

Leadership Training Institute

Student Final Project Proposals

MIT LTI Students of Spring Session '11



2011

Contents

Syed Ali	2
James Ambrosoli	4
Olivia Carter	7
Kevin Dong.....	9
Sam Donnelly	11
Brankely Garcia.....	13
Julianna Ge	16
Omar Khoshafa.....	18
Sonia Kumar	20
Henry Kwan.....	22
Rachael Littlehale	24
Standy Merizier	26
Andrew Nader.....	28
Saivaishnavi (Vaishna) Neelagiri	31
Zoe Peach	36
Sandhya Reddy	39
Manas Sarma	42
Urusa Sheikh	44
Lauren Watson	48
Lisa Yang	50
Sierra Zambarano	53
Harris Zhao.....	55
Caroline Zola.....	57

Final Project Proposal

Syed Ali

My community service project aims to help elementary school students read and comprehend better, as well as building a passion for reading. My project will work with struggling students in Dorchester, MA to develop a passion for reading that will drive them throughout their entire life. We want to teach the students how important reading is towards succeeding academically. The impact we will make on the student is fostering a passion for education in young students so that they can receive their high school diploma. The dropout rate in Dorchester Public Schools is 21.8% (bostonyouthzone.com), something we hope to lower. By reading with students, we will create a lasting friendship and a love for reading that will drive students for the rest of their life.

This project is important to Dorchester because Dorchester is becoming a city with a bad reputation. High school graduation rates are decreasing and street violence is increasing. These trends need to be reversed. The community needs young people to succeed in Dorchester and give back to their city. I want to do this project because I believe I can help. I have volunteered for nearly 75 hours at Dorchester Public Schools this year being a teacher's assistant in the first grade. I have always loved to read and to succeed in school because I developed an academic passion when I was very young. I hope to pass this love for academics on to the students I work with.

My project is going to help the community of Dorchester, MA because it will build young learners and leaders for the future. All volunteers in my program will read one on one with their student. We will read with the student and help him or her comprehend the meaning in an engaging way. By giving the student a complete understanding of what the material is trying to convey, we hope that the student will begin to love reading books. We are not only trying to help students read, but we are trying to create a personal bond with the students and become mentors for them in their lives. We hope that the students we work with will one by one change the reputation that Dorchester has. We hope to inspire a few learners who will carry on our support for them when they are adults. Our long term goal for the project is to build an educational foundation for students so they can achieve their goals in life. We want to inspire and encourage our students to do anything they want in life.

This issue is important to me because I want to change the trend of low graduation rates in Dorchester. Many students who are struggling in school leave the classroom to roam the streets and become involved with drugs and violence. I believe these habits begin growing in elementary school. When I did community service in Dorchester, I realized how many students need guidance and advice in their life. I saw the extent of this problem when I saw that some of Dorchester's first graders had trouble reading and writing simple words. Also, I have a good friend who dropped out in the 10th grade and is very regretful of that. Now he is 48 years old and told me recently that "he wishes he was sixteen again." He told me that missing out on his education was the largest mistake he made in life. Whenever he speaks to me, he is very when he tells me that education can bring you anywhere you want in life. I chose this project to directly impact the life of a student and the community they live in.

I know I can help these students build a foundation to achieve their goals and I want to help these students in any way I can. Everyone involved in the community service will be qualified to mentor students and help in the project because everyone will go to Boston College High School, a prestigious private high school. I, specifically, have volunteered for 75 hours at

public schools in Dorchester. I volunteered in a first grade classroom interacting with the students during class activities and helping the teacher in any way she needs. Also, I am a tutor at my high school. I work with students struggling in specific subjects during my free periods at school. I have helped them with homework and studying for tests, but most importantly, I am required to make a bond with the student.

Work Plan

By March 26, 2011 I hope to have finalized the school my project

By April 9, 2011 I hope to have indentified which students we will be working with

By April 23rd, 2011 I hope to begin working with the students

We hope to work with the students from 2:45 PM until 4:15 PM

Biliography

Boston Youth Zone. Web. 05 Mar. 2011. <<http://www.bostonyouthzone.com/>>.

Final Project Proposal

Project Garden: Blue and Gold Goes Green

James Ambrosoli

Abstract:

In 2009 the Massachusetts Youth Risk Behavior Survey found that eleven percent of high school students were obese. Three of the four unhealthy dietary behaviors listed as causing obesity involve the inadequate consumption of fruits and vegetables. “Schools with a healthy nutrition environment provide dynamic settings, such as a school garden, that foster improved student health. Students who participate in school garden projects discover fresh food, make healthier food choices, and are physically active.” My project is centered on the idea of local food and gardening. By keeping food close to home and organic, we are helping the local Acton economy, the environment, and the nutritional needs of our kids. The project integrates a gardening aspect into the ABRHS curriculum, where students help plant and grow vegetables and native foods. The students would then bring the vegetables and fruit to the school cafeteria where fresh, home-grown salads would be prepared and sold during lunch periods. With the growing problem of obesity and the new local gardening movements, I believe this project will fit perfectly into my community. As a long term goal the project could look to expand out of the school and into a whole local food cooperative. I hope this project will bring awareness to staying healthy and growing local, organic food.

Community Needs:

Everyday students must make choices regarding their food consumption at Acton-Boxborough Regional High School. Many students confess to driving to local fast food restaurants to eat lunch rather than eating at the school cafeteria. Although the cafeteria does offer fruits and vegetables, they are rarely used in the main portion of the meal. Adding a school green house or garden will raise awareness and allow students to personally contribute to a healthier school environment. The students will see advertisements about the new options in the cafeteria and will learn more nutritional knowledge by working in the garden. Obesity is becoming an ever more prevalent issue in the nation’s youth, and my community is not immune from its effects. The project will help the community’s environment and the student’s life styles.

Community Impact/Benefits:

Not only will this project present students with healthier options at lunch, but also it will teach them healthy habits. By actually growing the food they will eventually eat, the students understand the nutritional value and participate in the healthy activity of gardening. Working in the garden in and of itself is physical exercise, a necessary component of a healthy lifestyle. I hope to change some eating habits in my community, but most importantly bring awareness so that students can make their own healthy decisions. The long term goal is to establish a school

garden and contribute vegetables and fruit to the student's lunch options, as well as bring increased understanding to the student body.

Personal Motivation:

I see many of my friends driving to fast food restaurants for lunch every day, and others not making healthy decisions even if they eat at the school cafeteria. I also have a friend who does not get much physical exercise, and I want to see him improve his lifestyle before he is hurt, by the effects of the choices he makes now, later in life. The project is a great way to bring awareness and help my friend make healthier choices. I know this is not an isolated case, and I want to help every student lead a more nutritious and active life. This also seems like a fun, helpful, and unique project which will make a difference in my community. I feel like many other important issues in my community are being or have been addressed, however the environment and eating healthy has not seen much work outside of the school cafeteria. The environment and obesity are relevant, current issues and are becoming even bigger problems. I hope to put a system into motion that will continue on past my high school career and leave a positive impact on ABRHS.

Personal Qualifications:

I have experience communicating with both adults and children having coached a 7th/ 8th grade boys' basketball team. I also have experience in public speaking through participating in Public Forum Debate. In the past I have participated in many community service projects and helped collect signatures for a sidewalk petition. I am a responsible, achieving student and complete my assignments on time. I believe these qualifications of communication and responsibility make me a credible person to take on the task of handling this project.

Personal Impact:

I'll be the first to try the products of the garden, so that I can lead a healthier lifestyle myself. Aside from working towards greener living myself, I would like to play a part in helping my community start working towards healthier habits and a cleaner environment. I want to feel like I have made a difference in my community and contributed to the best of my ability. I understand that I am in a privileged position and want to give back to the community which has given so much to me. Personally I would also like to see the students at my school exploring healthy options and having fun.

Supervisor:

Mr. Hohn, ABRHS's AP Environmental Science teacher, will be the project's supervisor. He also leads the school's Envirothon team. Mr. Hohn is the perfect person to help me on this project because he is knowledgeable on the subject and invested in the project. He has been

working with Mr. Clinton, another science teacher, to build a garden, and he is excited to have me there to provide student leadership. Mr. Hohn can be reached at fhohn@mail.ab.mec.edu.

Work Plan:

Week of 2/27: I met with Mr. Hitzrot to discuss project possibilities and people to contact. I contacted Ms. Steeves, Ms. Atwater-Rhodes, and Mr. Palmer by email.

Week of 3/6: Meet with Ms. Steeves and Ms. Atwater-Rhodes to discuss project. I met with Mr. Hohn who agreed to supervise my project. We set up times to meet weekly to further advance on the project.

Week of 3/13: We will begin basic set up of the garden. More work will be done as the weather improves. The project will continue into the summer as it is not possible for us to finish setting up by May 8th.

4/17- 4/29: Meet with Mr. Hohn and Mr. Clinton to discuss budget and necessary materials.

Meet with Mrs. Steeves to set up garden club.

Advertise to student body to increase interest.

4/29- 5/8: Set up order plan of materials including fencing, plants, and garden fixtures.

Contact cafeteria staff about addition of organic vegetables/ salads.

Summer 2011: Build garden.

September 2011: Begin garden club. Start utilizing garden and create posters for increased student nutritional knowledge.

2011-2012: Continue club and maintenance of garden. Begin looking to implement into summer school.

Bibliography:

“School Garden Program Overview.” California Department of Education. March 2010.

California Department of Education. Web. 6 Mar. 2011.

<<http://www.cde.ca.gov/ls/nu/he/gardenoverview.asp>>.

“The Obesity Epidemic and Massachusetts Students.” Healthy Youth. January 2010. U.S.

Department of Health and Human Services. Web. 6 Mar. 2011.

<http://www.cdc.gov/HealthyYouth/yrbs/pdf/obesity/ma_obesity_combo.pdf>.

Final Project Proposal

Olivia Carter

Abstract: Our mission is to provide a volunteer based babysitting service to those who otherwise may not be able to afford such a luxury. Babysitting is a service that many take for granted because they can either afford it or they do not know people who can provide that service. Because certain families cannot afford child care, these families are often under represented at school functions such as back to school nights, and PTO meetings. The goal is to give parents more of an incentive to attend these events.

Timeline: By September of 2011 my program will be up and running. I have spoken with the principle and of an elementary school in Framingham and he said that it is a matter of getting the parents on board before the program officially begin. I will be presenting at the May 2011 PTO meeting to present my project to some of the parents to get the word out.

Community Needs: Framingham is a unique town because there is an extremely wealthy population, and a population with extreme poverty. During things such as PTO meetings the lower class is under represented many times because they simply cannot afford or find any child care. My project would allow parents who otherwise may not participate to get involved.

Community Impact: My project will improve my community by creating a balance and equality between the wealthy and low income families. Even though my organization would provide child care it will also help provide unity in a town that is so profoundly divided. I hope to change stereotypes about the “wrong” side of town through this program. The target audience for this program would be parents with young children. The long term goal of this project would be for people not to have to worry about child care when making the decision about whether or not to go to school sanctioned events.

Personal Motivation: This issue is important to me because in this day and age it is wrong for a group to not be represented when there are decisions being made about the schools their children attend. Also, the strain between these two groups runs so deep that there have been talks from

some of the wealthy about becoming two different towns. At one of the monthly PTO meetings my mother witnessed conversation between two well off women campaigning to make Framingham two separate towns. My mother said that these grown women were trash talking the “south side” families. This type of behavior is toxic to any community. I am motivated to help get a more diverse representation of the town at these meetings to help rid the community of such toxins.

Personal Qualifications: I have 4 years of babysitting experience, and I am currently taking child growth and development classes at my school. These experiences will directly impact my project because I have the references, and tools, to help get this program started. Because of my child care experiences I am also extremely patient and motivated.

Personal Impact: My Parents were always involved in my education which has made a large difference in my performance at school. If I can get parents involved in their children’s schooling then potentially they will also have stronger academic performances.

Supervisors: My primary supervisor will be my child growth and development teacher Amanda Burrows. She will be able to help legitimize my program. She is a parent of young ones herself, and her insight will be of great use. My secondary supervisor will be my father because of his educational leadership experience. In the past he has worked in elementary schools as a teacher, and as an assistant principal. He also has a direct connection to some of the elementary schools in Framingham.

Work Plan: My work plan is to run this program for the 2011-2012 school years. I have already got a good response from potential volunteers that are enrolled in the child growth and development program at my school.

Budget: My budget will be used to provide new toys and art supplies to the child care program. I will also use the money for advertisements to help spread the word.

Final Project Proposal Outline

Kevin Dong

Abstract:

“Food for all is a necessity. Food should not be a merchandise, to be bought and sold as jewels are bought and sold by those who have the money to buy. Food is a human necessity, like water and air, it should be available to all.” The message in this insightful aphorism by Pearl Buck is obvious: food is vital and should hence be readily accessible to all.

