

## **Emily Black**

### **Service Learning Journal**

**Date:** 01/27/05 06:21

1. Journal 1

Emily Black

2. How long were you there?

3:30-5:00, 1.5hrs

Jan 27, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program.

Distributed snacks, helped the children draw self-portraits, interacted with the children.

4. How did sex/gender play a role in the interactions you had or observed?

Today, it was xxx's (female) birthday. There are more male students than female students in the after school program. With only 4 girls, I observed how the boys interacted with the girls. I noticed that the boys dominated the various projects, while the girls were more patient and submissive the boys' energy. Since today was my first visit, I was acquainted with the students. I noticed that as a class, all students were polite to one another. While we were drawing self-portraits, the boys did make comments about applying make-up and other vanity comments that usually are affiliated with young girls.

**Date:** 02/03/05 08:55

1. Journal 2

Emily Black

2. How long were you there?

3:30-5:00, 1.5hrs

Feb 3, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program.

Distributed snacks, helped children read, and interacted with the children outside on the play ground.

4. How did sex/gender play a role in the interactions you had or observed?

Today, only one girl was present during the day. I noticed that the boys dominated most of the activities. The boys were very polite to the single girl, but I noticed that the girl often worked and played alone.

**Date:** 02/11/05 03:39

1. Journal 3

Emily Black

2. How long were you there?

3:30-5:30, 2hrs

Feb 10, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program.

Directed an activity focused around Black History Month. We created a quilt made up of symbols. The symbols

were made by slaves when they were escaping slavery.

4. How did sex/gender play a role in the interactions you had or observed?

When picking out colors for the quilt most of the boys avoided pastels or pink; however, one boy did choose pink. The other boys remarked that pink was for girls. Today I observed how 5 year olds interpreted racial differences through their learning of Black History.

**Date:** 02/18/05 04:48

1. Journal 4  
Emily Black

2. How long were you there?

3:30-5:30, 2hrs  
Feb 17, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. I helped distribute a snack that brought up discussion about dental hygiene. We then did an art project that involved finishing a landscape based off of a magazine clipping. The project evoked conversation about traveling and other destinations in the world.

4. How did sex/gender play a role in the interactions you had or observed?

I have noticed more and more that the boys seem to dominate most activities, while the girls stay relatively submissive. The girls seem very polite and quiet. I also have picked up on stereotypes that boys have already developed as a young age. The girls normally play dress up and house while the boys play with legos and the computer.

**Date:** 02/24/05 07:08

1. Journal 5  
Emily Black

2. How long were you there?

3:30-5:30, 2hrs  
Feb 24, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. Today I presented an activity and program about Harriet Tubman and other African American Women. My activity was to celebrate Black history month and also tied into xxx curriculum. I talked to the children about Harriet Tubman and Rosa Parks. We talked about equality, slavery, and discrimination. Great conversation was made about races and gender issues. I talked to the students specifically about 2 African American women to evoke dialogue about gender and race issues. After my talk, we created lanterns, similar to the ones that Harriet Tubman used to free other slaves, which allowed her to fight for equal rights.

4. How did sex/gender play a role in the interactions you had or observed?

Today, I noticed that all students really enjoyed hearing about African American Women and about race/gender stereotypes. By focusing on women who were vital for the fight of equality, the students were aware about Women who were leaders in those movements. The students also thought of similarities between Rosa Parks and Harriet Tubman, while also praising them for their actions. By explaining the lives of Rosa Parks and Harriet Tubman, I felt that we broke down gender and race stereotypes while also celebrating black history month.

**Date:** 03/06/05 02:27

1. Journal 6  
Emily Black

2. How long were you there?  
3:30-5:30, 2hrs  
March 3, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. The unit for the class has revolved around making healthy eating choices and learning the benefits of brushing your teeth and general hygiene. In order to show the children about how to make healthy eating choices, xxx brought in her Juicer and provided a variety of fruits and vegetables. The fruits and vegetables were of many colors, conveying the idea that you should try to eat foods are different colors of the rainbow. Each student was allowed to juice a fruit and vegetable, and also try their product. This exercise showed the students the difference between canned juice and natural juice, while also acknowledging the variety of vitamins contained in the juices. My assignment for today was to help the children with the juicer and also allowing them to make their own juice. The children really enjoyed this activity, and I really believe that by juicing fruits and vegetables, the students felt more self-confident and can now tell the difference between processed and natural juices.

4. How did sex/gender play a role in the interactions you had or observed?

While helping the students with the juicing activity, I made sure to be observant about the student's attitude. Today, I kept close attention to the one girl in the class and how she reacted to the other boy classmates. I often noticed the girl student to be extremely passive. She did not want to try the activity and remained very cautious. Whereas, the boy classmates dominated the activity and fought over what order they would go to juice their fruit or vegetable. Though I find the girl student very shy, when I worked with her one and one, she not only enjoyed the activity, but also wanted to participate more. I feel that the behavior of the boy classmates intimidates the one girl student; therefore, she often plays by herself or remains secluded. During my time with the students, I often work with the girl student and help her be engaged with the activity or the other classmates. She may feel intimidated or secluded from the boys because they seem to be better friends with each other. I have observed the the boys have a better relationship together, but often fight with each other. When the girl does interact with the boys, she is often a leader than a follower. I hope to see her progress through my time with Ms. Xxx's class.

