SERVICE LEARNING PORTFOLIO

Yeiji Yun (IND)

Table of Content

Introduction 2

Reflection Essay 3

Journal Entries 8

Smart Goal 9

Action Plan 10

Disability Research 11

Hour Sheet 13

Introduction

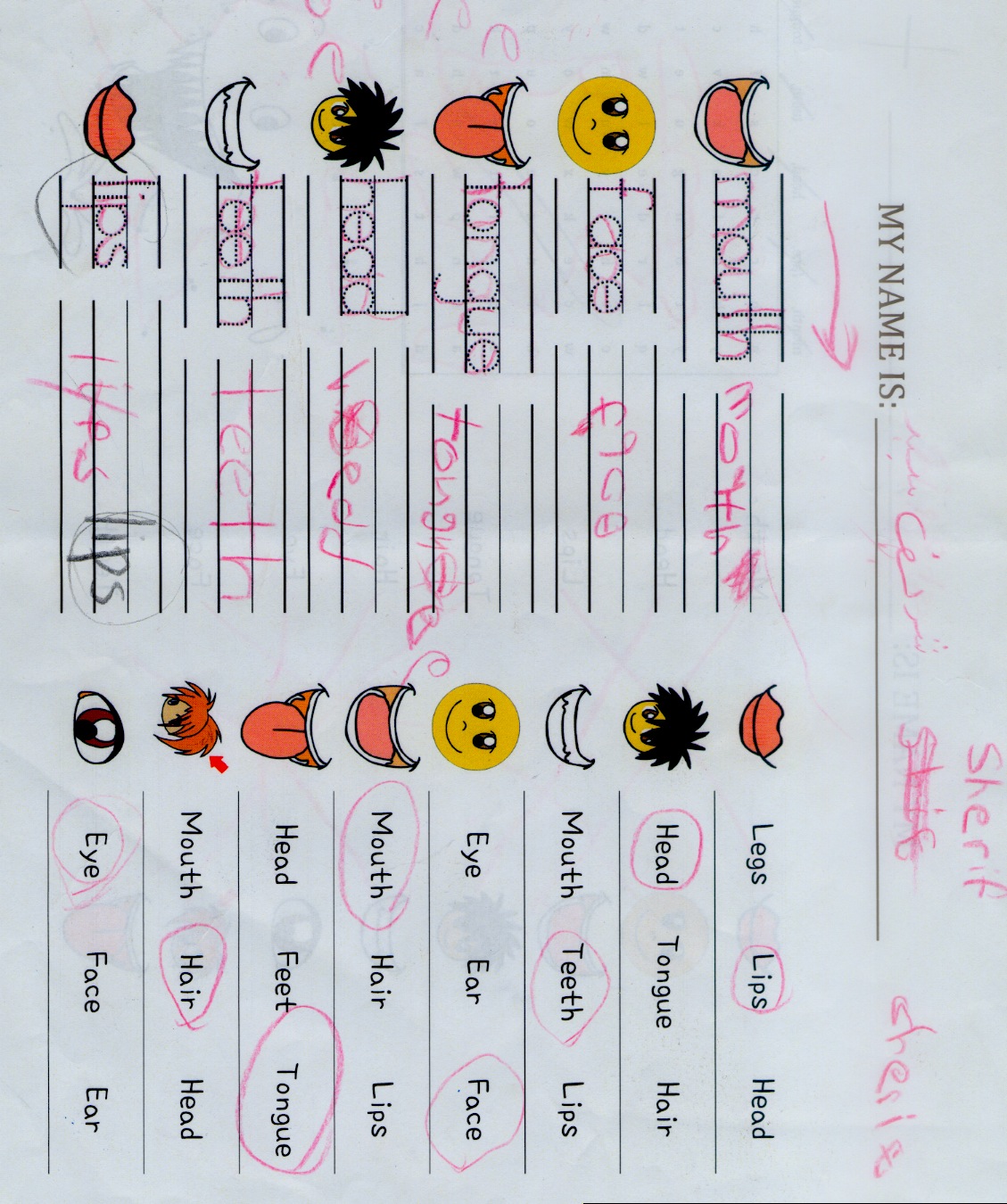
I have worked with group of 13 children who are 7 years old in Awladi Orphanage. I have been working with same group of children since 2010 for three years, mainly teaching them simple words in English. I started this project three years ago and the same group of students visits the orphanage every Saturday. Usually we have worksheet for the kids to do. The lesson and worksheet focused on teaching colors, shapes, numbers, and body parts, continuing to reinforce teaching them how to write their names. It usually takes an hour for them to complete the worksheet and after the lesson, we let them do some origami and, sometimes, play soccer.

