The Adopt a School Program

An Honors Thesis (HONRS 499)

by

Marisa D. Fleming

Thesis Advisor

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Ball State University

Muncie, Indiana

Date: May 2001

Graduation: May 5, 2001
The Adopt a School Program

Senior Thesis Abstract

The objective of the Adopt a School Program is to encourage the participation of university students in their local community, namely, local elementary schools. This partnership will benefit the college student through opportunities to tutor and present relevant programs as well as the elementary student who benefits through additional academic assistance and role modeling. The target audience for the Adopt a School Thesis Project is a future coordinator of the project or interested student seeking to participate in the program. The target audience for the actual project is students in local elementary schools.

The Adopt a School Program for the fall semester consists of weekly tutoring at two elementary schools, a Drama Club at one elementary school and three educational programs offered to all three participating elementary schools. The spring semester events will include tutoring, a Drama Club and three additional educational programs.

The thesis project will thoroughly explain the Adopt a School Program, its history and purpose and will highlight its need in the community. The project will also indepthly explain each individual program offering examples, advice and evaluations from the presented programs. The project will include possible resources and additional ideas for the programs.

By coordinating this program, I expect to gain experience in the educational field through my interaction with the faculty and principals of each
school. I also expect to learn more about myself in my role as a leader. In addition, I will gain additional experience in creating and presenting meaningful educational programs. I will learn to facilitate groups of educators, motivate volunteers, publicize events and communicate information to numerous members of an organization. Mostly, I will learn about the needs and wants of schools in a community and how to assist the schools in meeting their needs.
Acknowledgments

I must give many thanks to Andrea Deer for her dedication to Golden Key International Honour Society and the Adopt a School Program. She has been a wonderful advisor with the program and has been integrally involved in nearly every step. Her commitment to students is unbelievable!

I must also thank all of the volunteers of the Adopt a School Program. Thank you for giving your time, not to assist my thesis, but to serve the children of the Muncie community. Thank you for being compassionate leaders and worthy role models.
The Adopt a School Program commenced in the Spring of 2000. The main purpose of the program is to create a relationship between successful college students and maturing elementary students. Through this relationship, the university participants aim to be a positive influence for the elementary students in the area of academics as well as good role models to promote wise decision making.

An initial letter of invitation was sent to elementary and middle schools in the Muncie community. The letter explained the aim of the program and offered a listing of possible programming ideas that would achieve the program’s goals. The invitation letter sparked an immediate flood of responses from the local principals. The schools were definitely interested in additional aid! Early in the fall semester, three local elementary schools were adopted by the Ball State University Chapter of Golden Key International Honour Society.

The Adopt a School Program seeks to provide educational opportunities for children through activities such as weekly tutoring, “School is Cool” Workshops, Drug and Alcohol Awareness Presentations and Halloween Safety Skits. The program also provides enrichment opportunities for the elementary students such as a Drama Club.

In all, the Adopt a School Program gives university students the opportunity to reach out to the Muncie community by helping its children. Through mentoring relationships during tutoring to role modeling during the many presentations and workshops provided, the university students are given a unique opportunity to make a difference in the world around them. In return,
the elementary students are provided with opportunities to excel, grow and mature both in their studies and in their personal lives.

The principals and participants of the Adopt a School Program in its inaugural semester have made it vividly clear that the efforts of the university volunteers are very much appreciated. Public elementary schools are very much in need of additional assistance from community organizations. The involvement of the Adopt a School volunteers has helped show the students of Longfellow, Sutton and Grissom elementary that they are cared for and loved. Therefore, according to principals, volunteers and students, the Adopt a School Program has successfully met its goals.
Contact Information:

If you are interested in getting involved in any of the Adopt a School activities, please contact Aarisa Fleming. You do not need to be a member of Golden Key International Honor Society to participate in the opportunities provided by the Adopt a School Program. All volunteers are welcome!

Do your part! Take responsibility for the future of our nation by taking care of the children in our community!!

Feel free to call or email me at your convenience. I look forward to meeting you and helping you make a difference in the lives of the children of Muncie!

Marisa Fleming
(765) 214- 0483
mdfleming@bsu.edu

Hope to hear from you soon!!!
Tutoring Opportunities in Local Elementary Schools!!

Longfellow Elementary - MW 2:30-3:30pm

Sutton Elementary - TR 2:30-3:15pm

During the tutoring times, Ball State students meet one on one or in small groups with elementary aged students. They help with the students' homework and also play educational games to refine the students' basic skills and abilities.

The elementary students, teachers and principals greatly appreciate the time and effort given by Ball State students in the tutoring program. It is a great service to the school, the children and the future of Muncie.

To participate in the tutoring program, one must be committed to volunteering at least once week for approximately one hour and a half (this includes travel time to and from the schools). This is not a huge time commitment but definitely a worthwhile one.

As a volunteer in the tutoring program, you are rewarded by knowing that your time and effort help a special child in need. It is exciting to witness improvement in the children's schoolwork and watch them eager to learn.

What is Adopt a School???

The Adopt a School Program commenced in the Spring of 2000. Its main purpose is to create a relationship between successful college students and maturing elementary students. Through this relationship, the participants aim to be a positive influence for the students in the area of academics as well as good role models to promote wise decision-making.

The program seeks to provide educational opportunities for children through activities such as weekly tutoring, "School is Cool" workshops, AIDS Awareness and Drug and Alcohol Prevention Presentations. The program also provides enrichment opportunities for the elementary students such as a Drama Club.

In all, the Adopt a School Program gives university students the opportunity to reach out to the Muncie community by helping its children. As students committed to higher education and excellence, who better to influence the future of America? This program gives students the chance to do just that.

Through mentoring relationships during tutoring to role modeling during the many presentations and workshops provided, the university students are given a unique opportunity to make a difference in the world around them. In return, the elementary students are provided with opportunities to excel, grow and mature both in their studies and in their personal lives.

The Adopt a School Program has adopted three local elementary schools for the 2000 Academic Year. The following schools are excited to be participating and greatly appreciate and welcome the interaction of elementary students with the Ball State volunteers.

Longfellow Elementary School
K-5th Grade

Sutton Elementary School
K-5th Grade

Grissom Memorial Elementary School
K-5th Grade

Each of these schools is interested in Ball State students present workshops, presentations to further educate and their students. Tutoring is a main factor the schools participate in the Adopt a School Program. The schools also value the "School is Cool" Workshops, AIDS Awareness Presentations, Drugs and Alcohol Prevention Program and Trick or Treating Safety Philanthropy.

