needed

Timeline

School year

- ~Students will volunteer to participate in the project
- ~Books will be selected and schedule for reading set up
- ~Elementary schools will be contacted
- ~Read and Rap project will begin when all is coordinated
- ~Sessions will be videotaped for review and media release

Reflection

- ~Students may analyze themselves from the videos
- ~Students will keep a journal
- ~Students will discuss the project

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Snacks will be provided at the end of each reading session
- ~At the end of the project certificates and a party will be given

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team player. Develop an effective team using good communication skills, and decision-making practices (PWE.16 and PWE.17)
- ~Experience the benefits of volunteering in the school and in the community

Contact Information

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ROAR: Reaching Out As Role-Models

Community Objective(s)

To apply academic and vocational skills learned in the classroom to help children come to school and stay in school.

Background

ROAR (Reaching Out As Role-Models) is a project designed to identify potential dropouts, provide tutoring services, and implement the *CHARACTER COUNTS!* program. Participants in this service project will be working with students from Pre-school through 6th grade, including Preschool Handicap, MMI, and P1 (a transition class). They will provide tutoring in all subject areas. Participants will be mentors through the *Character Counts!* program in an effort to build self-esteem through activities such as games, crafts, reading, etc.

Character Counts! is an alliance of over 170 schools. Members recognize the need to teach and advocate basic shared values: trustworthiness, respect, responsibility, fairness, caring, and citizenship. It provides a practical means of character development through role-playing, games, videos, group discussions, etc. This will create opportunities for the children to apply the lessons in and out of school.

Challenged Student Conditions

- ~Physically challenged senior-high school students can be service providers in our project if we (1) include them in the planning; (2) insure that the physical facilities are accessible; (3) recruit them to be part of the program; and (4) have them plan how they can relate to all elementary school children, including those who are physically and/or mentally challenged.
- ~Educationally challenged senior-high students can be service providers in our program if we (1) recruit them to be a part of the program and (2) have them help plan how they can assist students who are less skilled than they are.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Resources

- ~elementary schools that are willing to have students and are in close proximity to the high school
- ~student, community, and school volunteers
- ~funding to cover transportation, supplies, and materials
- ~supplies, materials, and snacks

Timeline of Service Activities

August

- September
- ~Identify cooperating elementary schools
 - ~Contact elementary school administrators and faculty to determine a schedule for setting up a program
 - ~Discuss rules/regulations for working with young children
 - ~Distribute parent permission forms
 - ~Identify service groups in high school
 - ~Assign elementary groups to high school service groups
 - ~Plan a weekly schedule of events for the project
 - ~Arrange weekly bus transportation schedule

October-

- May
- ~Implement the program

Reflections

- ~Students will keep a journal of service experiences, writing about their feelings
- ~Students will participate in weekly discussion groups where they will have the opportunity to share feelings, both positive and negative about the program and address problems
- ~Each student will examine his or her attitudes about working with school peers, community personnel, and the children
- ~Each student will analyze his or her feelings as a result of working with the children
- ~Students will share their thoughts about how working on the program affected their lives and the lives of others
- ~Students will make observations about how the individual children's lives were changed
- ~Students will share information from their journals

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Upon completion of the program, students will receive certificates to be included in their portfolios
- ~A special celebration will be planned for the last scheduled visit to allow the service providers and the elementary students to celebrate together and to exchange gifts, cards, etc.
- ~Thank you notes will be sent to the facilitating faculty for their help and support of the program
- ~Local media will be contacted to provide newspaper, TV, and radio coverage of the project.

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Given a set of rules, directions, or instructions, apply them to solve a problem or accomplish a task. (PW.2)
- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Understand what it takes to develop an effective team, including team rules, behavior norms, team roles, communications, and decision-making practices. (PW.16)
- ~Given an assignment with two or more individuals, use encouragement, persuasion, motivation, and other effective communication skills to complete the assignment. (PW.17)
- ~Be able to participate effectively in making group decisions, and be able to support those decisions to measure progress and take actions to meet those goals. (PW.24)
- ~Work independently without direct supervision. (PW 38)

Contact Information

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Jefferson High School
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S3: Students Shop for Seniors

Community Objective

To enable senior citizens to maintain their independence by providing weekly grocery shopping for elderly shut-ins.

Background

S3 (Students Shop for Seniors) is the name given to the project for students in grades 9-12. Today's senior citizens are living longer and wish to maintain their own homes, individuality and independence. Due to the increase in the many roles family members must perform in today's society, it is becoming increasingly difficult for them to meet all of those needs. This project provides an opportunity and encourages high school students to help meet some of those needs by performing weekly grocery shopping for elderly shut-ins. The S3 participants are accepting part of the enormous responsibility that society has inherited for the caring of the elderly shut-ins.

Challenged Student Conditions

~Academically and behaviorally challenged students can participate in this project if they are (1) included in the planning, and (2) recruited to be part of the project.

Resources

- ~A high school that is eager to meet this particular need in the community
- ~Administration, faculty and staff who recognize the needs of the elderly
- ~Funding to cover transportation, supplies and supervisory help
- ~Corporate partner to provide grocery shopping resources

Timeline of Service Activities

September-

October

- ~Recruit students from the general student body, basing selection on a screening process highlighting responsibility, commitment and dependability.
- ~Organize students into teams of 5-7.
- ~Contact corporate partner for start-up time, frequency of shopping and in-house support

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Present students with pull-over aprons with S3 emblems on them for identifying purposes.
 - ~Present students with an identifying S3 sticker for their cars.
- October-
April
- ~Visit elderly shut-ins and get a grocery shopping list.
 - ~Meet at a grocery chain after school on designated day of the week.
 - ~Fill grocery orders and save receipts to present to elderly.
 - ~Deliver groceries and receive check from elderly.
 - ~Student present senior citizens' checks to S3 coordinator on designated morning at school.
- April
- ~Student Enhancement Committee recognizes student shoppers during Youth Appreciation Week.
- May
- ~Students attend recognition and celebration luncheon provided by the grocery chain.

Reflection

- ~Students will participate in weekly meetings of the shoppers and the S3 coordinator where they will use various techniques to reflect on the activities. For example, students may participate in the hot potato game where a colorful bean bag or koosh ball is thrown around the room. As each student catches the ball, he or she must discuss some aspect of the project.
- ~Project participants will also meet regularly with the employees of the grocery chain to discuss problems and/or concerns.
- ~Students will maintain journals detailing their personal experiences with the elderly shut-in with whom they work.
- ~Students will prepare a presentation for the local media.

Celebration

- ~The Student Enhancement Committee will recognize student shoppers during Youth Appreciation Week in April
- ~Students will attend a recognition and celebration luncheon provided by the grocery chain.
- ~Students will prepare gifts for the individual shut-ins with whom they work and deliver the gifts to the elderly during May.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Reading Comprehension

- ~Read directions necessary to perform a task, then perform the task, critique directions of a household task, perform the task and report what happened. (9.19, 10.24)

Listening and Speaking

- ~Understand the importance of listening for the purpose of asking questions to foster comprehension (9.11)

Economics

- ~Give examples showing how scarcity of goods and services forces people to make choices about needs and wants. (E.1)

Civics

- ~Analyze the changing nature of civic responsibility in a diverse society (11.10)

Process/Workplace

- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Perform a task after listening to oral information. (PW>14)
- ~Provide community service and assess entrepreneurial opportunities that exist with the community, the region, the state or the nation. (PW.47)

Contact Information

Janie Warsinskey
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Wheeling, WV
Ohio County
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Salute to the Armed Forces

Community Objective(s)

To honor men and women who served or are serving in the armed forces, to instill a sense of patriotism in our community, and to develop community awareness of the number of veterans in our area.

