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## Sixth Graders Assist Seniors with Letter Writing and Physical Therapy

Mary Hunter

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Hunter, Mary, "Sixth Graders Assist Seniors with Letter Writing and Physical Therapy" (1994). *Project Summaries*. Paper 26.  
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# SIXTH GRADERS ASSIST SENIORS WITH LETTER WRITING AND PHYSICAL THERAPY



## Michigan

by Mary Hunter

### Contact Information:

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### School:

J. F. Kennedy Elementary  
610 E. Parkdale Ave.  
Manistee, MI 49660  
(616) 723-9242

### Grade Level:

6th Grade

### Academic Focus:

Language Arts  
Mathematics  
Science  
Social Studies/Citizenship  
Health/Physical Education  
Arts  
Computer

### School/Community Profile

The City of Manistee has a population of about 7,500 and a minority population of 11%.

### Project Description

Sixty students from two 6th grade classes take turns every Friday, visiting with the residents at the Medical Care Facility. Fifteen students are driven over by one parent volunteer and one of the team teachers for a one and one half hour visit. The students interact with the residents in several settings. Some visit bedridden patients and read to them or write letters for them. Activities involving physical therapy are played in the day room. BINGO became a favorite activity most Fridays. In June, all students involved joined the residents for a picnic lunch, and performed a musical program.

### Timeline

September - June.

### Project Scheduling

Two student groups alternate visiting facility every other Friday for 1 1/2 hours.

### Additional Funding

Not needed.

### Safety/Liability

Parents signed permission slips allowing students to visit the Medical Care Facility.

### Equipment Needed

Paper and pencils for writing letters, construction paper and various art supplies for cards made throughout the year and given to the residents.

### Educational Strategies

**Performance-based Education**  
Students demonstrate life skills such as cooperation, initiative, patience, caring, friendship while building their own self-esteem.

### Cooperative Learning

Students had to work in small groups with each other and residents to accomplish specific tasks.



## GENERATOR SCHOOL PROJECT

**Interdisciplinary Approach**

Science/Language Arts/Math/Spelling skills were needed to accomplish the various tasks.

**Whole Language Approach**

The entire project is whole language because each procedure and project is discussed and reflected upon.

**Academic Outcomes****Language Arts**

Students write a friendly letter using correct grammar and sentence structure. Students use skills of interviewing to collect data to write an oral history.

**Mathematics**

Students use division skills to distribute refreshments to residents. Students use math skills to accomplish set goals within allotted time frames.

**Science**

Students understand and explain the effects of aging on the human body and what interventions can be used to delay the effects.

**Social Studies/Citizenship**

Students demonstrate life skills.

Students write an oral history which they give to their resident.

**Health/Physical Education**

Students demonstrate understanding of and participate in some physical therapy activities with the residents.

**Arts**

Students create seasonal cards including art and poetry for the residents. Students will organize and perform a musical program for the staff and residents.

**Computer**

Students use computers to type out their oral histories.

**Personal Growth Outcomes**

Students learn about and use life skills while at the Medical Care Facility. Project helps students develop a caring for their community and the people in it. This project gave students a chance to give back to the community. It also builds self-esteem for the students and helps them feel successful.

**Community Involvement**

Parent volunteers drove the students to the Medical Care facility, then waited while students were visiting, and drove them back to school.

**Reflection Activities**

Journaling, oral discussion, problem-solving, role-playing.

**School-to-work Transition**

A local reporter came and spoke to the students about writing articles for a newspaper. She discussed with the students what information is needed to write a good article. This reporter wrote an article about the students visits to the Medical Care Facility based on discussions she had with the students while visiting the class.



### ***Key Findings***

Learning disabled students "bloomed" in this situation. They seemed to have more confidence and were more comfortable working with and talking with residents.

Students formed lasting friendships with residents and made visits on non-school time.

### ***Means of Assessment***

Journaling, conferencing with teachers, participation. Also, quality and use of correct punctuation and grammar in the oral histories and letter-writing.

### ***Hurdles Encountered***

#### **Hurdle**

Students not wanting to participate.

#### **Solution**

Students required to visit at least twice, after which they could choose to continue visits or stay in class with other teachers.

#### **Hurdle**

Students interacting with each other rather than residents.

#### **Solution**

Class discussions and role-playing.

#### **Hurdle**

Parent volunteers not always available.

#### **Solution**

We borrowed other teachers' vans to transport students. We made multiple trips to get all the students to the care facility. More than one member of the teaching team was needed to go on the trip when parent volunteers were not available.

### ***Celebration***

A closure activity was planned—lunch with residents that included skits and music performed by students for staff and residents.

### ***Evaluation***

Three instructors talked with each other and staff at the Medical Care Facility on how we could improve the project.



1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second section outlines the procedures for handling discrepancies between the recorded amounts and the actual cash received. It states that any such variance must be investigated immediately and reported to the appropriate authority.

3. The third part of the document details the process for reconciling the accounts at the end of each month. It requires that the total amount recorded in the books must match the total amount shown on the bank statement.

4. The fourth section discusses the importance of regular audits to identify any potential weaknesses in the internal control system. It suggests that audits should be conducted by an independent party to ensure objectivity.

5. The fifth part of the document provides guidelines for the safekeeping of all financial records. It recommends that all documents should be stored in a secure, fireproof location to prevent loss or damage.

6. The sixth section outlines the responsibilities of the accounting staff. It states that all employees must adhere to the highest standards of integrity and honesty in their work.

7. The seventh part of the document discusses the importance of staying up-to-date on changes in tax laws and regulations. It suggests that the accounting department should consult with a tax professional to ensure compliance.

8. The eighth section outlines the process for preparing the annual financial statements. It requires that all data be reviewed and verified before being included in the final report.

9. The ninth part of the document discusses the importance of providing clear and concise financial information to management. It suggests that the accounting department should use visual aids like charts and graphs to make the data more understandable.

10. The tenth and final section of the document provides a summary of the key points discussed and reiterates the commitment to maintaining the highest standards of financial reporting.