In addition, volunteer assistance with programs such as Back to School Rallies and Festivals, is appreciated by the schools' faculty and staff.

In all, each school is concerned with the betterment of their students to create a successful future in the students' lives as in the community. Ball State students are privileged to have such an integral part in outstanding endeavor.
Adopt a School Programs
The Tutoring Program
The Adopt a School Tutoring Program was created to assist elementary students with their schoolwork and basic skills after school. Two schools participated in the program along with 25 Ball State tutoring volunteers.

Longfellow Elementary School participated with the tutoring program on Monday and Wednesday afternoons from 2:30-3:30 p.m. Individual teachers recommended students from their class to attend the after school tutoring. The tutors reviewed basic math and reading skills with the children as well as assisted them with class assignments. Students attended both the Monday and Wednesday tutoring sessions and were able to build relationships with the tutors.

Sutton Elementary School also participated with the Adopt a School Tutoring Program. Ball State tutors visited Sutton on Tuesday and Thursday afternoons from 2:30-3:15 p.m. The tutors conducted the tutoring sessions from the library. Three students regularly attended the sessions as recommended by their teacher. Other students from the school’s Latchkey Program were invited to attend as well. Again, the students built meaningful relationships with the Ball State tutors. The students also enjoyed and looked forward to receiving assistance with their homework assignments. The tutors also spent time reviewing spelling words, math facts, and reading stories to the students.

In all, the Adopt a School Tutoring Program proved to be a success. The elementary students benefited from additional assistance with their
assignments and built significant relationships with motivating, knowledgeable university students.
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**Additional Tutoring Information**

The Adopt a School Program has tutors in two local elementary schools Monday through Thursday.

**Longfellow Elementary School - MW 2:30-3:30pm**

1900 E. Centennial Ave., Muncie, IN, 47304  
Principal: Mrs. Jackson  
Phone Number: 747-5410

*Directions to Longfellow:*  
Take McKinley to Bethel, turn right.  
Follow Bethel around curve to Centennial.  
Continue on Centennial, Cross RR Tracks, go straight across Broadway.  
First Stop sign, go straight, School immediately on your left.

*A Volunteer Form and Local Criminal History Check (Free of Charge) must be completed and cleared before you can tutor at Longfellow. Contact Marisa to get a form and complete it ASAP! There is about a week turn-around time from when you complete the form and get clearance to volunteer at the school."

**Sutton Elementary School - TR 2:30-3:15pm**

3100 E. Memorial Drive, Muncie, IN  
Principal: Joe Stokes  
Phone Number: 747-5431

*Directions to Sutton:*  
Take McKinley to Jackson, turn left.  
Take Jackson to Madison, turn right.  
Take Madison to Memorial, turn left.  
Continue on Memorial straight thru lights (3?)  
School on left, before bypass.

Our carpooling meeting spot is the  
STUDENT CENTER SHUTTLE STOP.  
We meet at 2:10 on tutoring days to carpool to the schools.

If you have any questions, please feel free to contact  
**Marisa** at  
214-0483 or  
mdfleming_20@hotmail.com
Adopt a School Program
Tutoring Information

Longfellow Elem.- MW 2:30-3:30
Carpooling Meeting Spot- ____________

Wednesday, September 20- 2:45 Meeting with principal.
Volunteer Forms and Local Criminal Checks

Directions to Longfellow-
Take McKinley to Bethel, turn right.
Continue straight, turns into Centennial.
Cross RR Tracks, straight across Broadway.
First stop sign, School on left.
Phone Number: 747-5410

Sutton Elem.- TR 2:30-3:15
Carpooling Meeting Spot- ____________

Directions to Sutton-
Take McKinley to Jackson, turn left.
Take Jackson to Madison, turn right.
Take Madison to Memorial, turn left.
Continue thru lights (3!).
School on left, before bypass.
Phone Number: 747-5431

For more info or questions, contact Marisa Fleming at 214-0483 or mdfleming_20@hotmail.com
Thanks for volunteering!!!
Dear Parents and Guardians of Longfellow Students,

Greetings! I am writing to inform you of an excellent opportunity for your student to receive additional academic assistance after school. The Golden Key International Honor Society of Ball State University has included Longfellow Elementary School in its “Adopt a School” Program. This program seeks to reach out to the community through the schools and build meaningful relationships between college students and elementary students.

Throughout the semester, members of the Golden Key International Honor Society will be presenting programs to Longfellow classes and also participating in the school’s activities as additional volunteers. Planned programs include an AIDS Education and Awareness Presentation and a Trick or Treating Safety Philanthropy.

In addition, the society will be providing after school tutors to assist students with their homework and assignments. The members of the society exhibit academic excellence according to their college grade point average. The students are also interested in providing enrichment programs to the students such as music and crafts after school.

The tutoring sessions are set to begin in the next few weeks. The times and days are listed below for your convenience. We hope that you are able to take advantage of this service for your student.

If you have any questions, please feel free to contact Longfellow Elementary School or Marisa Fleming, the “Adopt a School” Coordinator. Thank you.

Marisa Fleming

(765)214-0483

Tutoring Days and Times:
Monday and Wednesday, 2:30-3:30pm
Longfellow Tutoring Volunteers
Volunteer Time 2:10-3:40 (1.5 hours)

Monday, October 9- 5
Wednesday, October 11- 5
Monday, October 16- 6
Wednesday, October 18- 6
Monday, October 23- No Tutoring
Wednesday, October 25-3
Monday, October 30- No Tutoring
Wednesday, November 1- 5
Monday, November 6- 6
Wednesday, November 8- 5
Monday, November 13- 6
Wednesday, November 15- 5
Monday, November 20- 6
Wednesday, November 22- No Tutoring
Monday, November 27- 6
Wednesday, November 29- 5
Monday, December 4- No Tutoring
Wednesday, December 6- 5

Total Estimated Hours of Tutoring Volunteer Service:

111 hours
Sutton Tutoring Volunteers
Volunteer Time 2:10-3:40pm (1.5 hours)

Tuesday, September 19- 3
Thursday, September 21-1
Tuesday, September 26- 5
Thursday, September 28-3
Tuesday, October 3- 7
Thursday, October 5-3
Tuesday, October 10- 7
Thursday, October 12-3
Tuesday, October 17-8
Thursday, October 19- No Tutoring
Tuesday, October 24- No Tutoring
Thursday, October 26-1
Tuesday, October 31- 6
Thursday, November 2- 4
Tuesday, November 7- 7
Thursday, November 9- 3
Tuesday, November 14- 6
Thursday, November 16- 4
Tuesday, November 21- 5
Thursday, November 23- No Tutoring
Tuesday, November 28- 6
Thursday, November 30- 4
Tuesday, November 5- 6
Thursday, November 7- 3

Total Estimated Hours of Tutoring Volunteer Service:

142.5 Hours
Drama Club
The Adopt a School Drama Club was created to provide elementary students with a purposeful means of expression and enrichment. The Drama Club opened doors of opportunity relating to the Arts. A goal of the club was to provide an additional facet through which students could display their talents and excel in extracurricular activities.

