

Crochet for Babies (9-12)

Mathematics, Science, and Visual Arts

Summary: Students partner with senior citizens and use Mathematics skills to crochet baby hats for premature babies at the local hospital.

Service and Learning Activities

Preparation: Students investigate needs of premature babies. Invite a nurse or other health care worker to speak to the class and answer questions. What scientific and medical advances have been made in the last 20 years to ensure premature babies have a better chance of survival and a healthy life? What behaviors of pregnant mothers can lead to a higher or lower incidence of premature birth? Work in groups to research these questions and create a tri-fold, PowerPoint, or other presentation on the topic. Students partner with seniors to learn basic techniques for crocheting caps for premature babies. Then students graph designs for the caps using measurement and Mathematics skills. Document the project with a digital camera.

Action: Students work with senior citizens to crochet the caps. They take a field trip to the hospital to present the completed caps to the staff.

Reflection: Journals - Describe your experience in crocheting with a senior partner. What did you learn about the senior? How did you feel about creating something for a premature baby? How could you inform pregnant or prospective mothers of the dangers of smoking, drug use, and other risky behaviors? How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Create a scrapbook of the project from start to finish to share with the seniors and other students. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Mathematics: The student

MA.B.3.4 Measures quantities in the real world and uses the measures to solve problems.

MA.B.4.4 Selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

MA.D.1.4 Describes, analyzes, and generalizes a wide variety of patterns, relations and functions.

Science: The student

SC.H.3.4 Understands that science, technology, and society are interwoven and interdependent.

Health: The student

HE.A.1.4 Comprehends concepts related to health promotion and disease prevention.

Visual Arts: The student

VA.A.1.4 Understands and applies media, techniques, and processes

Academic Objectives

- Use Mathematics and art skills to create a patterned crochet cap
- Use listening, reading, interviews, and research skills to investigate and report on the subject of premature birth through a tri-fold, Powerpoint, or other method of presentation
- Understand factors and/or behaviors that can increase and/or decrease the likelihood of premature birth
- Create documentation of the project using a digital camera

Assessment(s): Crochet cap, group presentation, and journals

Service Objectives

- Provide senior citizens the opportunity for fellowship while they teach students to crochet
- Provide the hospital with caps for premature babies
- Teach lessons on prenatal dos and don'ts to prospective or future mothers

Assessment(s): Written and verbal comments from seniors, hospital staff, and the mothers of the premature babies

Memory Quilt (9-12)

Mathematics and Language Arts

Summary: Students work with senior citizens to create a memory quilt to hang in the seniors' retirement center.

Service and Learning Activities

Preparation: Students learn geometric shapes and design a border and geometric squares for a memory quilt. The class brainstorms and prepares interview questions to use in the seniors' oral histories.

Action: Students go to the retirement home, conduct an interview and write an oral history of a senior partner. During the next visit, students share the oral histories with their senior partners. They ask the seniors what things in their life would they like represented in their memory quilt square (e.g., a favorite pet, a spouse's name, a hobby). Students and seniors work together to create a square that represents the senior partner using embroidery, appliqué, or fabric pens. After all the squares are completed, the students help to sew the quilt together, making sure to measure accurately. Geometric patterned squares are combined with the memory squares and borders to complete the quilt.

Reflection: What did you learn about the life of your senior partner that you did not know? Compare and contrast the life of your partner with your own. How did you like working with your senior partner? What kinds of geometric shapes are easiest to use in a quilting project? What kinds are the most difficult? How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Present the oral histories and memory quilt to the seniors at the year-end celebration. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.B.1.4 Uses the writing processes effectively.
- LA.B.2.4 Writes to communicate ideas and information effectively.
- LA.C.1.4 Uses listening strategies effectively.
- LA.C.3.4 Uses speaking strategies effectively.

Mathematics: The student

- MA.A.4.4 Uses estimation in problem solving and computation.
- MA.B.1.4 Measures quantities in the real world and uses the measures to solve problems.
- MA.C.1.4 Describes, draws, identifies, and analyzes two- and three- dimensional shapes.

Academic Objectives

- Use geometry and measuring skills to create a memory quilt
- Use listening, interviewing, and writing skills to prepare an oral history

Assessment(s): Group work (e.g., interviewing questions), oral history, quilting square, and journal

Service Objectives

- Work with seniors to create a memory quilt and oral histories.
- Provide companionship to senior citizens

Assessment(s): Completed oral histories, memory quilt, letters and comments from seniors

Passover Seder (9-12)

Mathematics, Language Arts, Music, and Culinary Arts

Summary: Culinary Arts students work with senior citizens to create a Passover Seder at a local retirement center. Band students learn and perform traditional music.