Background

This is a service-learning project that honors our local veterans and gives students the opportunity to expand their knowledge of different branches of the military service and the history of US conflicts. Men and women, who served in any branch of our armed forces are invited to share their experiences and artifacts with our students and members of the community in an informal question and answer session. Students are able to gain first hand knowledge about major US conflicts and actually touch and ask questions about artifacts from various wars. Following the question and answer session, the student will honor these brave Americans with a patriotic musical program. They have learned theme songs from each branch of the service and will perform them during the program. Some students put their artistic skills to work and make special awards for the honored guests. Following the program, the students will tour and explore large military equipment and vehicles provided by the local Army Reserve Center.

Challenged Student Conditions

- ~Students involved in this project are in grades K-12 and are either deaf, blind, or both. Some students are also mentally and physically challenged. All students can be active participants and service providers by;
- ~Including them in the planning by providing materials in Braille or large print, interpreters, and making all sites wheelchair accessible
- ~Adapting assignments according to grade level or ability
- ~Assisting any special needs students according to safety issues and individual requirements
- ~Including all students in at least one stage of the planning, preparation, or implementation of the project

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Resources

- ~Project coordinator, student volunteers, community volunteers, veteran volunteers
- ~Local Armed Forces Reserve units willing to bring equipment if possible
- ~Computer access, braille, and braille paper, copy machine access
- ~Art supplies, American flags, music, piano and other musical instruments
- ~Interpreters for the deaf students
- ~PA system for program
- ~Program location

Timeline

September

- ~Set date for program with administration's permission
- ~Divide students into volunteer groups
- ~Prepare and send out letters to local veterans
- ~Prepare advertising

October

- ~Arrange to have volunteer veterans share their military experiences
- ~Arrange for local Reserve unit to bring large military equipment
- ~Engage music teachers to help coordinate program
- ~Make decorations and prepare displays
- ~Organize presentation and print the program

November

- ~Notify local newspaper of event
- ~Rehearse the program
- ~Send invitations and start the decorations and booths

Program Date

- ~Assemble the awards and certificates
- ~Visit military booths according the printed schedule
- ~Present program "A Salute to the Armed Forces"
- ~Tour and explore the military equipment
- ~Enjoy picnic lunch, discussion, and fellowship after the program
- ~Clean-up and return equipment

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Students will make a wreath and place it on the veterans Memorial on Memorial Day
- ~Students will describe emotions evoked during the patriotic program
- ~Students will make a list of family members who are veterans and share any interesting stories or artifacts with the class
- ~Students will visit the local Court House and to explore names of residents who lost their lives while in the military service

Celebration

- ~At the conclusion of the program all students, teachers, and volunteers will enjoy a picnic lunch together, continuing stories, discussion and fellowship.

Academic Objectives

WV IGOs

- ~IGOs can be modified by grade level to meet the diversity of students in each grade level and the special needs population
- ~List and identify the sequence of major US conflicts (H 4.38)
- ~Describe the role geo-politics played in historic events of the twentieth century (H 7.53)
- ~Research different branches of the US military
- ~Identify the use of music in US History (M 3.27)
- ~Sing patriotic songs from memory (M 4.2)
- ~Create art to evoke specific feelings (A 3.24)

Contact Information

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West Virginia Schools for the Deaf and the Blind
Hampshire County, WV
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School Clothing Bank

Community Objective

To organize and maintain clothes within the school for students in need.

Background

Students have “accidents” which soil outfits, personal tragedy such as fire, and basic needs unmet. The clothing bank comes to the rescue to many needy students and families.

Challenged Student Conditions

- ~Physically challenged students can be service providers in our project if we (1) include them in the planning, and (2) recruit them to be a part of the program.
- ~Academically challenged students can be service providers in our project if we (1) recruit them to be a part of the program, and (2) provide peer assistance for these students.

Resources

- ~Teachers and parents willing to supervise the project.
- ~Storage room in school to be made into a clothing bank.
- ~Shelves to place folded clothes on.
- ~Hangers needed for clothes to be hung.
- ~Labels.
- ~Good used clothing.

Timeline of Service Activities

September

- ~Identify need for clothing bank by doing an inventory of items, sizes, and specific ends of age group.
- ~Meet with administration to establish program.
- ~Discuss system for donation, time to work in clothing bank, and procedures in order to receive clothing.
- ~Write article for newspaper seeking support and need for good clothing.
- ~Obtain space at school for clothing bank through building supervisor.
- ~Write article for newspaper seeking support and need for good clothing.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

October

- ~Obtain and construct (if necessary) shelves, racks, and bins.
- ~Collect hangers and make labels for sizes and item names.
- ~Collect clothing.
- ~Sort, wash, and repair clothing.

November-June

- ~One day a week sort clothes and straighten shelves.
- ~Continue collecting, washing and repairing clothing.
- ~Facilitate the distribution of clothing according to need.

Reflection

- ~Students will maintain journals discussing their feelings about this project.
- ~Students will examine attitudes about student use of the clothing bank.
- ~Students will make observations on how lives were changed by project.

Celebration

- ~Students will participate in a Recognition Day where they will receive certificates of participation.
- ~Local media will be contacted to provide coverage of the Clothing Bank.

Academic Objectives

WV IGOs

Process/Workplace

- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Perform a task after listening to oral information. (PW.14)
- ~Stay with an assignment or task to completion. (PW.36)
- ~Demonstrate self-motivation. (PW.37)
- ~Work independently without direct supervision. (PW.38)
- ~Provide community service and assess entrepreneurial opportunities that exist within the community, the state, or the nation. (PW.49)

Contact Information

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Squeaky Clean Hands

Community Objective(s)

To teach young children the importance and techniques of proper hand washing.

Background

The program "Squeaky Clean Hands" involves students traveling to local daycare centers, Head Start centers and elementary schools to teach children proper hand washing. Learn and serve volunteers will participate in creating informative posters demonstrating proper hand washing techniques to be displayed in participating facilities. The project will encompass reading, practical demonstration, science, and social skills.

Challenged Student Conditions

- ~Educationally, physically, socially, and economically challenged students can be service providers by:
- ~Providing assistance when needed
- ~Providing facilities that are accessible to all
- ~Recruiting them in the planning
- ~Pairing volunteers with others for assistance and guidance

Resources

- ~Hand washing equipment such as sink, soap, paper towels, etc.
- ~Children's picture book about cleanliness such as, *Germs Make Me Sick*, by Melvin Berger
- ~Volunteers to work with the children
- ~Local day care center or Head Start center

Timeline

- School year
- ~One or two weeks for volunteer training in hand washing
 - ~One week for poster designing
 - ~One week for solicitation of area facilities for training
 - ~On-going training of children throughout the school year

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Class discussion
- ~Journal entries
- ~Classroom observation of children with volunteers
- ~Research statistics for the need of proper hand washing
- ~Panel discussion regarding effectiveness of the project

Celebration

- ~Photo journal on display of the project
- ~School newspaper coverage
- ~Award T-shirts, "Suds R Us" to all children, students, and adults involved in the project
- ~Invite local media to cover final event
- ~Celebration snacks

Academic Objectives

WV IGOs

Listening and Speaking

- ~Review appropriate classroom speaking and listening skills (LS11.1)
- ~Identify barriers to listening and methods to overcome them (LS 11.3)

Writing

- ~Use writing strategies to develop text to address specific writing purposes, to include, but not be limited to, narrative, informative, persuasive and poetical (W.11.49)

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communication skills, and decision-making practices (PWE.16, PW 17)

Contact Information

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Stanford Nine Tutoring

Community Objective(s)

To provide younger students with tutoring that will hopefully help to improve their SAT 9 scores by older students acting as peer tutors. The older students will help the younger ones in math, reading, and listening skills.

Background

The need exists to help the younger students with their academic subjects. Older students may volunteer to act as peer tutors to the younger ones.