An enthusiastic Golden Key Member piloted the club and conducted weekly meetings and practices. Twenty elementary students participated in the after school Drama Club at Sutton Elementary School. The students were introduced to theatre and the art of acting during the meetings and used their knowledge to create a play, "Snow White 2000".

"Snow White 2000" was written by the Drama Club Director with student input and assistance. The Drama Club then rehearsed and memorized their roles in order to perform in an end of the year play presented for family and friends. Nearly 100 parents, friends and family attended the production of "Snow White 2000". The performance was quite a success!
School is Cool Workshop
The "School Is Cool" Workshop was an educational program presented to fourth and fifth grade students at Grissom Memorial Elementary School and Sutton Elementary School. The workshop was presented in September as part of the Back to School Festivities. The aim of the "School Is Cool" Workshop was to prepare students for a successful year ahead.

The workshop commenced with a skit demonstrating the importance of appropriate classroom behavior. Next, the presenters each led a group of elementary students in discussions focused on goal setting for the school year. Each student set an attainable goal for the school year. Goals that were set focused on grades, classroom behavior or involvement in extracurricular activities.

Each student kept a copy of the goal he or she had set for the school year. The teachers and staff of the schools appreciated the lesson taught by the workshop. The students also enjoyed the skit, discussion and goal-setting group activity.
**School is Cool Workshop**  
**30 Minute Presentation**

**Introduction** (Marisa): Hello!  
Who we are  
Why we are here- Goal Setting and Behavior in class  
Introduce skit- audience cooperation and attention

**Skit** (Emily and Jessica):  
Bring up student volunteers- Hand out roles  
Explain their roles, especially to the “teacher”  
Hand out supplies for the skit (worksheet)  
Moderate the skit  
Prompt “teacher” if needed  

**Bad Class Skit**  
**Good Class Skit**  
Thank the volunteers  
Ask the “teacher” to comment on how he/she felt in each situation

**Bring it all together** (Rebecca):  
Wrap up comments about the skit  
Explain next activity (getting in groups)  
Facilitate group making  
Alert teachers that students will be creating something that could be displayed in the classroom if they wish.

**Small Group Session** (All):  
(Suggested Questions- Please add or subtract as you like, these are only my brainstorming ideas!!!)  
Review behaviors addressed in the skits  
What is the difference between the two skits? Between the teacher’s actions? Between the students’ actions?  

**Goal setting**-  
What are goals?  
How might the goals we set for ourselves affect our behavior in the classroom?  
What is one specific goal you can set for yourself for this school year?  
How can you obtain your goal?
How can you help each other obtain your goals?

**Markers and paper provided**-
Let students write their names and their goals on their papers.
Encourage them to share.
Instruct them to give them or show them to their teacher.
Display them somewhere that they will be reminded of their goal.

**Wrap Up**- Instruct your group to quietly exit the session area!
School is Cool Workshop

Meeting

Tuesday, September 5, 7pm

1. Adopt a School- Sutton, Longfellow, Grissom
2. Programming and Activities:
   - School is Cool
   - AIDS Awareness- October
   - Halloween Safety Skits- October
   - Tutoring- beginning September 11
     - Longfellow- Monday/Wednesday 2:30-3:30
     - Sutton- Tuesday/Thursday 2:30-3:15

3. School is Cool Workshop
   - 8 fourth and fifth grade classrooms
   - 30 minute presentations
   - Study skills, why school is important, higher education
   - Role play, discussion, skits
   - Prizes, pencils, poems???

Friday, September 8, 2000
Sutton Elementary School-
(747-5431)
12:30-2:30pm

Directions:
McKinley to Jackson, Turn Left.
Jackson to Madison, Turn Right.
Madison to Memorial, Turn Left.
Stay on Memorial, go over RR tracks, thru stop light.
Look for Sutton on your left.
Golden Key, Adopt a School Program

"School is Cool" Workshops
Planning and Practice Meeting...
Tuesday, September 5, 2000 at
7 pm
in the Student Center, Corina Room.

Presentations:

**SUTTON ELEMENTARY**-
Friday, (Sept. 8) 12:30-2:30pm

**GRISSOM ELEMENTARY**-

Contact Marisa Fleming for more info or
details!!!
214-0483
Skit #1: You are a very smart student. You listen to the teacher and raise your hand to answer all the questions.

Teacher:
It is your goal to get the class to do the worksheet before the skit is over. You may ask them questions like “Who knows the answer to number one?” You should try to keep them from being noisy or disruptive.

You raise your hand when the teacher asks a question, but make lots of noise so the teacher notices you. Then, if the teacher calls on you, you say “I forget the answer.”

Skit #2:
You stare off into space the whole time. Don’t answer the teacher’s questions, but just keep staring.

Skit #2:
Matching

1. _____lived
   A. found out
2. _____owners
   B. did catch
3. _____different
   C. not the same
4. _____caught
   D. stayed in one place for a time
5. _____discovered
   E. people who own something
September 12, 2000

Golden Key Honor Society,

Marissa Fleming, Emily Neal, Renee’ White, Rebecca Busenitz, and Jessica Schilling dramatized “School is Cool” for our fourth and fifth grade students last week. Our teachers and students enjoyed their efforts, and we especially enjoyed the creative way the presentation was made.

We are hopeful the students at Ball State University can find ways to assist our Muncie Schools; especially at Sutton! We do admire your talent and initiative. Thank you for helping students at Sutton.

Sincerely,

Joe Stokes
Principal

Thanks for your help – it sounds like they really enjoyed it!

Andie
# School is Cool Volunteer Hours

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>School is Cool Meeting</td>
<td>9/5/00</td>
<td>7:00-7:30pm</td>
<td>Student Center</td>
<td>5</td>
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<tr>
<td>School is Cool Presentation</td>
<td>9/8/00</td>
<td>12:10-2:45pm</td>
<td>Sutton Elementary</td>
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<td>9/13/00</td>
<td>8:00-9:00pm</td>
<td>Robert Bell Building</td>
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**Total Estimated Volunteer Service Hours:**

37 hours
Drugs and Alcohol Awareness Presentations
The Drugs and Alcohol Awareness Presentations (Best of America) were presented at Sutton Elementary School and Longfellow Elementary School. The purpose of the presentations were to make students away of the effects of drugs and alcohol, practice resistance skills, and focus on wise decision making.