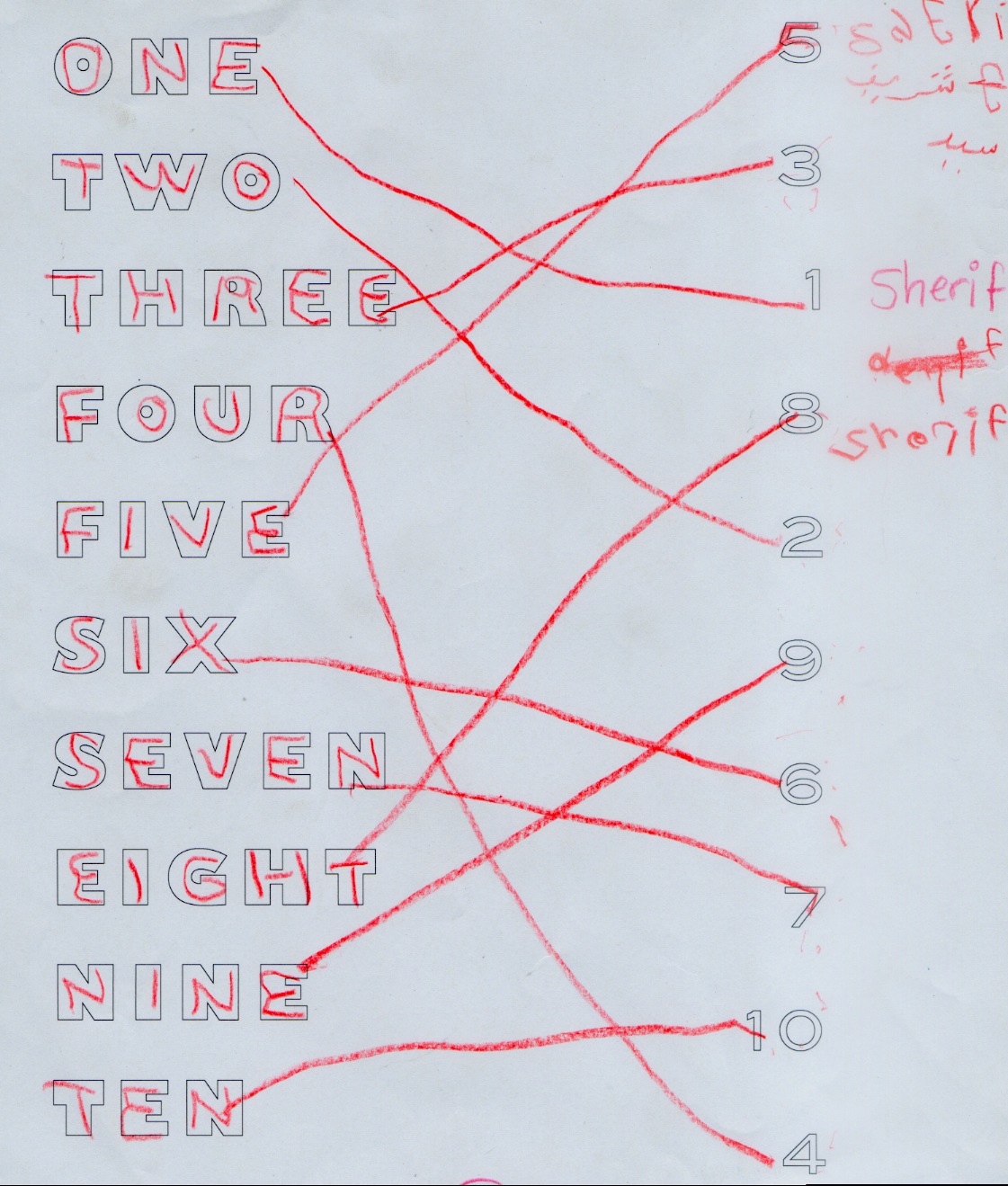
The goal of my project was to teach English, however, we tried to come up with creative ideas to have fun with these kids, because they like spending time outside.