Challenged Student Conditions

- ~Physically challenged students may be service providers in this project by:
- ~Including them in the planning and providing them with handicap access

Resources

- ~Transportation to and from sites
- ~Books, math and reading
- ~Classroom supplies such as pencil, paper, etc

Timeline

School year

- ~Ask for volunteers to tutor
- ~Contact elementary schools as possible sites
- ~Match the tutors with the younger students
- ~Schedule sessions and begin
- ~Carry out over the school year as needed

Reflection

- ~Peer tutors keep a journal of progress and feelings about the project
- ~Discuss the project and its effectiveness

Celebration

- ~Snacks and party after a grading period

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communications skills and decision-making practices. (PWE.16, PW.17)
- ~Experience the benefits of volunteering in the school and in the community

Contact Information

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Ann Thornhill, Logan High School
Patsy O'Brian and Cora Staten, Man High School
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Students and Senior Citizens: Success for All

Community Objective

To organize monthly functions that involves the senior citizens from the local community center. Both elementary students and seniors alike should enjoy the activities. The purpose will be to share life experiences by both groups thus bridging generation gaps.

Background

Fort Gay Elementary students expressed a desire to become involved with the new Fort Gay Community Center. After involving our senior citizens in school activities, we saw a need to share our activities with others. Our seniors visit the center on a daily basis and serve as building blocks for our elementary students by sharing their wealth of knowledge. In return, our students can share their experiences in our ever-changing world.

Challenged Student Conditions

Educationally challenged students can be service providers in our KIDS program if we:

- ~Recruit them as part of mainstreamed classes to take an active part in a literature selection
- ~Have them select literature that is on their level
- ~Have students that are non-readers select stories on tape to share

Economically challenged students can be of service in our program if we:

- ~Provide a variety of activities that do not require money
- ~Provide necessary donations to cover any expenses incurred by students

Resources

- ~An elementary school and a senior citizen community center eager to enjoy activities that will enrich their lives
- ~Funding to cover supplies and transportation when needed
- ~Volunteers from school, community center and parents
- ~Nutritious snacks to be enjoyed by all

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline (School year)

- ~Organize and plan to work with the senior citizen community center to identify times that activities can take place
- ~Contact teachers, students and senior volunteers who wish to be in this project
- ~Schedule times to start the project with the teachers, students and seniors
- ~Plan activities and carry them out (some activities could be to plant flowers, maintain grounds of center and elementary school, work together on school events and special events, and the like).

Reflection

- ~Participants will keep a journal
- ~Students and seniors will share their feelings and experiences
- ~All will share thoughts on how to improve the activities
- ~Share thoughts on how their lives have been enriched from this project
- ~Create media to show seniors and students working hand in hand

Celebration

- ~Monthly movie with the seniors and the students with snacks
- ~Invite media to cover events
- ~Video tape all activities to share with others
- ~Keep a photo album of activities
- ~Announce upcoming events in the newspaper

Academic Objectives

WV IGOs

Reading Comprehension

- ~To read favorite literary work to senior citizens by students and have seniors read to the students (K.14, 1.21, 2.19, 3.15, 4.19, 5.15)

Social Studies and Civics

- ~Seniors will share stories about the Presidents that lived when they were growing up as a child (4.2, 4.6, 4.40)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Science

- ~Reinforce children's knowledge of hydroponics and to introduce hydroponics to our seniors
- ~To explore and share knowledge of plants as living things through a joint effort between students and seniors in planting flowers at the school and the center (K.1, 1.1, 1.28, 2.1, 1.11, 3.13, 3.14, 4.23, 5.32, 5.34)

Additional Objectives

- ~Each student will have a senior citizen mentor or foster grandparent to be their companion and confidant

Contact Information

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Students Take Seniors for a Trip Around the World

Community Objective(s)

To provide Internet training and exposure to the residents of the Fayette Continuous Care Center and to promote friendship and respect between the two.

Background

Fasten your seatbelts. You are about to take a trip around the world! Students from Fayetteville Elementary school's summer project shows the seniors at the Fayette Continuous Care Center how to navigate the Internet visiting various places on the globe. Through the use of a data projector, the students demonstrate how the Internet can be used to visit any country in the world. They guide the participants through points of interest like genealogy, art, literature, historical places and more. One of the project's missions is to enable the seniors to chat with loved ones and special interest groups. Not only is the Internet used in the project for fun, but it is also a resource to develop intergenerational trust and friendship.

Challenged Student Conditions

This project is made up of educationally challenged third and fourth grade students identified as scoring below their peers or identified as having special educational needs

Resources

- ~Funding for a Reading Specialist, an Administrator, a Technology teacher and transportation to and from the nursing home
- ~A handicap accessible elementary school with Internet service
- ~High interest, grade appropriate books for the Accelerated Reading and Literature Circles Program (including related study guides, software, and teacher resource materials)

Timeline of Service Activities (extended year project)

September October (year 1)

- ~Identify a site for the summer program and get permission from the local Board of Education

November December (year 1)

- ~Attend WV State Reading Conference and Lesson Plan Workshop

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

January February (year 2)

~Participate in the Martin Luther King Day of Service, order materials and supplies needed for project; arrange for matching funds; and contact collaborating agencies

March April (year 2)

~ Contact Fayette Continuous Care Center and design brochures and T-shirts for the project

May (year 2)

~Begin training for the Internet by identifying participants
~Arrange transportation and daily schedules for students and staff

June (year 2)

~Operate the seniors Internet Training Project

July (year 2)

~Continue the summer project through matching Title I funds and send students to Camp for leadership training

August (year 2)

~Contact the Fayette County Chamber of Commerce to volunteer for community service on Bridge Day

September (year 2)

~Prepare and schedule Bridge Day activities

October (year 2)

~Bridge Day Celebration

Reflection

~Students will share their feelings, insights, concerns, and observations with their teachers through their daily journals

~Students will write emails or letters to the residents of the Fayette Continuous Care Center

~Students will read the book, *Thank You, Jackie Robinson*, by Barbara Cohen, about the power of friendship that transcends generation boundaries. They will reflect on the bond between the young boy and his elderly friend with the help of the study guide activities.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Use the schools homepage to depict the success of the nursing home computer training session.
- ~Distribute brochures of our service projects on Bridge Day while wearing our T-shirt and participating in the event's fun-filled activities
- ~Document service hours and accomplishments in their portfolios along with certificates of recognition
- ~Each participant will autograph a baseball like the one in the story about Jackie Robinson as a keepsake along with their own copy of the book

WV IGOs

Technology

- ~Use appropriate software to practice and master grade appropriate English Language Arts and/or math Instructional Objectives. (3.83)
- ~Identify the ways technology changes the lives of people in the community. (3.87)
- ~Identify the uses of technology in the community. (3.88)
- ~Use electronic and traditional editing strategies to spell words correctly. (3.46)

Additional Objectives

- ~Experience the benefits of volunteerism in the community and at school
- ~Provide leadership activities in the community
- ~Identify individual academic needs through an item analysis of the Stanford 9 test data to pinpoint each participating student's strengths and weaknesses

Contact Information

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Students Restore Beauty and Pride to Fayette's Parks

Community Objective(s)

To restore the natural beauty of Fayette County's public parks by identifying areas that need improvement. We will focus on beautification and the implementation of trash pick-up; provide information on environmental concerns and the use of recycling and help with the Christmas lights display at Hawks Nest State Park.

Background

Tourism is the fastest growing career in our community. The major sites in our area are: New River Gorge and Bridge, Hawk's Nest State Park, and Babcock State Park. The third and fourth grade students of Fayetteville Elementary, identified as academically challenged, will spend part of their summer helping our park system continue their beautification projects. In addition to cleaning up trash, our crews of young workers will also help to control weeds, paint, create rock gardens and replace light bulbs for the annual Christmas display. With the help of Fayette Plateau Vo-Tech Center's welding class, we will design our own Christmas ornaments. Students will also be choosing from a variety of stories like Betsy Byar's, *The Summer of the Swans*, to read. The wonderful aspects of the summer project, in addition to inspiring lifetime readers, are the pride nurtured as we restore the beauty to our tourist attractions.

