

Awareness - Down with the Stereotypes A Burbank Service-Learning Project

Contact Information

Submitted By: Claudene Bell CBell@admin.burbank.k12.ca.us

Burbank USD

Jacqueline Friedman

Muir Middle School

1111 N Kenneth Rd

Burbank, CA 91504

(818) 558-5320

(818) 841-4637

CDS Code: 19 64337 6066724

Introduction and Description

The Special Olympics is already one of the world's great success stories. Around the world, more than 1.2 million children and adults with mental retardation and related intellectual disabilities in nearly 160 countries take part in the year-round sports training and athletic competition programs Special Olympics offers. Athletes train in 26 Olympic-type sports at the local, area, state, national, and international levels, and they compete in 20,000 events each year. Through SO Get Into It, students will learn about the Special Olympics experience and all its positive messages. They will come to understand the athletes' ability to contribute to society through leadership roles both on and off the field; they will come to appreciate the critical role of service; they will come to understand the power of attitudes, both good and bad; and they will be invited to make a difference themselves. The students that will be participating in this service-learning project are 7th graders between the ages of 11-13. They receive special education services through the RSP program at their middle school. All the students receive services for various types of learning disabilities. None of the students are physically disabled or have 'mental retardation'. Some of the students have a habit of picking on 'weaker' students in the classroom. Through this service-learning project, I would like the students to build a tolerance towards others who are different and appreciate the human spirit. I hope through this project they will learn not to pick on or make fun of other people.

In this lesson the students will be exposed to different literary pieces about people with special needs and disabilities. Two guest speakers will also come to the class and speak with the students, (Loretta Claiborne – Special Olympian, and Jan Maseda – Special Olympics Area Director). The students will take part in two Special Olympic Events – Regional Picnic in October at McCambridge Park and a Special Olympic Event on one other Saturday. They will write on their thoughts and feelings in their reflection journals and compare their change in perception.

Instructional Process

Preparation

Before they choose exactly what their service learning project will be, I will read the class a book, *Be Good To Eddie Lee* by Virginia Flemming. For homework, the students will answer in their reflection journals, “What does the saying mean? ‘It’s what’s on the inside that counts.’”

Students will meet with Jan Maseda, Area Director, to learn what they are expected to know and be able to do by the end of the lesson.

7th Grade California State Academic Content Standards

English-Language Arts

Reading	2.0 – Reading Comprehension
Reading	3.0 – Literary Response and Analysis
Writing	1.0 – Writing Strategies
Writing	2.0 – Writing Application

Math

Number Sense 1.0 – Decimals
Mathematical Reasoning – 2.5, 2.8

Action

The service will be high quality because the students will get something out of it by helping less fortunate people. They will be able to reflect their feelings and participate in two fun events on different Saturdays.

The students will meet content standards by reading, writing, and solving mathematic problems.

On the first day of the lesson, after the introduction, the students will do a KWL (What do they Know? What do they Want to know? What have they Learned?) inventory and respond to these five questions:

- 1) What is Special Olympics?
- 2) Do you know anyone who is different?
- 3) How did / do you treat that person?
- 4) Have you ever been made fun of?
- 5) How did you feel?

After the introduction, approximately day 3, the students will choose the service learning activity they want to be involved in (such as sponsoring a team, fundraising, score keeping, or selling concessions.) This allows them to buy into the lesson.

The same five questions asked on day 1 will be answered on the last day of the project. Students will then write a comparison of their answers from the first day with the last day.

My assistant and I will supervise the students at the picnic and event. We will ask the parents to come and join us.

Reflection

As part of their reflection project, the students will create a photo memory book as a culminating activity.

Students will reflect before by filling out a KWL inventory and answering five questions in their journals. They will also fill in ongoing journal entries on their personal feelings and the impact they made on others. Finally, they will re-answer the five questions and compare the differences in view. They will create a photo memory book and use their journal entries to help them tell a story.

Student Assessment

For the final assessment, students will create a photo memory book with journal entries and personal reflections.

Project Evaluation

The quality of the service learning activity will be evaluated by how much the students learned through the project. Student Achievement: growth, participation, journal entries, final memory book project, meeting IEP goals and content standards addressed.

To expand the project I could get more teachers from my school involved, or the students could make a video or a public service announcement about service learning and the Special Olympics.

Celebration Public Recognition

Publishing our project in the school newspaper, or contacting the local newspaper for a special article on our project.

Materials and Staff Development Needs

I will describe to my colleagues about the service learning project my students will be doing. Jan Maseda will come and speak with the staff about service learning for the Special Olympics.

- Paper for posters and memory Books.
- 20 Instant Photo Cameras
- Video of Loretta Claiborne
- The following books:
 - “I Miss Franklin P.Shuckles” Snihura, Ulana
 - “Kids with Courage: True Stories about Young People Making a Difference” Lewis, Barbara
 - “Be Good to Eddie Lee” Fleming, Virginia
- **SO** Get Into It - Special Olympics Lesson Plan Kit

Funding and Resource Support/Sustainability

I will ask ASB or PTA for \$100.00 to purchase and develop the pictures for our disposable cameras.

Lesson Plan Profile

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Abstract

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Degree of Complexity

Medium

Educational Setting

Educational Institution

Public

Comprehensive Schools

7-8

Alternative Settings

RSP classroom
Park on two Saturdays

School Schedule

Traditional 9 month

Service Provided

Overview of Service

Level of Service

Direct Service – Working face to face with recipient of the service to meet a need.

Service Issue Areas

Education and Human Services / Social Needs.

Duration of Service Activity

One semester.

Education

Special Education Support

Health

Social Service / Nutrition / Fitness

Human and Social Needs

Disabled Issues / Needs, Mental Health

Environment

Cleanup (we might have to do trash pick-up at the Special Olympics)

Lesson Content:

Subject Area(s)

English / Language Arts, Health Education, Mathematics, Physical Education, Science

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Other Standards (Optional)

Meeting the Individual Transition Plan goals attached to the student's IEP's.

Civic/Social/Personal Responsibility Goals or Standards

Social and Personal Responsibility Goals
ITP Goals (13+ years) and Voc. Ed. Goals on IEP

Collaborating Partners

Community Based Organizations (CBO)

Tri-Valley Special Olympics

Associations and Agencies

Local/State/Federal Governmental Agencies

Parks and Recreation

Educational Institutions

Middle School

Individual Parents

Parents / Teachers

Reflection

Journals
Photo memory book.