

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.

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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

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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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