

Success: Community partners and faculty team up to become co-educators.
See how two projects are developed at Delgado Community College in New Orleans.

Project 1

The Service Learning project is a partnership between Delgado's Honors Child Psychology class (PSYC 225-1RA) and the ARC of GNO's LA Green Corps. The LA Green Corps is a collaborative partnership that trains over 150 youth, ages 17 to 24, in green skills while helping them gain work adjustment skills, overcome social obstacles, secure a job, and identify resources to help them become successful, contributing members of the workforce. At the ARC of GNO, LA Green Corps, Corps members work in maintaining a self-sustaining garden used to grow fruits, herbs, and vegetables that will be sold for a profit at local farmer's markets or used in prepared products sold out of the Vintage Garden Kitchen. By creating a profitable gardening enterprise, the Arc of GNO Vintage Garden creates greener jobs for individuals with intellectual disabilities.

The project for this semester is a revision of two lessons plans that the Krewe Leaders use to teach the Corps members green skills. The two lessons plans are Sustainable Gardening and Seeds. Delgado students rewrote the lesson plans using more age appropriate language while organizing the lessons in a coherent fashion. Each student submitted a learning activity for each lesson to assist the Krewe Leaders in assessing the learning of the objectives. The learning activities incorporate the three major learning styles: auditory, verbal, and kinesthetic.

The Service Project benefited the Delgado students by allowing them to apply the concepts and theories discussed in the class to a real world situation. Students applied concepts in cognitive and social development. The students met with the corps members at the garden which helped them to keep the human factor in the lesson plans. Another benefit that students obtained was an appreciation of the complexities of developing lesson plans. We had several classroom discussions concerning the best order of topics, the most concise but accurate definition of terms, and how to cover the material with appropriate depth in a limited time frame. Lastly an unexpected benefit for students was that they were exposed to topics that rarely are mentioned in Psychology classes, such sustainable gardening, seed collections, and floating seeds.

The benefits for the ARC of GNO's LA Green Corps include: lesson plan creation, direct mentorship and tutoring of students, and Crew Leader training. Through formalizing lesson plans and better defining the objectives that the LA Green Corps has set for its Corps members, Delgado students have aided in the education and skills attainment of participating Corps members. The two lessons that Delgado students worked on better define horticultural terms in age and education- appropriate manners. These lessons will be documented in a Crew Leader

training manual that is used by Crew Leaders to teach horticultural skills to youth with disabilities.

Delgado students were also available to LA Green Corps members during their life skills computer lab time. During this time, Delgado students were able to get an accurate picture of the cognitive functioning of LA Green Corps members while also providing one-on-one assistance to them on the computer. Corps members at the Arc GNO often need individual instruction and mentoring while learning new skills. Having one Crew Leader teach computer skills is a challenge, so having Delgado students in the lab was advantageous for the Corps members and the LA Green Corps staff.

Lastly, with the help of the Delgado class, LA Green Corps Crew Leaders have been able to gain a better perspective on teaching methods that will work with individuals with disabilities. Crew Leaders are not trained teachers, so the tips and suggestions that the Delgado class made are very beneficial to the Crew Leaders as teachers and the Corps members as students.

Project 2

Emergency preparedness is a difficult topic for children. Children learn through repetition and music aids in the memorization of drills etc. Two music videos were created from scratch addressing the need for an educational tool to address emergency preparedness to children. Throughout the activity, both the college faculty member and the community partner worked together with the TEVP 255 Corporate Television students in creating the project and working with 60+ elementary school students as talent in the videos.

Step-by-step Process

- 1) Identify the Need – Most children were not prepared for Hurricane Katrina. Many lost their belongings, their homes and many did not return to their homes and those that did return, did so many months later...Often, in crisis situations, children are to be seen and not heard. This project seeks to empower children in protecting themselves in these crises.
- 2) Connect with Community Partner – Singer/songwriter, Timothy Weller agrees to write a song about Hurricane Preparedness.
- 3) TEVP 255 students work with Tim researching the topic specific to children. The TV students want to stress the importance of preparation without causing fear in the elementary school children.
- 4) Tim Weller writes the music and lyrics to coincide with the research.
- 5) A student producer and Director are chosen for this project.
- 6) Relatives of the TV students, faculty and songwriter were chosen to sing the first song “Hurricane’s A Brewin’”. They met at Spool Stegmann’s studio to record the song.
- 7) The TEVP 255 students create a shooting schedule and storyboard. Crew is decided in one of the production meetings

- 8) Tim Weller volunteers his home for the shoot. Local TV news donates hurricane footage.
- 9) Music Video is edited
- 10) 2nd song, "School Emergencies" is written and St. Rose Elementary School comes on board as a community partner.
- 11) The 1st, 3rd and 5th grade classes practice their school emergency drills and the TEVP class designs the shoot.
- 12) Both projects are in the rough cut editing stage.
- 13) Throughout the process, several layers of learning take place.
 - a. TEVP 255 students produce a video from concept to completion. They work with a content expert – Tim Weller in developing the concept.
 - b. Tim Weller learns the amount of work that goes into producing a video from ground up and he also shares in the creative process. He also discovers the way the college students work together.
 - c. The elementary school children learn about the production process from the community college students.
 - d. The faculty member learns about working with elementary school students.