

Celebrating Our Hospital Nurses A Carpinteria Service-Learning Project

Contact Information

Submitted by: Valerie Sorgen YCSValerie@aol.com

Carpinteria Unified School District

Monica Shugart mshugart@cusd.net

4545 Carpinteria Ave

Carpinteria, CA 93013

(805) 684-4539

(805) 566-4759 (fax)

Introduction and Description of the Lesson

After reading Open Court's "Mrs. Frisby and the Crow," a discussion focused on the respect and appreciation of nurses and health care providers and the selfless care they provide to their community. Students reached out to the nursing community and gratefully acknowledge their appreciation for the nursing profession.

Instructional Process

Preparation

After students begin an Open Court unit of Risks and Consequences and reading "Mrs. Frisby and the Crow" students discussed the impact of familial health care and, by extension, the selfless care provided by the nursing profession.

Students activated prior knowledge of risks and consequences and the connection to healthcare providers by defining who/what a health care provider is, the reasons to visit a hospital, and brainstorming a list of health care providers

At the end of the lesson, students discussed their appreciation of the nursing profession and formed a plan to celebrating Nurses Appreciation Week (May 6-12, 2003) at our local hospital (Santa Barbara Cottage Hospital.)

California State Academic Content Standards

4th Grade Language Arts

Reading 2.0

Writing Strategies 1.0, 1.1, 1.4

Written and Oral Language Conventions 1.0

Listening and Speaking Strategies 1.1

Speaking Applications 2.0, 2.1, a, b, c

4th Grade Visual Arts

Creative Expression 2.0

Action

To ensure the high quality of service, the unit began the Open Court unit of Risks and Consequences by reading “Mrs. Frisby and the Crow” and Unit 3 from Mystery to Medicine. The project educated the students about the nursing profession and the care-giving that nurses and health care providers render, and raised the students’ respect, appreciate and value of health care professionals. Students discussed and shared personal experiences. Lessons meeting the Content Standards for this activity included journal writing, classroom discussions, and creatively interpreting information into artistic cards.

Reflection

Students reflected before, during and after the service-learning experience through regular classroom discussions and observations. Journal writing helped students focus on the role of nurses and health care providers in their lives. Students decorated and illustrated gift cards to reflect and share their experience and appreciation for nurses and health care providers. In conjunction with “Nurses Appreciation Week”, students rode a bus to Santa Barbara Cottage Hospital to present nurses with a basket filled with goodies and cards honoring the work they do.

Student Assessment

The teacher assessed the students through formal and informal observations. Students participated in small group and classroom discussions. They shared a personal recollection about an event or experience related to health care. Each student decorated a gift basket and produced a creatively illustrated gift card.

Project Evaluation

Feedback received from nursing stations determined the project’s success.

Celebration and Public Recognition

One representative from each of the 25 nursing stations accepted this token of appreciation. Local political dignitaries, medical personnel, parents and community members attended this festive event. Local media coverage included both print and television media.

Materials

- Textbook: Open Court, Level 4, Unit 1 and Unit 3
- Drawing tools (colored pencil or markers)
- Card stock
- Decorative wrapping paper
- Decorative ribbons

Funding and Resource Support

A proposed Teachers Network, Care and Share Grant supplied funding. Process costs included supplies for card making.

Lesson Plan Profile

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Superintendent Region: 8
CDS Code:

Abstract

After reading Open Court's "Mrs. Frisby and the Crow" a discussion will focus on the respect and appreciation of nurses and health care providers, and the selfless care they provide to their community. Students will reach out to the nursing community and gratefully acknowledge their appreciation for the nursing profession.

Educational Setting

Educational Institution

Public

Comprehensive Schools

4-6

Alternative Settings

After School

Participant Configuration

Individual project
Group Project
Whole Class Project
Grade Level Project
Cross-age or Multi grade

School Schedule

Traditional nine month

Service Provided

Overview of Service

Level of Service

Indirect Service

Service Issue Areas

Education
Health
Human Services and Social Needs

Duration of Service Activity

Short Term (2-6 Sessions)

Specific Service Activity Areas

Health

Personal Health / Hygiene Education

Family Life

Lesson Content

Subject Area(s)

Visual and Performing Arts
English/ Language Arts
English Language Development
Health Education

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Reading 2.0

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Written and Oral Language Conventions 1.0

Listening and Speaking Strategies 1.1

Speaking Applications 2.0, 2.1, a, b, c

4th Grade Visual Arts

Creative Expression 2.0

Civic Responsibility

Collaborating Partners

Associations and Agencies

Hospital and Health Centers, Associations and Agencies

Local/State/Federal Governmental Agencies

Public Health

Educational Institutions

Elementary

After School

Teacher Education

Individual Partners

Parents

Reflection

Journals

Video / Pictorial presentation

Artistic presentation (dramatic or fine arts)

Oral presentation

Other