

The Joe W. and Dorothy Dorsett Brown Foundation Service Learning Program  
320 Hammond Highway, Suite 502, Metairie, LA 70005

**Service Learning Application for 2013 - 2014 School Year**

Two Copies Due By Mail between Thursday, November 1, 2012 and March 8, 2013

**Name of School:** St. James Parish Career and Technology Center

**School Address:** PO Box 338

**City/Zip:** Litcher, LA 70071

**School Phone Number:** 225-258-4571

**Fax Number:** N/A`

**School Enrollment:** 150

**Amount Requested:** 1800.00

**Title of Plan:** Planting the Seed of Knowledge through service learning

**Application Preparer:** Rachael Schexnayder

**Position/Subject:** ProStart I and II

**School phone number:** 225-258-4571

**Extension:**

**Summer Phone Number:** 225-265-2815

**Summer Email Address:** momcooks46@yahoo.com

**Person Implementing Plan:** Rachael Schexnayder

**Position/Subject:** ProStart Instructor

**Phone number:** 225-258-4571

**Extension:**

**Email Address at School:** rschexnayder@stjames.k12.la.us

**Is Application for:**  2013-2014 School Year **OR**  Summer of 2013

**Date summer funds are needed.**

**Is Application**  New **OR**  Continuing

**Verification and Approval Statement**

I have reviewed the service learning proposal and application. To the best of my knowledge, the service learning plan conforms to the rules and regulations of the school board, works in accordance to the policy for extracurricular activities, and is a beneficial activity for the school. The proposal has the support of the students, administrators and the teachers

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please Print Name: \_\_\_\_\_

## SERVICE LEARNING PROPOSAL

### **Amount Requested:**

**Service Learning Plan Description:** My ProStart students will provide assistance to the Fast Food Farm on days they have visiting elementary students. My students will demonstrate food processing techniques such as making butter, grinding wheat for flour, etc. in a "kid's kitchen" at the Fast Food Farm. Elementary students will visit the classroom at the end of the semester to learn nutritional concepts such as healthy snacks, vitamin C analyzes of drinks, sugar content of snacks and the importance of exercise along with a balanced diet. The students will also use two small gardens to learn the growing cycles of vegetables. They will take part in preparing the soil for planting, plant the vegetable crops and harvest the crops and donate them to our local St. Vincent dePaul.

**If you checked the "continuing" box on page one, please share new information on why you would like to continue the service learning project and share what adjustments/improvements/changes you are making this year as you continue the plan:** We will again be providing service to the Fast Food Farm for the Ag day but plan to visit the farm more often to assist with other visiting elementary/Girl Scout groups throughout the school year as suggested by my students this year. We will also incorporate gardening principles to teach my students the growing cycles of vegetables and donate the crops grown to our local St. Vincent dePaul. The Body Walk, a program that we assisted with for the last few years, is no longer offered in our parish through the 4-H program so we won't be partnering with the 4-H program this year.

**Name of Class and Subject:** ProStart I and II

**Grade Level(s) Participating from your School:** juniors and seniors in high school

**Number of Your Students Participating:** 6

**Name and Address of Service Partner(s) and distance from school:** Fast Food Farm, Gramercy, LA, approximately 5 miles from the school

**Name, phone number and email of the contact you spoke with/working with on site:** Fast Food Farm, Ms. Denny Hymel, 985-817-0808

**Number of individuals from the Service Partner you will provide service to:** 700

**What are the reasons for selecting the Service Partner?** The Fast Food Farm is a nonprofit organization that was started by wives of local farmers to teach elementary students about the origins of food and to teach them the importance of farming in the production of fast food. Because I teach the foodservice management class for both high schools in the parish, our curriculum fit in perfectly with the mission of the fast food farm. The farm relies strictly on volunteers to function so my students volunteer their time during my class period when they need our help.