Challenged Student Conditions

- ~Educationally challenged third and fourth grade students identified as scoring below their peers or identified as having special needs can be service providers in our extended year project by;
- ~Including them in the planning of our beautification of Fayette County's tourist attractions
- ~Providing student choice in selection of books to read
- ~Having them to assist in community pride projects by recycling
- ~Presenting Power Point computer presentations about our beautification projects at the area's major attractions

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Resources

- ~Funding for a reading specialist and a project supervisor
- ~Salary for school bus driver to transport students to the public parks
- ~High interest grade appropriate books like Betsy Byar's, *Summer of the Swans*, *The Great Recycling Adventure*, and *Berenstein Bears Don't Pollute*
- ~Christmas bulbs, welded ornaments, flower bulbs, trash bags for clean-up

Timeline

September October (year 1)

- ~Identify a site for the summer program and get permission from the local school Board of Education

November December (year 1)

- ~Attend WV State Reading Conference and the Lesson Plan Workshop

January February (year 2)

- ~Participate in the Martin Luther King Day of Service
- ~Order materials and supplies needed for project
- ~Arrange for matching funds and contact collaborating agencies

March April (year 2)

- ~Contact Hawk's Nest State Park, Babcock State Park, and the New River Gorge Visitor Center to collaborate on the beautification projects

May (year 2)

- ~Identify participants and arrange transportation
- ~Collect Christmas bulbs and flower bulbs

June July (year 2)

- ~Begin beautification of the parks

August (year 2)

- ~Contact the Fayette County Chamber of Commerce to volunteer for community service during Bridge Day

September (year 2)

- ~Prepare and schedule Bridge Day and Make a Difference Day activities

October (year 2)

- ~Bridge Day celebration and beautification projects for Make a

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Difference Day

November (year 2)

~Volunteer to help with Hawk's Nest State Park's annual Christmas display

December (year 2)

~Tour the park's Forest of Lights

Reflection

- ~Read the book, *Summer of the Swans*, by Betsy Byars, and other nature books to share critical thoughts in group discussions and journal responses
- ~Reflect on the feelings of pride felt from participating in the projects
- ~Compile documentation of service hours in each participant's portfolio
- ~Take before and after photos of the parks for the summer memory books and the Power Point computer presentations

Celebration

- ~Distribute brochures of our service projects on Bridge Day while wearing our T-shirts and participating in the event's fun-filled activities
- ~Document service hours and accomplishments in their portfolios along with certificates of recognition
- ~Receive STAR points for the Accelerated Reading Program for all books read during the summer
- ~Collect pictures and autographs as a keepsake along with their own copy of the book, *Summer of the Swans*, by Betsy Byars
- ~Participate in picnic lunches and recreation during our beautification projects
- ~Celebrate some of the food found in the rain forest at the completion of our beautification project: vanilla ice cream (vanilla comes from the rain forest), rain forest toppings (chocolate, bananas, peanuts, cashews, Brazil nuts, and pineapples) Also, chewing gum comes from the rain forest.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

- ~Given a local problem, propose solutions and investigate opportunities for public volunteerism (WV 4.6)
- ~Use maps to explore WV's population, products, resources,, transportation, state parks, forests, and scenic, recreational resources (WV 4.18)
- ~Explain the effect of geography on expansion and development of WV (WV 4.14)
- ~Recognize that a solution to one scientific problem often creates new problems (WV 4.8)
- ~Ask and answer questions while recognizing interactions that further an appreciation and joy of discovery of the natural world. (WV 3.9)
- ~Choose and respond to a variety of reading materials for pleasure and information (4.42)
- ~Read and discuss books related to recycling and pollution like: *The Great Recycling Adventure* and *Berenstein Bears Don't Pollute*
- ~Experience the benefits of volunteerism in the community and at school (4.5)

Contact

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Fayetteville, WV 25840
(304) 574-1011

Students take Pets to Visit Nursing Home

Community Objective(s)

To organize visits by students and pets to local nursing homes.

Background

Students will be going the animal shelter and taking pets to local nursing homes to entertain the senior citizens. The students will be paired with a senior to get acquainted. Students will be involved in reading stories about animals, telling stories, and interacting with the seniors and the little pets.

Challenged Student Conditions

Physically and educationally challenged students can be service providers in our nursing home visitation program by:

- ~Recruiting them to be in the program
- ~Including them in the planning
- ~Insuring that the physical facilities at the site are accessible to all
- ~Providing assistance when needed

Resources

- ~Nursing Home
- ~Transportation
- ~Pets from the Animal Shelter with pet carriers
- ~Reading materials

Timeline

Month 1 Planning stage

- ~Organize students, teachers, and administrators
- ~Select nursing home
- ~Contact animal shelter
- ~Organize transportation
- ~Schedule visits
- ~Distribute permission slips

Month 2 Actual visits

- ~Pick up little animals
- ~Transport students and animals to site

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Visit with seniors to get acquainted with animals and students
- ~Share people and animal snacks

Month 3

- ~Schedule on going visits

Reflection

- ~Students keep a journal of their feelings and interactions with the animals and the seniors
- ~Students interview seniors about their feelings and interactions about the visits
- ~Produce a journal and photo book of their visits

Celebration

- ~Schedule and organize a reunion party with all involved
- ~Invite the local media to cover the event
- ~Students write thank you notes to the seniors and animal shelter

Academic Objectives

WV IGOs

Reading Comprehension

- ~Read literary work by national and international authors to include but not limited to fairy tales, science fiction, tall tales, poetry, humor, irony, make-believe, fiction, non-fiction, legends, folktales, biographies, historical fiction, WV authors, myth, novel, play humorous fiction, fantasy, short stories, and drama about animals. (9.12, 10.12, 11.15, 12.8)

Additional Objectives

- ~Involve seniors in listening to stories
- ~Provide each senior with a student to be their companion

Contact Information

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TASK: Tutoring After School Kids

Community Objective(s)

Students will provide peer tutoring at several sites in the community

Background

After determining the location of sites, area high school students will Peer-tutor other students in various maths and sciences, such as Algebra I, II, geometry, trig, physics, and chemistry.

Challenged Student Condition

Physically, economically, culturally, and socially challenged students will be included in the planning and implementation of the project.

Resources

- ~A population of students who need tutored
- ~A population of students to be the tutors
- ~Graphing and scientific calculators where needed
- ~School supplies, books, paper, etc.
- ~Funding to cover expenses of supervision
- ~Funding for snacks and celebration activity
- ~Site locations and permission to use them

Timeline

School year

- ~Volunteers meeting to set up dates for sessions
- ~Sign up sheet placed in school counselors' offices
- ~Training sessions for the tutors
- ~Coordination of tutoring sessions at various sites
- ~Coordinator to monitor the sessions if necessary

Reflection

- ~Students will keep a journal about this project and their progress
- ~Volunteers discussion about the project

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Snacks to be provided periodically
- ~Party at the end of the grading period to celebrate the progress made

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team player. Develop an effective team using good communication skills, and decision-making practices (PWE.16 and PWE. 17)
- ~Experience the benefits of volunteering in the school and in the community

Contact Information

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Ann Thornhill, Logan High School
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The Great Can Race

Community Objective(s)

To organize and operate a successful can food drive

Background

The Great Can Race is a can food drive that will be the project of school children. These cans will be given to the local food bank at the Salvation Army facility during the Christmas holiday season. These foods will be distributed to needy families.