Service and Learning Activities

Preparation: Invite a rabbi or other guest speaker to talk to students about Passover traditions, the Passover holiday, and kosher food preparation. Set a time for students to prepare a Passover Seder for their senior friends at a nearby retirement home. Students can research the Passover Seder and traditions at: <http://www.happypassover.net/passover-customs/passover-seder.html>, <http://www.jewfaq.org/holidaya.htm>, <http://www.613.org/passover.html>, <http://tiwestport.org/passover/outline.html>.

Band students play traditional music for the Seder.

Action: Students prepare a traditional Passover Seder for the residents of a nearby retirement home, using recipes from the Hagaddah cookbook, proper cooking utensils, and the Seder plate. They serve the meal and carry out the celebration with the residents, observing the traditions.

Reflection: Students write a journal/reflection on what they learned about another religious tradition's celebration. How did they feel about preparing a special celebration for seniors? What was the reaction of the residents? How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Students can create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.B.1.4 Uses the writing processes effectively.
- LA.B.2.4 Writes to communicate ideas and information effectively.
- LA.C.1.4 Uses listening strategies effectively.
- LA.C.3.4 Uses speaking strategies effectively.

Mathematics: The student

- MA.A.4.4 Uses estimation in problem solving and computation.
- MA.B.1.4 Measures quantities in the real world and uses the measures to solve problems.

Music: The student

- MU.A.2 Performs on instruments, alone and with others, a varied repertoire of music.

Academic Objectives

- Use research skills to prepare a traditional Passover Seder
- Use listening and speaking skills to communicate with senior citizens
- Understand the cultural and religious meanings of an important holiday

Assessment(s): Dinner preparation and service and research on Passover Seder

Service Objectives

- Provide a meaningful holiday celebration and dinner for seniors
- Provide companionship and hold conversations with the seniors

Assessment(s): Response from senior citizens and interview with the director of the retirement home

Peace Project (9-12)

Language Arts, Spanish, and Visual Arts

Summary: High school students create a peace-themed bilingual project with elementary students to improve reading and promote cultural tolerance.

Service and Learning Activities

Preparation: High school students research some of the world’s great peacemakers (Ghandi, Oscar Arias, Jimmy Carter, Mother Teresa, Cesar Chavez, Martin Luther King, Jr., the Dali Lama, Jody Williams, etc.) and create short illustrated biographies for elementary students that focus on how these people promoted peace. They brainstorm a vocabulary list around the theme of peace and use the dictionary to translate “peace words” into Spanish. Students then prepare box of materials for the Peace Chain Project. Students create a “peace icebreaker” for the lesson.

Action: High school students present the bilingual peace lesson to the younger students. The older students lead a discussion on peace with the younger student using an icebreaker activity. They then pair with a younger student and help him/her read the peace biography, discussing elements of a story and new vocabulary as they read. The students work in teams to write the peace words on the strips of paper and create intertwined colored paper chains with younger students.

Reflection: In their journals, write a paragraph using complete sentences. What does *Peace* mean to you? How can you help world peace become a reality? Discuss how the words are related to peace. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Display peace chains in classrooms and give peace books to the elementary school’s media center for display and use. Students create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.A.1.4 Uses the reading process effectively.
- LA.B.1.4 Uses writing processes effectively.
- LA.B.2.4 Writes to communicate ideas and information effectively.
- LA.C.3.4 Uses speaking strategies effectively.

Foreign Languages: The student

- F.L.A.2.4 Understands and interprets written and spoken language on a variety of topics.

Visual Arts:

- VA.E.1.4 Makes connections between the visual arts, other disciplines and the real-world.

Academic Objectives

- Demonstrate the ability to communicate knowledge of Spanish vocabulary through the arts
- Demonstrate good citizenship and leadership skills by working with younger students
- Demonstrate research, reading, and writing skills by creating short peace-themed books for younger students
- Demonstrate writing skills through journal writing and reflection

Assessment(s): Vocabulary, research, and student-created biographies

Service Objectives

- Promote cultural tolerance

Assessment(s): Reflective paragraph, journals, and interaction with second graders

Reading Buddies (9-12)

Language Arts

Summary: This is a year-long project between at-risk high school language arts students and low-level 3rd grade readers, with the objective of raising FCAT scores for all participants.

Service and Learning Activities

Preparation: Invite a reading specialist to teach high school students essential tutoring techniques and how to teach younger readers FCAT skills. The teacher creates a weekly meeting schedule for the students. Students prepare tip charts to use while tutoring the third graders.

Action: Students once a week to the elementary school to read with their reading buddies. A guest speaker (e.g., Reading Specialist, expert on children’s literature, or writer) teaches the students the essential elements of an elementary storybook. The students prepare bookmarks and write, illustrate, and publish original books for and with their younger buddies.