The Teresa J. Morse Apartments is a housing establishment, funded by state and federal government, for the elderly, disabled, and low-income persons. Although the Brookline Housing Authority provides such safe and affordable housing, difficult economic situations affect a great majority of residents. Many, who are uncertain of their income, are already burdened by numerous other strains on their budgets. A program that provides sustenance free of charge will remove a considerable onus from their finances. The elderly citizens of Brookline will find such support in the Morse Apartments Food Pantry.

Community Needs:

The residents of the apartment had created an informal food pantry which met with surprisingly high success. That organization played a crucial role in providing sustenance to tenants, free of charge; every other week, residents crowded the lobby and waited to collect food. When handing out numbers, volunteers noted that expectants numbered in the thirties and forties, in a building. When meeting some of those in line, they discovered that not everyone was a resident. In fact, word of our food pantry had spread and attracted tenants of other buildings to take the subway there. In the few short months that our organization ran, we had already attracted a myriad people and successfully distributed our donations fairly to those in need. We quickly integrated into the Brookline community and became a vital source of sustenance to a significant number. Since it shut down, these beneficiaries were deprived of a superb resource and the community lost a key component. Reviving this program is infinitely important to Brookline in general and the gathered residents in particular.

Community Impact/Benefits:

The Morse Apartments Food Pantry will improve the Brookline community by offering free sustenance to those in need. The primary recipients of these donations will be the elderly, disabled, and low-income residents of the Morse Apartments as well as those from nearby buildings. This specific group, having less money and more feeble physical conditions, will benefit the most from this project. Hopefully, with food supplied, the beneficiaries will endure less of an economic strain on their finances as well as nourishment to sustain well-being.

Personal Motivation:

My initial interest in volunteering at the food pantry in the Morse Apartments is not without its personal motivations. I joined this organization primarily because community service was a requirement for graduation. I chose this specification community because my grandparents lived there and I knew that no matter what lapses in motivation I suffered, the well-being of my grandparents would remain a steadfast objective. Yet I became attached to this food pantry; the biweekly effort that I inputted, the friends I made, and the people I served captivated me and I

found myself continuing to volunteer for the rest of the school year and into the summer, though no longer obliged to do so. When the donations ceased, our organization collapsed,; however, I never lost hope in reviving it. Now given the knowledge, the ability, and the means, I can at last pursue this project.

Personal Qualifications:

Though founding a food pantry is an endeavor with which I have had no prior familiarity, all of my experiences have been preparing me for such a task. Upon entering high school, I began to perform community service: first with my grandparents, then at the previous food pantry, and most recently at Massachusetts General Hospital. By volunteering at all of these locations, I have gained invaluable practice in interacting and forming relationships with others. Especially at the food pantry, I saw much of the inner workings and efforts that go into operating a non-profit organization. The insight I have gained, the people I have met, and the skills I have acquired all prepare me for this endeavor.

Personal Impact:

Simply put, I hope to establish a sustainable food pantry, operating strictly through donations to supply food free of charge. Most importantly, I want the organization to last, withstanding the numerous and inevitable hardships that it will be bound to encounter. This will provide assuredness, both for the residents in the form of a stable source of food and for me in that those that I served will continue to be cared for. Along the way, I desire to develop my leadership skills through the challenging experience that I will face through establishing and managing this food pantry.

Supervisor:

I am hoping that two adults will be able to support me as supervisors. First, I choose Jacqueline Wright to supervise at the food pantry; she had directed all aspects—from acquisition to distribution of donations—of the former pantry. She possesses a great deal of experience and knowledge of the running such an organization. Ms. Wright’s dedication also makes her a trustworthy leader to whom management of the organization may be passed. Second, I enlisted the help of Amanda Adamczyk, the Coordinator of Service and Social Justice at my high school. She has dealt with many various non-profit organizations and has gained much knowledge about them. Additionally, she directs students toward various agencies where they may fulfill their community service requirements; consequently, her position allows her to recommend the food pantry and supply more volunteers.

Work Plan:

Date	Deadline
Summer 2011	Arrangements will be made with local grocery stores
September 1, 2011	The Morse Apartments Food Pantry will be set up and functional
October 1, 2011	Application for 501(c)(3) Tax Exemption will be submitted to the IRS
December 1, 2011	After three months of successful operation, the MAFP will apply to the Greater Boston Food Bank for a permanent supplier
January 1, 2011	The MAFP will be a stable, self-sustaining, non-profit organization

Final Project Proposal

Sam Donnelly

Abstract:

With my community service project I hope to address the poor quality of the baseball fields in my town. If a baseball field is in good condition it is more fun to play on than one that is improperly maintained and without a fence. The fields in my town are in general poorly maintained and many lack a fence. From experience I know that playing baseball in my town's league is not very fun. This is due to the combination of bad fields and bad competition. A lot of people don't put the effort into the league as they used to in years past. This is due to the emergence of AAU teams which are higher quality than my town league. If my town league was more fun and the fields were higher quality the level of competition and effort would also improve. My goal is to make sure that the fields are more fun to play on for the kids in my town by adding fences and improving the maintenance of the fields.

Community Needs:

Baseball is an American pastime and a very important part of our culture. The quality of baseball in my town has taken a nosedive in recent years and people are just not putting in the effort that they used to. The fields are simply not as fun to play on and kids are getting frustrated. If I make the fields more fun to play on then the effort of the players will increase and the town league will be taken more seriously.

Community Impact/Benefits:

By improving the fields in my town it helps future generations get into baseball at an early age. Baseball is a fun activity for many people and it should be enjoyed to its fullest extent. With the current quality of the fields in my town this is not possible. I hope to improve the quality of baseball in my town for years to come.

Personal Motivation:

Personally I didn't enjoy my last few years in my town's baseball program. The effort of the kids in it was awful and the fields really hindered the playing of the game. If the fields improve I think that the kids will be more motivated to play harder and it will make it more fun for everybody. Seeing the baseball program go downhill is disappointing for me because I really love baseball and have played it since I was 5. I would like to see the baseball program in my town get back to its former level of a few years back and I think my project would assist that.

Personal Qualifications:

I have a lot of experience with the baseball program in my town having played in it for 10 years. I know all of the fields well and which ones need improvement more than others do. Since I've been in the league for 10 years I've developed connections with coaches and other people in higher roles.

Personal Impact:

I hope to improve the quality of baseball in my town. I want to make baseball more enjoyable for younger kids in my community in the future. I would really like it if more kids played and the talent level and effort steadily goes up.

Supervisor:

Al Ticehurst is the vice president of my town's baseball league. He was my coach for 3 years and my dad still coaches on his team. He would be completely open to improving the program in any way we can. Jack Lepore has been my coach on all star teams the last 3 years. He is passionate about the program and would also do everything he could to improve it. He led the purchase of a portable fence but it was poorly managed by one manager. He left it out after the season and it was stolen. My dad also has some influence in the league as he is a coach. He is friends with most of the people that make decisions so that will be helpful.

Work Plan:

Since the season is already in progress in my town I'm going to have to wait until next year to do renovations. This year is going to be mostly getting a good estimate of the cost and the actual fundraising for the purchase of the necessary things to execute my project after the season ends.

Timeline:

April 2 – Talked to Al Ticehurst about the netting for pierce field

April 9 – Looked up the cost of a portable fence

April 16 - Took a rough measurement of the field for the fence

April 17- Figured out that I would have to wait until next year to do things

Final Project Proposal Outline

Name of the Project: **The Beautifiers Group**

Name: **Brankely Garcia**

Abstract:

Are you tired of seeing your teachers' boards dirty? Are you tired of looking at the walls of the school while you are walking through the hallways and seeing blank walls? Are you tired of going to the bathroom and not finding soap to clean your hands? We can just complain about this, but now is the time to take action. We say, "Look at the boards or the tables! How dirty they are!", but we do not do anything about it. We also complain because we do not have colorful posters in some walls of the school that can motivate us to keep our concentration in school. That is why we are forming The Beautifiers Group, a group that is going to work together and turn all the complaints into satisfactions. My mission statement is for our group to make our school more beautiful and clean than ever. We will schedule days where the group can go to teachers' classrooms, clean their boards and other areas, and leave it clean and radiant. We can put up posters that remind people of things like, "Wash your hands before leaving the bathroom" and "Keep track of your time", "Never say never" and more valuable quotes like that. My end result is for us to look back and appreciate the job that "The Beautifiers" have done.

Community Needs:

We need this in our school community because we are tired of seeing dirty boards, tables, and bathrooms, and want to see more decorations and color on our school walls. Improving these areas can make our school cleaner, healthier, and a happier place to be. If our school is a cleaner, brighter place, students and staff may feel more comfortable here and enjoy their time here more.

Community Impact/ Benefits:

My project will improve my school because it is going to make it better in a positive way. My target audience is the whole school (students and staff) because everyone will benefit from the Beautifiers. Right now, no one is trying to solve this problem because staff has limited time and there is no club to help out. The Beautifiers will be a group of students who have extra time after school, want to earn community service hours, and want to help make the school a more motivating and cleaner place. We will clean the teachers' boards, put soap in the bathroom, and post colorful posters that can keep people motivated. My long-term goal of the project is to have regular meetings with the Beautifiers where we can plan when and how are we going to clean the boards/ tables and write and post colorful posters in the hallways. During these meetings, group members may also brainstorm other ideas for school beautification. I hope that the group gets a lot of good experience while they are a part of this and can spread the word about this club so other schools can start to do the same thing.

Personal Motivation:

This issue is important to me because I think that being clean and organized is the key way to having a better and healthier life. Another reason why I think that this issue is important to me is because I also have complained about these issues, and I know that if someone does not take action, nothing is going to get better. I, along with other students and teachers, are getting tired of looking at the dirty tables and boards that no one ever cleans or the blank walls that do

not have anything on them. This is where I live for 7-8 hours of every day, as other students and teachers do too. So now is the time where I say “That is enough; we have to end this!” So the solution is to form the Beautifiers Group to make this change happen. So we’ll have clean tables and boards, soap in our bathrooms, and colorful and new posters and artwork in our hallways. I chose this project because I know that this is going to be a successful project because people want to make the changes, they just need a push, and we all can take action toward it.

Personal Qualifications:

We all know how to clean boards and tables because in one part or another of our lives we have cleaned something. For example, every week, I clean my house and clean the furniture. I also clean the tables that are in my house, and it is very easy. I have the materials or products to clean the school, and our group can easily get more, so we can do this without any problem. I also have experience making posters because every time that I have a presentation in school, I make it colorful and neat.

At school, I have shown myself to be a leader academically and extracurricular. I do well in all my classes, and I serve as Vice-President on the Class Council. I also work in the School Store, go to Upward Bound weekly, and was recently selected to be a part of the Summer Search program. From these experiences, I have learned how to be a leader and learned a lot of skills that I did not have before. I also have great relationships with teachers and students who trust me to do a good job with whatever I put my mind to.

Personal Impact:

I have never done a project like this before. Through my project, I hope to gain experiences that will make me more mature and knowledgeable about organizing groups. I hope to gain confidence in myself because I want to see to what level I can push myself to and be confident about it. I hope to gain trust in myself because I want to express myself in a way that other people will pay attention to me and can be interested and excited about my ideas and responses. I hope to gain friendship with the group members because if we can do this together that means that we can do anything in the world. My personal goal is also to get better at my way of expressing myself and talking. I want to be able to improve my English by talking in front of people and my group members and feel good about it. Another personal goal is to feel comfortable about my achievement and make people happy with our group services.

Supervisor:

My supervisor is my geometry and AVID teacher, Mrs. Wendy Lai. I chose her to be my supervisor because she is the one that helps me with my programs (she informed me about this program). I see her twice every day so if I need to ask her about something or need her to do something, I can ask her easily. She willing to take time to sit and talk with me about this project. She is very friendly with everyone, and knows many students and staff in school. This will be helpful because she can let staff members know about the program and help spread the word to students. She also has personal experience with this issue because she is a teacher and tired of looking at her dirty board and unmotivated walls. Mrs. Lai phone number is 561-310-5431 and her email is wendyglai@gmail.com.

Work Plan:

On March 10, I met with Mrs. Lai to exchange ideas and figure out better ways to improve my project. On March 10, I talked with my friend about a potential leadership role so she can tell more people about our ideas and have them join the Beautifiers Group.

On March 11, I met with Mrs. Lai to revise my proposal.

On March 23, Talk with Mrs. Lai's AVID class so they can join the group too. I will have an agenda prepared. At the meeting, will plan which days are good to have regular meetings, clean the boards/tables, and put colorful, new posters in the hallways. Together we will decide the timeline between now and May for us to complete our projects.

Timeline:

-March 10: Meet with teacher and state final ideas.

-March 10 - 25: Talk with my friends so they can spread the word.