The Drugs and Alcohol Awareness Presentations were presented to six third grade classes. Four topics were included in the presentations; Handling Peer Pressure, Tobacco and Smoking, Making Good Decisions, and the Effects of Drugs and Alcohol. The four topics were presented in a station format. The elementary students were divided into small groups and rotated through the four stations. Ten minutes were spent at each station. The students were engaged in role playing, labeling activities, and simulation activities.

Even for young children, the importance of teaching about the effects of drugs and alcohol was recognized by the teachers and staff of the participating schools. The students enjoyed the stations and the teachers praised the strategic, hands-on learning that was incorporated into the presentations.
Making Good Choices

What kinds of decisions do you make everyday?
What to wear to school
Who to be friends with
Should I do my homework or not
Do I want to play outside or inside

Each of us must make our own choices about what we do, what we eat, who we are friends with and what we want to be when we grow up.

Each decision that we make has a consequence...a specific outcome or result.
This consequence can be good or bad depending on the decision we chose to make.

What is an example of a decision that you have had to make already today?
What were the consequences of your decision?
Was there a good or bad consequence?

As you grow older, you will have to make more and more of your own choices. You will have to decide if you will take drugs or alcohol. This is a very important decision that often brings bad consequences.

Let's talk about this spider web for a minute. Webs are not easy to see unless you are looking for them. To be safe, insects must be aware and watch out for sticky spider webs. Unwise choices can trap us in bad situations if we are not careful, just like spider webs trap insects that are not watching for them. Sometimes the consequences of our actions are not easy to see. To be safe, we must be aware and watch out for situations that will trap us like a web. If we get caught in a bad situation, we must go through the consequences just like an insect must try to get out of the sticky spider web.

Everyone needs to work in pairs for our activity. On each insect, there is an example of a decision that you may have to make. Together, decide how you would respond to the situation. Remember, try to avoid decisions that have bad consequences. You don't want to be trapped in the spider's web! After you have had time to think, we will share the situations with the rest of the group and decide if your insect has avoided the spider's web or not.

❖ Share situations and students' answers. Hang insects in the web or outside the web depending on the consequence of the decision.

For additional questions...
How is making an unwise choice like being trapped in a spider web?
What is one way we can avoid being trapped in a negative situation?
How can we help our friends avoid trouble or dangerous situations?
At recess, your friends are making fun of a new girl that is shy and wears glasses. How do you decide to act?
Affects of Drugs and Alcohol

What are drugs?
A drug is any chemical that changes the way our minds and bodies work.
Drugs can change how we feel, think and act.
Examples of Drugs... cocaine, marijuana, alcohol, caffeine...

Today we are going to talk about illegal (against the law) drugs and alcohol.
We are going to explore how these things affect the way our body acts.

First Activity:
(line of masking tape on the floor)
Explain to the student that they are to walk as quickly as they can but they must take each step heel to toe. When they get to the end of the line, they are to turn around and walk back. You can demonstrate so the student knows what to do. Now have the student walk the line. You can welcome comments from the watching students. Now, to simulate drunkenness, bring the student back to the start of the line and spin him around enough times so that he is dizzy. Now point him in the right direction and have him repeat the activity just as he did before. Walk along side him to be sure that he doesn’t fall or bump into anything in the dizzy state. You can repeat with one or two other students if there is time.

This activity simulates the affect of too much alcohol.

Questions for now or at the end of all the simulations...
How did the student do the first time we tried the activity?
How did the student’s behavior change the second time we tried the activity?
What was so different the second time?
How might his behavior the second time affect his ability to drive a car?
Would you feel comfortable riding in a car with someone who was drunk?
What are some other things that a person couldn’t do if they were under the influence?

Activity 2:
Choose a student to write his name in big letters on a piece of paper. Have the student show the name to the class. Ask the same student to extend one leg out to the side of his chair and rotate it around and around while trying to write his name on another sheet of paper. Have the student show his name to the class (will probably be hard to read).

This activity simulates how a drug like heroin makes it hard to concentrate.

Activity 3:
Read a short list of words aloud to the group and ask the students to write down as many as they can remember. Then have some students stand in pairs and carry on loud conversations around the area. Read another short list of words to the group and have them write as many as possible. Be sure to use the same tone/volume of voice to read this list. Ask students to compare how they did on the two lists.

This activity simulates how marijuana can interfere with learning and memory.

Ask students to think of activities that they are required to do at home and at school.
Discuss how these activities may be affected by using alcohol or other drugs. Discuss how drugs could affect each of the listed activities.
Peer Pressure

What is peer pressure?

Peer pressure is any type of pressure put on another person by a peer (someone of their own age; a classmate, a friend)

What does peer pressure feel like?

It feels sometimes like you are being pulled in opposite directions. Part of you wants to give into the pressure and part of you knows that it is wrong and that you should not do it.

How do I deal with peer pressure?

Example... think to yourself, is what they are wanting me to do wrong, against the law, will it make my parents upset, will it hurt me or someone else, will I get in trouble? If the answer to any of these questions is yes, then it is negative peer pressure and should be resisted or refused.

What are some refusal (resistance) skills that I can use to get out of a situation that I am feeling pressured to do something that I do not want to do?

Just say NO
Avoid the situation
Ignore them
Walk away
Change the subject
Give a reason or excuse
Strength in numbers
Repetition (Broken Record)

After the discussion, the students will do some role playing using the provided cards. One card tells of a situation, the other card tells of a skill to use to resist the peer pressure. The students will act out these situations practicing the refusal skills.

