

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.

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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.
 ~Purchase flats, soil and seeds and plant and maintain seeds.
- May ~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.

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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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