-March 11: Meet with Mrs. Lai to revise proposal

-March 18: Meet with Mrs. Lai to finalize agenda / talk about funding

-March 25: Talk with AVID class

-March 31: Calendar of Clean-ups / Decorations will be released

-April – May: Daily bathroom checks; weekly meetings/poster decoration sessions; weekly teacher room cleanings; artwork possibilities; planting possibilities

Final Project Proposal Outline

Name of Project: SAVE (Stress Awareness Volunteer Effort)

Student Name: Julianna Ge

Abstract:

Students at Acton-Boxborough Regional High School generally smile in the hallways, respond politely and maturely to interviews, and earn our school several rewards for great academic achievement. Lost within our boastful pride, we fail to notice these “perfect” students cry in the bathrooms, sneak outside to indulge in drugs, and deal with emotional troubles that might ruin their reputation if ever spoken out loud. In the extremely competitive environment of high school, the students striving for the top are often forced to deal with problems alone. My mission is to raise awareness of these stressful issues and take the initiative to create a more unified and knowledgeable student body that feels comfortable and positive in every environment through implementing SAVE.

Community Needs:

Prior to high school, students were told to “enjoy the next few years of high school and discover something new about [ourselves].” But as soon as high school begins, freshmen soon realize that achieving great academic success means giving up time to enjoy and discover ourselves. In the extremely competitive environment of high school, everyone is a competitor. In order to be successful in higher levels of classes, several hours must be dedicated to study and reinforce knowledge. Personal issues are often swallowed and kept from others, where they grow and become malignant. To deal with these issues, students refer to drugs, cutting, and other means of self destruction, unaware of the beneficial curatives available.

Community Impact/Benefits:

My final project addresses stress through a video in which both students and teachers speak about their experience in high school and the resources available for students. By watching my final project video, students will learn early on that they are not alone in facing teenage issues. As they view other people’s difficulties and how they rejuvenated, they have knowledge of the positive methods that others used to heal. When it comes time that the students find themselves in a negative situation, they can recall the positive methods that they witness other people use and follow their positive example. Over time, I hope this will create a more unified and positive environment in our high school for students to truly discover new skills in a positive and supportive environment.

Personal Motivation:

Since the start of my freshman year, I noticed the drastic loss of free time I had compared with my junior high and elementary years. School soon became my primary focus since the jump in difficulty level was exorbitant. By the middle of my freshman year, I dropped into depression and did not know what to do—I barely had time to think about it much by myself. By the beginning of sophomore year I finally realized I was depressed and spoke to some close friends about it. Having never gone through the same experience, they could not offer any help. During junior year my parents began facing marital issues that affected me, and I spent weeks isolating myself from friends and family, always wondering what to do to help. After a few months of pondering negative outlets, I finally mustered the courage to speak to my school counselor. She

let me know that there were other students suffering as well and helped me find ways to understand the situation and cope with my fears. My only regret is not learning about the positive resources my school offers, and gaining help, earlier. With my project, I hope other students will learn about these positive methods to deal with stress.

Personal Qualifications:

After personally recovering from heartbreaking events while still inundated with homework, projects, and exams, I learned to resist negative emotions and accept help. With my experience, I can easily relate and notice other students who also face troubling issues while managing a busy lifestyle and maintain a positive reputation. I have spent several hours talking to students at the support programs at school and befriended several who have recovered from traumatizing events. Understanding the difficulty of thinking logically and positively during negative events, I wish to convey our experience to others who are either going through the same thing or eventually will.

I strongly advocate inclusive leadership in the two clubs that I currently lead afterschool. By giving everybody the opportunity to lead, we harbor greater communication between peers and create a stronger and more unified club.

Personal Impact:

My goal growing up has always been to help others. I strongly believe that students deserve to attend school focused and ready to learn. Being unnecessarily preoccupied will only detract from the educational experience our school strives so diligently to achieve. I do not expect incoming freshman to know all the resources available to them and the best way to surface these is to tell them directly. Once students are aware of their resources they may consider them in times of need instead of resorting to negative and self destructive outlets. After all, society can only advance with educated and bright thinkers sharing their ideas.

Supervisor:

Ron Zimmerman, the Educational Access Coordinator at the Acton Community Access Television Inc, agreed to be my supervisor upon hearing about my program. Since then, he has spent weeks teaching me how to manage the cameras and editing software available at the studio. His contact information is below:

Work Plan:

April 1 –Convinced 5 teachers and 6 students to take part in my interview
April 2- Spoke with my counselor about adding my video to the school website
April 8- Complete video and camera training with Ron Zimmerman
April 15- Finalized interview questions and begin interview the agreed individuals
April 15- April 29 Conducted interviews and edited material
April 20- Contacted our High School Ambassador directors to incorporate the video into Freshman orientation
April 30- May 7 Finished editing video and applying finishing touches.
May 8- beyond- Working with school administrators and directors to distribute my SAVE video

Name of Project: Bridging the Gap: A Cross-Generational Project**Student Name: Omar Khoshafa**

With age segregation playing a larger and larger role in our daily lives, we always seem to spend our time only with people our age. We sometimes forget that elderly citizens, many of whom who are cast into nursery homes, become very lonely. They feel cut off from society when they are put somewhere with people their same age or same condition. Those without family members have it the worst, and senior citizens can end up being very depressed.

The mission of this project is to reconnect the elderly members of the Malden community through bond-building activities with children under the age of 15. Through this we can defeat the loneliness and depression generally felt by senior citizens.

Community Needs:

Malden needs this program to reconnect its elderly population back to society. Most elders are cut off from society after they move to these nursing homes. We want to reverse this and reconnect them to Malden. There are many elderly homes in Malden, and we hope to make an impact that will be ever-lasting. Society benefits when its young learn the importance of giving to others, and service to elders would be an important way to accomplish this. This program will allow both the children and the elders to be symbiotically related.

Community Impact/Benefits:

Audience: Young children and senior citizens; the most fragile members of the population.

This project will certainly reinvigorate our senior citizen population and provide them with the morale support necessary for any human being, especially at this fragile age. It will also allow for the increased interaction between seniors and children through bond-building activities. On a monthly/biweekly basis, we want to give children the opportunity to visit and have fun with senior citizens. This can include but is not limited to board games, physically exercise, and digital entertainment.

Personal Motivation:

I have always shared affection for elderly members of this world. Ever since I was a child, I have always shared a very close relationship with both my grandmothers. Since I realize that I may one day come to old age myself, I would like to remain a connected and participating member of my community.

Personal Qualifications:

I believe I am moderately qualified to take on this mission. It will certainly take much preparation and assistance to complete, but I believe I am capable of acquiring peer and adult

assistance to aid me in establishing this project. I am certainly very compatible with young children, and I can relate to elderly citizens. Bridging the gap between these two generations will be critical to the success of this program.

Personal Impact:

I would like to learn more about the Malden community through this project, and in doing so I would like to reestablish the lost connection between people my age and people of old age. From this I will learn to be patient and considerate of others, as the kids will benefit greatly from this too. I will also learn how to organize and prepare ahead, important skills that are certainly needed in life.

Supervisor:

Kathy MacMullen – In charge of the YMCA program; assistance in mobilizing the children

Barbara Scibelli – Secretary of Athletic Dept. ; assistance in get contacts for elderly homes

These two ladies are members of the Malden community, and they were a huge part of my inspiration for this project. Their continued dedication and commitment to serving the Malden community is why I am here in the first place

Work Plan:

- *By May 2nd, contact nursing home and find out the type of elders we will be working with.*
- *By 23rd, train children on how to effectively deal with elders and how to engage them in fun activities*
- *By May 16th, have all equipment and activities necessary ready for visit.*
- *Memorial Day visit on May 30th*

Check out my tumblr for more ideas:

Projectmalden.tumblr.com

Final Project Proposal Outline

Name of Project: Peanut Butter Jelly Time

Student Name: Sonia Kumar

Abstract:

Every year, 17.3 million Americans suffer from hunger and very low food security causing malnutrition and serious health consequences that develop over time. Everyone deserves the opportunity to lead a healthy life. Although federal nutrition assistance programs exist, the supplies are limited and cannot provide to all Americans. The Arlington Food Pantry is an organization that relies completely on donations in order to supply their shelves. I believe every person has the right to eat, to have enough food for their families. Even something as simple as a peanut butter and jelly or just a plain old jelly sandwich can go a long way towards curbing hunger. The Arlington Food Pantry never has enough jelly for peanut butter and jelly sandwiches, so by having a food drive, for something as simple as a PB &J can be provided for people who need it. The main goal of this project is to provide enough jelly for the pantry so that the children of Arlington can enjoy something as simple as a peanut butter and jelly sandwich.

Community Needs:

Due to the current recession, many families have had to cut back on basic necessities. With rising gas prices and unemployment rate, people sacrifice their health to cope with financial burdens. By teaming up with the local food pantry, we can provide simple nutritious meals such a PB&J sandwich in order to provide healthier alternatives for families in Arlington.

Community Impact/Benefits:

This project will improve my community because it satisfies a need for food for underprivileged families. I hope to raise food for people and also raise the standards for donating food in my community. I hope that by donating something small, I can influence more people to donate and make them realize even something as small and simple as donating jelly can make a difference. Some things I can do to make this project work, is by going to convenience stores or other food markets in my community and ask them to donate a few jars of jelly to the food pantry every month or two. Also I can convince friends and community members to contribute to the jelly drive for a long time, as well as just contributing more to the Arlington Food pantry.

Personal Motivation:

My belief is that food is a basic, unalienable right that people should have regardless of their economic status. Two years ago, my 8th grade class worked with the Greater Boston Food Bank and we bagged about a hundred or so packs for families that received their food from food pantries. We had had a presentation from directors of the bank that told us about the financial issues that many families have and how many cannot afford to feed their families. When we actually went to the food bank and worked, I realized how much we were really helping people, how many people would have groceries to feed their families because of us. I had never realized that some people couldn't afford to food, and by working with food pantries we can provide for

them. This project will allow me to get more involved in my community and will educate more people about donating and helping at food pantries.

Personal Qualifications:

I am very capable for this project because I will work hard until I reach my goals. Once I start something I am determined to finish and develop it. As a leader, I will be able to make this project happen by working with others involved with the food pantry as well as possible donors, such as grocery or convenience stores. By creating a food drive and donating system to the Arlington Food Pantry would require the mobilization of multiple entities which I will be able to accomplish through my organizational skills and efficiency. The combination of these qualities will allow me to successfully lead this project.

Personal Impact:

I'm new to my community and I feel that I should become more involved in my community. I hope that my project that will benefit people in my community and get me more involved. I also hope to gain a new sense of leadership that will help me be more willing to lead projects and work well with others. Also, I hope to become more persuasive in convincing people about my ideas and goals, and working as a team to reach a goal.

Supervisor:

My supervisor is Bill Murphy who is the head of the Arlington Council of Aging. He is capable of helping me with my project since he works with many other teenagers on volunteer opportunities. Also he works closely with the Arlington Food Pantry and will be able to assist on working with them.

Work Plan:

3-11: Talk to directors at food pantry

By 4-3: Sent my proposal to my supervisor

By 4-20: Talked to friends, make signs for project

By 5-4: Visit food pantry to figure out need

Week of 5-8: Begin approaching possible sponsors and donors

Abstract:

Young children who grow up to become adults are commonly faced with the problem of obesity. Obesity is a health issue that concerns an excess amount of body fat. A person with a BMI (Body Mass Index) over 30 is considered obese. Obesity is caused by gaining too much weight. It usually occurs when people eat too much and exercise too little. I plan to raise awareness about obesity in my community by starting a club at my school that will participate in healthy activities such as playing sports and eating healthy snacks.

Community Needs:

My community needs to resolve health related problems because health should be of the utmost importance to everyone. If a person is not healthy, it can cause many more health issues in the future. Being unhealthy also affects many of the activities that people are able to participate in. If obesity is not cured in the beginning of its onset, then it may be very difficult to try to lose weight. People that are aware of their health are much more obliged to staying en route to losing weight.

Community Impact/Benefits

I will improve my community by starting a club that will raise attention about obesity. Students will learn about the importance of their health. My target audience is high school students because they have experienced playing sports and having certain eating habits. When these students grow up, they will be able to maintain their health, if possible. I hope to change what people think about being healthy and have them implement it into their daily diet and exercise. When people do not exercise and eat in a continual manner, they will gain weight and it is not good for their body. I hope to change this by informing people about health, nutrition, and how to select a diet that is good for them.

Personal Motivation

This issue is important to me because I am in the process of trying to eat more healthy foods. Exercise is very important for everybody, as I swim and play basketball. I chose this project because I want to raise awareness of health concerns. Students are now so immersed into their studies that they forget about their health. Sleep deprivation is a growing health concern for students. The massive workload of homework and studying does not allow students to have a normal amount of sleep time. Thus, time management skills are vital to high school students and if they develop these skills, they will have more time to exercise and play sports.

Personal Qualifications

I am good at making sure that other people in my group are doing what they are supposed to do. I am an organized person. I think that it would be very helpful for students to be taught

more about health and think about what they are taught in health class. People should be taking their health more seriously because everything that people do now will affect their health for the rest of their lives.

