SERVICE LEARNING PORTFOLIO

**FACLC PROJECT**

(SUDANESE SCHOOL)

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Service Learning Reflective Essay

During this year in service learning I learned many things and many new skills. I learned how to work with kids and communicate with them when they don’t understand something. During this year I worked on a project with Sudanese refugee children. It was a very new experience. I had worked with Sudanese children before but they were very young. I had fun and I very much regret that I am not doing this next year.

Math was the main subject that we taught the Sudanese children. It was pretty simple stuff so I knew it all and had no trouble teaching it. On some days we would change subjects but most of the time it math. I learned that it takes time to teach kids my age. I thought that they would learn math material very fast but then figured out that it takes time. It took a lot of effort and time to teach them and make them memorize easy multiplication. We did not really get into multiple digit multiplication because it would be a little challenging for them. Their was this one day were I went to the school with a couple of friends and we were assigned to teach an Arabic class for a while. The teacher was present at the school so I did not really understand why we had to teach the class. I was very surprised but I was ready for the challenge. My Arabic is weak but I had a couple of very good speaking Arabic friends with me to help. We also taught health class once and the material that was given was very strange to me. I did not know most of the stuff on their.

During this year I think I made a big difference. I made lots of friends and I hope actually taught those kids something. I think out group is better than some teachers at the school because we are nice to them and teach them in a very slow pace. As I have seen, other teachers talk very fast and are sometimes not very nice to the students.

I have found many challenges and obstacles. The language barrier is a big issue. Even though I speak Arabic, It is sometimes hard to communicate with them. They speak in a different dialect and accent. It is sometimes hard to understand. Also, I want to speak to them in English but they sometimes do not understand so I am forced to speak in Arabic.

I had a lot of fun this year. I enjoyed working with many different groups of kids whether it was Sudanese, Autistic, cancer patients, I had fun. I learned many things and had lots of new experiences. I took time of of my life to help other lives and it felt really good.

Goal Sheet

**Target Problem:** Teaching Sudanese Refugee Children

**Target Group:** Sudanese Refugee Children

**Project Title:** FACLC

**Goals**

**Goal 1:** Improve their English

**Goal 2:** Work with every Child

**Goal 3:** Hard Multiplication

**Obstacles**

* Lose Focus A lot
* Language barrier
* Amount of time Spent with the Kids

**Tasks**

* Go to the school more often
* Speak English with them not all Arabic
* Keep them on task in what they are doing

Specific

My goals this year are to help Sudanese Refugee children with math. My goals are to make them understand everything that is given to me and to improve their English and spend lot of time with them to get to know them.

Measurable

I will know when I have achieved my goal when the kids know everything that I have taught them. One day I will give them material to learn and the next day I will come and ask them if they have learned it.

Achievable

I want to work with all the kids in the school. I do not always want to chose the same group of kids. I want to get to know the children their and I want them to get to know me.

Realistic

This goal is defiantly within my capability. I don’t need to pay for anything, all the supplies are their for me. I will ned to sacrifice time and effort to reach my goal.

Timely

I have set times as deadlines. I have spent my time wisely and set times as deadlines with my work.

Journals

Journal 1

The first day I started working at the Sudanese school wasn’t like a normal day. I was greeted at the door by bright faces smiling and laughing at me. I was surprised at how many children were there was regarding the little space they had. I would guess there were over 50 children. I entered the little school and looked around. It looked very poor. I wanted to do all I could to help these children in learning and getting a better education.

Journal 2

After a while of attending the group of kids that volunteered at the school I got to know many of the Sudanese kids I taught. They had very strange names I had never heard before. There were these twins that I got to know well. One was named Boss and the other was named Doss. When I go to the school I usually teach the kids math. I learned that these kids don’t speak English very well so at times I had to speak to them in Arabic.

Journal 3

Today, instead of teaching the grade 8 class math, I was assigned to teach the grade 7 class Arabic. I did this with a couple of my friends that also volunteer at this school. The grade 7 class was much noisier than the grade 8 class. It was difficult to get them to stay on task, so we played some Arabic games with them. We played hangman, where you chose a word and make them guess each letter until the hangman is complete. We also took some time to review grammar and vocab.