Reflection Essay

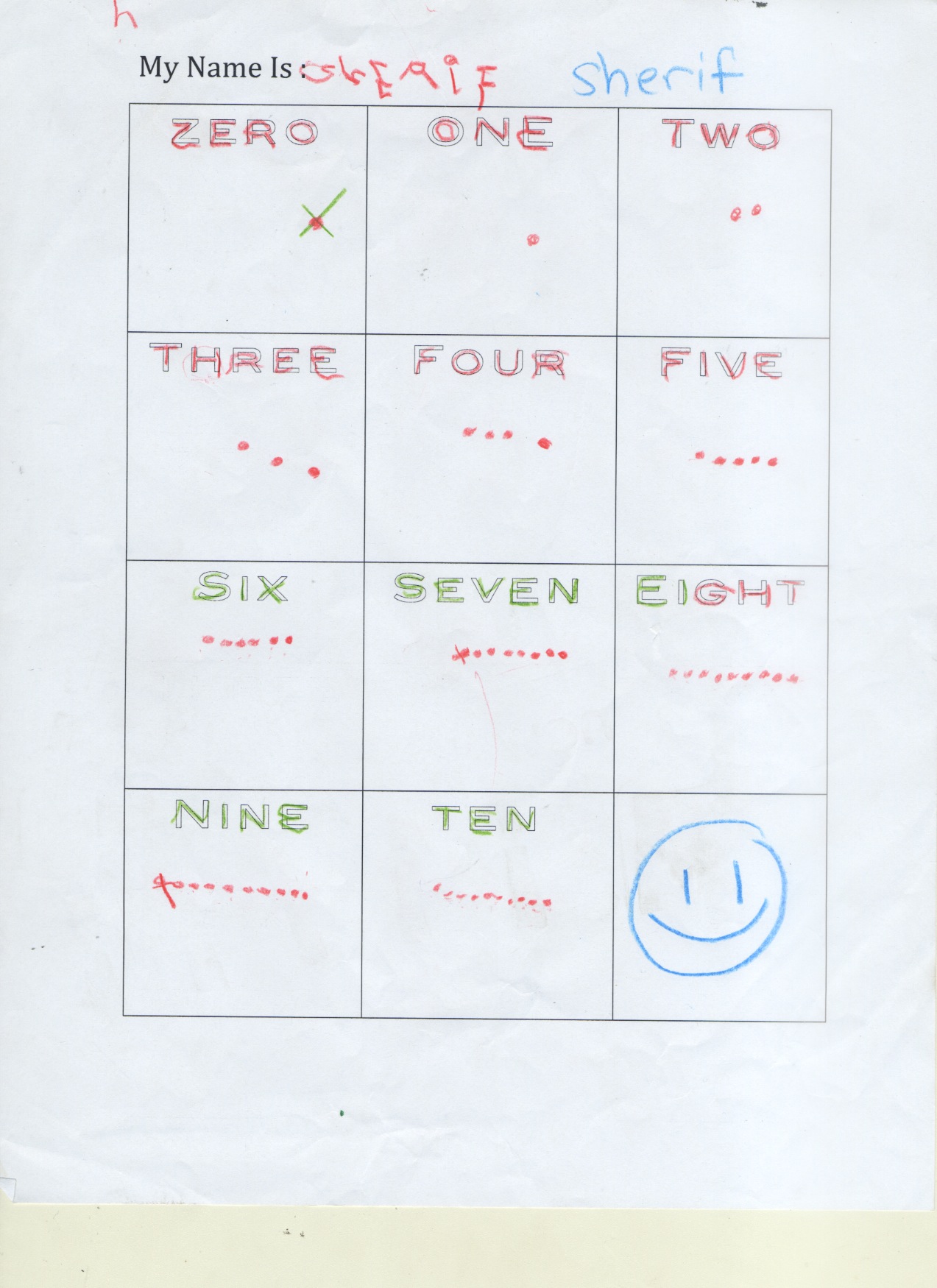
I sometimes try to imagine how my life would have been different if I had not met these kids in Awladi orphanage. I think of so many memories and learning that I had shared with them and I cannot imagine how would my Saturday be next year, wondering how tall they would have grown.