Personal Impact

I hope to help other students address their health needs and pass on this critical information to their family and friends. I want to give people the hope that they can solve this problem. Being educated about obesity will allow people to think more seriously about their diet and exercise. In the long run, this will be beneficial to their health in many ways.

Supervisor

One of the teachers from Boston Latin School that may be willing to help me is Mr. McDonough. He is a health teacher that is an expert in health and fitness. He would be a good source of information for what I would tell the students. Coach Holland at my school would also be very helpful because he could give me some ideas about fitness activities.

Bibliography

Cassetty, Samantha B. "Obesity Facts, Causes, Emotional Aspects and When to Seek Help." *WebMD - Better Information. Better Health*. Web. 11 Mar. 2011. <<http://www.webmd.com/diet/guide/what-is-obesity>>.

"Obesity - PubMed Health." Web. 11 Mar. 2011. <<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0004552/>>.

"Facts About Obesity - Causes & Rates – Weight Loss Surgery Info." *Obesity Weight Loss Surgery - Consumer Guide to Bariatric Surgery*. Web. 11 Mar. 2011. <<http://www.yourbariatricsurgeryguide.com/obesity/>>.

"Accept Your Body Image & Learn To Have A Positive Self Image." *Weight Watchers Support Network*. Web. 11 Mar. 2011. <http://www.healthdiscovery.net/articles/accept_your_body.htm>.

"Lose Weight: Healthy Diet and Weight Loss Information from NutritionData.com." *Nutrition Facts, Calories in Food, Labels, Nutritional Information and Analysis – NutritionData.com*. Web. 11 Mar. 2011. <<http://nutritiondata.self.com/dieting-weight-loss>>.

Name of Project: BINO (Bullying is Not Okay)**Student Name: Rachael Littlehale****Abstract:**

The program I want to build is going to target bullying in elementary schools. Bullying has been a constant problem for communities everywhere and the purpose of this program is to make my community a safer environment for kids to both grow and learn in. Bullying has been documented everywhere, from online bullying to the classic “the big guy took my lunch money”. However, over the years bullying has seemed to start in younger grades about things I would never have imagined. Take J.R. Trujillo from Lexington who recently was the subject in a moving newspaper article by *The Boston Globe*. He was tormented everyday for being a little heavy. The bigger, stronger boys at his school would corner him and not only call him names such as “fatso” or “chubby” but would physically harass him by pushing him against walls and hitting him. His grades, as imaginable, dropped severely for the constant fear from his tormentors. No kid should have to fear for his life and be constantly scared just because someone else thinks it’s cool to hurt him. This kind of behavior, once accepted as normal, is almost impossible to rid of. That is why I want to start a program that targets elementary schools, both the bullied and the person doing the bullying, because these sorts of actions are already plaguing these young minds and they need to know upfront and early on it is not okay.

Community Needs:

This is a topic of great interest and importance to me for several reasons. First, growing up I was the kid who was always made of, so I know firsthand what it feels like to be bullied. No child should come home crying like I did. Second, I truly believe that the younger generations are losing all sense of sympathy and empathy for others. They learn early on from video games, TV shows and older siblings that making fun of someone or in the case of video games, killing someone is all right. My goal through this program is to eliminate or decrease the sense that bullying is all right. My community needs this because although Reading may look good academically, there are many things that go on behind the scenes that are not addressed. I believe having the younger generations start off on the right foot and believe in kindness and compassion from the very start will wipe out bullying, and that is something every community, and in particular Reading, needs. I am going to do so by working in alliance with my drama program to build a group that will travel from school to school to do skits and talks about the issue at hand. I believe involving the drama club will not only make this a stronger more stable program, but the kids are more likely to respond to high school students that **are** interesting and fun. Through these assemblies we would demonstrate the lasting effects on the targets and how bullying must be stopped.

Community Impact/Benefits:

My goal is to decrease or completely rid my community of bullying, but I can only achieve this with the help of others. I am going to need the help and approval of my school committee as well as all the elementary principles. Only with their cooperation will this program get off the ground. As I already mentioned, this program is going to target younger kids in the elementary schools, which means I’m also going to need the kids to be open to my ideas. This is why I choose to get the drama club involved. I believe kids will be much more receptive to this program if they hear it from high school students because they idolize older teenagers and because children usually resent being told what to do from teachers or older adults. Once we have the kids captivated, I plan to give a short presentation that will cement the topics they learned about in a concise statement or rhyme so they can remember it easily.

Personal Motivation:

This project is one I care a lot about due to my personal experience with this issue. My elementary school days were very hard and looking back at them is quite painful. Growing up I was diagnosed with Attention Deficit Hyperactive Disorder, which separated me from the main flow of kids

because I was always having some sort of fit. When doctors put me on medication I lost over 25 pounds that I couldn't spare and in turn was very skinny and emaciated looking. I can't remember a single day when the girls at my school didn't make fun of me for either being too skinny or crazy or something. I had very few friends and at lunch I would usually sit by myself. I was also made fun of for being stupid because I could never concentrate during class so I would go to special speech classes. This just added up and thus made me into the prime target for ridicule. It got much better in middle school but it was only in 7th grade that I finally started to meld with everyone else, and the constant teasing slowed to once or twice a week. Anyways, I know I'm not the only one who was made fun of. I recall a few kids who were made fun of because they had red hair, a few because they were a little fluffy, and a few like me who were made fun of because we were always hyper and unable to concentrate. My awful childhood school years fuel my inspiration for this project. I don't want any kid to go through what I did and I feel it is a necessity to make sure learning environments are safe and judgment free.

Personal Qualifications:

I am a very responsible, mature person for my age. Although I may be young, I have a lot of experience with leading a group. I am one of the prominent leaders in my church group and have done a lot of organizational work. For example my class had to put on a play about transcendentalists and I not only organized the characters, but I single handedly wrote the play that was both humorous and educational. I also am usually the unelected leader when we do school projects. I am usually one who organizes when we meet, who should complete what part, and the one who checks the progress of each member. Although I usually take this role upon myself, I enjoy doing it and it gives me a sense of control and peace. Knowing that I'm on top of everything helps me relax and be very productive without getting worried. I'm also dedicated to this cause because it's an important one that I strongly believe in.

Personal Impact:

Although I am creating this project to help my community, I also have some personal motivation and goals I hope to reach through this process. Firstly, I have a little sister in first grade and I am hoping through this project I can make her school years easier and happier. I love her very much and only want the best for her and I believe my program could help achieve that. However, I also hope to gain one more personal thing from this experience. Through this, I hope I can be more comfortable with my skills and learn how to funnel them to help others. I've always had a leader inside of me and through building and running a program I feel my skills will be sharpened and brought to life. With these skills I feel my project will be very successful and touch many kids' lives and hopefully change them for the better.

Supervisor:

I have been blessed with an outpouring of support throughout my community. One of my teachers Mrs. Smith, who teaches both Spanish and advisory, has gladly volunteered to help with my project. She is currently running a program of her own called Peer Leaders World of Difference. She strongly cares about bullying and believes that only through education and love will bullying stop. I also have the aid of principle Mrs. Giles. She is the principle of J.W Killiam Elementary School in my community. She came into this position a few years back and since then she has been implanting many "spirit lifter" programs which are meant to increase the sense of community and caring throughout the school, so as expected, she is very interested in my project.

Work Plan:

3/12/2011-3/19/2011- Complete outline for my supervisors

3/19/2011-3/26/2011- Write out skit/ video to do in class with my advisory class to use for presentation

3/26/2011-4/2/2011- finalizes everything and prepare for presentation

4/2/2011- END- PRESENTATION

Over the summer- Write the skits and have them checked by supervisor and High school Principle along with Drama coordinator

Standy Merizier

I volunteer at the Dever Elementary School. I feel like Elementary students should engage more in recreational after school activities because I feel like they really need it. Being a teacher assistant made me realize that the kids do not have many opportunities to run around for physical activity in school. They always look so eager to go outside and play with each other. I Believe a recreational after school program will give them that chance. We would play organized sports at times and different type of games would be played.

There should be more after school activity where the kids run and have fun. I say this because they are in a classroom for most of the day and need to let them out and have fun. Students will look forward to running around after a long school day because that will be their ticket to play around and it will, not should, improve the classroom performance and behavior. As a teacher assistant, I feel like these students are anxious to want to do physical activity but they cannot because they are in class and have to learn.

To make this project happen, I would contact the school for transportation for the kids after the program is over each day to bring the kids home and space availability for games and sports that will be played. I would also contact my community service supervisor to see if what I'm doing this project is okay. I would also contact the students' parents to let them know of this great opportunity they have for their kids. I would also ask teachers and peers to see if they are interested in helping me out aiding in this project. I would work with the school on getting it done in regards of space and transportation.

My personal motivation for creating this program is because I feel like the students could use a program like this where they run around. I also love this school community, located in Dorchester, and I want to have a bigger role in this community. And, in the end, I just want to have fun with the kids.

I am a counselor in the summer for a program call TEEP, Trinity Education for Excellence Program, where I am in charge of middle school students. This is elementary students that I am about to deal with during this project, but I think I can handle it my previous experience would aid me. Plus In addition, I will have peers and supervisors to help me out by giving me advices and help me run things. My counseling experience should help me out.

At the end of the day, I think what motivates me is the I would want to see smiling faces in each one of the students that will be doing participating in the program at the end of it all. I want to see if I could make a difference in these students' lives.

My program will need a lot of help and support in running it. I have the safety and the lives of the students' on my hands; therefore I will need a lot of many supervisors for that. I will require a supervisor who would teach me how to best interact with these kids and would give me a report on my actions as I interact with the students that would help me determine how I can improve my skills and be ready next time I am faced with similar situation. I would contact peers from my high school, Boston College High School, who are interested in helping me out to run things and who are willing to take over once I am no longer there to supervise.

Final Project Proposal Outline

Name of Project: Saint Jude's Children Research Hospital Fundraiser

Student Name: Andrew Nader

Abstract:

Danny Thomas, founder of Saint Jude's Children Research Hospital, once said, "No child should die in the dawn of life." This powerful quote is what drives me to achieve my goals through fundraising for Saint Jude's Children Research Hospital. Knowing that I am doing a small part in finding a cure for children with devastating diseases, gives me the extra push to go above and beyond to raise money through charity work. Danny Thomas created an inspirational hospital, which offers free care for all patients who ask for help, regardless of their financial situation. Because Saint Jude's provides free healthcare for everyone, it costs millions of dollars to run, requiring them to heavily rely on outside fundraising. My goal is to raise money in my school community through a school wide event held annual or semiannually. I hope to create an after school event full of various athletic competitions, with all proceeds going directly to St. Jude's Children Research Hospital.

Community Needs:

First, this offers students an opportunity to give back and help those who are sick and in need. I do not believe many people understand what cancer is and the harmful impact on the patient as well as the patient's family. I hope to raise awareness while collecting the donations so that it is a meaningful experience for all who participate.

Community Impact/Benefits:

I hope to raise awareness for the cause and to motivate students to give back and help those who are less fortunate than they are. Hosting sports competitions gives the students something fun to participate in while donating to a good cause. I hope to change my community by raising awareness, and changing children's lives, whom are fighting cancer. A long time goal is to create a sustainable program, which would continue after I graduate. The fundraiser would raise money that would go to help children with their struggle with cancer and would hopefully

lead to further development in cancer research and ultimately a cure to cancer.

Personal Motivation:

This issue is important to me because I lost a cousin to cancer at a young age, and I do not want other families to go through the same experience that I had. My family has been involved with Saint Jude's since it first began. My grandparents volunteered for fundraising and attended various conventions. My parents created a large annual fundraiser named Big Dreams Start Small, which included a large silent auction, a live auction, and a fashion show at the Park Plaza hotel in Boston. I feel very close to this cause and hope to bring other people to have the passion that I have.

Personal Qualifications:

I feel that I am qualified to run a project like this because I have a lot of experience. I have been volunteering since I was a baby, be it modeling at my parents' fundraiser or selling raffle tickets the entire night. Together with my Mother and some family friends, I started my own fundraiser outside of school, which is a family event. We hold it once a year and have a DJ, rent a hall, have a raffle with 50 baskets, and various children activities. We have been very successful and over the last four years, raising over \$11,000 each year. I hope to continue my success in a new event at school.

Personal Impact:

I hope to gain a sense of fulfillment and satisfaction, knowing that my donations of time and effort will help kids with cancer and provide further research for cancer. In school I hope to raise awareness, and get students to become as passionate as I am, willing to donate their time and money.

Supervisor:

I have not spoken with a staff member at my school yet but I believe that my guidance counselor Taylor Ware would be very willing to help me get started. I am a member of student council and am running for president. I work very closer with the teachers who supervise the student council and I know that they will be happy to help me get started and spread awareness of the fundraiser.