Challenged Student Conditions

Physically, mentally, socially, educationally, and culturally challenged students can be service providers in the project by:

- ~Including them in planning
- ~Insuring that the physical facilities are accessible
- ~Recruiting them into the project
- ~Providing assistance when needed

Resources

- ~A school that wants to provide this service
- ~Volunteers, both at school and in the community
- ~Collection boxes and a facility to hold the foods
- ~Calculators and data collection materials
- ~Provide a celebration with refreshments at end of project

Timeline

- | | |
|----------|---|
| October | ~Contact school administration for project permission |
| | ~Arrange for funding |
| | ~Plan project schedule and set a goal |
| | ~Recruit volunteers |
| | ~Contact community volunteers |
| November | ~Start advertising the project in community |
| | ~Find location to store the foods |
| | ~Student volunteers collect in school and community |
| | ~Keep public informed on the progress of the food drive |

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- December
- ~Continue collection
 - ~Update collection data
 - ~Plan the final days
 - ~Plan celebration for end of project
 - ~Distribute the foods to Salvation Army

Reflection

- ~Students will keep journal on the progress of the project
- ~Students will discuss the benefits of helping others
- ~Students will evaluate the project

Celebration

- ~Have a special program with refreshments for all volunteers
- ~The class with the most can collected receives a pizza party
- ~The media will be informed of the project for coverage

Academic Objectives

WV IGOs

Math

- ~Collect and organize data as a group project (k.2)
- ~Construct graphs using objects and pictures (k.29)
- ~Analyze the impact of WV geography on transportation, settlement, jobs, clothing, food, shelter services and interaction with the outside world

Language Arts

- ~Demonstrate proper manuscript and cursive techniques (4.48)
- ~Using complete sentences, write a composition with a clearly identified beginning, middle and end (4.52)

Contact Information

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The Mountain School Goes to Kindergarten

Community Objective

To provide “Big Brother” relationships and services to kindergarten students at Beverly Elementary.

Background

Elkins Mountain School (EMS) is a juvenile treatment facility for males ages 12-17. Students are court-ordered residents of the facility. Education is provided on-site. Service-learning is an established part of the curriculum of EMS. Most students are required by the court system to complete a designated number of community service hours. Integrating this requirement with Service-learning makes the experience more meaningful to the student. This project also provides the opportunity for students who have traditionally been receivers of services to become providers. EMS students have never been considered positive role models and this project provides the opportunity for younger children to look up to our students. By working with kindergarten age students, EMS students get the opportunity to be part of another’s learning, even though they are academically challenged.

Challenged Student Conditions

- ~Academically challenged students will participate in this program provided they receive appropriate training and plan how they can assist students who are less skilled than they.
- ~Behaviorally challenged students will participate in this program provided they are making significant progress toward behavior goals, progressing through the level system, and maintaining consistent behavior (earning 85% of points) in class.

Resources

- ~Elementary school that is eager to participate including staff, students, and parents.
- ~Funding to cover transportation, supplies, etc.
- ~Coordination between EMS and Randolph County Schools
- ~Student volunteers who meet qualifications.
- ~Teacher willing to dedicate time and effort beyond a regular day.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- September ~Identify a site and work with elementary administrator and teacher(s) to organize the program
~Plan a weekly schedule for staff and students.
~Arrange for transportation.
~Plan and organize activities.
- October-
May ~Implement weekly visits to elementary school.
~At the end of each nine-week session, review project with elementary staff, EMS staff and students.

Reflection

- ~Each student will keep a journal of each service experience which will include assigned writings addressing specific questions and anecdotes about their own feelings as well as the feelings of their peers.
- ~A daily enhancement period will be arranged to provide a forum in which students may share feelings and ideas and gain a greater understanding of themselves and the community.
- ~Each student will examine his attitudes and feelings about working with school peers and personnel, community personnel and the kindergarten students.
- ~Students will make observations about how the individual children's lives were changed.
- ~Students will share information from their journals that they kept during the operation of the program.

Celebration

- ~The elementary teacher will host a luncheon for the EMS students participating in the program. Food will be provided by a local restaurant. Students, EMS faculty, and elementary staff eat together. The time is dedicated to celebration and reflection. Students share their successes and failures, and they make suggestions for positive changes in future projects.
- ~Upon completion of the program, students receive certificates to be included in their portfolios.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~The success of the program is shared with other EMS students and staff.
- ~Participating students are recognized at an EMS Awards Ceremony where they are encouraged to discuss the program in a panel forum.

Academic Objectives

WV IGOs

English/Language Arts

- ~Review appropriate interpersonal communication skills. (9.1)
- ~Match the level of language formality to the situation. (9.7)
- ~Develop different strategies of reading. (9.31)

Process/Workplace

- ~Systematically analyze a situation and then plan, organize and implement a concept to improve that situation. (PW.1)
- ~Given an event or activity, identify the resources needed and develop a plan or action. (PW.5)
- ~Demonstrate self-motivation. (PW.37)
- ~Work independently without direct supervision. (PW.38)

Contact Information

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The New Canaan

Community Objective

To provide a series of short dramas which address the plight of individuals and families as they deal daily with the social issues of joblessness, underemployment, hopelessness, and hunger.

Background

Many of our students live at or below the poverty level in multigenerational, multi-racial, and multi-cultural families. Economics and family make-up play a major role in how students interact with peer, schools and the community. Drama is a tool to get them to open up and discuss these issues.

Challenged Student Conditions

~Socially, academically, culturally, and mentally challenged students can be service providers in our project if we, (1) include them in the planning, (2) recruit them to be a part of the program, and (3) have them plan how they can relate to issues of poverty, homelessness, unemployment, and hunger.

Resources

- ~A donated facility for rehearsal of drama and set construction.
- ~Supplies, materials, and nutritious snacks.
- ~Student participants.
- ~Community, school, and church arenas willing to facilitate the performance of this group.
- ~Volunteers to help teach basic theater skills, complete/oversee set construction, and costuming.
- ~Grants to cover the cost of staff who provide supervisory help and transportation.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

October-

- November
- ~Recruit students and volunteers.
 - ~Contact school administrators, counselor, parents, and teachers to establish program.
 - ~Plan for activities that will enhance the reality of the social issues addressed.
 - ~Work with parents, volunteers, and staff for transportation to and from program and engagements.
 - ~Provide materials to allow the students to research each issue addressed in the drama.

December-

- February
- ~Complete script.
 - ~Begin rehearsals.
 - ~Work with local college or university to provide technical support.

March

- April
- ~Complete set construction.
 - ~Make all costumes.

May-

- June
- ~Contact schools, senior centers, civic organizations, and churches and synagogues for show dates.

July-

- September
- ~Perform the drama.

Reflection

- ~Hold discussion groups after the performances to increase public awareness of the issues.
- ~Each student will keep a journal maintaining ideas generated by the dramas for how improvements can be made in his or her community.
- ~Ball Toss activity in which students form a large circle. A tennis ball is randomly thrown. The student who catches the ball has the floor to discuss ideas for how the social issues addressed in the drama could be improved in his or her own community. The ball is tossed until each student has spoken. The ideas prompt discussions and debates.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

~The students will meet once a week to discuss successes and problems as the project progresses.

Celebration

- ~Certificates of completion will be presented to all students and volunteers following the final performance.
- ~A party will be provided for a celebration for and sharing by all involved.
- ~Once a year, a cabaret celebration will showcase the skills developed and implemented by this group.
- ~The local media will be contacted to cover the project and provide publicity.

Academic Objectives

WV IGOs

Process/Workplace

- ~Understand what is expected of a person in a given situation or process, and be able to clarify, modify, and/or meet those expectations. (PW.34)
- ~Stay with an assignment or task to completion. (PW.36)
- ~Take steps appropriate to developing or implementing new ideas or concepts to improve a given situation or process. (PW.39)

Language

- ~Recognize descriptive language e.g. connotations, repetition, sensor language (imagery), figurative language (personification), metaphor, apostrophe, symbolize, and musical effect. (10.62)

Economics

- ~Give examples that show how scarcity of goods and services forces people to make choices about needs and wants. (E.1)

Contact Information

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Monongalia County

T-Shirts Against Violence

Community Objective

To become sensitized to the effects of domestic violence and to show the need for conflict mediation.