Journal 4

Today, I went to the Sudanese to find that most of the kids of the grade 8 class were not their. I later then figured out the boys had a soccer match, so today I had to chose one of the girls to be my student.

**Tourette Syndrome Fact Sheet**

**What is Tourette syndrome?**

Tourette syndrome (TS) is a neurological disorder characterized by repetitive, stereotyped, involuntary movements and vocalizations called tics. The disorder is named for Dr. Georges Gilles de la Tourette, the pioneering French neurologist who in 1885 first described the condition in an 86-year-old French noblewoman.

The early symptoms of TS are almost always noticed first in childhood, with the average onset between the ages of 7 and 10 years. TS occurs in people from all ethnic groups; males are affected about three to four times more often than females. It is estimated that 200,000 Americans have the most severe form of TS, and as many as one in 100 exhibit milder and less complex symptoms such as chronic motor or vocal tics or transient tics of childhood. Although TS can be a chronic condition with symptoms lasting a lifetime, most people with the condition experience their worst symptoms in their early teens, with improvement occurring in the late teens and continuing into adulthood.

[top](http://tourettenowwhat.tripod.com/Tourette_fact_sheet.htm#Tourette_Syndrome_Fact_Sheet)

**What are the symptoms?**

Tics are classified as either simple or complex. Simple motor tics are sudden, brief, repetitive movements that involve a limited number of muscle groups. Some of the more common simple tics include eye blinking and other vision irregularities, facial grimacing, shoulder shrugging, and head or shoulder jerking.  Simple vocalizations might include repetitive throat-clearing, sniffing, or grunting sounds. Complex tics are distinct, coordinated patterns of movements involving several muscle groups. Complex motor tics might include facial grimacing combined with a head twist and a shoulder shrug. Other complex motor tics may actually appear purposeful, including sniffing or touching objects, hopping, jumping, bending, or twisting. Simple vocal tics may include throat-clearing, sniffing/snorting, grunting, or barking. More complex vocal tics include words or phrases.  Perhaps the most dramatic and disabling tics include motor movements that result in self-harm such as punching oneself in the face or vocal tics including coprolalia (uttering swear words) or echolalia (repeating the words or phrases of others). Some tics are preceded by an urge or sensation in the affected muscle group, commonly called a premonitory urge. Some with TS will describe a need to complete a tic in a certain way or a certain number of times in order to relieve the urge or decrease the sensation.

Tics are often worse with excitement or anxiety and better during calm, focused activities. Certain physical experiences can trigger or worsen tics, for example tight collars may trigger neck tics, or hearing another person sniff or throat-clear may trigger similar sounds. Tics do not go away during sleep but are often significantly diminished.

[top](http://tourettenowwhat.tripod.com/Tourette_fact_sheet.htm#Tourette_Syndrome_Fact_Sheet)

**What is the course of TS?**

Tics come and go over time, varying in type, frequency, location, and severity.  The first symptoms usually occur in the head and neck area and may progress to include muscles of the trunk and extremities. Motor tics generally precede the development of vocal tics and simple tics often precede complex tics.  Most patients experience peak tic severity before the mid-teen years with improvement for the majority of patients in the late teen years and early adulthood. Approximately 10 percent of those affected have a progressive or disabling course that lasts into adulthood.

[top](http://tourettenowwhat.tripod.com/Tourette_fact_sheet.htm#Tourette_Syndrome_Fact_Sheet)

**Can people with TS control their tics?**

Although the symptoms of TS are involuntary, some people can sometimes suppress, camouflage, or otherwise manage their tics in an effort to minimize their impact on functioning. However, people with TS often report a substantial buildup in tension when suppressing their tics to the point where they feel that the tic must be expressed. Tics in response to an environmental trigger can appear to be voluntary or purposeful but are not.

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**What causes TS?**

Although the cause of TS is unknown, current research points to abnormalities in certain brain regions (including the basal ganglia, frontal lobes, and cortex), the circuits that interconnect these regions, and the neurotransmitters (dopamine, serotonin, and norepinephrine) responsible for communication among nerve cells. Given the often complex presentation of TS, the cause of the disorder is likely to be equally complex.

Pictures and Visuals