Work Plan:

This week I plan to finalize ideas and speak with my guidance counselor. Through her, I hope to have a meeting with the dean of students and then the principal to pitch my plans and receive approval to begin within the next two weeks. After that, I will work with my guidance counselor to find students and teachers who would be willing to donate their time to help me plan, set up, and run the event. April 3 is the date of my family event *Big Dreams Start Smaller* where I will work to communicate with members of my committee and see their ideas of how I could make the school event possible. I would talk with my St. Jude's local representative whom I work with to provide various t shirts or bracelets to sell that day, and to be present so that the event is possible and official. After that, it is solely making my plans into action. Depending on the day that the dean of students allows me to start the fundraiser, I would hope to host it in either late May or early June.

Final Project Proposal Outline

Name of Project: My Buddy Program

Your Name: Saivaishnavi (Vaishna) Neelagiri

Abstract:

Our Acton-Boxborough school community stands out because of its very diversity, and all of the students here are unique individuals who deserve to connect with each other and enjoy each others' company. However, the troubling fact is that this connection between students has not occurred: there is a deep divide between different sections of students in this high school. The cafeteria's tables are separated into certain tables, unfortunately, where only students in the Special Education Program (SPED) sit, and the other students simply chat with friends at their "own" tables. With this divide between us, how can our AB community stay true to its mission statement, which states that we "encourage respect for all individuals in our community" and that we actively work to become "responsible global citizens"! Jim Marcotte, ABRHS's assistant principal, expresses his concern deeply at this irony, feeling that "students need to connect with each other for everybody to be included. Connection is what makes a vibrant and accepting school community". In order to address this problem, I wish to offer a school-wide program, the My Buddy Program to encourage friendships between the SPED students and the rest of the school community. This program would consist of all eight periods in the school day. Students who wish to join can sign up with the supervisor. They would spend one (or more if they wish) of their free periods spending time with an assigned SPED buddy. The time spent would be concerned with whatever the student and his or her buddy wish to do-be it drawing, reading to each other, or if they are athletes, play fun games. The point is both students would grow to be friends throughout the year, and the program would run year-long, period after

period, day after day. And the ultimate mission would be to create lifelong friendship and bonding between diverse individuals of our Acton-Boxborough school community.

Community Needs:

The Acton-Boxborough school community has many unique individuals. But let us face the issue squarely: some of us do not feel as much a part of the “AB Family” as we should be. I reiterate my point: a striking example occurs right before our eyes in the cafeteria, every day. Everybody in our school, students *and* teachers, see the gap: a SPED group sitting at a solitary table, all by themselves, eating their lunch quietly while groups of other students chat vivaciously in their cliques at tables that are yards away. This does not make a healthy school community; we must include everybody as a part of our conservation. AB needs to eradicate the separation of SPED individuals and the other students. To fulfill our mission statement, and become a stronger and spirited school community, as well as include every one of us in our friendships, the My Buddy Program is needed. We need to promote friendship between all in the community as best as we can. For all these reasons, creating this program will be enormously beneficial.

Community Impact/Benefits:

The My Buddy Program will bring significant, positive change to ABRHS. The biggest improvement it will bring to our school is to create a more close-knit community. Our school needs this, as the SPED students need to feel just as much a part of the school as everyone else. When, in the My Buddy Program, a student is reading, chatting, or playing sports, or doing whatever else with his or her assigned partner, both the partners will gain a powerful friendship. Understanding between them will occur, and of course, both the SPED student and the other student will feel pride to be a part of AB, where everybody is welcomed as a unique individual.

This creates friendships between all the students here in ABRHS , and that is the ultimate beneficial result of the program. The other improvement is that as a result of this program, the school spirit will be greatly increased, because we will stay true to the mission statement. We will encourage respect for all our diversity, and as a result, we can say, strongly, “GO AB”!

Personal Motivation:

This issue of needing unity in AB’s school community is personally important to me for several reasons. Since the beginning of the school year, I have been sitting with my friends at the “SPED table”, once in a while, and its been such a rewarding experience for me. The students are extremely witty and funny, just like the rest of us at AB. They have made me laugh countless times. And the fact is that, I wish that the other people at AB could also experience the humor and goodness of these kids . That’s why I wish to create the My Buddy program so that other students can also know that how fun it is to talk and make friendship with them. I want to make everybody feel welcome in this school, it is *our* AB, and with the My Buddy Program, I hope to show that we *can* become unified.

Personal Qualifications:

I can benefit this effort of helping to bring connection and friendship between Acton-Boxborough students. When I was in 7th and 8th grade at the R.J. Grey and even in the latter years of elementary school education, I was involved in helping teachers work with SPED students learn and play in their classrooms. I understand rather deeply how to interact with other students and more importantly, how to appreciate the SPED kids and have fun with them. I believe that this experience will enable me to again work with the kids at AB, and to the other students who are joining the program, I can be a mentor and a guide, and train them for their own interactions.

Personal Impact:

This project has affected me personally in significant and meaningful ways. When I was working with the SPED kids in my elementary and junior high years, the experience had a huge impact on me. I have seen their humor, (which, I must stress, is rip-roaring funny!), and their sincerity in learning and growing to make the most out of life. My belief is that we all need to learn from these wonderful people, and by offering this program for other high school students I can show other students how to make new friendships, and grow as an AB student. This reason brings me to my over-arching reason I wish to bring this program to AB; that I wish to bring greater pride in the school community. I have loved AB since I arrived. And now that I am approaching my senior year at AB, I really want to give back to this school for all that it has given me. In creating this program, I hope to leave AB feeling its pride and strength, and feel satisfaction in leaving my mark on a establishment that I love with all my heart.

Supervisors:

-I'Esha Thomas: my school counselor. We are very close, and she has been very supportive of me since the beginning of my freshman year . I feel that she would effectively support me in this endeavor.

E-mail: ithomas@mail.ab.mec.edu

-Jim Marcotte: He is AB's assistant principal and has expressed great interest and enthusiasm for this endeavor.

E-mail: jmarcotte@mail.ab.mec.edu

Work Plan

- June 1st, 2011: Discuss the project in greater detail with the assistant principal Jim Marcotte.
- June 5th, 2011: I will talk about the project in a more detailed manner to my school counselor I'Esha Thomas

- June 10th, 2011: The talk with the school principal Alixe Callen to receive approval for the program. Includes Mr. Marcotte and Mrs. Thomas as supporters of the idea. This marks the “Let’s Go!” period in this program
- June 12th, 2011: Have the plan presented to the Acton-Boxborough School Committee and earn their final and full approval for the program. The proposal will be impeccable and free of faults at this point.
- June 18th, 2011: Introduce the plan to the SPED educators with the administrators.
- July, August of 2011: Prepare for initiation of program by setting it up in SPED classrooms and working with administrators.
- September 2011: Kick off the program, advertise it in posters all over the school, encourage students to join My Buddy, and spread the word.
- **After this period, the program will run at all school days, except for holidays, half-days, and weekends. The program will not be offered in the summer as students will be busy on their summer break.**

Budget Proposal

This program requires funding in buying activity supplies for students who work with SPED kids.

Examples of activity supplies are sports supplies, game boards (such as Life, Scrabble), drawing sketchbooks, puzzles, CDs, internet supplements. The list can include any item to ensure that the participants in the program can enjoy their favorite activities.

The total amount would come to \$500. Again, all the money would be benefiting this program and ensuring its full success.

Final Project Proposal Outline

Name of Project: Hope 4 Homeless

Student Name: Zoe Peach

Abstract:

According to the Covenant House, more than two million children in America will be homeless during some period of time this year. Many of these children find shelters where they can stay but this is often not enough to ensure a child's self esteem or a sense of happiness. Even with sufficient food, housing, clothing, and other necessities, a child may not be content. It takes confidence, joy, and one true friend to make somebody happy. The mission of Hope 4 Homeless is to make a positive difference in the lives of homeless children through one-on-one and group mentoring. We will also provide fun activities and home work assistance for these children. Throughout all ten sessions, the high school mentor will be paired with the same mentee from the shelter, encouraging the pair to make a personal bond. The mentor will spend some of the time talking one-on-one before joining the group. During this time, the mentor will assist his or her mentee with homework and encourage personal discussion. Within the group setting we will have an array of planned activities, such as movie nights, a trip to the Museum of Science, mini golfing, cooking a meal together, a holiday party, group discussion, and arts and crafts projects. Also, each mentor will be responsible for giving his or her mentee a small birthday present during his or her mentee's birthday month. Big Brother Big Sister reports that homeless children with a good role model are 46% less likely to begin using illegal drugs, 27% less likely to begin using alcohol, and 52% less likely to skip school. Our main goal is to teach these children their importance in the world and help them reach their full potential.

Community Needs:

Children naturally model their lives after those around them: parents, siblings, friends, teachers, etc. It is paramount, therefore, to ensure a healthy environment on which they can draw. By providing the appropriate mentoring and guidance, which many homeless children lack, these children may be better prepared to avoid bad situations, such as drug abuse and violence. The mindsets of homeless children can be completely changed through proper mentoring. With positive influences in their lives, they are more likely to make better choices for themselves, their families, and their communities. However, this program will not only help the homeless children, it will also help the volunteers. Each of us will bond with a child and learn their story. It will make each of us more understanding of other people's situation. It will help us develop and nurture our passion for helping others and provide us with a sense of purpose. Our volunteers will feel like they are making a difference in the lives of people who really need their help.

Community Impact/Benefits:

My purpose is to show students that even as high school students, we can make a significant impact in lives of others. Many people think that homeless children in shelters are just like normal kids. They think the kids have loving parents, plenty of food, a warm bed, as much food as their bellies desire, and friends. But the truth is, shelters can't always provide three meals, clothes, a warm bed, or good role models. By targeting these children in need, I hope to

instill confidence and a sense of purpose in their everyday lives. Many homeless children often repeat grades or even drop out of school altogether. Through this program we will work one-on-one with children to help them realize the value school. We will arrange for fun activities such as a movie or mini-golf so they can temporarily forget about their problems and have fun like any other kid. As the Select Panel for the Promotion of Child Health said, “Children are one third of our population and all of our future.” We all have a job to try to help our nation’s children especially those without a home. Being homeless doesn’t mean you use drugs, alcohol, or are a high school dropout; but it does mean you may not have enough good role models and positive influences in your life. I hope to continue making a difference by offering my help even after I graduate.

Personal Motivation:

My church takes part in Operation Clothesline every year. Each winter, usually in early to mid-February, about thirty young teens from my church’s youth group take the subway into Boston and we hand out clothes to homeless people on Boston Common. These people are not only in need of hats, gloves, scarves, and socks, but also somebody to talk to. I started talking to a little boy while his mother was picking out a hat. He had been homeless for four months. He told me how although they lived at a shelter in the area, the shelter only provided one meal for them. It was crowded and boring he said. Then he told me the most heartbreaking story. It was his birthday and nobody besides his mom said happy birthday. Shelters and families don’t have the money or time to provide birthday parties or even to keep track of birthdays for all of the kids. He told me how he didn’t have very many friends and he was repeating second grade for the second time. After talking to this boy I decided that I wanted to make a difference in the lives of homeless children. Although many reside in shelters, these children don’t have the role models, support, or funds to help them excel in school, their activities, or life in general. I want to help children gain the opportunity to create a good, healthy, happy life for themselves despite their unfortunate situation.

Personal Qualifications:

After my experience in Boston this year, I knew I wanted to do something to change the lives of homeless children. This experience has given me the motivation and passion I need to see that my final project successfully takes root in my community. I love kids and love spending time with them. I have volunteered with the middle school Science Olympiad in my town, coaching them on anatomy and engineering events. I have volunteered with children basketball teams with the Special Olympics too. I love meeting, talking, and helping kids achieve their goals. I am also a member of Kaitlyn Carcia’s PAL program at my high school and so I have gained experience peer tutoring with younger children. I am a good student and place a high value on education. In PAL I talk to children about school, friends, and life in general, also making time for the necessary homework help.

Personal Impact:

I hope to help these children grow up to become mature, responsible adults. I want them to gain happiness, confidence, and the mindset that school and hard work are important. I want these kids to become good citizens, benefiting society and understanding more about how the world works. High schools students will have the benefit of seeing their friendships with the

homeless children flourish and grow. They will see the results of their efforts in the faces of these children and know that they have given a piece of themselves to help a child in need.

Supervisor:

For the 2010 to 2011 school year, Hope 4 Homeless will be a part of North Reading High School's Interact Club, a community service club. Interact Club is run by a teacher from my school, Ms. Nicole Parker. She has offered to be a volunteer supervisor for Hope 4 Homeless. Ms. Parker is a special education teacher. She is easy to talk to, compassionate, and supportive. I believe she will make a great supervisor for Hope 4 Homeless. She can be reached at nparker@northreading.mec.edu or called at 978-664-7800 extension 314.