**How often will you go to the Service Partner?** 6 times

**Show how the standards, benchmarks and/or units of study connect to the steps of service learning by tying learning goals to student actions:** G-1B-H1 - determining how location and social, cultural, and economic processes affect the features and significance of places  
ELA-5-M3 - Locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics  
LS-H-E1 - Explain why ecosystems require a continuous input of energy from the Sun  
SE -H-A6, LS-H-D1 - Illustrate the flow of carbon, water, oxygen, nitrogen, and phosphorus through an ecosystem

## How will this service learning plan benefit the

- **Students?** Students will have an opportunity to demonstrate to elementary students what they are learning in our classroom. Younger students look up to high school students and my students will have an opportunity to set good examples for the younger students as they teach and answer questions about subject matter that they are both learning about in their classes. This grant project will allow the students to have a learning experience outside of the classroom.
- **School?** The goal of my school is to make learning connected to real life application. What better way than to apply what the students are learning to an actual farm where the food is planted, harvested, and donated to the needy of the parish.
- **Service Partner?** Because the Fast Food Farm is a nonprofit organization run completely by volunteers, it would benefit by the students serving as group leaders and teachers to the groups of students visiting the farm. By participating in the Body Walk event and learning about proper health and exercise, the students will be better informed when making consumer decisions about food purchases and will make an impact on their families' nutrition decisions.

**Student Ownership:** How will your students choose the project(s) they will participate in or how will they have a role or a voice in making decisions on how plan is carried out? Because this grant proposal is due in the spring semester, my present students will choose the projects that they feel will benefit my students in the fall and spring semester of next year. Some of my present students will be returning as ProStart II students next spring, so they will be able to implement the proposed activities next year. They can also reflect on what was successful about this year's project and suggest possible solutions for next year's project. By empowering the students to have input in the grant project, they will feel like it is their project and not something that their teacher told them they must do.

**What character education goals can be met through this plan?** Through this plan, the character education goals that will be met are responsibility, caring/compassion, and citizenship. The students will learn the importance of being responsible for learning the information and turning around and teaching the information learned to elementary students. They will show care and compassion to the elementary students as they teach them various nutritional concepts with both service partner projects. Through the many service learning opportunities offered in my class, it is my main goal of increasing their civic pride by forming them into more civic minded citizens.

**In each of the following sections, please explain using at least a five sentence paragraph. You may use as much space as you wish. Share specific details.**

**How will your students learn about the definition and steps of service learning?** To introduce the students to service learning, I will have them brainstorm what it means to them. After that discussion, they will be told what the grant was written for and each student will be assigned a step of the process. They will be allowed to use the Internet as a resource but encouraged to be creative in their approach to this project. After discovering what their step of the process means, they will come up with a description of how they would suggest our class carry out that step.

**Student Investigation:** In preparation for two semesters of service learning, at the beginning of the fall and spring semesters, students will be assigned to research what is service learning. Working with partners and using the Internet as a resource, they will research various service learning projects done around the United States by high school students. They will report on the effectiveness of the project, how it benefitted the recipients and the providers and if they think that same type of service would benefit our community. With this information,

they will present their findings to their classmates by preparing a Powerpoint presentation and using the Promethean board (Interactive white board). With these proposals, other service oriented organizations in our school could implement some of the service ideas researched.

**Student Preparation:** If I am a grant recipient, my fall students will participate in the preparation stages of the grant implementation process. To begin, I'd invite Mrs. Denise Hymel, founder and director of the Fast Food Farm to come and speak to my class to tell them what the goals and mission of the farm is. During this presentation, she will emphasize that the events are strictly run by volunteers and will demonstrate one of the many activities that the elementary students will be actively participating. She will then demonstrate teaching methods they can use while teaching the concepts to the students. My students will then select an activity that they would like to demonstrate and will practice teaching that lesson to the class. After practicing their lessons, the students can pre-reflect on what they think they will get out of by volunteering at the farm. They can mention things that they are not so sure about and express their beliefs and expectations of working on the farm with crops and working with elementary students. After researching the proper planting time for crops in our area and corresponding with Mrs. Hymel through emails, students can plan the times that we will visit the farm for planting, harvesting and demonstrations to elementary students.