Background

Developmental guidance programs may cover not only getting along with others, but also alternative ways of dealing with anger, such as in conflict mediation. This project may help the older elementary school child to examine contributors to violence, the results of domestic violence, and what they can do about it.

Challenged Student Conditions

- ~Academically challenged students can be service providers in our program if we (1) include them in the planning (2) invite them to be a part of the program, and (3) provide adequate training on our goals.
- ~Physically challenged students can be service providers in our program if we ensure that the physical facilities at the site are handicap accessible.

Resources

- ~A white T-shirt for each student may be brought from home or donated by parents.
- ~12 sets of fabric markers (in sets of 6 colors) may be purchased and will be shared by pairs of students.
- ~100 feet of clothesline and a bag of clothespins may be donated and re-used each year.
- ~Guidance counselor, art teacher, Family Crisis Center representative, 2 parent volunteers (to help iron T-shirts before designing).
- ~Elementary school classroom.
- ~ "Get Real About Violence" developmental guidance curriculum by CHEF (Comprehensive Health Education Foundation, Seattle, WA), for grades 4-6, Modules 1,2, and 3, including lesson, video, audio-cassette media.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

- September ~Prepare and send letter to parents announcing the project.
~Coordinate volunteers and speakers.
~Purchase supplies.
~Teach one anti-violence lesson per week through November.
~Introduce the Family Crisis Center representative through presentation to class.
- October ~Draw design and transfer to T-Shirt in art class.
- November ~Display T-Shirts at school and at courthouse.
~Brainstorm ways of helping the FCC.
~Prepare and send a letter home to encourage donations of personal items, birthday party items, etc.
~Assemble “Personal Crisis Boxes” and “Birthday Boxes” for clients of the Family Crisis Center.
~Conclude guidance lessons on anti-violence alternatives, reflections.

Reflection

- ~Students interact with Family Crisis Center representative, asking questions about the center and its purpose.
- ~Students write thank you notes to the representative.
- ~Discuss, “How can I make a difference.”
- ~Selected students given opportunity to share privately their experiences at the center with the counselor.

Celebration

- ~Photo of classes and T-shirts to be published in newspaper.
- ~T-Shirt Day: Every student wears the anti-violence T-shirt to school on a designated day, celebrating “National Domestic Violence Awareness” in October.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

Art Education

- ~Create art using balance and symmetry, carrying a theme, using contrast and symbols and human figures (4.10, 4.12, 4.13, 4.16, 4.18).
- ~Describe different reasons for creating art and how art reflects reaction to an even (4.24, 4.25).

Listening/Speaking

- ~Contribute to group discussions, seeking ideas and opinions, demonstrating appropriate listening/speaking behaviors, verbally and non-verbally (4.13, 4.14, 4.18).

Civics

- ~Identify a public agency in the community that provides services, investigate opportunities for volunteerism (3.8, 4.5)

West Virginia Studies

- ~Given local problem, such as domestic violence, propose solutions (WV.6).

Health Education

- ~Explore violent versus nonviolent forms of resolving conflicts in relationships, how to express anger without violence (4.17).

Process/Workplace Objectives

- ~Use active listening and observation skills to understand others and to communicate effectively in return (PW.15).
- ~Develop a plan of action and stay with an assignment to completion (PW.5, PW.36).
- ~Provide community service to others, explore job possibilities in human services (PW.49).

Contact Information

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Valuing Diversity: YMCA After School Program

Community Objectives(s)

To help teens who are service providers in the program to understand the importance of diversity in their lives as citizens of this country and as teachers in the after school program addressing diversity. To be role models and mentors to the children in the program and to learn more about diversity through their teaching.

Background

There are six high school Youth Volunteer Corps students who are involved as service providers in the “Valuing Diversity” program at the Parkersburg YMCA after school program. They chose diversity because they knew that this could help alleviate prejudices, fears and stereotyping about people who are different. These volunteers are responsible for writing all the lesson plans and letting the coordinator know in advance what supplies they might need in order to carry out the lessons.

Challenged Student Conditions

Physically challenged junior high and senior high school students as well as educationally challenged students can be service providers in the after school program:

- ~Recruit them to be a part of the program
- ~Include them in the planning
- ~Have them plan how they can relate to all elementary students including those that are physically challenged
- ~Insure that the physical facilities at the after school program site are accessible
- ~when necessary, provide added assistance

Resources

- ~YMCA existing after school program and their workers
- ~Community volunteers as well as Youth Volunteer Corps students
- ~Craft supplies and materials
- ~Foreign exchange students from local high schools
- ~Multi-Cultural Festival Committee volunteers

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Timeline of Service Activities

September

~Identify a site for the diversity program

October

~Work with elementary school administrators, faculty, students, and volunteers to organize program

~Arrange for adequate funding and resources from local, state and federal agencies

November

~Plan a daily schedule of operation for the after school diversity program, site coordinator and volunteers

December

~Plan and organize program activities

January

~Begin the after school diversity program

Reflections

~Students will keep a journal of service experiences

~Monthly meetings will be arranged with fellow students to share their feelings, thoughts, and observances in order to gain greater understanding about diversity

~Students will analyze and examine the new skills acquired through writing, phoning, e-mailing and otherwise successfully communicating and working with school and community personnel

Celebration

~Students who are service providers will attend an awards banquet in their honor at the end of the program

~Media coverage of the program and credit given to the volunteers for their great work

~An International Day Celebration will be held during spring break and will include foods from different countries, music, displays, and demonstrations

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Academic Objectives

WV IGOs

English Language

Listening and Speaking

~Review appropriate interpersonal communication skills (asking and answering questions, following directions) (9.1, 10.1, 11.1, 12.1)

Reading Comprehension

~Read literary works by national and international authors to include but not limited to: novels, drama, short story, poetry, biographies, folktales, legends, and non-fiction for cultural literacy, appreciation and application. (9.12, 10.12, 11.15, 12.18)

Social Studies History

~Describe the influence and impact of diverse cultures on United States society and their assimilation into American life. (9.45)

Geography

~Identify and label geographic features of the world (continents, mountain ranges, and bodies of water) (10.26)

Science/Scientific Attitudes/Habits of Mind

~Model and exhibit the skills, attitudes and/or values of scientific inquire (Curiosity, logic, objectivity, openness, skepticism, appreciation, diligence, integrity, fairness, and creativity). (9.5, 10.5, B.5, C.5)

Contact Information

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Wood County

Veterans Homecoming

Community Objective(s)

To organize and properly welcome the local veterans by sharing America's core values of freedom, justice, equality and respect for all people, by saying, "Thank you."

Background

Veterans' Homecoming is the day Sissonville Middle School has rolled out the red carpet for their local veterans for the last three years. Veterans' Day is the only American holiday created to remember a specific instant in time. At 11:00 A.M. on the 11th day of the 11th month, the guns fell silent. For years, Armistice Day kept alive that single trembling moment, the moment on November 11, 1918. Sissonville Middle School students has continued to keep that moment alive by paying tribute, as they recognize the contributions of community service men and women have made to the cause of peace and freedom. The Veterans Homecoming is an integrated school-wide unit. English classes write letters of invitation; Art classes produce wall murals; Social Studies classes cover the background history of Armistice Day; Science classes document the program in photos, videos and the school web page; math classes design spreadsheets of West Virginia's veterans service, school clubs provide speakers, decorations; the band and chorus prepare the music; the High School ROTC, Women' Club and other community organizations give their support. With the support of school and community, the Veterans Homecoming continues as a very special community ceremony and celebration.