Work Plan:

TIMELINE:

- March 8th: Discuss program with my principal, Mr. Bernard, who loved the idea and wants to make it happen
- By March 11th: Talk to Mrs. Parker, who really liked the idea
- By May 1st: Meet with principal to finalize ideas (if needed) and contact shelters
- By May 10: Propose the idea to the Interact Club and schedule a meeting for June
- During May and June: Begin fundraising, asking for donations, and finding sponsors

MEETING IDEAS:

- June: Move Night
- September: Cook a meal together (get to know mentees apple pie)
- October: Movie Night
- November: Arts and crafts (thanksgiving project)
- December: Holiday party and bake cookies
- January: Movie night
- February: Arts and crafts (Valentine's Day project)
- March: Movie Night
- April: Museum of Science
- May: Discussion of Museum of Science and maybe reading time
- June: Mini golfing and ice cream at Richardson's Ice Cream

Bibliography:

"Big Impact-Proven Results." *Big Brothers Big Sisters*. Web. 4 Mar. 2011.

<http://www.bbbs.org/site/c.9iILI3NGKhK6F/b.5961035/k.A153/Big_impact8212proven_results.htm>."

Statistics & Facts of Homeless Youth." *Covenant House*. Web. 04 Mar. 2011.

<<http://www.covenanthouse.org/homelessyouth/statisticsfacts?gclid=CIHumbiLuKcCFUXe4AodfXlEfg>>.

Final Project Proposal Outline

The Stress Awareness Project

Sandhya Reddy

Abstract:

Stress is an issue that all people regularly face in their lives. Academic pressure, peers, family, relationships, athletics, and many other things can cause stress. Inadequately managed stress can lead to anxiety, aggression, physical illness, withdrawal, or drug/alcohol usage. When the mind realizes that there is a stressful situation, it triggers these responses. But, when it realizes that the situation is no longer stressful, the mind helps the body relax and gives off a sense of well being. This is what I want to achieve with my final project. My mission is to set up a stress awareness project that will let people know that they are not the only ones facing stress-related problems and that there *are* things they can do to solve them.

Community Needs:

All teenagers experience stress at various times in their high school careers. It is important to understand that even though stress is a common thing in many of our lives, it can still have severe consequences. Knowing that there is someone else facing the same stress-inducing problem you are is helpful and a great way to solve your problem. Stress should never be ignored because it can sometimes lead to destructive decisions, such as drinking, using drugs, or even worse, suicide. In my community of Acton, I have realized that many students at Acton Boxborough Regional High School are frequently stressed out. I have seen kids start to smoke and/or drink because they need a way to escape their problems. Some kids also start to become sick due to a lack of sleep or because they are not caring for their bodies properly. All these ways I have seen people in my high school deal with their stress are destructive, and that is what I do *not* want to see happen.

Community Impact/Benefits:

My stress awareness project will benefit the community greatly, because when students at ABRHS start to realize that other students in their grades are going through the same stressful situations they are, the students will be able to find solutions to their problems. This in turn will help students lead more relaxed, healthy lives. To achieve this goal of mine, I plan to create a type of book that is filled with letters by students at ABRHS. Each letter will include a stressful situation a student has gone through this year, how it made him or her feel, what it made him or her do, how he or she finally solved the problem, who helped him or her solve the problem, and how he or she felt at the end of the experience. These letters will be completely anonymous and will be categorized by subject in the book. Some subjects are: academics, family, friends, relationships, and other. I plan to get the word out by being backed up by a school group, most likely student council or the stress committee at our school. Over a few days, a group of students will go to all the English classes to present the project idea to the students at ABRHS. They will ask students to please submit these letters by mid-May. This is so that I, along with a group of students, can choose the letters that will go into the book and assemble the book itself before the

school year ends. It will not be mandatory for each student to submit a letter, but will instead be voluntary. Next school year, when a student is going through a stressful situation after the book is completed, he or she can come into the counseling center and look through the book to see if anyone has gone through what he or she is going through at the moment.

Personal Motivation:

I know that I myself have been stressed out many times this year (my freshman year) already. I know that when I get extremely stressed out I withdraw and start to take it out on others. I also know that these actions affect other people, not just me. This project holds a lot of importance for me because I have been extremely stressed out and I know how it feels. I also have friends that get stressed out a lot, and they do not always solve their problems in the right ways. One of my close friends tends to get stressed out easily, but she does not talk about it very much. One day she had had a bad day, so she went to a friend's house and they both got drunk on a school night when the friend's parents were not home. When this happened and she told me why she drank, I thought about all the other times people I knew had smoked, drank, or had gotten sick because they were stressed out. I also knew that other friends of mine had told me that *their* friends had gone and done these things too when they were stressed out. This opened my eyes to the bad things stress can do to a person and I realized that I wanted to help. I knew that people were not going to take the initiative and help other people out with their stress-related problems, so I decided I was going to find a way for people to solve their problems before it affected them in a large way.

Personal Qualifications:

I think that I am capable of handling this project because I know what it feels like to go through a stressful time. What makes me even more qualified to lead this project is that the stressful situations I go through are not just *any* situations; they are ones that a majority of my classmates have gone through or are going through as well. I also know that having someone help you out sometimes does not show weakness, but instead shows strength because you are trying to find a way to overcome your problems in a constructive way. This is going to benefit my project because I am willing to put my all in getting to my goal of helping people out. I do not know how to handle every situation, so I think getting other students to contribute their experiences and solutions will increase the number of people this project will benefit. I have learnt so much from other people's experiences with stress, so I know that many students will learn a great amount as well.

Personal Impact:

My goal is to prevent students from feeling like they are the only ones who can understand what they are going through, and that no one else can help them. My friend told me that she drank that day because it was a good way to solve her problems, because no one else really knew what she was going through. I think she viewed her problems as unique to her. I am sure some of them were, but a majority of high school students go through similar problems that make them stressed out. Through my project, students that are going through stressful situations just like my friend can find a way to solve their problems without having to turn to anything

destructive, such as drinking and/or drugs. The letters that will make up the book will provide students with different possible ways to get rid of the stress coming from certain problems. I want people to know that they are not alone in their problems and my project will make it much easier for them to realize that.

Supervisor:

My counselor Mrs. Susan Root (sroot@mail.ab.mec.edu) has agreed to be a supervisor that can assist me on my project. She will help me get the project approved by the administrator, and then will help me in getting a school group, such as student council or the stress committee, to help carry out this project. The group I choose to have help me will also assist me in getting the message across of why this project is important, and reminding people to contribute to the project.

Work Plan:

On Wednesday, March 2nd, I met with my counselor, Mrs. Root, who will be helping me with the project. She helped me finalize my project idea that it worked well with school policies and the school's goals. We discussed the possible groups that could help me carry out this project, and also arranged to meet with the school administrator to sign off the project. After this project is signed off, I plan to pick a group to work with and then present my project to them so that they can realize how important it is and will agree to work with me. Over a span of two or three days, a group of students will travel to English classes in all grades to present the project to the students. The letters that will make up the stress awareness scrapbook will be due by the mid-May. I plan to have the book in the counseling office by the end of the school year so that it can be a useful tool for students next year.

Bibliography:

"Causes of Teenage Stress." *Stress Remedy and Stress Management Technique for Stress Causes*. Web. 05 Mar. 2011. <http://www.stressfocus.com/stress_focus_article/teen-stress-causes.htm>.

"Teens & Stress." *Lifespan*. Web. 05 Mar. 2011. <<http://www.lifespan.org/services/childhealth/parenting/teen-stress.htm>>.

Name of project: DOPE (Drop Out Prevention Exercise)

Student Name: Manas Sarma

Abstract:

The goal of this project is to prevent high school students from dropping out. Why is it so important? Preventing dropping out is important because it is too expensive to care for dropouts. As a result, America falls behind and the rest of the world gains an advantage. The mission statement is as follows: *There are other ways to conquer your problems.* The other goal is to put kids on the right path and raise our hope for the future.

Community Needs:

I have been with two kids who dropped out. Twenty-eight kids in our school dropped out last year, and as of March 7, 2011, 4 kids from our school dropped out. There will not be enough people with good jobs if this keeps up, and the worst-case scenario is that America will no longer be the biggest power in the world.

Community Impact/Benefits:

The target audience is high school students. My project will inspire students who want to drop out to stay in school, thereby inspiring other kids to stay in school. By doing this project, I hope to change the way kids view education. The long-term goal of this project is to keep kids in school, therefore off the streets.

Personal Motivation:

I know some kids who have dropped out, and I know how hard school can be for some kids because it was hard for me too at times, but in spite of that I never quit. I chose this project to show kids that there are alternatives to dropping out.

Personal Qualifications:

I know where to look for help, and I know how to get the right people on my side to help me. I have no prior experience in what I am doing. Plus, whenever I start something, I make a goal to follow through with it, regardless of how bleak things might look.

Personal Impact:

I hope to be a guiding light in kids' lives because I struggled a bit too in school, but somewhere along the road I learned that quitting is not the answer. I also hope to gain the satisfaction of knowing that I've helped at least one more kid an education and then a job. My personal goal is to get misguided kids on the right path.

Supervisor:

I can ask Ms. Jessica Reagey or Mr. Lee Diamantopoulos for help. Ms. Reagey is a guidance counselor at my school, so she can help because she "guides" kids. Mr. Diamantopoulos can help because he's the dropout prevention coordinator at my school, so this is entire job right here.

Work Plan:

3/4/2011-I talked to Mr. Diamantopoulos and introduced him to my project. I emailed him some questions that same afternoon.

3/7/2011-I visited Mr. Diamantopoulos again and he replied to my questions. He also gave me a couple of sources about dropping out.

4/1/2011-I introduced Ms. Reagey to my project and gave her my proposal to look at over the weekend.

4/4/2011-I visited Mr. Diamantopoulos again and he gave me his own personal view on dropping out.

4/5/2011-I visited Ms. Reagey and she told me about the tutoring opportunities at the school and told me to try to incorporate those into my project. Also, Mr. Diamantopoulos informed me that contacting any of the dropouts was not allowed, since it's a matter of confidentiality.

Bibliography:

Lee Diamantopoulos. Personal Interview. 7 March 2011.

Jessica Reagey. Personal Interview. 5 April 2011. "College Impressions Newsletter."

<http://www.slregional.k12.ma.us/slrhs/guidance/pdf/complidec10.pdf>. Arthur P. Mullaney. Web. February, 2008.

Name of Project: TADA : Teens Against Dating Abuse
Student Name: Urusa Sheikh

Abstract:

What is love? Love can have many characteristics; it can be happiness, respect, friendship, food, and even abusive. High school is a stage in life for teenagers to experience new scene, take new steps, and make their life a reflection of who they want to be after they graduate. With this new stage, teenagers face difficulties with fitting in and being accepted, when accepted, they end up changing the person they once were. These new changes draw them to different people; soon new relationships form (between the same or opposite gender). Teenagers in a relationship for the first time are most vulnerable to dating abuse because they feel as if these actions are normal and will get better as time goes on. However, the abuse is not always physical - it can also be mental. These unhealthy conditions can follow a teen into adulthood leaving them scarred as perpetrators or victims of further abuse in future relationships. According to the Examiners Teen Dating Violence Facts, one in three high school students report having been involved in an abusive relationship, of which: thirty-two percent experienced emotional abuse and twelve percent reported being a victim of physical violence within the past eighteen months. These unhealthy treatments on adolescence can follow them into adulthood causing them to be victims of future abusive relationships. My mission is to help raise awareness for teen dating abuse and violence throughout Malden High School by giving the students an opportunity to see what affects teen abuse may have on them and how they can help themselves or their friends in living a safer young life.

Community Needs:

When high school starts, most teenagers feel that this is their freedom from parents, the opportunity to live life as they desire. With this desire come a new image, friends, clubs, learning habits, and relationships since they are now in control. Most teens go into a relationship inexperienced, so when they are being abnormally treated they don't realize it as a bad thing, they continue to go on with the relationship through its hard times. However, what they should have been able to realize is that this treatment isn't proper, the quicker they take a step away from the abuser, the safer they are. Although, no one takes a step away, and soon the relationship seems to get better. These ups and downs in a relationship cause the victim to fall hopelessly in love with the abuser, now they are being controlled and suppressed. On the other hand, there are victims that try to escape but are trapped because of threats, blackmail, abuse from friends and partner, and the fear of a corrupted reputation. This abuse causes a teenager to become mentally unstable, taking away the main purpose of high school, friends, and new experiences. Through my project, these abused teenagers will learn a way to stand up for themselves and not be afraid to step away from the abuser and no longer be a victim. This newfound strength will allow these once-upon-a-time victims to have the ability to face challenges in their future because their experience with overcoming abuse will give them the courage and excitement to reach for heights that were once covered by pain. The knowledge and help the students will receive from the project will allow them to help themselves; their friends, and everyone around them deal with their horrid ordeals and live a better, healthier life.

