

Alcohol Awareness

- **Meet a recognized need in the community**

“Alcohol: Separating Facts from Fiction” made Mt. Savage 6th graders aware of the dangers of underage drinking. Proceeds from the 6th grade Awareness Walk benefited the Tri- State Teen Challenge, which is an organization devoted to helping teens recover from drug and alcohol addictions.

- **Achieve curricular objectives through service-learning**

Mt. Savage 6th graders spent the entire school day learning different ways that alcohol affects humans. All discipline areas were aligned with the state curriculum to teach alcohol awareness lesson plans. The following list is the breakdown of academic subject with the associated lesson plan.

Social Studies – Targeting underage drinking in advertising.

Science – Alcohol effects on the brain.

Math – Statistics of underage drinking.

Language Arts – Observing the effects of alcohol on the body.

Creative Arts – Posters were designed for alcohol awareness or alternative ways to drinking.

- **Reflect throughout service-learning experience**

Students will spend time reflecting on which activity or lesson had the biggest effect on them personally. They then wrote a narrative paragraph which supported their thoughts. With information from these lessons, students gained the knowledge to help them make more educated decisions throughout their lives.

- **Develop student responsibility**

Students choose to donate funds to participate in an Awareness Walk that raised money for the Tri-State Teen Challenge. Students recognized that working as a whole 6th grade class helped benefit other students who may not be as fortunate as they are. During the science lesson, students worked in cooperative groups to demonstrate the effects of alcohol on the brain. Students used teamwork to conduct the experiment accurately and problem solving to gain knowledge about the information presented.

- **Establish community partnerships**

“Alcohol: Separating Facts from Fiction” helped benefit the community through Mt. Savage’s Awareness Walk. Money raised was donated to the Tri-State Community Challenge. This organization is used to benefit local teens who have been struggling with drug, alcohol abuse or addiction.

Family Crisis Resource Center Drive

- **Meet a recognized need in the community**

Students implemented a drive for items such as toiletries, books, cooking supplies, etc., that were needed by the local Family Crisis Resource Center (FCRC).

- **Achieve curricular objectives through service-learning**

Art, math, English, science, and social studies skills were processed during this project following the Voluntary State Curriculum.

- **Reflect throughout service-learning experience**

Students wrote a reflection piece about their experience and kept a journal of the lessons learned throughout this project.

- **Develop student responsibility**

Students were responsible to bring in at least one of the items listed in a letter that was sent home. They were also responsible to help make “math boxes” and decide what items were to be placed in them. These boxes were given to the FCRC for educational purposes.

- **Establish community partnerships**

Students partnered with the FCRC and indirectly served the families in the community that are staying at the facility. The students, because of confidentiality laws, were not able to personally interact with the families they helped and served.

- **Plan ahead for service-learning**

The students identified a great need to help the Family Crisis Resource Center. They planned how they could service the center through numerous class discussions and researching statistics about FCRC.

- **Equip student with knowledge and skills needed for service**

Students studied the economy and resource limitations in social studies class, and evaluated the statistics of violence in the homes. The students also observed the importance of “going green” and buying recyclable toiletries.

Community Caring

- **Meet a recognized need in the community**

Community Caring was an effort to enhance the beauty of downtown, while raising awareness and participation of the local community as well of learning the history.

- **Achieve curricular objectives through service-learning**

This was an interdisciplinary project that incorporated social studies, science, math, English and art. Students learned the importance of exploring and preserving historical sites.

Art- Students donated pieces of art for display and sale with the proceeds donated to charity (Art Auction)

English – Students completed a reflection/ journal entry after the project.

Math – Students purchased additional flowers from raising money through different fundraisers. Students determined the calculations of the three geometric shaped flowerbeds by using perimeters and area. Student planted the grown and donated flowers.

Science – During a unit on the steps of scientific method, students planted marigolds for testing chemical nutrients. They maintained the marigolds until they were donated to the local community.

Social Studies – Students discussed social issues and had an opportunity to present a plan for a service-learning project. They visited four community museums to increase student knowledge of local community.

- **Reflect throughout service-learning experience**

A journal entry/reflection was completed in English class when students returned.

- **Develop student responsibility**

Students planted marigolds in the classroom. They were responsible for keeping their marigolds alive by keeping them watered and fertilized. They then donated them to the city and planted them in downtown Cumberland.

- **Establish community partnerships**

Students collaborated with the City of Cumberland. Seventh grade students visited numerous sites within their community including the Queen City Transportation Museum, Allegany County Museum, C&O Canal, and the Vietnam Veterans Museum.

- **Plan ahead for service-learning**

Students studied plant botanicals and the nature of plants in the science class. They also studied the relationship between human and plant life. As a culminating activity, students grew marigolds. These marigolds, along with additional flowers, were donated and planted by the students in downtown Cumberland.