Challenged Student Conditions

Physically challenged, mentally and educationally challenged students can be service providers by:

- ~including all in the planning
- ~making the program area accessible to all
- ~acting as greeters to the veterans
- ~writing letters of invitation to veterans
- ~infusing into the total school population
- ~working with technology and video teams

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Resources

- ~a facility to hold the program
- ~supplies for decorations, artwork, publicity
- ~video equipment and computer equipment
- ~military equipment if possible
- ~funding
- ~reception supplies and food

Timeline

September

- ~Select a date for the program
- ~Inform local VFW
- ~Ask the WV National Guard to bring large equipment to school
- ~Gather data and addresses of veterans
- ~Plan the program
- ~Ask Jr ROTC to present colors
- ~Ask the Women's Club to help with the reception

October

- ~Create a daily checklist for the completion of all committee work
- ~Teachers and staff incorporate activities into the plans
- ~Plan method for video and other documentation
- ~Make a timetable
- ~Schedule practice times for speakers and others
- ~Invite media for coverage

November

- ~Decorate for the day
- ~Have everything set up for the program
- ~Have the program
- ~Have a reception

Reflections

- ~Share ideas, feelings and discussions about the event and the events leading up to the program
- ~Students will publish the event on the school WebPages
- ~Interview as many participants as possible

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Celebration

- ~Show video of the program at adviser/advisee time to all
- ~Give the veterans an opportunity to obtain a video of the program
- ~Award those who participated
- ~Display a photomural of the event
- ~Have a reception for all

Contact Information

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Walk 5 Miles Club

Community Objective(s)

To organize a weekly walking program at the elementary school walking track and multipurpose room with a goal of walking five miles for both students and senior citizens.

Background

After students became involved with senior citizens from the local community center, we noticed a common physical concern. Both students and seniors needed more exercise. We decided to start a walking club that would not only improve our bonding process between students and seniors but would help improve physical well-being.

Challenged Student Conditions

Physically and educationally challenged students can be service providers in the "Walk 5 Miles Club" by:

- ~recruiting them to help in the planning of activities
- ~providing assistance in helping anyone with physical challenges
- ~pairing students and seniors in walking

Resources

- ~Walking facilities both inside and outside
- ~ Elementary student volunteers and senior citizen volunteers

Timeline of Service Activities

- School Year (Sept June)
- ~Contact school and senior center for volunteers
- ~Plan schedule

Reflection

- ~Students and seniors will keep a walking journal with logged miles and other positive activities that took place during their walks
- ~Observations will be made on improvement of health and fitness
- ~Sharing thoughts on how the activities have improved health
- ~Both will try to recruit new walkers from the community

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

~Students will write thank you letters to the seniors that will appear in the local newspaper

Celebration

- ~Local media will be invited to chart weekly progress
- ~End of year picnic for all involved in the program
- ~Awards and certificates will be given during the picnic
- ~Logo T-shirts will be printed and given at the end of the project

Academic Objectives

WV IGOs

Health

- ~Participate in activities that enhance specific body parts, vital organs, and systems (K.7)
- ~Practice health-enhancing activities on a regular basis. (1,6,2,8,3)
- ~Participate regularly in a health enhancing lifetime physical and personal wellness activities. (4, 8)
- ~Identify specific types of unstructured physical activity and exercise. (5,13)

Additional Objectives

- ~Mentor Each student will be paired with a senior citizen mentor or foster grandparent

Contact Information

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White Sulphur Elementary After School Program

Community Objective(s)

To provide a quality after school program for students at White Sulphur Elementary School utilizing an intergenerational approach to meeting the needs of challenged students, and to integrate the Foster Grandparent program in the implementation of this program. To provide counseling, homework assistance, mentoring, and tutoring to challenged youth.

Background

After speaking with the staff of White Sulphur Elementary School there seems to be a need for academic tutoring among the students. With the use of the Foster Grandparent program, the need may be met.

Challenged Student Conditions

- ~Physically, educationally, socially, and economically challenged students may be service providers in the project by:
- ~Including all students in both planning and design of the project
- ~Utilizing teamwork to allow students to overcome challenges

Resources

- ~Volunteer and elementary school staff support
- ~Funding to cover supervisory help, supplies, materials and nutritious snacks
- ~Tutor training of the volunteers

Timeline

School year

- ~Choose at risk students
- ~Choose Foster Grandparents
- ~Pair the volunteer tutor with the students
- ~Arrange for adequate funding for the project
- ~Arrange for the facility to be used two hours per week from 3:00 to 5:00
- ~Plan the schedule for all concerned
- ~Carry out the tutoring sessions all year long if necessary

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Students will keep journal of project
- ~Volunteers will discuss the project and evaluate the results
- ~All will share their thoughts and feeling about the project

Celebration

- ~A special evening program with refreshments at the end of the project
- ~Invite the media to follow the progress of the project
- ~Give certificates and awards at the evening program to all concerned

Academic Objectives

WV IGOs

Reading

- ~Read literary works by national and international authors to include, but not limited to: humor, irony, make-believe, fiction, nonfiction, fairy tales, tall tales, and poetry
- ~Develop an understanding of the need for community service
- ~Listen to a variety of literary forms

Contact Information

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Winterize Senior Citizens Homes

Community Objectives

To winterize and improve the homes of needy senior citizens located in our area coalfield community

Background

Eleventh and twelfth grade students from the Building Construction class will winterize some senior citizens' homes located in the coalfield communities. Typical improvements will be insulation of attics and floors, repair or replacement of windows and doors, repair plumbing, electrical, safety items, railings and wheelchair ramps.

Challenged Student Conditions

- ~Have any printed work enlarged if necessary
- ~Assist the challenged student when needed

Resources

- ~Senior homes in need of repair
- ~Building Construction teacher
- ~Transportation
- ~Materials: insulation, lumber, plumbing supplies, windows, and doors
- ~Tools
- ~Delivery of supplies

Timeline

- Fall
- ~Contact agencies to obtain list of possible homeowners
- ~Contact the homeowners
- ~Order supplies
- ~Schedule repairs to be done with volunteers to do them
- ~Do repairs

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Reflection

- ~Volunteers keep journals of repairs and antidotes on their homes
- ~Interview homeowners about their life in the coalfields
- ~Make a comparison of the good times and the bad times living in the coal fields from the point of view of the coal miner
- ~Compile a publication about the experience

Celebration

- ~Refreshments
- ~Select a senior citizen to be awarded on Martin Luther King, Jr. Day dedication house
- ~Invite local media

Academic Objectives

WV IGOs

Process/Workplace Objectives

- ~Use encouragement, persuasion, and motivation to complete an assignment as a team. Develop an effective team using good communication skills and decision-making practices (PWE. 16, PW 17)

Additional Objectives

- ~To work in small groups to accomplish a mutual goal
- ~To enhance decision-making skills

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Won't You Be My Neighbor?

Community Objective

To organize and operate social interaction for children and clientele of local community kitchen.

Background

Sunbeam Child Care Center, a small childcare center in a residential setting in Fairmont, West Virginia is a "School-Day Plus" extended day care program. The concept is part of a movement to provide a nurturing, learning environment for elementary school children during times that school is not in session and their own parents are working.

Most communities have citizens who have fallen on hard times. It is crucial that we help them to maintain their pride and dignity. It is also important that all children feel nurtured and understand that they are part of a larger circle of friends. This plan has a dual benefit: the children preparing and providing games and the children receiving the social interaction.

Challenged Student Conditions

- ~Physically challenged students can be service providers in our project if we (1) include them in the planning, (2) insure that the physical facilities are accessible, (3) recruit them to be part of the project, (4) use a buddy system whereby a team effort accomplishes specific tasks successfully, and (5) integrate all children into some aspect of the project.
- ~Academically challenged students can be service providers in our project if we (1) recruit them to be part of the project, (2) incorporate their ideas into the planning, (3) focus on strengths of students, (4) design, construct and be Official facilitator of games. (5) create jobs in which they can be the expert, and (6) acknowledge them as a vital part of the particular aspect of the project.

