



# Senior Words of Wisdom



## Partners

### Fontenelle Elementary :

Third grade students had intergenerational dialogues while interviewing seniors at a local assisted living facility. Students then worked with UNO students to transform interview notes into individualized senior biographies.

### Autobiographical Reading & Writing:

UNO students brought the third graders to campus to edit their interview notes and enhance their writing skills in development of the biographies for the seniors.

### Royale Oaks Assisted Living Facility & House of Hope:

Seniors engaged third graders with intergenerational dialogues about their life stories and influential historical events.

## Project Description:

This project paired third grade students with senior citizens. While providing companionship and conversation, students interviewed their senior citizen. They then used their notes to work with UNO students to write a biography, which was co-presented to the senior at the culminating project event.

## Cost:

Transportation:	\$650
<u>Supplies:</u>	<u>\$100</u>
Total:	\$750

## Supply List:

1. Notebooks and writing utensils
2. Frames for presenting biographies

## Duration:

### 6-8 weeks

Classroom time:

Approximately 12 hours

Fieldtrips to Assisted Living Facility :

5 trips- 1.25 hours each

Fieldtrips to UNO Campus:

5 trips- 1.25 hours each

## Impact:

**K-12:** 20 students

**UNO:** 18 students

**Community Partner:** 21 seniors

**Hours Served:** 468 hours (K-12 + UNO)

# Standards:

## 3rd Grade English/ Language Arts

- Apply the rules of grammar, usage, punctuation, paragraphing, and spelling in various forms of writing.
- Use the writing process (pre-write, write, revise/edit, rewrite, publish) to communicate.
- Present information orally demonstrating consideration of audience and purpose.
- Gain information and complete tasks through listening.

## English 1200: Autobiographical Reading & Writing

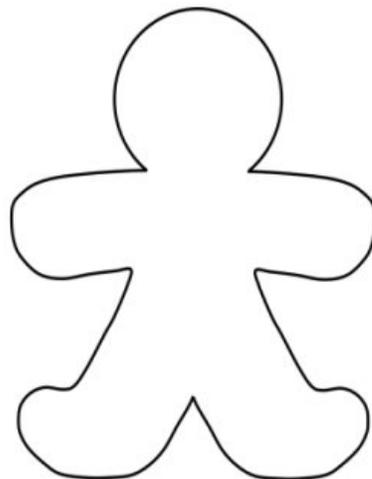
- This course helps students to write effectively by focusing on their own personal experience and by examining a variety of autobiographical writings. Students are exposed to multicultural perspectives throughout the course.

### K-12

Have each student draw on a gingerbread person to represent himself or herself.

Directions:

- Near the head, write what you learned while doing the service learning activity.
- Near the hands, write what you actually did during the activity.
- Near the heart, write how you felt about what you did and how you felt about the people with which you interacted.
- Near the legs and feet, write what you will do from now on to continue to learn and to help others.



## Reflection:

### UNO

Have each student submit written reflections (one for each visit/contact made with K-12 or community partner).

The reflections should follow the themes provided, which are directly related to the purpose/objectives of the course.

1. Reflect on elements of this visit as it is related to your development as a writer, and/or
2. Reflect on elements of this visit as it is related to your autobiographical self-exploration.

Our third grade class learned about biographies from our teacher Mrs. Driessen. Mrs. Driessen said that we were going to interview residents at House of Hope Unit & Royale Oaks Assisted Living Center. We were using these interviews to write a biography of the seniors' lives. Our counselor, Ms. Glavic, showed us how to use good manners and listening skills for interviewing our partner. We visited with our partners four times. One student learned many things about her partner, "I was surprised that we had a lot in common. . . we both like to do nails and play dress up". We took three trips to the UNO campus.

We met with students in Dr. Romero's Autobiographical Reading and Writing class. They helped us edit our biography and make it more interesting. One third grade student said, "Now that I've gone to UNO a few times I want to go to college there. It seems like a nice place to go". We liked talking with our UNO partners. They were very smart and helpful. We enjoyed this entire project. We got to make new senior friends and new college friends. We will never forget when we read our biographies to our senior partners. They beamed with happiness. One resident said to us that she felt alive again!





# Standards:

## 7th Grade Fine Arts

- Art Production, applying techniques, processes, and media
- Interdisciplinary connections to history and culture

## Political Science 3100: Minority Politics

- Designed to develop in the student both awareness and understanding of the roles, functions and contributions of minorities (religious, ethnic, national, racial, sexual orientation and gender identity) in the development and operation of the American and other political systems. This is a departmental course; therefore, emphasis and content may change from semester to semester.

