

Valuing Diversity: YMCA After School Program

Community Objectives(s)

To help teens who are service providers in the program to understand the importance of diversity in their lives as citizens of this country and as teachers in the after school program addressing diversity. To be role models and mentors to the children in the program and to learn more about diversity through their teaching.

Background

There are six high school Youth Volunteer Corps students who are involved as service providers in the “Valuing Diversity” program at the Parkersburg YMCA after school program. They chose diversity because they knew that this could help alleviate prejudices, fears and stereotyping about people who are different. These volunteers are responsible for writing all the lesson plans and letting the coordinator know in advance what supplies they might need in order to carry out the lessons.

Challenged Student Conditions

Physically challenged junior high and senior high school students as well as educationally challenged students can be service providers in the after school program:

- ~Recruit them to be a part of the program
- ~Include them in the planning
- ~Have them plan how they can relate to all elementary students including those that are physically challenged
- ~Insure that the physical facilities at the after school program site are accessible
- ~when necessary, provide added assistance

Resources

- ~YMCA existing after school program and their workers
- ~Community volunteers as well as Youth Volunteer Corps students
- ~Craft supplies and materials
- ~Foreign exchange students from local high schools
- ~Multi-Cultural Festival Committee volunteers

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Timeline of Service Activities

September

~Identify a site for the diversity program

October

~Work with elementary school administrators, faculty, students, and volunteers to organize program

~Arrange for adequate funding and resources from local, state and federal agencies

November

~Plan a daily schedule of operation for the after school diversity program, site coordinator and volunteers

December

~Plan and organize program activities

January

~Begin the after school diversity program

Reflections

~Students will keep a journal of service experiences

~Monthly meetings will be arranged with fellow students to share their feelings, thoughts, and observances in order to gain greater understanding about diversity

~Students will analyze and examine the new skills acquired through writing, phoning, e-mailing and otherwise successfully communicating and working with school and community personnel

Celebration

~Students who are service providers will attend an awards banquet in their honor at the end of the program

~Media coverage of the program and credit given to the volunteers for their great work

~An International Day Celebration will be held during spring break and will include foods from different countries, music, displays, and demonstrations

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Academic Objectives

WV IGOs

English Language

Listening and Speaking

~Review appropriate interpersonal communication skills (asking and answering questions, following directions) (9.1, 10.1, 11.1, 12.1)

Reading Comprehension

~Read literary works by national and international authors to include but not limited to: novels, drama, short story, poetry, biographies, folktales, legends, and non-fiction for cultural literacy, appreciation and application. (9.12, 10.12, 11.15, 12.18)

Social Studies History

~Describe the influence and impact of diverse cultures on United States society and their assimilation into American life. (9.45)

Geography

~Identify and label geographic features of the world (continents, mountain ranges, and bodies of water) (10.26)

Science/Scientific Attitudes/Habits of Mind

~Model and exhibit the skills, attitudes and/or values of scientific inquire (Curiosity, logic, objectivity, openness, skepticism, appreciation, diligence, integrity, fairness, and creativity). (9.5, 10.5, B.5, C.5)

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