

Famine Fund

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Our project served to meet multiple needs. Student collected donations to be given to the sponsoring organization of a 30-Hour Famine. Students pledged to fast for 30 hours in solidarity with people who don't have enough to eat, and to collect pledges for their 30-Hour famine to donate to an anti-hunger organization. During the famine period, students participated in three service projects. They recorded a textbook for a reading disabled student, attempted to make lap robes for a local nursing home, and provided entertainment as well as serving and getting to know some of the veterans of the Charlotte Hall Nursing Home. Seven sophomores, juniors, and seniors participated in this project.

Meet a recognized community need: We were able to collect over \$600 for the Famine Fund. While participating in collecting the funds, students also learned the needs of some of their fellow students and the needs of the elderly.

Achieve curricular objectives: Knowledge and skills enhanced for the students during this project linked to social studies, health, and family and consumer science curricula. Student developed empathy for those less fortunate than themselves by participating in a 30-hour famine. Students were allowed to take juice to sustain themselves during the famine. They were also able to meet a need in the school community and did outreach to a veterans' home. Many of these students had not met with senior citizens other than their own grandparents. The students were advised as to what to expect when working with their veterans.

Reflect through the service-learning experience: As the student participated in the famine they were instructed to journal throughout their entire experience.

Develop student responsibility: Students did the collection of funds on their own. They were additionally given the responsibility of caring for a veteran at the nursing home.

Establish community partnerships: We developed a working relationship with the Charlotte Hall Veterans Home. The students met and worked with veterans. They also entertained the veterans by line dancing to the music provided by "Wild Bill and the Hicox." They then served punch and cake to the veterans.

Plan ahead for service-learning: We had to secure the stage in the school auditorium for sleeping purposes and arrange for a bus to transport the students from the school to the veterans home. We additionally needed to secure fruit drinks for the students participating in the famine.

Equip students with knowledge and skills needed for service: Students viewed a video on participating in the 30-hour famine. Tasks were assigned to different students such as supplying juices for the famine participants and identifying service projects that would be included in the project and meet needs in the extended community. The project advisor was used by the students as a sounding board and also explained to students what they could expect when going to a nursing home and working with veterans.