If time, at the end you can review the refusal skills.
October 3 @ 5 pm
Drugs + Alcohol Presentations Meeting

Attendance:

Hillary Mandell
Katie Wilkinson
Amanda Amorett
Laurie Cole
Amber
Karen
Kyle
**Tuesday 9/26 @ 5 pm**  
**AIDS | Drugs & Alcohol**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilary Mandell</td>
<td>284-9653</td>
<td><a href="mailto:hjmandell@bsu.edu">hjmandell@bsu.edu</a></td>
</tr>
<tr>
<td>Amber Yoder</td>
<td>284-9828</td>
<td><a href="mailto:AmberYo@aol.com">AmberYo@aol.com</a></td>
</tr>
<tr>
<td>Amber Breckin</td>
<td>214-54443</td>
<td></td>
</tr>
<tr>
<td>Kim Gibser</td>
<td>214-1412</td>
<td><a href="mailto:kgibser@bsu.edu">kgibser@bsu.edu</a></td>
</tr>
<tr>
<td>Karen Page</td>
<td>288-7451</td>
<td><a href="mailto:kspage@bsuvcebsu.edu">kspage@bsuvcebsu.edu</a></td>
</tr>
<tr>
<td>Lucy Cole</td>
<td>281-9737</td>
<td><a href="mailto:lucycole@yahoo.com">lucycole@yahoo.com</a></td>
</tr>
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Best of America Presentation
(Drugs and Alcohol Awareness)

Thursday, October 26
12:15 pm  12:45-2:15 pm
SC Shuttle Stop (Longfellow Elementary School)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Peer Pressure:</td>
<td></td>
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<tr>
<td>Stephanie</td>
<td>288-7451</td>
</tr>
<tr>
<td>Tobacco:</td>
<td></td>
</tr>
<tr>
<td>Karen Page</td>
<td>288-7451</td>
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</table>

Taking Drugs: Good Choices

Drugs + Alcohol:
Best of America Presentation  
(Drugs and Alcohol Awareness)

Friday, October 27  
(12:40–2:10pm)  
(Sutton Elementary School)

<table>
<thead>
<tr>
<th>Name: Peer Pressure:</th>
<th>Phone #:</th>
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<tbody>
<tr>
<td>Amber Yoder</td>
<td>284-9828</td>
</tr>
<tr>
<td>Becky Tuttle</td>
<td>284-8948</td>
</tr>
<tr>
<td>Beth Walker</td>
<td>214-8355</td>
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<table>
<thead>
<tr>
<th>Name: Tobacco:</th>
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</thead>
<tbody>
<tr>
<td>Amber Yoder</td>
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<tr>
<td>Beth Walker</td>
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<tbody>
<tr>
<td>Amber Yoder</td>
<td>284-9828</td>
</tr>
<tr>
<td>Emily Neal</td>
<td>214-5033</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Amber Yoder</td>
<td>284-9828</td>
</tr>
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## Best of America Volunteer Hours

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<thead>
<tr>
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<tr>
<td>BOA Mtg.</td>
<td>9/26/00</td>
<td>5-6pm</td>
<td>Library</td>
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<td>5-6pm</td>
<td>Library</td>
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<tr>
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<tr>
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<td>10/27/00</td>
<td>12:10-2:50pm</td>
<td>Sutton Elem. School</td>
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**Total Estimated Volunteer Service Hours:**

45 hours
The Halloween Safety Skits were presented to school assemblies at Grissom Memorial Elementary School and Longfellow Elementary School. The assemblies included Pre-school, Kindergarten, First and Second grade students. The purpose of the Halloween Safety Skits was to promote smart and safe Halloween Trick-or-Treating.

Many Ball State volunteers worked long, hard hours to prepare for the Halloween Safety Skits. The biggest job was to paint large appliance boxes to represent houses for the actual skit. Each house was sketched by a Ball State Art student. Then each box was carefully painted to depict a real-life house. The end product was spectacular! Seven wonderfully painted houses created a fantastic street for the Halloween Safety Skits.

The school assemblies consisted of Halloween cheers and songs, the Halloween Safety Skit, and Trick-or-Treating. The bulk of the program, the Safety Skit, reviewed basic Trick-or-Treating tips for Halloween safety. After reviewing the tips in the skit, each child then safely trick-or-treated at each Halloween House. A Safety Tip reminder sheet was also placed in each student’s candy bag.

The Halloween Safety Skits were a huge success! The teachers and students alike enjoyed the skits and benefited from the review of safety tips.
The idea for the Halloween Safety skits came from the Golden Key chapter at Central Michigan University.

The presentation consists of three parts.

- The first is a "pep assembly" where volunteers get the audience fired up by doing Halloween cheers.

- The second phase is the safety skit. A volunteer, dressed up in a Halloween costume, goes trick-or-treating to each of our houses where he/she learns a safety lesson. For example, the trick or treater goes to House 1 which tries to lure him/her into the house to get candy. The trick or treater asks the audience what he/she should do. The students yell out answers and the trick or treater says "You should never go into a stranger's house" and goes to the next home.

- The final part of the presentation is the "practice." The students are given Halloween bags with a note of safety tips inside to take home and then line up to Trick or Treat.
SKIT:

Trick or Treater – First tell the audience that you may need their help during your trick or treating. When you ask them a question, encourage them to yell out possible answers.

Trick or Treater: Goes to House 1  “Trick or Treat”
House 1: “Isn’t that a wonderful costume. My candy is inside. Why don’t you come in and pick out your favorite pieces.”
T/T: Turns to Audience  “What should I do?”

Audience: Yells out answers
T/T: “My parents told me never to go into a stranger’s house. So no thank you. I’ll just go to the next house.”

Trick or Treater: Goes to House 2  “Trick or Treat”
T/T: Turns to Audience and shows them the piece of unwrapped candy “What should I do with this piece of candy?”

Audience: Yells out answers
T/T: “I’ll give this one to my parents to get rid of and I’ll ask them to go through my candy bag to find other unsafe pieces of candy when I get home. I definitely will not eat any candy until an adult looks at it.”
Trick or Treater: Goes to House 3. Stops to play with the lit jack-o-lanterns before knocking on the door. 
House 3: “Be careful. It is not safe to play by jack-o-lanterns. You could get burned.”
T/T: “Thanks for the tip.”

Trick or Treater: Goes to House 4. House 5 from across the street yells: “Hey, come over here instead. I’ve got lots of better candy.”
T/T: Turns to Audience “What should I do?”
Audience: Yells out answers
T/T: “I better stick to my route so that my parents know where I am and so that I do not cross any streets without using the crosswalk.”

Trick or Treater: Goes to House 6. (Has black windows and no outside lights) “The lights are not on, what should I do?”
Audience: Yells out answers
T/T: “This house must not want trick or treaters now. I better go to a house with an outside light on.”
Trick or Treater: Goes to House 7 and rings bell
House 7: “Have you been a safe little trick or treater?”
T/T: “Yes.”
House 7: “What have you learned so far?”
T/T: Turns to audience. “Do you remember what we have learned?”
Audience: Yells out answers
T/T: “See, we learned to not to go inside strangers’ houses, not to eat any candy that an adult hasn’t looked at, not to play with jack-o-lanterns, not to break up our route, and to only visit houses with a light on.”
House 7: “Those are good rules to follow. You should also take a flashlight, have a buddy go with you, wear a bright costume or reflective pieces, walk on sidewalks, and say thank you for each treat.”
T/T: Turns to audience. “So did we learn a lot today?! We are all going to be safe trick or treaters and have lots of fun - right?! Let’s go trick or treating now! Everyone stand up and form a straight line behind me. Remember to say “trick or treat” then “thank you” when you visit each house.”