Community Impact/Benefits:

I will help Malden High School by creating a program where the high school students will take an anonymous survey about dating abuse and violence during the year. When the results are in, there will be a chart made containing the statistics, which will then be hung somewhere in the school for the students to see what their peers are experiencing or have experienced and allow them to prevent the possibility of their selves being the next victim. Not only will the students be given a survey, but I will also give them hotline numbers (where students can contact professional therapists for help), facts, make dating abuse brochures available, hang posters that promote awareness, and give students the opportunity to help spread awareness throughout the community. There will also be an event in the auditorium Spring of this year, fall of next year; in this event guest speakers who have survive from abusive relationships will come and share their experience, allowing the students to see the reality of life. With this project, I hope to create more teen awareness about dating abuse and its outcomes, and allow teenagers to help prevent it from happening to another teenager. This project will be something that will keep on going because it will not only last this year or just next year, but also the years after I graduate from high school. According to Redbook's, *Is Your Daughter Safe: Ending Dating Violence*, "eighty-four percent of parents believe that schools should provide dating education; however only thirty percent of parents say their school actually offers special programs", with the parents of my school being part of that thirty percent at the moment. With my project, Malden High School will offer a special program that will cause awareness and prevention of dating violence for teens.

Personal Motivation:

At first I intended to do my project on domestic violence prevention and awareness. When I thought about how I could incorporate that into the high school, the idea became difficult. Then a thought popped into my head - "you don't have to be an adult to be in an abusive relationship." As a result, my final project choice turned out to be about teen dating violence. This issue is important to me because growing up, I lived in an environment that wasn't friendly - my parents constantly argued, which bothered me and my siblings. Our grandparents used to hide us when our parents were fighting to try help us from being further traumatized. It would have been better if instead of hiding us they had stopped the fights and made things happier, even for a little bit. I grew up knowing not to allow anyone to treat me in a way I did not deserve and because of this belief I want to help teens that aren't aware of a situation there in, and if they are aware, help them get out. It's because of this past that I want to do my project on dating abuse. Abuse can damage anyone; it isn't just themselves that get affected, family, friends, education and other important factors of life start to fall apart weakening the victim. If the abuse starts at a younger age, there's a higher chance that the victim or the abuser will continue to cause or face those issues in the future. I have the chance to help and warn these teenagers about the abuse and what they can do to get out of it before they fall into a dark hole. My grandparents shielded us from the abuse because they thought it was the best thing for us and I appreciate them for it, but I know that if things were handled differently back then, my past wouldn't be so gloomy, and that's why I want to show these teens how to make their past bright even as they look back sometime in the future.

Personal Qualifications:

I am the type of person that likes to get everything that I set for myself to be done before time runs out; sometimes it comes to the last minute, but what I planned to do does happen. I think because of this quality the project at hand will be one that comes out effectively and responsibly to not only high school students but throughout the community. The changes that the students undergo due to my project will change their view of the teenage world. My passion to help others and make them live a healthier safer life, is another reason I think I am qualified to pursue this project; I will not give up on something I am passionate about because I will not let myself down. I have always done things that interest me because that way they are done proper and beneficial to others. I have always put my heart into everything I do; my heart will go into this project. My project will be efficient and life changing.

Personal Impact:

From this project I hope to gain a sense of satisfaction. I hope to open the eyes of teenagers that feel helpless in their relationship. I hope to be able to make a difference and save them from being mentally, physically, and sexually damaged for the rest of their lives, which could have affected them in horrid ways in their future. My personal goals are to be able to make teens more aware of all the possibilities that are offered to them, and not to stick to one person because they feel like that person will be the only one that will ever “love” them. Sometimes teens don’t realize the damage that is being caused to them; because of this project, their eye sight into the dating world will become more keen, and their decisions in making future relationship choices will be more accurate; the life they live through high school, college, etc. will be one that they can accomplish with their head held high.

Supervisor:

With this project, I have four supervisors that are going to assist me. First off is my freshmen year health teacher and Breast Cancer Awareness Club advisor Mrs. Ceppetelli. She will be helping me with gaining more information on teen dating violence, and places I can contact to get brochures, speakers, and other important needs to create awareness throughout the school. Next is Mrs. Schibelli who will be helping me organize the project; she will be the person I go to with the way I want to set up the posters, survey statistics and other dating abuse awareness items throughout the school. Mrs. O’Connor, guidance counselor, and Mr. Brown, principal, are the people I will be seeing about the dates available to do the surveys, the speeches, fundraising, and where everything is going to be setup throughout the school.

Work Plan/Timeline:

Feb. 27 - March 6: Get facts about Teen Dating Abuse and Violence that can be used to show the students at the high school. This includes real life stories of previous effected teens and parents.

March 4, 2011: Talked to the supervisors that I want to assist me with the project and all my ideas, get their insight and what they recommend, ideas, plans, places I can reach.

March 5: Get hotline numbers, statistics, and previous records of surveys to compare to the survey that will be taken at the High School

March 7: Supervisors will receive a sheet of my proposal to get their opinions, revision, and ideas on what can be added, taken out, or ideas to show the program more efficiency throughout the school

March 8-17: Get friends involved, their ideas, opinions, support. Inform them of what I plan to do and accomplish with the idea I have.

March 23: Talk to principal and guidance counselor to get dates that are available for me to take the survey.

March 25: Start creating survey to show the principal and supervisors to get their approval and suggestions.

April 4: Final draft for survey created, start making 1700 copies of the survey to be taken when date is set.

April 18: Contact any close to home domestic violence programs that will be interested in coming to the high school during the long block with guest speakers, additional information, and other important stuff that the students should know

April 29: Survey taken in school by students of all grades.

April 30-May 1- : Tally up all the surveys and start getting spread sheet ready for the chart to be created.

May 5 or 11: Guest speakers from RESPOND are scheduled to come in and give a presentation to the high school students during long block.

May 29- Beginning of next year: Have guidelines for the club ready and ideas, organizations, friends and members ready for the begging of an active club.

*Freshman Orientation: There will be another presentation for incoming freshman during the two day orientation where guest speakers will come in to talk to the students about dating abuse and how to help them be prepared for the high school environment (This event will happen every year during Freshman Orientation)

Bibliography:

Lowrance-Henckel, Stephanie. "Teen Dating Violence Facts." Milwaukee Domestic Violence & Abuse Examiner (2011): n. pag. Web. 7 Mar 2011. <<http://www.examiner.com/domestic-violence-abuse-in-milwaukee/teen-dating-violence-facts>>.

Palmer, Lindsey. "Is Your Daughter Safe: Ending Dating Violence." How to Stop Dating Violence - Stop Domestic Violence - Redbook 1-3. Web. 7 Mar 2011. <<http://www.redbookmag.com/health-wellness/advice/dating-violence>>

Final Project Proposal Outline

Name of Project: CPR 101

Student Name: Lauren Watson

Abstract:

The issue being addressed is Cardiopulmonary Resuscitation (CPR). Participants will learn the importance of CPR and how to administer it, in the event that someone becomes unconscious in their presence. CPR 101 will have professionals from the Red Cross and other organizations come and provide training for the students. Students will gain a new skill, as well as the opportunity to take what they have learned, and use it in the real world.

Community Needs:

I feel that my school needs this training because most students do not know the importance of CPR, nor do they know how to administer it. This event will help to increase community awareness and provide on-going training.

Community Impact/Benefits:

This project is more for the students at my school. My goals for this event are to encourage others to become CPR certified, and for this event to continue, long after I have graduated from Fontbonne Academy.

Personal Motivation:

While in school, a friend fainted in my presence. I was paralyzed with fear; and felt helpless. I was not sure what to do, so I was unable to help her. Thankfully, she was not out for very long and we were able to get medical help. It was at that time that my friends and I realized that we were not trained to administer CPR.

Personal Qualifications:

I have not done a project like this before. However, with motivation and persistence, I will be able to seek adult assistance and supervision. I'm aware an adult must be present at the session. I will seek assistance from the health teachers at my school.

Personal Impact:

By doing this project, I'm hoping to increase my knowledge of CPR and to become trained in administering it. I'm also hoping to develop my leadership skills and confidence in my abilities to speak about a subject to an audience. For the participants, I'm hoping they will continue to keep CPR in their forefront, so that they are able to use it when necessary.

Supervisor:

For this project, I plan on inviting someone from the American Red Cross to come to our school. These professionals will be certified CPR trainers, and they will assist me in teaching young women.

Work Plan:

The hope is that this will be an event held after school in our school auditorium. A certified professional will come in and teach students how to administer CPR. This will be a one-hour session and the training will be held on a Tuesday from 2:30-3:30. Also, the hope is that I will be able to reserve a classroom after school. I will have information about CPR posted all over the classroom and students can come in and take some information about CPR.

Bibliography:

<http://www.americanheart.org?presenteer.jhtml?identifier=4479>

<http://depts.washington.edu/learncpr/quickcpr.html>

MIT Leadership Training Institute Project Proposal Outline

Name of Project: College Prep Program

Student Name: Lisa Yang (North Quincy High School, Grade 10 – contact lisayang138@yahoo.com)

Abstract:

One issue in my community is the lack of known resources for high school students applying for college, especially first generation college students. There are many students in my community who are not familiar with the college application process. A simple concept like the costs and benefits of public and private institutions are unknown to many students and even parents. Thus, I want to broaden their knowledge and implement a program that can assist these students in selecting the most suitable school for them. Unlike many college-prep programs, part of the program would also be touring local colleges so students can actually experience and learn what their preferences are when it comes to choosing where they want to go. We would provide unbiased information about colleges to guide them in choosing their ideal school and help them achieve their goals. Our mission is to develop a program dedicated to preparing and informing all high school students about colleges and further education. Our program fosters student learning with interactive classes and field trips to educate, assist and support students in the college application process.

Community Needs:

I live in a community that is largely diverse and where many citizens are foreign born. Thus, it is important to inform students who are not familiar with the American college application process of all the possible opportunities and benefits of college. With my proposed project, I will help students through the college application process and find useful resources to guide them in independent research. In my city, 15% of adults 25 years and older do not even have a high school degree. Also, the number of foreign-born residents is higher than the average number for the state of Massachusetts. In Quincy, 17,642 people or 20% of the population were born in a foreign country while the state average is only 12%. In addition, the percentage of individuals 25 years and older who have attended high school and went to some college is considerably lower in Norfolk County, MA which includes Quincy, compared to the state and nation. For example, only 15.49% of people 25 years or older have went to some college in Norfolk County, MA compared to 16.28% in the state and 20.56% in the country. Hence, I would like to create more awareness about colleges in my community and help any students who require assistance with the college process.

Community Impact/Benefits:

My project will improve my community because as more people are familiar with the college application process, they will be more motivated to continue higher education beyond high school. Since my community has a high percentage of foreign born people who are not familiar with the American education system, my project can guide and mentor these students and help achieve their personal educational goals. We will encourage high school students, especially first generation students, to apply to college. We are committed to helping these students during the college application process by introducing new information, sharing different scholarship opportunities and ultimately providing a supportive setting for students to learn about anything pertaining to the college application process. I hope to increase the number of students who attend college or further education. My long-term goal is to create more college

awareness in my community and provide the optimal resources for all high school students in grades 9, 10, 11 and 12 in the future.

Personal Motivation:

I am really passionate about this project because I personally immigrated to the US when I was three years old. My parents are not familiar with the college application process so I can imagine many others who are in the same position. Also, both my parents have not attended college making myself a first generation college. Thus, I want help students in similar situations achieve their goals and connect them to much-needed resources. I hope students can make informed decisions about such an important aspect of their life and save them the time, money and regret of choosing a major or college they don't like at all due to inadequate prior knowledge.

Personal Qualifications:

First of all, I feel that I have the leadership to direct this project and make an impact in my community. I am currently in a five year leadership program called C5. I was nominated in 7th grade and selected to be in the program through a series of vigorous applications, essays, and interviews. We are focused on leading ourselves and others as well as serving our communities. I am constantly involved with my school, extracurricular activities and various volunteer opportunities. I currently serve as class representative for my school's Red Cross Chapter and Students Against Destructive Decisions (SADD) as well as the treasurer for International Club. This exemplifies my ability to lead but also the diversity of interests I have which can help me connect with different students with various interests and backgrounds. I also volunteer and work as a private tutor at an afterschool program so I have experience planning lessons, teaching students, and am comfortable in front of large groups of people. In addition, I understand the emotions and fears for many about to attend college because I am capable of relating to other students. Overall, I am confident that these skills along with many others will help me develop and successfully implement my project.

Personal Impact:

Through this long-term project, I hope to be able to make an impact – whether big or small – on a student's life, as college is a decision that affects your next four years. I hope to see that through the program, they felt they had the adequate resources and support to help them during this stressful and tedious process. I know many students who excel academically but do not know how to seek resources or are afraid to so I would personally like to reach out to these students and encourage them to apply to colleges, even ones they might be afraid to. No matter the results, I hope make the college application less nerve wrecking for students and families by providing the resources for students to make informed decisions on the next four years of their life.

Supervisor:

For a supervisor, I would like someone who is responsible, dedicated, and preferably someone with some experience working with high school students. For majority of the time, this supervisor will just be primarily watching and observing students so there are few specific requirements. However, I would like this person to have experience with the college application process and be either a current college student or a post graduate. This person should exemplify some interest and be willing to dedicate time to supervise

meetings but will not be required to do any work besides overlooking students and occasionally helping in any situations that require an adult.