**Student Action:** To begin the project, students will research service learning and present their findings to their peers. A selected student will contact Mrs. Hymel and request fieldtrip dates for the elementary schools. Another group of students will research the proper planting times and conditions for planting to select dates for them to provide service to the farm. On the days that the students will be planting the crops, the student selected for correspondence with the farm will confirm the date and time and to determine if the conditions of the soil are OK (maybe too much rain, not enough rain). When we arrive at the farm, the students will select a group that they will like to work in. The farm is divided into the hamburger section, taco section, etc. In these sections, there is a garden section specific to the crop necessary for the food item. For instance, in the taco section, the students will plant corn that is necessary for the taco shell. They will also plant tomatoes and lettuce that are used in tacos. There is also a pen for a "pretend cow" where the students are told about the ground meat used in the taco. To make the production of milk more real life, there is a milking station where they milk the cow and then make butter from whipping cream. When the elementary students visit our classroom, my students will reinforce what was taught at the fast food farm by teaching nutritional concepts. These hands on activities will allow my students to reinforce their own learning while teaching elementary students the same concepts. There is no better way to find out if someone understands a concept than to have them teach someone else.

**Student Reflection:** The reflection process will occur throughout the project stages. Since this will be a year long project and it will involve two semesters of different students, the reflection process will be an ongoing activity. After their first visit to the farm, they will be asked: 1. What difference did the action make? and 2. How do I feel about it? As the semester progresses, I will begin to ask them questions such as: 1. What lessons did I learn from the elementary students who were involved in the process? 2. How could I have been more effective in my teaching methods? 3. How has my attitude about working at the farm or Body Walk event changed since my pre-reflection? 4. What can I continue to do to serve my community after leaving this class?

**Student Demonstration:** To celebrate the student's service provided to the farm and the community elementary students, we will have a picnic at the farm for the students where they can play horseshoes, volleyball, etc. To publicize the good deeds done by the students throughout the years, the public relations person for our school district will be invited to the event to collect reflections of the student's experience to post on the district's website and local newspaper.

**Evaluation:** To evaluate the project, the service provider will be asked how the agency benefitted and ask for needs that may not have been addressed this year. This can help the students plan for the next year's projects. We could also evaluate the effectiveness of the project by getting feedback from the elementary students who benefitted from the project to determine what they learned. If the main concept being taught was not learned,

then it will help us better plan for next year's activities by using a different teaching technique while working with the students.

We plan to visit. Please keep in touch with us during the school year and invite us to see your service learning plans in action. Share an anticipated time line.

Date plan will begin: August 2013

Date(s) for Student Investigation: August 2013

Date(s) for Student Preparation: August 2013

Date(s) for Student Action: August 2013-May 2014

Date(s) for Student Reflection: October 2013 - May 2014

Date(s) for Demonstration: October 2013, December 2013, May 2014

Date(s) for Evaluation: May 2014

## PROPOSED BUDGET

ITEMS/PURPOSE	COST PER ITEM
Bus transportation to Fast Food Farm (6 times @ \$50.00 each).....	300.00
Food supplies for Ag day demonstrations for over 700 students.....	700.00
Activity supplies for Ag day demonstrations for over 700 students.....	700.00
journals for student reflections.....	60.00
batteries for pedometers.....	40.00

TOTAL AMOUNT REQUESTED: 1800.00.

(Round up to nearest dollar.)

Below please list any items that your students will collect in a drive at school, funds students will raise through a fund raising project, donations of items or services connected with this proposal: My students will harvest the vegetables grown in the garden and donate them to St. Vincent dePaul.

Comments?