- **Equip student with knowledge and skills needed for service**

The educational purpose of the trip was to improve student knowledge and participation in the local community through a historical and service experience. Students read background information on the history of Cumberland (including specific points of interest for the trip) after discussing prior knowledge.

- **Plan ahead for service-learning**

The sixth grade team teachers constructed lesson plans to actively engage student about the dangers of alcohol.

- **Equip student with knowledge and skills needed for service**

Mt. Savage students participated in “Today is the Day”. This day was dedicated to educating the youth about drugs and alcohol. The 6th grade watched a video entitled “How to Get You High” that introduced them to alternative ways to enjoy life with out drugs or alcohol. When the video was finished, discussions were led introducing the students to why being educated about making good choices was important. This was the opening for the “Alcohol: Separating Facts from Fiction” service project.

Homeless Sleep-Out

- **Meet a recognized need in the community**

Being in a community where at least 300 people are homeless, high school students wanted to do something to help. One student suggested to classmates that they should sleep outdoors in cardboard boxes in order to experience and draw attention to the plight of homeless residents. Interestingly, it was later discovered the student who recommended the sleep-out was from a homeless family.

- **Achieve curricular objectives through service-learning**

As part of a unit in Contemporary World Issues (CWI), students collected data on poverty and homelessness in the state and nation. Cardboard boxes, representing the dwellings of homeless citizens, were placed in the classroom for students to artistically decorate related researched information.

- **Reflect throughout service-learning experience**

The student's suggestion was incorporated into the CWI curricula. Classmates experienced a cold sleep-out on the Wednesday night prior to Thanksgiving, 1993. No food or entertainment devices were permitted at the sleep out. Instead, students were to reflect on how they felt by writing in journals.

- **Develop student responsibility**

The *Homeless Sleep-Out* raised thousands of dollars in cash, with similar amounts of in-kind contributions. Students were directly engaged in a worthy service-learning project while raising funds to help others.

- **Establish community partnerships**

Since the initial sleep-out, other schools, including Frostburg State University, have adopted the program to coincide with Thanksgiving. Each school identifies a community need they wish to address in the action phase of the program. The local Women's Shelter, food banks, clothing drives, HRDC programs, and a variety of other community causes have benefited from the sleep-out.

- **Plan ahead for service-learning**

Since the first sleep-out in 1993, students have consistently raised more money than previous years. Students start planning for this event early in the year including creative ideas for their cardboard boxes. At the beginning of the poverty unit, each school identifies a community need they wish to address in the action phase of the program.

- **Equip student with knowledge and skills needed for service**

Throughout the poverty unit, students collected data on poverty and homelessness in the state and nation. They also learned that during difficult economic times, anyone could end up homeless.

Oral History Projects of Allegany County

Students write and publish oral history books on the history of Allegany County. The purpose of the projects is to create an intergenerational dialogue while preserving local history.

- **Meet a recognized need in the community**

The students are performing a service to the community by documenting the contributions of senior citizens in Allegany County. The students are also providing a lasting service by writing and publishing a history of the community.

- **Achieve curricular objectives through service-learning**

The students are involved in interviewing, researching, writing, and graphically designing books on the history of Allegany County. Designing the book meets many of the VSC and CLG indicators, while providing a high quality, interdisciplinary activity.

- **Reflect throughout service-learning experience**

The students reflect on their findings by exploring and writing history. This is demonstrated by the published articles.

- **Develop student responsibility**

The students are responsible for gathering information by researching, interviewing, and networking.

- **Establish community partnerships**

Partnerships were created with members of the community who provide valuable information to the students. Many individuals helped set up interviews and some provided additional contacts to the students. Many business partnerships were built over the years including AAD- Inc, The Cumberland Times-News, NewPage, Vietnam Veterans of America, Chapter 172, The American Legion, and Veterans of Foreign Wars. These partnerships not only provided a quality service-learning experience, but also provided a business model and the financial means to continue the program.

- **Plan ahead for the service-learning**

To prepare for the oral history projects, students sign up for the course and meet over the summer to develop a work plan. The students research and develop a list of possible interviews in Allegany County.

- **Equip students with knowledge and skills need for service**

The students learn effective researching, interviewing, writing, and graphic design skills.

The students' work has achieved much recognition including:

- The Lonaconing Silk Mill, 1907-1957, which was awarded the National Oral History Association Award and SoMIRAC Book of the Year.

Books that were published include:

- The Lonaconing Silk Mill (1907-1957)
- Surviving The Great Depression – A History of Allegany County During the 1930's
- Allegany County Veterans of World War II – Through Their Service
- Allegany County – The Home Front Year (1941-1945)
- A History of Allegany During the 1950's
- Welcome Home – A History of the Vietnam War
- A History of Industry in Allegany County
- Cumberland- A Hometown History
- Reflections of the Silver Screen – A History of Allegany County Theatres
- The History of Allegany High School