



*Maryland State Department of Education*

## **Service-Learning** **Fellow Project**

### **Aiming to Cure Cancer**

Arrowhead Elementary School,  
Prince George's County Public Schools,  
Lauren B. Sipe and Matt Cooke,  
[lauren.sipe@pgcps.org](mailto:lauren.sipe@pgcps.org)

**Primary Subject:** Health

**Grade Level:** Pre-K through 6

**Project Title:** Arrowhead Archers Aiming to Cure Cancer

**Type(s) of Service:** Direct and Indirect

**Project Description:**

As students learn about the relationship between nutrition and health/fitness, they will learn about the American Cancer Society and develop activities to support the school's Relay for Life team.

**Potential Service-Learning Action Experiences:**

Students will research information on cancer awareness and prevention. They will then design and organize activities to support the American Cancer Society and the School's Relay for Life team. Students will walk in the school's mini-relay for cancer, and if possible in the actual Relay for Life Event.

#### **Maryland State Curriculum Indicators**

##### **Health**

7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

D. Risk Factors

1. Investigate the impact of cancer on the individual.
  - b. Describe behaviors to reduce the risk of developing cancer

# Alignment with Maryland's Best Practices of Service-Learning: Arrowhead Elementary, Aiming to Cure Cancer

**1. Meet a recognized community need** (*e.g. What health, education, environment or public safety need was met? How did you determine there was a real need in this area? Who was helped by your project?*)

In the 2009-10 academic year, our students were engaged in a school-wide service-learning project for the entire school year. The students, staff, parents, and community members were involved in raising money and awareness for the American Cancer Society, and formed a Relay for Life walking team. The sixth grade students did research on cancer, wrote informative essays on this topic, and shared this information with the student population. The students shared their essays during our morning announcements using the PA system. Students in grades Pre-K-6th were encouraged to design healthy living posters, and create a motto for our school. Students promoted healthy eating habits, exercise, using sunscreen and wearing protective clothing. One of our students created a healthy living motto for our school from this project.

**2. Achieve curricular objectives through service-learning** (*How did the project reinforce or enhance student academic learning?*)

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**3. Reflect throughout the service-learning experience** (*What types of activities did students engage in to reflect on their project?*)

Students reflected in written form and through discussions with the school counselor. Sixth grade students completed their service-learning verification forms after fundraising activities were completed. Teachers engaged their students in discussions before and after activities to enhance reflection practices. Announcements were made via the PA system from the administrative staff to encourage students to reflect after our Relay for Life mini activities.



- 4. Develop student responsibility** *(How did students have opportunities to make decisions about the service-learning project and take on leadership?)*  
Student responsibility was developed through the Character Kids program. A group of 20 sixth grade students were empowered to design and implement the activities, and highlight ways to prevent cancer.
- 5. Establish community partnerships** *(With what community partners did you collaborate? Non-profits, civic organizations, businesses that provided donations, etc.)*  
The American Cancer Society worked closely with us on our fundraising activities, Field Day, and our actual Relay for Life walk. Our other community partners included: Innovative Auto Body, Murrays, Little Washington Civic Association, and Westphalia United Methodist Church.
- 6. Plan ahead for service-learning** *(How did you prepare and plan for the project?)*  
All fundraising activities were planned at the beginning of the school year with the Climate Committee and Character Kids. The following activities were planned: a movie night, an after-school holiday dance, selling of carnations during Peace Week, school-wide field day, and our culminating event the Relay for Life walk. During the field day every grade level participated in a mini Relay for Life walk. Students and teachers walked, jogged, skipped, and other creative means around our back field area at the school. Arrowhead Elementary was the only school in Prince George's County to participate in the Relay for Life event. A team of staff including the counselor, PE teacher, and parent liaison planned and executed most of our activities. The administrative team supported all of our activities, as well as teachers, parents, and community volunteers. Students were prepared for their service-learning activities through class discussions, PA announcements, and communication with their families. Letters and flyers were sent home to parents prior to every service-learning project.
- 7. Equip students with knowledge and skills needed for service** *(What did students learn through the experience?)*  
Students learned the importance of giving back to the community during this project. They developed empathy and compassion for others who were going through cancer treatments, and for those individuals who were cancer survivors. Students acquired leadership skills, problem-solving, and communication skills through this activity. Most importantly, students developed a sense of social responsibility when they were involved in the planning, developing, and implementing outreach to others in their community.

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