# Reflection:

Have each student draw on a gingerbread person to represent himself or herself. Directions:

- Near the head, write what you learned while doing the service learning activity.
- Near the hands, write what you actually did during the activity.
- Near the heart, write how you felt about what you did and how you felt about the people with which you interacted.
- Near the legs and feet, write what you will do from now on to continue to learn and to help others.



A perfect project recipe was created when Dr. Meredith Bacon's UNO Minority Politics class and Mrs. Gabrielle Gaines-Liwaru's art students, from Beveridge Magnet School for Global Studies & the Arts, were brought together to create a mural for Omaha's Malcolm X Memorial Foundation (MXMF). The ingredients called for ½ cup of inspiration, talent, and collaboration, while the last ½ required heart, soul, and stewardship. Mrs. Gaines-Liwaru started the project by offering a signup sheet for those interested. She stated, "Beveridge students feel compelled to honor the positive traits of this slain civil rights leader, whose birth site has been a trash dumpsite in our North Omaha community."

Representatives of Beveridge's Art Club visited UNO's campus in April for a presentation by UNO's Minority Politics class to learn about Malcolm X beyond his highly publicized militant image. There, students heard about his values for equality, justice, and education. They used these as inspirations in collaborating on a mural that portrays an accurate and honorable life story of this Omaha native.

Beveridge students spent seven weeks drawing in sketch books and transferring their work onto three large canvases. The mural features a large image of Malcolm X speaking behind a podium, as well as various other images that represent different stages of his life, elements he valued, and famous quotes. On May 19th it was unveiled to the MXMF and is on display at 3448 Evans St., Omaha, NE.





# Reality Bites

## Partners

### **Blackburn Alternative High School:**

High school students collected data, compile findings, and present the results they gathered from working alongside of the UNO students while clicker training dogs at the NE Humane Society .

### **Psychology Learning Laboratory:**

UNO students used systematic reinforcement to change behaviors in dogs and to demonstrate the learning process for the high school students.

### **Nebraska Humane Society:**

The NE Humane Society needed assistance clicker training dogs eligible for adoption, to be calm and quiet.

## **Project Description:**

This project paired UNO students with English students at Blackburn to develop clicker training strategies for dogs at the Nebraska Humane Society. The students rewarded the dogs when they would show desirable behaviors by using conditioning taught in the classroom in order to train the adoptable dogs to be calm and quiet when potential families came through the kennels. Students also monitored the extinction of undesirable behaviors.

## **Cost:**

Transportation:	\$ 375
<u>Supplies:</u>	<u>\$ 0</u>
Total:	\$ 375

## **Duration:**

**6-8 weeks**

Classroom time:	Approximately 8 hours in class
Fieldtrips to NE Humane Society:	8 trips - 1 hour
Fieldtrips to UNO Campus:	2 trips - 1 hour

## **Impact:**

<b>K-12:</b>	5 students
<b>UNO:</b>	13 students
<b>Hours Served:</b>	410 hours (K-12 + UNO)

# Standards:

## High School English/ Language Arts

- Students will learn and apply speaking and listening skills and strategies to communicate
- Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

## Psychology 4024: Laboratory in Psychology: Learning

- Classical experiments and a service-learning research project designed to apply general learning principles. Systematic techniques used to assess behavior changes associated with the learning process, research design, and scientific report writing will be emphasized.

# Reflection:

- Students used presentations as a way to explore shared course-based learning outcomes, what they learned about a valued community organization, and what course concepts were applied from other curriculum areas.



Dr. Rosemary Strasser’s Learning Laboratory students at UNO interacted with Ms. Cathy Nelson’s English students at Blackburn to develop clicker training strategies for dogs at the Nebraska Humane Society. The students rewarded the dogs when they would show desirable behaviors by using conditioning taught in the classroom in order to train the adoptable dogs to be calm and quiet when potential “families” came through the kennels. Students also monitored the extinction of undesirable behaviors. Dr. Strasser’s course required students to use systematic reinforcement to change behaviors and demonstrate the learning process. Mrs. Nelson’s course required students to collect data, compile their findings, and present their results. “We learned a way to teach others how to reinforce behavior the right way, such as if you clean your room, you can get a snack,” said one of the Blackburn students about expanding the learning to his personal life; “like with children, if you yell, hit and don’t show them how to do things differently, it makes problems such as being afraid of punishment if they make a mistake”.

Within their service learning project, “Reality Bites”, both the high school and university students were able to apply the concepts they were learning in class, and the Humane Society received valuable service—many of the dogs involved in the project were adopted. Through structured critical reflection activities and presentations students shared course-based learning outcomes, learned about a valued community organization, and applied course concepts in other curriculum areas.