Work Plan:

March 6-13, 2011: Speak to possible supervisors and finalize who is willing to be a supervisor
March 13-30, 2011: Find out what location and time meetings can be held, finalize time and place
March 2-31, 2011: Plan lessons and organize materials, decide what days to hold meetings
April 1-30 2011: Create a Facebook event page/other social media, introduce program and invite people
April 1-30, 2011: Spread the word about the program and introduce/advertise to target audience
April 1-30, 2011: Create website to find resources, view schedule, etc.
April 1-30: Research and contact nearby colleges who would be willing to do tours or info sessions
April 20-30, 2011: Decide name of college prep program
April 20-May 5, 2011: Design t-shirt
April 20-30, 2011: Research locations & prices to make binders for each student
April 1- May 20, 2011: Contact possible speakers to come speak at meetings
April 1- May 30, 2011: Speak to possible sponsors/donors about food, etc.
May 1-10, 2011: Order T-shirts
May 1-25, 2011: begin compiling information to be put in binders for each student
May 1, 2011: 1st meeting - introduce people & give brief overview of future meetings/expectations; college 101 course (overview of terms & key points)
May 7, 2011: 2nd meeting - financial aid, scholarships, loans, work study, etc.
May 14, 2011: 3rd meeting - majors & minors, career paths (guest speakers), discuss undecided
May 21, 2011: 4th meeting - local colleges/universities field trip
May 28, 2011: 5th meeting - Timeline for next year (Standardized testing, teacher recommendations, college essays, deadlines, resumes, etc)
June 4, 2011: Last day/Ending ceremony, parents are invited
*tentative schedule only, dates are subject to change

Bibliography:

"North Quincy, MA Education Level Profile and Enrollment Statistics- CLRSearch." *Real Estate Search Engine - CLRSearch*. 2010. Web. 19 Apr. 2011.

<http://www.clrsearch.com/North_Quincy_Demographics/MA/Education-Level-and-Enrollment-Statistics>

"Quincy, Massachusetts (MA) Profile: Population, Maps, Real Estate, Averages, Homes, Statistics, Relocation, Travel, Jobs, Hospitals, Schools, Crime, Moving, Houses, Sex Offenders, News, Sex Offenders." *Stats about All US Cities - Real Estate, Relocation Info, House Prices, Home Value Estimator, Recent Sales, Cost of Living, Crime, Race, Income, Photos, Education, Maps, Weather, Houses, Schools, Neighborhoods, and More*. 2010. Web. 01 Mar. 2011. <<http://www.city-data.com/city/Quincy-Massachusetts.html>>.

Project Name: Students Supporting Seniors

Student Name: Sierra Zambarano

We cannot live only for ourselves. A thousand fibers connect us with our fellow men. ~Herman Melville

I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live. ~George Bernard Shaw

I propose the creation of an organization in which identified elderly people of Acton and Boxborough will be aided by teens with their yard work/gardening in the fall and spring, and shoveling and snow-removal in the winter. Several times this past fall, Laura Aresnault, the Council on Aging coordinator in Boxborough, contacted the Acton Boxborough Regional High School Community Service Coordinator, Mrs. Steeves, and asked if there were students available to help shovel out elderly citizens who were incapable of maintaining their own properties. With her help, I was able to formulate a plan in which elderly people are paired up with students that would be willing to help in a time of need. This winter my elderly neighbor who lives by himself called my family and asked if we would be able to help him shovel off his steps. I realized that there were probably other elderly people in my community that would need help too but may not have someone to call. This was my personal incentive to create a program that would help to solve this problem.

I have already met with my Community Service Coordinator at AB, as well as the coordinators for the Council on Aging in Acton and in Boxborough. The four of us recently met to discuss my ideas and to see if they would be willing to mentor my project and to help me get a better sense of the need in our communities. They were all very excited that I had taken the initiative to start this project and were very willing to help in whatever way possible.

My first step will be to recruit a group of high school students willing to do a community service project. Community service is a big thing at my school. Every year we have a community service/group fair. The students get to walk around the cafeteria signing up for the different groups or programs that they are interested in. I am hoping that this year I can set up a booth at the fair and get some recruits. I am also planning on emailing the students who are part of the National Honors Society. The NHS students tend to be very focused and community service oriented. I am planning on finding many recruits through the NHS. Mrs. Steeves is also an important source of recruits. Being the community service coordinator, she has many student contacts that in the past have been interested in community service work and enjoy helping the community and those around them. Next, Laura and Carol will both write up profiles of the citizens who will benefit from the project. There are 6 seniors in Boxborough and 12 in Acton that have requested assistance in the past. According to the location of the home and the student volunteer, I will create a spreadsheet that will limit the amount of driving and match up the needs with the volunteers. The elderly folks will be given the phone number of their volunteer and vice versa. I am hoping that each citizen will be given at least two phone numbers, in case there is a conflict. When there is a need, especially for an emergency (the shoveling of a pathway or driveway), there will be someone ready to help out. The buddy-pairing will hopefully establish a

relationship between the elderly and the volunteers that will be more permanent and personal. In order to build the relationship, I will have a mandatory “Greeting” in which the volunteers will go to the homes of their elderly person and talk with them about their lives and other topics. I will communicate with the volunteers through email and facebook. The group will have a few mandatory meetings in which we discuss the purpose of the program and guidelines for assisting folks.

I am hoping to establish a sustainable program that depends on the willingness of the students to aid those who can't help themselves. With the help of Mrs. Steeves, Mrs. Arsenault and Mrs. Steiner, I am hoping to reach out to those elderly people in need and connect with them on a more personal basis. Although I have never created a program like this before, I am hoping to use my developing leadership skills to combat any problems that may arise and make this program successful.

Timeline:

Completed:

March:

- Met with Mrs. Steeves, Ms. Arsenault (Boxborough) and Ms. Steiner (Acton)
- Began recruiting volunteers
- Attained list of volunteers from Mrs. Steeves

Work in Progress:

April:

- Draft and send letter to contacts
- Obtain list of elderly from Coordinators
- Continue recruiting efforts

May 8th: Present project to LTI Group.

April – June:

- Match students with elderly
- Student and resident meeting day
- Begin working as soon as there is a need and a volunteer to fill the need.

Final Project Proposal

Name of Project: I Know English: An Early Immigrant Project

Student Name: Harris Zhao

Abstract:

Malden is a diverse city; it's populous of Asians runs higher than most neighboring cities, and the numbers of immigrants who have a language disadvantage are also proportional. In an effort to increase English speaking skills, at the early educational stage, "I Know English" will encourage bilingual students and adults to reach out to those in the Malden Elementary and High School community in order to tackle language disadvantages early to provide those a greater chance in securing their own goals for living in America.

Community Needs:

Malden's demography consists of a large amount of Asian Americans who have immigrated into America for multiple reasons, and as such they are set at a disadvantage without significant knowledge of the English language, and American culture. The "I Know English" project will address these issues and work to combat the English disadvantage in order to provide a more satisfying education and increased opportunities for those without knowledge of English.

Also in an attempt to spread culture back to the already assimilated group of American-born Chinese/Asians, the program will reflect back to its participants what it means to be an immigrant.

Community Impact/Benefits:

In order to combat said disadvantage, "I Know English" will ask and invite students from the High School as well as those from the Middle Schools to help address this prevalent issue. They and other volunteers will act as guides and tutors for those in need. In addition, we will also host a variety of events to increase proficiency and understanding of what it means to "Know English". By the end of this project, many more children, students, families will understand a useful amount of English to provide them greater opportunities in Massachusetts.

Personal Motivation:

From first grade until the end of middle school, I did not know much English. My parents had been immigrants and we lived in a secluded area in Chinatown for the most part of my childhood, and as such I did not have the same influence as others who did know English. Because of my lack of knowledge, I struggled from first grade to fifth grade, shying away from speaking because of inefficiency. By high school, I understood this was prohibiting me from grasping my full potential, and I wish for others to not undergo the same experience, especially since there is room for increased understanding.

Personal Qualifications:

I am ambitious. I don't just settle for "okay" or "boring". I settle for things to be "great" and "fun". And because of my ambition I wish to see my project go through the entire way and will make sure it does not fail. Also I admit that I don't have as much alliances as I may wish to have, but I do have the ability to confront people without being as nervous as I should be and can speak in a diligent way. My past experiences will also contribute greatly, because of my drive, and my bilingual characteristic will allow me to also participate in speaking English and Chinese.

Personal Impact:

Most of the people that live in my apartment are from China or are family friends who also have disadvantages in speaking English. My father and mother also know very limited English. In fact, in a recent case my father was unwilling to advertise in a local event advertisement for a community wide event, because he did not want his construction business to be called by people who would criticize his knowledge of English. I wish for this project to affect my parents as well and hope for them to understand what it means to know English and work with them to have the same significant understanding of English as I.

Supervisor:

Mei Hung – Head of the Chinese Culture Connection
Ms. Phuong – Asian American Club Advisor

Work Plan:

17	18	19	20	21	22 -Recruit.	23
24	25 -Finalize Recruits	26 -Finalize recruits	27 -Prepare for friday -Calenders -Forms -Contract -Shop for Food	28	29 -Ice Breaker -Food -introduction	30

Final Project Proposal Outline

Name of Project: Elderly Outreach Program

Student Name: Caroline Zola

Abstract:

Nursing homes and hospitals can sometimes be boring or dull for the patients and residents. I volunteer at Newton – Wellesley hospital and I see how talking to and being with a patient is comforting and meaningful. Currently, my school has almost all service projects – two community service clubs and five peer budding clubs, to name a few. I did notice, however, that we do not have an easy way for students to go play their instrument at a nursing home or go play games with people at the senior center. My goal is to provide music, culture, and company for patients and residents at nursing homes in a way that makes it easy for students to get involved.

Community Needs:

I see at the local hospital how monotonous the average day can be, especially for patients who do not have visitors. My mom volunteers at a nursing home and has said that talking to and doing activities with the residents is greatly appreciated. According to USA Today, more than 1.8 million people live in nursing homes. According to the website “Volunteer Guide”, 60% of these residents never have visitors. In my school, where there are close to a hundred clubs, but we do not have a nursing home outreach program. There is an obvious hole in my school, and in society in general. The elderly are an important part of our community; people we cannot ignore. I want to fill this void by visiting a nursing home and brightening the day of a nursing home resident, by playing an instrument or playing a game.

Community Impact/Benefits:

Through this program, nursing home residents will have a fun day with visitors. Human contact is essential to human life, and while of course residents are in contact with people, socializing with teens will be beneficial. A bond will form between the student and resident, which is beneficial for both. Residents will feel appreciated by having a consistent and friendly visitor, and listening to beautiful music will soothe them. And as in any volunteer program, the volunteers will benefit too. Elderly citizens can provide valuable insight and first hand experience on events we will never see. Hearing a first hand account about life in the Great Depression or during the Cold War are not only interesting for students to know, but vital.

Personal Motivation:

At the local hospital, I see how important, and often necessary, it is for patients to have someone sit down and talk to them for a while. It makes the patients feel better, and I feel good too. As a violinist, I also love any opportunity to play in front of an audience, and I know how happy music makes people. This event will combine both aspects – students get to perform or socialize, and elders or patients will be able to contact high school students and listen to beautiful music.

Personal Qualifications:

I have experience talking to and working with patients, so I'll be able to advise students participating in the project. I'm also a naturally charismatic and talkative person. I know how to

socialize, with all people, so this is a perfect project for me. Because I volunteer at the hospital and my mom volunteers at the nursing home, I have connections at both places. I'm also not shy about calling new people and getting adult help. I love people and connecting with them, which will help me get my project up and running, and will make it work.

Personal Impact:

I love connecting and talking with people, so this project will allow me to expand who I communicate with. I will also have an opportunity to perform, which is always something I enjoy! This will be my first time organizing a project, so I hope to gain insight and experience. I have big ideas, and I want to gain the skills needed to fulfill them.

Supervisor:

The faculty advisor of our Community Service Club, Ms. Gordon, has offered to endorse my program and efforts. She'll send out an email advertising the event to her entire club and to House Masters. I will also send the orchestra/band director information about the event. Hopefully he will publicize for me too. The advisors will get the word out about my project. There are hundreds of signs all over school that students do not even glance at. I think if students receive an email, here about it in homeroom, and see posters, I will see more participation.

Work Plan:

My project will improve the quality of life of people living in nursing homes. To do this, I'm going to first organize with the home to decide on a date and time. Then, I'm going to put up signs around my school advertising the time and place for kids to come visit the home. Our school Community Service Club advisor said she would endorse and support my project, and will send out a mass email to all club members and House Masters advertising the event. I also plan to send the information to band and orchestra teachers to see if they can promote the project to musicians who can come play.

Timeline:

March: BRAINSTORM

Week of April 4: Meet with Ms. Gordon (faculty supervisor) to make a plan

Search for a location...

I finally pinned down a nursing home on April 23th

Email sent to Community Service Club on 29th.

May 28th: The event!