

1994

Sixth Graders Assist Seniors with Letter Writing and Physical Therapy

Mary Hunter

Follow this and additional works at: <http://digitalcommons.unomaha.edu/slceprojectsummaries>

 Part of the [Service Learning Commons](#)

Recommended Citation

Hunter, Mary, "Sixth Graders Assist Seniors with Letter Writing and Physical Therapy" (1994). *Project Summaries*. Paper 26.
<http://digitalcommons.unomaha.edu/slceprojectsummaries/26>

This Article is brought to you for free and open access by the Service Learning and Community Engagement Examples at DigitalCommons@UNO. It has been accepted for inclusion in Project Summaries by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



SIXTH GRADERS ASSIST SENIORS WITH LETTER WRITING AND PHYSICAL THERAPY



Michigan

by Mary Hunter

Contact Information:

Mary Hunter
Linda Bennett
Sandra Slawinski

School:

J. F. Kennedy Elementary
610 E. Parkdale Ave.
Manistee, MI 49660
(616) 723-9242

Grade Level:

6th Grade

Academic Focus:

Language Arts
Mathematics
Science
Social Studies/Citizenship
Health/Physical Education
Arts
Computer

School/Community Profile

The City of Manistee has a population of about 7,500 and a minority population of 11%.

Project Description

Sixty students from two 6th grade classes take turns every Friday, visiting with the residents at the Medical Care Facility. Fifteen students are driven over by one parent volunteer and one of the team teachers for a one and one half hour visit. The students interact with the residents in several settings. Some visit bedridden patients and read to them or write letters for them. Activities involving physical therapy are played in the day room. BINGO became a favorite activity most Fridays. In June, all students involved joined the residents for a picnic lunch, and performed a musical program.

Timeline

September - June.

Project Scheduling

Two student groups alternate visiting facility every other Friday for 1 1/2 hours.

Additional Funding

Not needed.

Safety/Liability

Parents signed permission slips allowing students to visit the Medical Care Facility.

Equipment Needed

Paper and pencils for writing letters, construction paper and various art supplies for cards made throughout the year and given to the residents.

Educational Strategies

Performance-based Education
Students demonstrate life skills such as cooperation, initiative, patience, caring, friendship while building their own self-esteem.

Cooperative Learning

Students had to work in small groups with each other and residents to accomplish specific tasks.

Interdisciplinary Approach

Science/Language Arts/Math/Spelling skills were needed to accomplish the various tasks.

Whole Language Approach

The entire project is whole language because each procedure and project is discussed and reflected upon.

Academic Outcomes**Language Arts**

Students write a friendly letter using correct grammar and sentence structure. Students use skills of interviewing to collect data to write an oral history.

Mathematics

Students use division skills to distribute refreshments to residents. Students use math skills to accomplish set goals within allotted time frames.

Science

Students understand and explain the effects of aging on the human body and what interventions can be used to delay the effects.

Social Studies/Citizenship

Students demonstrate life skills.

Students write an oral history which they give to their resident.

Health/Physical Education

Students demonstrate understanding of and participate in some physical therapy activities with the residents.

Arts

Students create seasonal cards including art and poetry for the residents. Students will organize and perform a musical program for the staff and residents.

Computer

Students use computers to type out their oral histories.

Personal Growth Outcomes

Students learn about and use life skills while at the Medical Care Facility. Project helps students develop a caring for their community and the people in it. This project gave students a chance to give back to the community. It also builds self-esteem for the students and helps them feel successful.

Community Involvement

Parent volunteers drove the students to the Medical Care facility, then waited while students were visiting, and drove them back to school.

Reflection Activities

Journaling, oral discussion, problem-solving, role-playing.

School-to-work Transition

A local reporter came and spoke to the students about writing articles for a newspaper. She discussed with the students what information is needed to write a good article. This reporter wrote an article about the students visits to the Medical Care Facility based on discussions she had with the students while visiting the class.

Key Findings

Learning disabled students "bloomed" in this situation. They seemed to have more confidence and were more comfortable working with and talking with residents.

Students formed lasting friendships with residents and made visits on non-school time.

Means of Assessment

Journaling, conferencing with teachers, participation. Also, quality and use of correct punctuation and grammar in the oral histories and letter-writing.

Hurdles Encountered

Hurdle

Students not wanting to participate.

Solution

Students required to visit at least twice, after which they could choose to continue visits or stay in class with other teachers.

Hurdle

Students interacting with each other rather than residents.

Solution

Class discussions and role-playing.

Hurdle

Parent volunteers not always available.

Solution

We borrowed other teachers' vans to transport students. We made multiple trips to get all the students to the care facility. More than one member of the teaching team was needed to go on the trip when parent volunteers were not available.

Celebration

A closure activity was planned—lunch with residents that included skits and music performed by students for staff and residents.

Evaluation

Three instructors talked with each other and staff at the Medical Care Facility on how we could improve the project.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy auditing of the accounts.

2. The second section covers the process of reconciling bank statements with the company's ledger. It provides a step-by-step guide on how to identify discrepancies and investigate their causes. Common reasons for differences include timing of deposits and withdrawals, as well as potential errors in data entry.

3. The third part of the document addresses the issue of budgeting and cost control. It suggests that setting a clear budget at the beginning of each period can help in monitoring expenses and identifying areas where costs are exceeding expectations. This proactive approach is essential for maintaining financial stability.

4. The final section discusses the importance of regular financial reviews. It recommends that management should meet monthly to discuss the company's financial performance, review key metrics, and make necessary adjustments to the business plan. This ongoing communication is vital for informed decision-making.