

High School Mentors

By Monna Madron

Best Practice 1: What recognized community need was met by your project (e.g. health, education, environmental or public safety need)?

This project met the needs of younger students by addressing various issues, such as fear of the dark and divorce. The older students served as mentors to the younger students.

Best Practice 2: How was the project connected to school curriculum (e.g. what course outcomes were met and/or how did the project reinforce or enhance student academic learning)?

This project involved many academic skills taught in the classroom, especially writing skills. The students had to utilize skills such as usage of syntax, diction, and style.

Best Practice 3: How did you reflect on your experience throughout the project?

The students reflected throughout the project by remembering and reflecting on their own personal concerns and issues during their elementary school years.

Best Practice 4: How did students take leadership roles and take responsibility for the success of the project?

Throughout the project the elementary school students became very attached to their high school mentors. The students were responsible for meeting with the elementary students on assigned days. They were also responsible for leading small group plays, making posters, creating songs, and leading small group discussions.

Best Practice 5: What community partners did you work with on this project (e.g. non-profits, civic organizations, business that provided donations, etc.)?

The teacher established partnerships with the feeder schools. Interaction between the administrators of Sunset Elementary School and Severna Park High School was critical to the success of this project.

Best Practice 6: How did you prepare and plan ahead for the project?

Before the project, arrangements were made with the local feeder schools.

Best Practice 7: What knowledge and skills did students develop through this project?

The students learned about various topics such as adolescent development, effective interviewing skills, psychology and history of depression, and art skills.