Usually, none of us speak proper Arabic, unless we have Anna coming with us. Oddly, I never felt frustrated because I couldn’t understand what kids were saying or because they didn’t understand what I was saying. Nevertheless, it never mattered, because the prominent communication method that we used was smile, laughing, crying, calling, frowning and body gestures, and these worked out well. Because they are kids, they get sulky so often. They never listen, which made me frustrated when I first began visiting these kids. But later I figured out how to work with kids. When they don’t listen to me, I pretend to pout like a kid. They laugh at me and start working on worksheet I brought, as if they would give in so that they would appease a little kid. I become a kid, because they are kids, and we understand better when we all are kid. And when they have done a good job, I clap and give a high-five. They blush and shrug as if it was piece of cake, which makes me laugh. Not only I learned how to work and communicate with kids, I learned more about myself and thought about my future career. I always thought of becoming a teacher just because I love kids. But while working with these kids, I had to rethink and be sure about the choice I made. I realized solely teaching kids is not what I wanted to do. It’s was further than just interacting with kids. Not just educating and teaching them, but making them happy and free and keep them from violence and neglect is more of what I wanted to do. I realized while interacting with them.

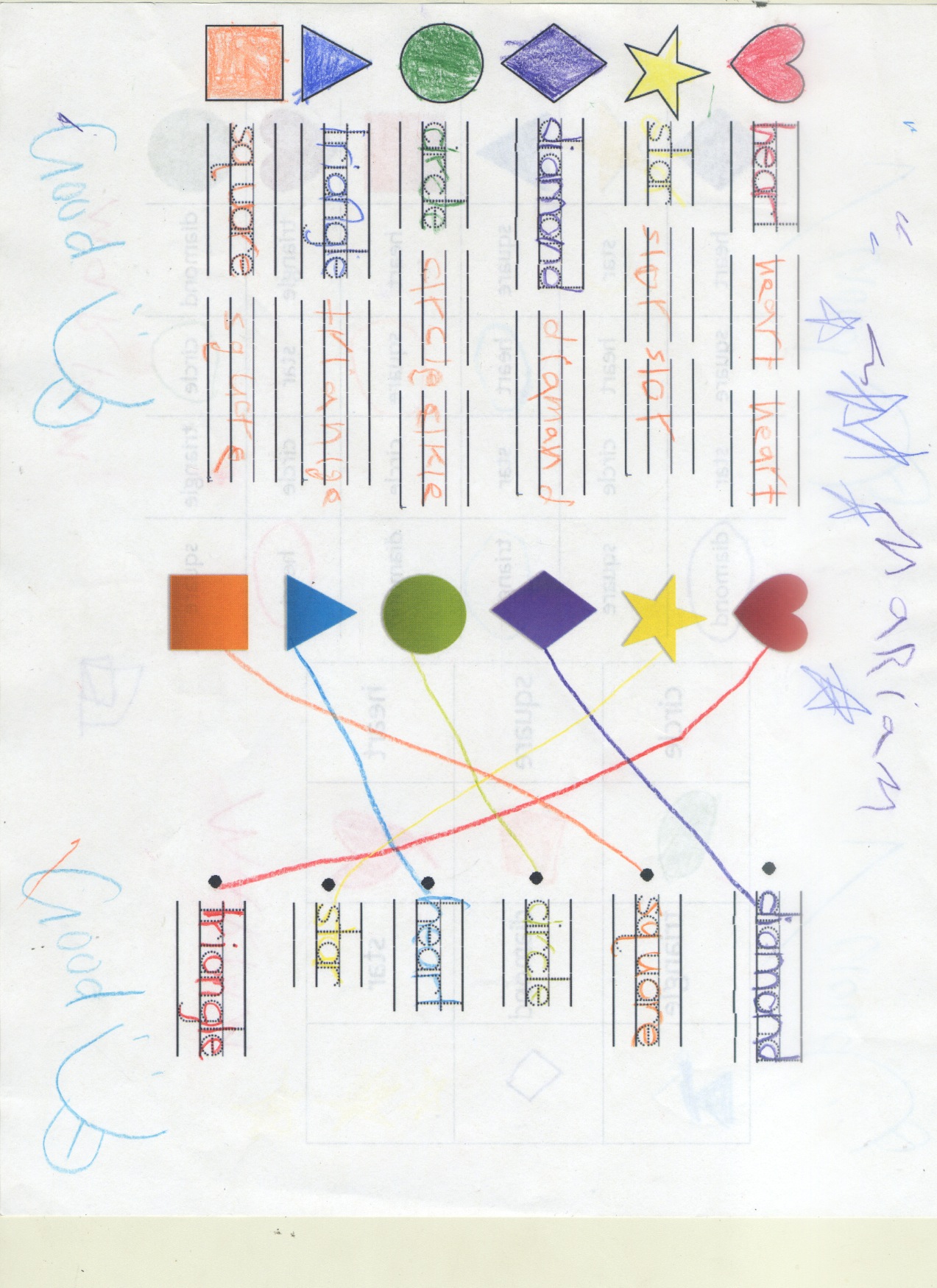
Furthermore, through community service, I learned how to be thankful and to enjoy helping others. I learned how grateful I should be that I am privileged and able to enjoy so many things when others, who all should deserve what I have, do not have the privilege to do so. Also, when I work and give help, I am grateful that there are places and there are people who need me and appreciate my presence. By visiting these kids and seeing these kids welcoming me, I feel grateful to the kids that they like me and welcome me, because I am nothing more than a just person who happened to enjoy meeting and seeing young children. They call me *YeIji! Yeiji!* as if they were waiting for me. And that’s what made me addicted to my project. These kids are addictive. Their smiles and innocent eyes are addictive. I love them. Not only that, the kids taught me how to be happy with such small things: a balloon filled with water, colored paper, small piece of origami, and a soccer ball. What’s so great about balloons? I ponder, but I become as happy as them seeing their smiles and laughter. Then I become a kid again. I think about nothing but this balloon and playing with kids; not about homework, test, nor school. I become completely carefree. So I seek to have that moment once a wee,k and the kids probably do, too, because they don’t get to play outside with balls and balloons often when we are not there.