- 7 houses
- Minimum of 8 volunteers
- Costume for Trick or Treater (bright/non-scary)
- Lit Pumpkin for House 3
- Flashlight and candy bag for Trick or Treater to carry
- Safety NoteCards
- Bags for each student
- Candy/treats for each student times 7 houses
- Halloween songs for beginning of program
SKIT TIMES

Sutton Elementary
Monday, October 30
12:40-1:40

Longfellow Elementary
Tuesday, October 31
9:15-10:30

Grissom Elementary
Tuesday, October 31
1:30-2:00
She opened the door and BOO!!!

To The Top

IF YOUR A MONSTER
If you're a monster and you know it, wave your arms.
If you're a monster and you know it, wave your arms.
If you're a monster and you know it,
then your arms will surely show it.
If you're a monster and you know it, wave your arms.

OTHER VERSES: show your claws, gnash your teeth, stomp your feet.

To The Top

THE MONSTERS ARE SO LOUD

(Tune: "When Johnny Comes Marching Home")
Thank you so much for your commitment to the Golden Key Halloween Trick or Treating Safety Skits!! We couldn’t have pulled it off without your help!!! Thanks!

Happy Halloween!!
Halloween Safety Skits
Sign Up Sheet

Monday, October 30
12:40-1:40pm
(Meet at SC Shuttle Stop at 12pm)
(Sutton Elementary School)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Karen Page</td>
<td>288-7451</td>
</tr>
<tr>
<td>Katie Wilkinson</td>
<td>288-9247</td>
</tr>
<tr>
<td>Amanda Amorett</td>
<td>288-5828</td>
</tr>
<tr>
<td>Amber Yoder</td>
<td>284-9828</td>
</tr>
<tr>
<td>Jessica Mcclure</td>
<td>288-1664</td>
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Tuesday, October 31
9:15-10:30am
(Meet at SC Shuttle Stop at 8:30pm)
(Longfellow Elementary School)

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<tr>
<td>Hillary Mandell</td>
<td>284-9453</td>
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<tr>
<td>Katie Joseph</td>
<td>284-0354</td>
</tr>
<tr>
<td>Jawhna Carter</td>
<td>288-4104</td>
</tr>
<tr>
<td>Beth Bankart</td>
<td>254-1748</td>
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Tuesday, October 31  
1:30-2pm  
(Meet at SC Shuttle Stop at 12:45pm)  
(Grissom Elementary School)  

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<td>Karen Page</td>
<td>288-7451</td>
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<tr>
<td>Hillary Hardell</td>
<td>284-9653</td>
</tr>
<tr>
<td>Jenny Wilson</td>
<td>254-1224</td>
</tr>
<tr>
<td>Leann Smith</td>
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<td>Halloween</td>
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<td>Painting</td>
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<td>10/31/00</td>
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<tr>
<td>Skits</td>
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**Estimated Total of Hours of Volunteer Service:**

**75.5 hours**
Adopt a School
Correspondence
The Adopt a School Program has included correspondence between the coordinator and the participating local elementary schools. Through letters, emails and phone calls, the coordinator and principals were able to arrange presentation dates and times and converse about the ongoing programs.

An initial letter of invitation was sent to local elementary schools describing the purpose and goal of the Adopt a School Program.

Additional letters were written to inform parents of the tutoring opportunities available in the participating schools.

Letters were also written to thank the schools for their participation in the Adopt a School Program during its inaugural semester.

Lastly, letters of reference were provided for the dedicated Adopt a School volunteers.
April 17, 2000

Dear

Greetings from Ball State University! I am writing on behalf of the Golden Key National Honor Society Chapter of Ball State University. I am very excited to inform you of an excellent opportunity for your school to be involved in our organization and benefit from the service of our university members!

Golden Key Honor Society is an internationally renowned organization committed to academic excellence, scholarship and community service. Some of the goals of the society are to recognize and encourage scholastic achievement and promote voluntary service.

Our chapter is looking to adopt a Muncie school for the 2000-2001 academic school year. Throughout the year, we have numerous programs taking place in schools throughout the Muncie community. We would like to focus our activities to one school and work in conjunction with the faculty, staff and teachers to provide efficient educational and social opportunities for the students of the school. Our goal for the program is to create a relationship between successful college students and maturing elementary students. Through this relationship, we aim to be a positive influence for the students in the area of academics as well as good role models to promote wise decision making.

The attached sheet provides a list of Golden Key activities and descriptions that we are planning to implement into the “Adopt a School” Program for next year. We also urge and encourage your ideas and suggestions for additional programming to meet the needs for your school. From helping at your Fall Festival to tutoring after school, Golden Key seeks to be an asset to your school in any way possible. The possibilities are endless!

Please read this information carefully and consider coming aboard the “Adopt A School” Program for next year! I look forward to speaking with you soon!

Sincerely,

Marisa Fleming
Vice President of International Awards
Golden Key Honor Society

Contact Information:

Marisa Fleming
31 Botsford Hall
Muncie, IN. 47306
(765) 214-8857
E-mail: mdfleming@bsu.edu

Andrea Deer
Alumni Association

285-1080
adear@gw.bsu.edu
“Adopt A School” Program
Golden Key National Honor Society

- **School is Cool Workshop** - September
  Presentations promoting academic achievement, study skills, and the benefits of education.

- **AIDS Awareness Week** - October
  Presentations, skits, information workshops about AIDS, its transmission, and prevention.

- **Halloween Safety Skits** - October
  Skits to teach students safety during Halloween Trick-or-Treating.

- **Best of America**
  Interactive presentations focused on topics such as drugs, alcohol, moral dilemmas, coping mechanisms, adjusting to change and role models.

- **Arbor Day** - April
  Presentation about the history of Arbor Day, why we have it and the importance of taking care of our trees. Also includes the donating and planting of trees on the school campus.

- **College Majors Day**
  Similar to a career day, university students will make presentations about their majors and classes that they must take. This could also be set up as a College Fair with each student having a table and project board to display their projects and books. Students could talk to the college students about the major that interests them.

- **After School Tutoring**
  This service will be arranged to help students that are behind or need additional assistance after school.

- **Drugs and Alcohol Presentation**
  These presentations, interactive lessons and workshops would inform the students of the dangers and consequences of drugs and alcohol.