Reflection: Students write a year-end essay describing what they learned from serving as a reading buddy. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Donate the books the students created to the elementary school media center. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.A.1.4 Uses the reading process effectively.
- LA.A.2.4 Constructs meaning from a wide range of texts.
- LA.B.1.4 Uses writing processes effectively.
- LA.B.2.4 Writes to communicate ideas and information effectively.
- LA.C.1.4 Uses listening strategies effectively.
- LA.C.2.4 Uses speaking strategies effectively.

Visual Arts: The student

- VA.A.1.4 Understands and applies media techniques and processes.

Academic Objectives

- Improve FCAT skills for high school students and third graders
- Understand the following concepts:
 - Stated or implied main idea
 - Making and confirming inferences
 - Recognizing cause and effect
 - Comparing and contrasting
 - Literary devices
- Improve reading and writing skills by creating a children’s book

Assessment(s): Tip chart, children’s books and bookmarks, and teacher observation of use of effective tutoring skills

Service Objectives

- Instill the love of reading in third graders
- Improve the reading skills and FCAT scores of third graders
- Improve the high school students’ punctuation and leadership skills

Assessment(s): FCAT reading scores and individual reading grades

School Climate Campaign for Middle School (9-12)

Language Arts, Social Studies, Health, and Mathematics

Summary: A high school class or service-learning council members prepare drug prevention, non-bullying, violence prevention, and student success workshops to present at nearby middle school.

Service and Learning Activities

Preparation: Students schedule guest speaker from PeaceJam or other anti-violence organization to speak to students to provide background information. Students view the non-bullying video, *Don't Laugh At Me*. Students break into groups to work on their individual workshops. Each group elects a leader. Students are given rubrics and project description sheets. Groups conduct in-depth research using a variety of sources; complete a middle school workshop that includes an icebreaker, a PowerPoint presentation, related handouts, and two fun breakout activities related to the topic.

Action: Students present their 90-minute workshops at local middle schools. The middle school students complete and submit workshops evaluation forms.

Reflection: Group reports: What did the student evaluation forms indicate about your presentation? What was successful about your workshop? What could you change to make it better? Were there any questions from students that you could not answer? How did students respond to the activities? How did the middle school teachers respond? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Presentations and presentation materials. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.A.1.3 Uses the reading process effectively.
- LA.A.2.3 Constructs meaning from a wide range of texts.
- LA.B.1.3 Uses writing processes effectively.
- LA.B.2.3 Writes to communicate ideas and information effectively.
- LA.C.1.3 Uses listening strategies effectively.
- LA.C.2.3 Uses speaking strategies effectively.
- LA.D.1.3 Understands the nature of language.
- LA.D.2.3 Understands the power of language.

Health Education: The student

- HE.A.1.3 Comprehends concepts related to health promotion and disease prevention.
- HE.B.1.3 Knows health-enhancing behaviors and how to reduce health risks.
- HE.B.2.3 Analyzes the influence of culture, media, technology, and other factors on health.
- HE.C.2.3 Knows how to advocate for personal, family, and community health.

Social Studies: The student

- SS.C.2.3 Understands the role of the citizen in American democracy.

Mathematics: The student

- MA.E.1.3 Understands and uses the tools of data analysis for managing information.

Academic Objectives

- Use research, reading, and writing skills to create an empowering workshop about a specific topic related to school climate
- Use data to evaluate the workshop
- Develop public speaking skills

Assessment(s): Workshop Rubric, presentation and evaluation reports

Service Objectives

- Teach middle school students non-bullying, non-violence, drug awareness and prevention, and student success to reduce discipline referrals, increase academic achievement, and create better school climates

Assessment(s): Written and verbal responses from school faculty and students and evaluation forms

Senior-Senior Prom (11-12)

Language Arts, Visual Arts, Music, and Culinary Arts

Summary: High school seniors create a prom for senior citizens at a local retirement home.

Service and Learning Activities

Preparation: High school seniors visit and conduct activities with retirement home residents throughout the year (playing games, performing skits, conducting oral histories, looking at old newspapers together, etc.). The students study and connect concepts and theories about aging to the real world. They plan a prom for the seniors. They research and select music from the seniors' era. Students divide into committees: decorations (art, agriculture/floral), food preparation (culinary arts, Mathematics), invitations and prom program (language arts); photography (visual arts), and music and entertainment (music and drama). A dance instructor visits the class to teach the students dance steps. Students create a survey for the seniors to evaluate the success of the prom.

Action: The students and seniors hold the prom. Students take photographs of each senior with a student and of the prom in general. After the prom, the students frame the individual photographs of the seniors and create a scrapbook.

