

Entertainment Drive and Mini Walk-A-Thon

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Our Student Court Class performed two projects at one time to benefit the Children's Hospital in Washington, D.C. The first project was a mini walk-a-thon. During class time each day, we walked six laps around the track and raised more than \$950 in our five days of walking. The second project was an entertainment drive in which we collected 782 new and used VHS tapes, DVDs, and CDs.

Best practices:

Best Practice 1: What recognized community need was met by your project? One of our students was hospitalized for extensive treatment and he informed us about the hospital's lack of materials and activities to keep young patients distracted, busy, and entertained. By donating the more than \$950 we raised through our walk-a-thon to the Children's Hospital in Washington, D.C., we were able to help children who are patients there and who are patients at their satellite facility in Rockville, Maryland. The donations we made were to be used to ease the burden of the children through any means the hospital and children wished. We also sent many (782) entertainment items (VHS tapes, DVDs, etc.) for the children to use.

Best Practice 2: How was the project connected to the school curriculum and curricular objectives? Students had to apply English skills by creating posters, flyers, and fundraising announcements. They used math skills by doing calculations related to the project, recording, and graphing. They also used reading skills and problem solving strategies throughout the project. Students used digital cameras to take pictures and applied their technology skills further by developing PowerPoint presentations about the project. Finally, physical fitness goals were met through the walk-a-thon.

Best Practice 3: How did participants reflect on their experiences throughout the project? The students kept daily journals in which they reflected on project progress. We also took digital pictures to document and reflect on the project, and had daily oral reflections addressing positive impacts from the project and concerns.

Best Practice 4: How did students take leadership roles and take responsibility for the success of the project? Students organized and ran the subcommittees that were all essential parts of the overall project. As they performed each task, they were able to clearly recognize and address the success of the project as it was developing.

Best Practice 5: What community partners were worked with on this project? Children's Hospital in Washington, D.C. was the community organization that benefited from our projects.

In addition, local businesses were solicited to support the projects. For example: Safeway grocery store gave the class a \$25 gift card; Hungry Howie's Pizza provided pizzas at a reduced rate; Reneman Construction gave t-shirts to the walk-a-thon participants.

Best Practice 6: How did you prepare and plan ahead for the project? We researched, brainstormed, and came up with viable, worthy ideas. We then planned and presented for the class to choose the project they felt was most worthy and then executed all aspects as they had been developed.

Best Practice 7: What knowledge and skills did students develop through this project? Students learned the importance of helping out in the community and how a cooperative effort can lead to overwhelming success. They learned to be better communicators and to solve problems through collaborative efforts. Students also applied math, reading, and writing skills learned in school to real life situations.