Ashraf asks me to write his name in English. He always messes up his a. Now, I don’t need to ask the kids to write their names in English on top of the worksheet that I gave to them. Some of them, Seif, Naser, Mariam, and Imed now know how to write their names in English, so they would write it, and those who don’t know would ask us for help. This is quite an improvement since beginning of the year, when none of them could write their names, and even when they are helped and asked to do so, they didn’t do it. The beginning part always had been difficult, but once I repeated the steps few times, then they do it automatically without being asked. Not only that, kids became so passionate about learning and proud of what they already know. Without me telling them what banana is in English, they ask me what banana is in English, pointing the picture of banana on the worksheet that I brought. Moreover, I could see a great change since the beginning of my project. Primarily, the fact that they are willing to learn English and that they became interested in learning is very important and valuable for them. Also, these children write their letters more properly and they now know many simple words in English on top of knowing all alphabet. Moreover, they know how to make simple things in origami, such as a boat, plane, and other things, because when the kids completed several worksheet we brought, we either went outside to play with balls or balloons or gave them colored paper and taught them how to fold simple origami things.



I personally think my visits are very meaningful, because beside their friends and adults in the orphanage, they don’t really meet anyone special. Not that I am special, but for these kids, when we visit, it’s a special moment. By visiting every weekend we are providing some memorable moments for these kids. We provide them more learning and fun times. And for them it’s special because they have someone who has seen them for two years and observed how they grew taller, more active and talkative over two years besides the adults in the orphanage. They know that we care and like them, which is another great feeling to have, especially since they lack affection and greater care from others due to the absence of parents.



I always have liked kids. Their honesty, immaturity or innocence, and carefreeness are what I believe the world needs. Although my liking and passion toward young people were already there, they never developed fully until I met this group of kids. This group of kids in Awladi Orphanage, fortunately, is taken good care of without parents. However, that is usually not the case in majority of the world. Children are abused, they lack education and affection from adults, they are not respected and their rights are not protected. Although I cannot directly work to solve these problems with the kids in the orphanage, I am planning to work in education field to provide better educational environment for kids in future. Until then, I will continue to visit these adorable people.

Journal Entries

**September 17th, 2011**

Some of them still don’t know how to write their names. New kid joined: Khalid. And we don’t see Mahmoud anymore. Without telling them what to do, they get their color pencils, write their names on the sheet (some of them still don’t) and start working on it on their own and ask for help when they have questions.

**January 28th, 2011**

I just realized how tall the kids all grew while playing with them in the orphanage. Not only that, they rarely cry these days and they are less violent. They all grew so much that I can see the change with the pictures that I had taken last year. They are getting taller, mature, and smarter.

**April 16th, 2011**

Habiba was keeping the picture of the members of the group. We played soccer with other children in the orphanage. Some of them, who are not in our class, know us and play soccer with us after the lessons.

**May 19th, 2011**

Today will be the last day of visiting the kids. It’s so bad that every one of us is so busy because of exams, IAs, and projects. We should have prepared something special to commemorate the last day of our visit, although other members of the group will visit them.