**Date:** 03/18/05 02:10

1. Journal 7  
Emily Black

1. How long were you there?  
3:30-5:30, 2hrs  
March 17, 2005

2. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. The class was much smaller than usual-only 6 boys were in attendance. As a group we celebrated St. Patrick's day by eating green foods and participating in a parade with the other classes of children. Afterwards, we made sidewalk chalk out of plaster, powder paint and water. Since Ms. Ravi left near the end of the afternoon, I was able to be act in the 'teacher's role' and interact with the children.

3. How did sex/gender play a role in the interactions you had or observed?

With only six boys attending class, it was interesting to compare their interactions with only boys to their interactions and behavior when girls are in attendance. I noticed that the boys were extremely calm and quiet. Their calm attitude could have been due to the tiring day, but I noticed that the boys were more eager to politely interact with one another. When girls are in attendance, the boys seem overly energetic, as if they wanted to attract attention from the other members of the class. The boys would fight less in a class with only boy students, compared to their energetic, harsh, actions displayed in a class with mixed genders. The boys might feel the need to prove themselves

to the girl students, or may seem threatened by a class of mixed genders. I personally feel that the boys' behavior in a classroom with mixed genders is based on the need for attention.

**Date:** 04/07/05 08:22

1. Journal 8  
Emily Black

2. How long were you there?  
3:30-5:30, 2hrs  
April 7, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. Combining with the unit regarding plants and gardening, I helped the students create their own flower pot out of clay. I instructed the children about how to make the pot and how to make coils for the walls of the pot. Also under my guidance and other male volunteer was available to help with the project.

4. How did sex/gender play a role in the interactions you had or observed?

Most of my observations revolved around how the children reacted to both my and the male volunteer's instructions. Since the class is made up with a majority of boys and few girls, I noticed immediately that the male students were attracted to the male volunteer. Though I have worked in their classroom longer than the male volunteer, I was surprised to notice that the boys seemed to like the male volunteer than me. For example, the male volunteer was able to get the attention of the students faster than me. However, when we were making the pots, the male students wanted me to help them rather than have the male volunteer directly help them. I found that the students interpreted the male volunteer more as a fellow student, friend and my position serving more as a teacher or nurturing role. I found myself enforcing discipline, whereas the male volunteer was promoting the behavior of the students. My experience today inspired ideas from past readings about women's role as the caregiver and the responsibility for nurturing. My observation proved that the students found my role as a volunteer as a disciplinarian and teacher rather than a fellow friend.

**Date:** 04/18/05 12:07

1. Journal 9  
Emily Black

2. How long were you there?  
3:30-5:30, 2hrs  
April 14, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. This week I helped the students finish the pots that we started last week and discussed further about their plant unit and ended with cracking open a coconut. I also taught the children how you can utilize your excess fruit or trash. I taught the children how you can repot the top of your pineapple and how the top of the pineapple would eventually grow into a flower. Again, I mostly talked to the students about plants, seeds, and gardening.

4. How did sex/gender play a role in the interactions you had or observed?

Again, similar to last week, a male volunteer was also helping/observing the children while I was also interacting with the children. While helping the children, a little boy noticed my dangling earrings. He commented on my earrings and told me how much he liked jewelry and wanted to touch them. The male volunteer came into the conversation by saying to the little boy that he shouldn't like the earrings, because they are for girls. I became upset with the male volunteer because I felt that the students seemed to want to have help from the male volunteer rather than from me. I have really noticed that the difference of gender roles in a leadership position can affect the behavior of

the students. I find that I have more of the disciplinary role, whereas the male volunteer is considered more of a friend and companion to the students. The girl students usually gravitate towards my direction and help, where as the male students follow directions from the male volunteer. The girls under my direction are very much calmer than the boy students under the control of the male volunteer. Both teaching methods of the male volunteer and my methods do not seem to be different, but I find the students react differently from directions given by the male teacher and by myself.

**Date:** 04/21/05 11:36

1. Journal 10  
Emily Black

2. How long were you there?  
3:30-5:30, 2hrs  
April 21, 2005

3. What did you do and with whom?

Observed xxx and xxx class of children in kindergarten

Ballard Community Center, after school program. The unit for class this past week has been based on family lineage and ancestors. I helped the students create a shield and also helped the students draw flags and other drawings that described their family heritage. xxx was motivated to do this unit because she wanted the students to start understanding their background and creating a sense of identity.

4. How did sex/gender play a role in the interactions you had or observed?

Today I focused my observations on how the students reacted to learning about their background and gaining a sense of identity. When I asked one student which country his family originated from he simply replied, "Lawrence". Little did that boy know that his family originally had roots in England and Germany. When the students learned about the origin of their name, I could tell that the students took on different roles and utilized the countries as a way to define themselves. For example, the boy instead said that he was German, not from Lawrence. This activity reinforced the idea that our cultural, social, and economic conditions mold us to be a certain individual. The students walked in as the same and left as Germans, English, French, etc. I asked the same question to xxx, one of the female students in the class, and she replied "Indiana Street". Obviously, the students did not have a sense of their background; however, she quickly learned that her family name was from England. She seemed very surprised and did not how to accept this new identity. She said that she could not be English, because she did not act or talk English. xxx's comments made me think how we define ourselves, whether by family background or by current social status. I found that the more students learned about their heritage, the more confident they became.