Reflection: Students write a reflective essay explaining the connection between characteristics of the elderly, the social problems confronting this population in the United States, and stereotyping. Journals and discussions – What did you learn about senior citizens during this year? Did your partnership with the seniors change any views you previously had about senior citizens? How did you feel about creating the prom with the seniors? What are some activities you would like to do with seniors next year? How could this project be improved? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Students present the seniors with the framed photographs and with the scrapbook on their last visit for the school year. Students can give demonstrations of period dance, dress, and music to younger peers. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Social Studies: The student

SS.A.1.4 Understands the historical chronology and the historical perspective.

SS.B.2.4 Understands the interactions of people and the physical environment.

Language Arts: The student

LA.A.1.4 Uses the reading process effectively.

LA.A.2.4 Conducts meaning from a wide range of texts.

LA.B.1.4 Uses the writing processes effectively.

LA.B.2.4 Writes to communicate ideas and information effectively.

LA.C.3.4 Uses speaking strategies effectively.

Mathematics: The Student

MA.B.1.4 Measures quantities in the real world and uses the measures to solve problems.

Arts Dance: The student

DA.A1.4 Identifies and demonstrates movement elements in performing dance.

Arts Music: The student

MU.C.1.4 Understands music in relation to culture and history.

MU.E.2.4 Understands the relationship between music and the world beyond the school setting.

Visual Arts: The student

VA.A.1.4 Understands and applies media, techniques, and processes.

Academic Objectives

- Understand the characteristics associated with biological, physiological, psychological, and social aging
- Use culinary, artistic, musical, writing, and technology skills to create elements needed to create a senior prom for a retirement community

Assessment(s): Survey, essay, group work (e.g., invitations, programs, music, decoration/art, food, preparation, etc.)

Service Objectives

- Give both generations the opportunity to form their own conclusion about another generation
- Develop friendships based on mutual respect and appreciation of each others' knowledge, skills and interests
- Both populations recognize themselves as valuable community contributors, capable of making a difference in the lives of others

Assessment(s): Surveys and Response of senior citizens

Soup Kitchen – Feeding the Hungry (9-12)

Social Studies, Health, Mathematics, and Culinary Arts

Summary: Culinary Arts students work alongside cooks at the local soup kitchen, preparing meals for the homeless and hungry.

Service and Learning Activities

Preparation: Students research the issue of hunger in their community. A guest speaker from the local food bank addresses the students about community agencies that serve the hungry and the overall community needs. Take a field trip to a local soup kitchen to interview the director concerning hunger and the mission of the agency. Work with the partner agency to schedule students to work at the soup kitchen preparing meals and serving the homeless. Students study nutrition and make economical mock menus ensuring that each meal is nutritious, healthy, and well balanced. Students determine the cost and logistical challenges of feeding 100 clients, 200 clients, or 300 clients with their mock menus.

Action: Students work alongside soup kitchen cooks to prepare and serve meals to the hungry once a month. Students study world hunger and make a PowerPoint presentation to share with other classes. Students make flyers to announce a school-wide campaign to collect nutritious canned goods and non-perishables to donate to the food bank. Students weigh the food collected and announce which class donated the most food. Alternatively, different classes or grades can be assigned to gather food from different food groups.

Reflection: Journals – Were you ever really hungry? How did you feel? Do you ever throw away or waste good food? How much food in the school lunchroom is wasted? What can be done about it? Knowing how many people in the world do not have enough food or even die from starvation how does this make you feel? What did you learn from working in the soup kitchen? How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Students present a PowerPoint on world hunger to other classes. They distribute educational flyers appealing for food bank donations. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Applied Technology:

Standard 8: Cooperative Workers
Standard 10: Multiculturally Sensitive Citizens

Mathematics: The Student

MA.B1.4 Measures quantities in the real world and uses the measures to solve problems.
MA.B.4.4 Selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Social Studies: The student

SS.C.2.4 Understands the role of the citizen in American democracy.

Health Education: The student

HE.C.2.4 Knows how to advocate for personal, family, and community health.

Academic Objectives

- Use research, listening skills, and interview skills to understand the issue of hunger locally and worldwide
- Understand how to prepare economical meals that are healthy and nutritious to serve to large quantities of people
- Use Mathematics and cooking skills in a real-world setting
- Use technology skills to produce a power point presentation and flyer

Assessment(s): Mock menus, PowerPoint presentation, flyers, Participation and group work

Service Objectives

- Advocate for the community's homeless and hungry
- Use culinary arts skills to directly address the needs of the hungry

Assessment(s): Number of goods collected for food bank, written and verbal feedback on cooking and serving in the soup kitchen