

School Rules and Welcome Kits in Different Languages

Contact Information

Submitted By: Eric Asami: easami@tusd.net
Tracy Unified School District
Monte Vista Middle School
751 W Lowell Ave
Tracy, CA 95376-2935
209-831-5260

Introduction and Description

The 7th and 8th grade students at Monte Vista Middle identified a growing population in our community, everyone. The students noticed that Spanish speaking families had the school rules and welcome information printed in Spanish, but the school had no other languages printed. The students wanted to make the transition to a new school as easy as possible for new students and their families in. They decided to make a “Welcome to Monte Vista Kit” translated in several different languages.

Preparation

Before this service learning activity the students need to have an understanding of different cultures and the way of life for people in other countries. The students needed to create a survey to see the different types of languages present in the community. Before they started the students obtained copies of the school rules and all of the welcome paperwork from the office. The students also needed to line up community members or other students that could translate the different languages.

California State Academic Content Standards

7th & 8th Grade Language Arts

Reading 2.0

Writing 1.0

Listening and Speaking 1.0 and 2.0

Action

Students first devised a survey to see which cultures and nationalities were present in the community and on campus. Students used various sources to gather information about different countries from the survey, including languages, dialects, and customs. The data was organized into chart form and tallied. The students then decided on starting with two languages that were heavily present in the community. Translations began when the students took the school rules one at a time, sat with the translator reading the English version and when the person translated it the student would write the translation down. The students did the same thing with all of the introduction materials (School maps, calendars, schedule, etc.). When all information was gathered from the different

translators and students, the students helped organize all of the materials into the rule book format and created a cover.

Reflection

In the beginning, the students had to reflect on their community. They had to really think about how they, as young students, are part of a multi-cultural society. They also reflected on what it would be like to move to a country where you barely speak the language or your parents don't speak the language and you would have to translate all of the time. They needed to reflect on how you would feel if someone made the effort to help make the transition to a new place easier by breaking down communication barriers.

We as a class decided to create a rubric. Having a rubric gave the students a focus and clarity. While the students were busily working on their kits, they had to keep reflecting on their progress. The students were continually reflecting on their kits throughout the process. Reflection was kept in their composition books that were purchased out of the class budget. Once the project was completed and the kits complete, the students reflected on the entire experience.

We had a huge discussion about the impact they made on their new families, the community, and what they learned from this service-learning project. We discussed what was fun for them, what was difficult, if they would like to do another service-learning project again, etc.

The teacher asked some of the following journal writing questions throughout the project:

- What would it be like to move to a foreign country?
- Would you like to be involved creating a welcome package that includes rules into different languages?
- Tell me about how the group works together. Is everybody contributing? Do things need to change?
- What is the most surprising thing you learned while working on the project?
- What have you learned about other countries and cultures?
- Why is important to translate different items into different languages?
- What words in English had no equivalent in another language, why do you think there was no translation?

Student Assessment

Students will be assessed through informal and formal observations during class time. Informal observations consist of teacher circulating, observing, and asking questions during class time. Students will also be assessed based on the quality and accurateness of their notes, research notes, interview questions, and final product. Group effort and cooperation will also be assessed. The written reflections and project logs were the secondary assessment tools. Students completed self-evaluations halfway through the project and again at the end.

Project Evaluation and Expansion

Immediate evaluation will be based on the accuracy of the translation of the welcome kit. The overall quality of the service-learning activity will be evaluated by the students themselves, parents that use the kit, and how the office uses the kit. Their feedback would serve as the primary basis for evaluation, as well as for future improvements to future kits. Expansion would be based on time and translators available. Expansion would also be based on the necessity of welcome kits in other languages.

Celebration/Public Recognition

Students will celebrate the service by having an unveiling of the project in the classroom. The celebration will include parent volunteers, principal, and staff members.

Materials and Staff Development Needs

Students required the use paper, internet access and research books on languages, computer access for word processing, and the school rules. The staff was not required to contribute, except for the supervising teacher to help the kids stay on track.

Funding and Resource Support/Sustainability

Start up funding for paper, printing, supplies came from the general classroom budget, etc.

School Rules Grading

Name _____

Assignment	Points Possible	Points Achieved
Reflection #1	5	
Research: source #1	10	
Reflection #2	5	
Writing and translating	10	
Rough Draft Book	10	
Reflection #3	10	
Final Draft Book	10	
Reflection #4	5	
Book Construction	20	
Interviews	10	
Reflection #5	5	

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A Service Learning Project

Lesson Plan Profile

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Abstract

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Degree of Complexity for Implementation

High

Educational Setting

Educational Institution

Public

Comprehensive Schools

6-8

Alternative Settings

Language Classes

School Schedule

Traditional 9 month

Service Provided

Translations

Overview of Service

Level of Service

Direct Service

Service Issue Area

Education
Social Needs
Geography
Language Arts

Duration of Service Activity

Long Term (Year Long)

Specific Service Activity Areas**Educational**

Teaching Activities
Diversity Education
Geography
Language

Social Needs

Communication

Lesson Content**Subject Area(s)**

Social Studies
Language

California State Academic Content Standards

7th & 8th Grade Language Arts
Reading 2.0
Writing 1.0
Listening and Speaking 1.0 and 2.0

Collaborating Partners**Educational Institutions**

Elementary Schools
High Schools

Individual Partners

Friends
Parents
Community Members

Reflection

Journals

Oral presentation
Kits