- **Kiss the Pig Fundraiser**
  This is a fundraiser that we do on campus to raise money for community organizations. We would consider using the proceeds to benefit a project or event happening in your school.
Fifth Grade Lock-In
A fun, supervised evening at the end of the year to celebrate their graduation to middle school. The evening would be planned with team building games, lessons focused around adjusting to change and resisting peer pressure.

Spring Fling, Fall Festival, School Carnival, etc...
We are willing to be extra planners and extra sets of hands for your annual school social activities.

These a just a few of the ideas that we have brainstormed and would like to participate in with your school. As stated before, we are open to your suggestions and needs! If you would like to participate with us in the "Adopt a School" Program for the 2000-2001 Academic Year, please contact Marisa Fleming. Thanks so much for your time. We look forward to partnering with you for the promotion of education for today's youth!
Dear Mrs. Jackson,

Greetings! I would like to take a brief moment to thank you for your cooperation and participation with Golden Key National Honor Society’s “Adopt a School Program” in its inaugural semester.

Just to catch you up on what has been happening on the Ball State campus, every October new members are inducted into the Golden Key National Honor Society. Soon after the induction ceremony, officer elections take place. A new core of officers is elected and takes position at the beginning of November. These officers will be responsible for their positions for the Spring and Fall Semesters of 2001.

Therefore, I am handing over the position of “Adopt a School Coordinator” to a young lady named Beth Barnhart. I trust that she will continue to improve the program in the upcoming year.

It has been an absolute joy to work in conjunction with your teachers, faculty, and staff to develop a partnership between your school and the university student volunteers from our organization and others on the Ball State campus.

I appreciate your flexibility, patience and encouragement during this first year of the program’s existence. I have thoroughly enjoyed serving the students of Longfellow and hope that the programs that have been presented were beneficial, effective and pleasurable for the participating elementary students.

I would like to personally thank you for providing me with the beneficial experience of working with you and your school in the planning, coordinating and executing of each of the programs. I have gained a phenomenal amount of leadership experience as the coordinator of the program, and I thank you for being an instrumental asset in my learning process. I can honestly say that I have learned, enjoyed and grown with the Adopt a School Program this semester.

Again, I thank you immensely for your enthusiasm to participate in the program and I sincerely hope that you and your students have enjoyed your experiences and will continue to partner with Golden Key National Honor Society and the Adopt a School Program in the coming semester.

Thank you!

With love,

Marisa Fleming
Adopt a School Coordinator,
Golden Key National Honor Society
1999-2000
2401 W. Bethel Avenue, Apt. 29, Muncie, IN, 47304
To Whom It May Concern:

Greetings! I am writing in reference to Miss Heather Lyons and her dedicated participation in the Adopt a School Program. This program is sponsored by Golden Key National Honor Society at Ball State University.

The Adopt a School Program participates with three local elementary schools in Muncie, Indiana to provide services such as after school tutoring and educational workshops for the elementary students.

Heather has volunteered weekly in the after school tutoring program. She has been committed to the students and has been a wonderful influence in their academic and social lives.

Overall, Heather has strived to make a difference in the Muncie community this semester and her efforts are very much appreciated by the school principals and students. She has been a wonderful asset to the Adopt a School Program.

Sincerely,

Marisa Fleming
Adopt a School Coordinator
1999-2000
Adopt a School Recognition
The Adopt a School Program was no doubt successful during its premiere semester. The work of the Ball State volunteers and the teachers and faculty of the participating schools worked diligently to make it a success. The hard work did not go unrecognized.

The Adopt a School Program and its coordinator, Marisa Fleming, were the main topic for the article "Golden Girl" written by Junior Ball State University student, Tara Gerber.

The Adopt a School Program was also featured on the Ball State University News Station.

Lastly, the Adopt a School Program, created by the Golden Key International Honour Society of Ball State University, was awarded recognition at the Society's Central Regional Conference in March of 2001. The program was elected "Best Academic Project" of the twenty colleges and universities eligible.
GOLDEN GIRL

Marisa Fleming leads her volunteers to the principal’s office at Wilbur E. Sutton Elementary School.

After putting on their nametags, the tutors head to the library. Marisa navigates the corridors – and the ocean of children and parents – with ease.

Marisa, a fourth-year elementary education major, is a student volunteer who tutors elementary students through a program she created. With the help of Golden Key National Honor Society members, Marisa has organized a partnership this semester between college students and school children.

Three Muncie public elementary schools benefit from weekly workshops, tutoring, and personal relationships with Ball State students, and children get attention that teachers can't always give on a daily basis.

In the library, Marisa greets Kala, a fourth grader with a golden bob. They find a quiet corner of the library, behind a display of students’ shoe box art.

While Marisa explains the worksheet, Kala nods and writes diligently on her paper.

“‘What place value is that seven?’ Marisa says. “Remember how you said seven hundred?”

Kala struggles but does not get frustrated. Her brow furrows and she looks to her tutor for another prompt.
“This is the one-thousand, this is the ten-thousand. So what would that make this?” Marisa asks.

“Hundred thousand,” Kala says as she pencils in the answer.

“She was working well and she was trying,” Marisa says later. “She needed to understand the questions and figure it out for herself.”

An honors student in her fourth year at Ball State, Marisa knows the satisfaction of hard work. It’s part of her job as regional representative for the Ball State Chapter of Golden Key National Honor Society, which promotes voluntary service in addition to academic achievement.

Two programs titled Best of America and Arbor Day are Golden Key’s standard presentations, given to elementary schools each year by student volunteers. Marisa had many other ideas. She wanted to take the program a step further.

Students in the past had to reacquaint themselves with principals, teachers, and children each year, but with Marisa’s partnership program, college students are connected with schools on a weekly basis. Her program makes sense because volunteers don’t have to explain who they are to each school every time they call.

At first, Marisa had expected to partner with one Muncie school, but she received an overwhelming response to her proposal. Elementary school faculties were much more interested than she had expected.

“From what I’ve seen, they’re interested in anything,” Marisa says.

Marisa contacted faculty and students to make programs and volunteers come together. Now, she meets with principals from Sutton, Longfellow and Grissom...
elementary schools, all close to Ball State’s campus, to evaluate workshop ideas and the program's progress.

Marisa is pleased that teachers and faculty love the program so much.

“I saw it built from the bottom up,” she says. “When other people appreciate it, I’m surprised.”

Volunteers love the program too. Emily Neal, a fourth year elementary education student and volunteer, talked with children about their goals during the School is Cool workshops in September.

“The children thought about things they needed to improve on, like eating correctly and getting enough sleep,” Emily says. “They loved the skit. It was interactive and they got to reflect on it.”

