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Oklahoma State Department of Education

Life Scripts: A Study in Life Stages and Process

AREA OF SERVICE	Human Need
COMMUNITY NEED	Historical Preservation and Interpretation
TYPE OF SERVICE	Direct, Indirect, and Advocacy
SUBJECT AREA/LEVEL	Language Arts/6-12
CONCEPT	Process/Stages



SERVICE-LEARNING PROJECT SUMMARY

This secondary school project uses student learning from a study of the writing process to solve a community problem or need for historical preservation. Participating students will document the history of local senior citizens, provide companionship for senior citizens, and advocate for improved care, facilities, and funding for senior citizens.

LEARNING STANDARDS

Oklahoma Priority Academic Student Skills

Language Arts

Standard 1: Writing – The student will use the writing process to write coherently.

Standard 2: Writing - The student will learn how to write for different purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

Standard 1: Oral Language/Listening and Speaking – The student will listen for information and for pleasure.

Life Scripts

Implementation Outline

1. Under teacher direction, students will share childhood memorabilia with the class.
2. Teacher will guide students to reflect upon the personal value of the items shared in class.
3. Under teacher direction, students will simulate possible scenarios related to life as a senior adult.
4. Teacher will provide instruction on the writing process, forms of writing, and the purposes of writing.
5. Students will practice using the skills and information from #4 through workbooks, worksheets, and writing exercises etc.
6. Students will identify a need in their community and design service project(s) that utilize the knowledge and skills developed in #4 and #5.
7. Students will refine their service project(s), identify any local, state, or national laws, agencies, or policies that relate to the identified community need and their proposed service, and articulate the civic and public meaning of their proposed service.
8. Students will implement their service project and share their accomplishments with the community.



TEACHER'S GUIDE

Life Scripts

Teacher's Note

Using the concept of “stages/process,” the teacher will engage students in an active unit of study around the language arts topics of “the writing process and modes of writing” to solve a student-identified community problem. Teachers may collaborate with others to broaden student understanding of the concept including political process, problem-solving strategies, and human development.

1. Under teacher direction, students will share childhood memorabilia with the class.

Activity: Students will locate five items, which represent their childhood and share one with the class in a “show and tell” format. Items might include photos, toys, books, or scrapbooks.

2. Teacher will guide students to reflect upon the personal value of the items shared in class.

Activity: Students will write a journal entry reflecting on the show and tell experience from Step 1. Journal entries should reflect the significance of their individual choices and why they selected the specific items for “show and tell.”



3. Under teacher direction, students will simulate scenarios related to life as a senior adult.

Activity 1: Divide students into pairs. Students will wear glasses coated with petroleum jelly, place cotton in their ears, walk with their feet bound so that they may only shuffle, and write with their non-dominant hand or wear a mitten. For safety, only one student from each group should simulate the situation. Each student will be asked to complete a variety of tasks such as, walking around the school, getting a drink, and responding in writing to some basic questions. Once the first person from each pair has completed the activity, the students will switch roles.

Activity 2: Ask students to share their reactions to the experience. Instruct students to write a journal entry of their perceptions about aging and senior citizens.

4. The teacher will present instruction on the writing process, forms of writing and the purposes of writing.

Activity 1: Explain to students that the writing process, like life, has many stages of development. Discuss the various types of writing and the writing process.

Activity 2: Read examples of different types of writing related to aging, senior citizens, healthcare systems in the United States, and/or Social Security.

5. Under teacher direction, students will practice and demonstrate their new learning and understanding of the concept and topics outlined in #4.

Activity: Students will use various modes and the writing process to complete writing assignments that compare and contrast the Oklahoma Nursing Home Care Act, The Patient's Bill of Rights, and Amendments 1-10 to the United States Constitution.



6. Students will identify a need in their community and design service project(s) that utilize the knowledge and skills developed in #4 and #5.

Activity 1: Students may identify a need in their community related to historical preservation and interpretation to design a service project that utilizes their knowledge and skills of the writing process, forms of writing, and various writing purposes. For assistance in designing a service or action project refer to the resources listed at the end of this unit.

Activity 2: Invite a nursing home employee or gerontologist to teach students about the basic aging process and specific needs the elderly face.

Activity 3: Explain the following assignment choices:

A) Student may choose to be paired with a willing resident from a local nursing home or senior citizens center for 18 weeks. During this time, the students must spend at least 40 contact hours with their residents. There will be a time of large group activity to reduce the stress and awkward-

ness of the initial one-on-one interaction. The first few hours of contact should be playing games, listening to music, or looking through pictures to help the students and residents get acquainted. Thereafter, the students will interview their partners about the significance of five specific historical events that occurred during the senior citizen's life and at least five others personal areas of interest. Students will use this information to write a biographical report about these events and interests of their senior partner.



B) Student may research healthcare laws that affect senior citizens. Students will interview local healthcare professionals to discover how those laws are implemented and regulated. Students will interview local senior citizens about access to affordable healthcare in their community. Students will use this information to write a persuasive report based on healthcare for senior citizens. During the 18-week period, students must have 40 contact hours with healthcare professionals and senior citizens.

7. Students will refine their service project(s), identify any local, state, or national laws, agencies, or policies that relate to the identified community need and their proposed service, and articulate the civic and public meaning of their proposed service.

Activity 1: Students will analyze and refine their project design and develop a rubric for assessing the personal and community impact of their service.

Activity 2: Students will explore the deeper civic and public meanings of their service and synthesize any formal or informal government structures or laws related to the causes or effects of the community need addressed in their project. Students will write a paragraph, essay, or journal entry that reflects their understanding of the concept of stages or process related to government and personal responsibility.

Activity 3: Students will develop a cause and effect chart related to the community need then discuss any questions raised by the chart relative to their own lives and the general welfare of their community.

8. Students will implement their service project and share their accomplishments with the community.

Activity 1: Students will implement their project(s).

Activity 2: Students will submit final biographies and reports for assessment.

Activity 3: Students will compile and publish biographies and reports into an anthology.

Activity 4: Students will provide copies of the anthology to each of the individuals interviewed for the project.

Activity 5: Students will provide copies of the anthology to the local newspaper, and to the local and state historical societies.

Activity 6: Students will provide copies of the anthology to the local and state libraries and will register the anthology with the federal copyright office.

Activity 7: Students will host an anthology authors' signing in the community.

INTERNET and OTHER RESOURCES

Books

To Our Children's Children: Preserving Family Histories for Generations to Come

B. Greene and D.G. Fulford

Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson Mitch Albom

When I am an Old Woman Paper Mache Press

I Never Told Anybody Koch, Kenneth

Two Old Women Wallis, Velma

The Giving Tree Silverstein, Shel

Living Memories Ward, Warren

Movies

"Cocoon"

"Awakenings"

"It's a Wonderful Life"

"Iris"

Articles/Poetry/Music

"The Little Boy and The Old Man" Silverstein, Shel

"My World Now" Newsweek Magazine: June 27, 1994, p.11

"Where've You Been?" Mattea, Kathy

"Joy" Hickman, Sara