Resources

- ~A community kitchen facility eager to have social activities provided for their children/clientele.
- ~Funding to cover transportation of children to and from community kitchen facility.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Community service worker.
- ~Drama club at local high school.
- ~Drama department of local college/university.
- ~Local librarian.
- ~Guest speaker (local athlete, Smokey the Bear, etc.)
- ~Books.
- ~Supplies to make props for skits.
- ~Games.
- ~Stipend for guest speaker (if needed)
- ~Local bakery/grocer to donate food and paper supplies.
- ~AmeriCorps to send volunteers.

Timeline of Service Activities

- April
- ~Meet with soup kitchen to determine age of clientele (children)
 - ~Determine amount of social time available after meal has been served.
 - ~Plan and organize a schedule of operation (weekly/biweekly)
 - ~Plan and organize transportation needs.
- May-
July
- ~Choose stories to read.
 - ~Tape record reading of stories.
 - ~Dramatize stories (use of different voice tones and/or act out the story)
 - ~Choose topic for skit.
 - ~Design skit.
 - ~Make props for skit.
 - ~Practice skit.
 - ~Videotape and view skit.
 - ~Perform skit and the soup kitchen.
 - ~Select board/table games.
 - ~Prepare to play games at the kitchen (practice, discuss appropriate game behaviors)
 - ~Determine who to invite as a guest speaker, contact that person and schedule a time for this person to read a story aloud and hold discussion and sign autographs.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- August ~Publicize the event.
 ~Write thank you note to guest speaker, signed by students.

Reflection

- ~Each student will keep a journal of each service experience, writing in anecdotes, or drawing pictures about their own feelings, as well as the feelings of their recipients.
- ~Students will share their thoughts about how working on the program affected their lives and the lives of others.
- ~Students will work in small groups to write a service poem reflecting on their feelings of the service activity.
- ~Was it more like . . . ? Clear some space. Have the group sit on the floor in a circle and think quietly about their service project. Then inform them that you are going to ask them to compare their project to a pair of words and quickly decide which word more closely describes their project.
Example: Was it more like . . . work or fun? - Chinese or Mexican food?
- Nintendo or Sega Genesis?

Celebration

- ~Newspaper articles about culminating activity with guest speaker will be written giving credit to sponsors, staff and students.
- ~Video of rehearsals will be shown to other members of the child care facility.
- ~A special program will be held at the end of the summer with a guest speaker and special foods and desserts.

Academic Objectives

WV IGOs

Process/Workplace

- ~Given multiple tasks, prioritize them according to importance and prepare a time frame and schedule to accomplish the tasks. (PW.3)
- ~Given an event or activity, identify the resources needed and develop a plan of action. (PW.5)
- ~Use active listening and observation skills to understand the positions of others, and use verbal and nonverbal cues from others to communicate effectively in return. (PW.15)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Understand what it takes to develop an effective team, including team rules, behavior norms, team roles, communications, and decision making practices. (PW.16)
- ~Perform effectively in both leadership and non-leadership roles. (PW.18)
- ~Stay with an assignment or task to completion. (PW.36)

Listening and Speaking

- ~Participate in choral speaking, reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics. (K.2)
- ~Make an oral presentation using appropriate volume, pitch and rate of speech. (3.14).

Reading Comprehension

- ~Retell major events of a story (1.46)
- ~Dramatize, illustrate, and retell stories that have been read. (1.45)

Civic

- ~Choose and participate in a project of volunteer service to the community. (K4, 1.5, 2.4)

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Youth and Local History

Community Objective(s)

To establish an academic collaboration that will help teach elementary children about their local history.

Background

Children, oftentimes, grow up in a geographical area that is rich in history, but move from grade to grade learning state history, with little knowledge of the history of their own area. This is the situation that prompted the DuPont High School Community Service students to form collaboration with the Malden Elementary fifth graders. Together, they asked the community service students from the University of Charleston to help them research the history of Malden, West Virginia, known for its history of the salt industry, and the home of Booker T. Washington.

After planning and preparation, the identified students boarded buses each Tuesday and Thursday and traveled to college libraries and Internet labs. The fifth graders interpreted the research they collected and these children published a booklet. During the following school year, the high school, college and elementary students worked together learning more about their area.

Challenged Student Conditions

~Physically challenged elementary, senior high and college students can be service providers and receivers in the local history project by:

- ~Including them in the planning
- ~Insuring that all physical facilities are accessible
- ~Recruiting them to be part of the project and
- ~Having them plan how they can relate to each of the academic age groups

Educationally challenged students can be service providers and receivers in this local history project by:

- ~Having them plan how to assist students that are less skilled
- ~Making this a project that provides many opportunities to teach and enhance high and low technology skills by having students use computers, Internet, make copies, write letters, record information and use media equipment

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

Resources

- ~A geographical location rich in history that is also enjoyable for children
- ~At least three academic levels to participate
- ~Funding
- ~Facilities for doing research such as college library, Internet, local historians
- ~A historical building adaptable for classroom setting

Timeline

September - October

- ~Identify collaboration and make all necessary preparations

October December

- ~Collaborate research area history near elementary school

December

- ~Celebrate in a historical building in the area (in this case the Norton House in Malden, WV)

January May

- ~Elementary children write booklets from researched material

May

- ~Booklet goes to print and then sent to legislatures and political dignitaries
- ~Booklet is also sold in Malden, WV Visitors Center at Cabin Creek Quilts.

September December

- ~Plan for a new group of collaborators from DuPont High School, University of Charleston, and Malden Elementary School.

January March

- ~The new researched local history is written in lesson form by the college students. They traveled each week to the elementary students to teach.
- ~Each lesson begins with a reflection of the last week's activity.

March

- ~Celebrate and present the last lesson.
- ~Have the replica of Booker T. Washington's boyhood home serve as a classroom for this lesson and final celebration. The college students had the elementary students construct a replica of a Malden historical building that they had studied using popsicle sticks. These were placed in the proper location on a large map of Malden, WV.

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

~The college student teachers hand painted a white bed sheet representing Malden and placed it on the floor for the children to place their buildings in the proper location. It was a very creative and memorable experience for the entire collaboration.

Reflection

- ~Photo journals were kept
- ~Students shared thoughts and evaluation of the project daily
- ~All three levels communicated and shared ideas and fellowship

Celebration

- ~Arrange a special party celebration
- ~College campus newspaper covered the project
- ~Local media was contacted to cover the final event and progress of the project
- ~Kanawha County schools media covered the event
- ~Acknowledgements were made for all participants in the project

Academic Objectives

WV IGOs

Civics

- ~Identify students' state, town, and address (WV.1)
- ~Identify state symbol, capitol, and the Governor, celebrations and holidays, famous West Virginians (WV .2)
- ~Recite the State Motto and State Song (WV.3)
- ~Given a local problem, propose solutions and investigate opportunities for public volunteerism (WV.6)

Economics

- ~Identify the major occupations of people in the private and public sectors of WV (WV.7)
- ~Identify the effect of natural resources and geographic features upon the economic development of counties and state (WV.8)

Geography

- ~Locate WV on a USA map and identify bordering states (WV.9)
- ~Locate and describe the four geographical regions of WV (WV.11)
- ~Describe WV climate and weather (WV. 12)

WEST VIRGINIA'S
SERVICE-LEARNING LESSON-PLANS
FOR K-12 CHALLENGED STUDENTS

- ~Explain the effect of geography on the expansion and development of WV (WV.14)
- ~Compare and contrast lifestyles of WV of yesterday and today (WV.17)

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