The number of volunteers varies with each activity, but so far, 20 different students have volunteered to tutor Mondays through Thursdays, and 10 to 15 volunteers present each workshop.

Principals and children have been receptive.

“I think they enjoy having different programs that are interactive, or teaching it in a different way, or hearing different people teach it,” Marisa says.

She added that schools value community involvement, and that children like seeing college students.

Marisa enjoys it more than they do.

“Hopefully, for the kids, it’s rewarding,” she says. “But for us, we get to show them that somebody cares about them.”
Marisa's efforts have not gone unrewarded. Paige Lewis, a telecommunications major, highlighted Marisa in a news segment on Ball State's Channel 43 in November. Andrea Deer, the Golden Key faculty advisor, is helping Marisa turn the project into her senior honors thesis.

Marisa says the program is not perfect, however. Around 57 percent of college students volunteer an average of 3.9 hours a week, according to the U.S. Census Bureau's Statistical Abstract of the United States. Marisa wishes the numbers were bigger.

"The schools have such a big need, but we were unable to fill that need," she says. "To have the dream program would be to have more volunteers sign up and come. When you're in my position, to be totally committed to this program, it's hard to see others not willing to volunteer one hour a week."

She emphasizes that all students are welcome to participate, even if they aren't Golden Key members or elementary education majors.

The founder of Golden Key, James W. Lewis, is nonetheless overwhelmed by the generosity of Golden Key's members.

"The range of community service projects undertaken by these fine students each year is truly mind boggling, and their energy, enthusiasm and commitment have inspired and refreshed me," he says on Golden Key's website.

This project is the summit of her academic efforts and her service to Golden Key. Next semester, Marisa will student teach at Cowan Elementary.

"The teacher's basic role is to educate the student in the classroom. I agree with that. That's what I'm going to be doing. However, I think it's the community's job to
have a part in the school,” Marisa said. She added, “Once I start in my own classroom, I want to have a program like this.”

She puts her words into action.

Marisa leans forward on her undersized chair and prompts Kala to find the right answers. The two are absorbed in their task despite the giggling and chatter of the Bible Club, which also meets in the library. Marisa raises her voice slightly as the group begins singing “Jesus Loves Me.”

Kala is attentive, and Marisa’s tone is upbeat and patient.

“See how this is a right angle?” The tutor gestures toward the cubicle’s corner.

“They’re all over the place,” Marisa says. She points to where the wall meets the floor and Kala nods.

Kala’s not the only one who admires Marisa. Jim Kunkle, a former officer of Golden Key, was so impressed with her that he proposed to her last summer. His job as a financial consultant at Charles Schwabb keeps him busy, but he has been supportive of his fiancée, painting props for the Halloween Safety skits and helping Marisa present them.

“Marisa likes to give back to the community,” he says. “She’s a wonderful person. And she’s really cute too.”

The fall semester is over, but Marisa knows she and the children have made a lasting connection.

“Obviously, my heart is with little kids,” she says. “That’s where it’s going to be for the rest of my life, teaching.”
Marisa crosses her arms and the diamond on her ring finger glistens. It’s almost as dazzling as her heart of gold.
Adopt a School
Reflection
The Adopt a School Program has been phenomenal in its inaugural semester. The success of this program was not anything that I even remotely expected at its commencement in May of 2000. First, I was absolutely amazed to receive such an immediate flood of interest from local principals to participate in the program. I was under the impression that with a campus the size of Ball State University, with its thriving elementary education program that all of these local elementary schools would already be teeming with volunteers. I never seriously considered that there was such a need for assistance in our elementary schools in Muncie. I learned quite quickly that there was. There were needs for tutors, anger management workshops, "Back to School Rally" helpers and more and more and more! Initially, this undertaking was quite overwhelming. Somehow, though, with much, much help and planning, the program flourished.

By coordinating the Adopt a School from its beginning and through the first semester, I have earned an incredible experience. First, I have learned to coordinate and organize the many facets of a program. Second, I have learned to communicate effectively with school administrators. Third, I have gained experience in promoting a program and encouraging involvement from community members.

The coordination, organization and management of the Adopt a School Program consumed the majority of my time during the fall semester. This program with its many facets required constant coordination. I responsibly organized rides for tutors to and from the elementary schools, facilitated
planning meetings, created educational programs, recruited volunteers and
updated current volunteers on all of the opportunities to serve. Through all of
this planning and organizing, I have refined my time management skills and
learned many things about myself. The most important thing that I learned
about myself is that I can do this. I would never have imagined creating a
program from scratch that consisted of tutoring, Drama and three educational
programs for local schools. I might not have started the program if I knew what
I was getting myself into. However, it was started and through it all, I refined
my leadership, time management, organization and planning skills. I have
benefited greatly by way of personal growth from developing and coordinating
the Adopt a School Program.

Second, I have gained tremendous experience in communicating
effectively with school administrators. I cherish this experience considering
what my future career holds. I have become comfortable in discussing
upcoming events, dates and programs with the three principals of our three
adopted schools. Throughout the program we communicated regularly through
phone calls and email. We discussed the needs of the school and made plans
for upcoming educational programs. The principals were extremely
appreciative of the work I was coordinating and treated me as an equal partner
in the quest for continued success of their students. I was amazed at the
amount of trust they had in me and in the program. I am so proud that we were
able to fulfill their expectations.
Third, I have learned a thing or two about motivation. I had a great vision for the Adopt a School Program and because of my communication with the school principals, I knew first hand just how much of a need there was for assistance in the schools. The program was no doubt successful in my mind and in the eyes of the principals. However, I so much desired to have even more volunteers to dedicate their time to helping the children of our community. I promoted the Adopt a School Program through posters across campus, Golden Key International Honour Society recruitment and induction and announcements in classes. I also promoted involvement amongst my friends and acquaintances. I have learned that it is a great challenge to recruit volunteers for community service. Especially at the college level, it seems that everyone is too busy already and dedication to yet another program is unthinkable. This challenge posed the greatest difficulty and stress for me during my coordination of the program. Nonetheless, despite the constant worry on my part, the programs did pull together, sometimes at the last minute, and come off as a success.

Because of my experiences with the Adopt a School Program, I am more confident of my own leadership and organizational ability. I am also determined to continue to encourage involvement in our schools. I will personally be dedicated to continuing my own involvement and will be a strong supporter of parental and community involvement in the lives of children at school. Coordinating the Adopt a School Program has been a tremendous learning experience for me and created a wonderful opportunity for me to
demonstrate the skills I have acquired during my time as a student at Ball State University.