I tried my best to explain that I am going back to my country and will be not back. I think, at some point, Mariam understood and told the other kids.

Smart Goal

**Specific** – My goal is to teach simple words in English (color, body parts, shapes, and numbers) a group of 13 children who are 7 years old in Awladi orphanage.

**Measurable** – I will know when I have achieved my sub-goal (Which is to teach specific them) because I quiz the kids at the end of each lesson by playing ‘word slap’ game or ask them to say the colors in English, for example, in order to get origami paper that they want.

**Achievable** – Teaching each set of things (colors, shapes, and numbers, and body parts) will take about three or four repetition. Thus it is achievable since I visit them about 16 to 20 times a year.

**Realistic** – I have enough resources from school, myself, and Internet to teach the kids. It’s in capability since we’ve been teaching the kids alphabet and simple words since last years. Although we managed the time evenly and planned beforehand so that we can’t visit the kids as many times as possible, however, sometimes we had to make sacrifice and spend time to visit orphanage in exam weeks.

**Timely –** I spend two to three weeks to teach each theme. Therefore I have specific time deadline within limitation depending on how well children can follow.

Action Plan

**Target problem** – Lack of ability to write/read/speak basic English words

**Target group** – a group of 13 kids who are 7 years old in Awladi orphanage

**Project Title** – Teaching English to the specific group in the Awladi orphanage

**Goal** – My goal is to teach simple words in English (color, body parts, shapes, and numbers) a group of 13 children who are 7 years old in Awladi orphanage.

**Smart goal 1 –** to teach them how to write their names in English

**Smart goal 2 –** to teach them how to read some words relating to body parts, colors, numbers, and shapes.

**Smart goal 3 –** to teach them how to speak those words and use them when they communicate with us.

**Obstacles –** language barrier, keeping kids stay focused, making kids finish their task, and keeping them in a line or waiting for their turns when orgami paper or stickers are distributed.

**Task** – Made the worksheet seem more interesting. Replaced asking questions with “word slap” game for the quiz. Attempted to learn simple Arabic words that are taught to the kids. Give out stickers and origami paper only when they answer the question asked and only when they are waiting for their turns.

Disability Research

ADGD (Attention Deficit Hyperactivity Disorder): Jump to:

A developmental disorder that is characterized by "the co-existence of attentional problems and hyperactivity, with each behavior occurring infrequently alone.” ADHD is the most commonly studied and diagnosed psychiatric disorder in children, affecting about 3 to 5 percent of children globally and diagnosed in about 2 to 16 percent of school-aged children.

1. Symptoms

* Inattention
  + Difficulty paying attention to details and tendency to make careless mistakes in school or other activities
  + Easily distracted by irrelevant stimuli, such as trivial noises, or events that are usually ignored by others
  + Difficulty finishing schoolwork or paperwork or performing tasks that require concentration
  + Frequent shifts from one uncompleted activity to another
  + Frequent shifts in conversation, not listening to others, not keeping one's mind on conversations, and not following details or rules of activities in social situations
* Hyperactivity
  + Fidgeting, squirming when seated
  + Getting up frequently to walk or run around
  + Having difficulty playing quietly or engaging in quiet leisure activities
  + Often talking excessively
* Impulsivity
  + Impatience
  + Blurting out answers before questions have been completed
  + Difficulty awaiting one's turn
  + Frequently interrupting or intruding on others to the point of causing problems in social or work settings
  + Initiating conversations at inappropriate times

1. Possible causes
   * Genetic causes (not learned or passed down socially)
   * Brain damage before and after the birth of a baby
   * Altered brain function and anatomy
   * Maternal smoking, drug use and exposure to toxins. Alcohol or drug abuse during pregnancy may reduce activity of the nerve cells (neurons) that produce neurotransmitters.
   * Childhood exposure to environmental toxins
2. Possible concerns
   * Difficulty with peer relationships
   * Higher risk of injury due to recklessness and carelessness
   * Difficulty with learning
   * Difficulty getting accepted with other societal group
3. Treatment
   * Drug treatment ex) Adderall and Adderall XR, Concerta, Dexedrine, Focalin and Focalin XR etc
   * Behavioral treatment ex) Parent training in effective child behavior management methods, Classroom behavior modification techniques and academic interventions, Special educational placement, etc

Hour Sheet