



Daybreak Adult Daycare Center Interactive Visitation

The Waverley Elementary School Chorus developed a relationship with the Daybreak Adult Daycare Center participants and has presented seasonal concerts to them for the past several years. The concerts and related visits are a direct response to the intergenerational emphasis of the Frederick County Public Schools' service-learning program. In addition, Waverley Elementary fourth graders visited the Daybreak Center to present current event updates and engage in interactive conversation with participants, commonly referred to as the students' "grandfriends."

Best Practice 1: What recognized community need was met by your project? Frederick County Public Schools promotes an interactive intergenerational approach to its service-learning initiatives. Initially, the school established a relationship with the Center by sending written greeting cards to Daybreak participants. Students followed the written notes with a personal visit to the participants. The "grandfriends" have been directly assisted by the Waverley Elementary students' visits. Interacting with students provides much needed intellectual stimulation and companionship for the Center participants. Efforts are directed toward enhancement of both the school's and the center's program goals.

Best Practice 2: How was the project connected to the school curriculum and curricular objectives? The Daybreak project is linked to language arts and social studies curricula, as well as choral music presentation. Students compose friendly letters and are encouraged to discuss relevant current event topics with participants. Students' music participation has increased because of this direct interaction with the community.

Best Practice 3: How did participants reflect on their experiences throughout the project? As this project is a multi-year endeavor of the Waverley Elementary School community, students have had many opportunities to reflect on their experiences. As part of reflection, students present written and oral feedback on the responses they receive from their "grandfriends."

Best Practice 4: How did students take leadership roles and take responsibility for the success of the project? Students assume leadership roles based on their individual strengths and interests. Students introduce activities and present brief biographical summaries. Students are encouraged to initiate paired activities with their "grandfriends".

Best Practice 5: What community partners were worked with on this project? The Daybreak Center is the primary partner. Community foundation grants subsidize the cost of transportation to the center. In addition, Service-Learning Mini Grants have enabled this program to progress and to flourish.

Best Practice 6: How did you prepare and plan ahead for the project? Student interest has increased with each year of this project. While this growth is welcome, it requires addition funds to implement it at the same level. Pursuing external funding through foundations requires careful planning.

Best Practice 7: What knowledge and skills did students develop through this project? Students enhanced writing, reading, social studies, and musical skills. They also started to view themselves as viable community agents. Working as part of a group, they created a healthy atmosphere that expands and encourages cooperation. This project has presented an opportunity for students to stand upon a precipice of purposeful pride.

To learn more about the project contact Barbara Nash (Principal), or Melicent Malchenson (Guidance Counselor), at Waverley Elementary School, Frederick County, 301-694-1496.