

# Course Syllabus

PSCI/HSOC 335

## **HEALTHY SCHOOLS: inequality, opportunity and health**

ABCS and Fox Leadership Program Class

Mondays, 2-5, Fisher-Bennett Hall 419

### **Instructor**

- Prof. Mary Summers, [mysummer@sas.upenn.edu](mailto:mysummer@sas.upenn.edu), 215-746-7118
  - Office hours: Tues, 10-11AM and by appointment, 1st floor, Leadership Hall, (Fox-Fels, 3814 Walnut St.; next door to president's house, come in through iron gates, follow signs to left to door on patio, through door on your left.)

### **Teaching Assistants:**

- Joe Hejlek, [joe.hejlek@gmail.com](mailto:joe.hejlek@gmail.com)
- Ashanta Douglas, [ashanta@sas.upenn.edu](mailto:ashanta@sas.upenn.edu)

### **Peer speaking advisor from CWiC:**

- TBD

### **Service site coordinators:**

- Trudel Pare, Kensington Health Sciences Academy breakfast participation and school food improvement projects ([trudelp@sas.upenn.edu](mailto:trudelp@sas.upenn.edu))
- Ryann Schaeffer, Lea/Playworks Recess ([ryanns@sas.upenn.edu](mailto:ryanns@sas.upenn.edu))
- Bevan Pearson, Bartram's Garden, Community Food & Farm Resource Center ([bpearson@sas.upenn.edu](mailto:bpearson@sas.upenn.edu))
- Katherine Senter, Cooking Crew ([ksenter@sas.upenn.edu](mailto:ksenter@sas.upenn.edu))
- Pearl Subramanian, Puentes, ([pearlsub@sas.upenn.edu](mailto:pearlsub@sas.upenn.edu))

**\*\*Note that we are looking for students willing to serve as service site coordinators to join class teaching team. Please notify instructor if you are interested. \*\***

### **Course description**

Schools are sites where inequalities in socio-economic status, health and educational achievement can either be reproduced or addressed. This Fox Leadership and academically-based community service seminar uses course readings and students' observations in service learning projects to analyze the impact of inequalities on children and the schools they attend and

efforts to address these inequalities. Readings and speakers will help us analyze the history, theories, politics, and leadership behind different strategies for addressing inequalities that manifest themselves in schools and their outcomes.

Typically, each 3 hour class will include: a short service team meeting; a mini-lecture, speaker. or panel discussion and small group debates/discussions of issues related to the readings. Course assignments include posting a short response to a question about the readings on Canvas each week, several short essays, and one longer paper. Service work includes a commitment to at least 3 hours a week at your service site and a weekly reflection on your experience. Most class assignments build towards two final assignments: 1) a short, engaging service team class presentation about key aspects of the work at your site and 2) a final *individual or group* research paper or project addressed to an aspect of course themes that especially interest you.

**Independent Study option:** Students may also choose to participate in an [independent study](#) (PSCI 399 or HSOC 499) in association with taking a leadership role at a service site or class related project for this course. Make sure to check all guidelines for HSOC independent study, if you want HSOC credit. **Notify instructor by Weds, 1/18 if interested in independent study option.** Details of the *requirements for independent study are in the Independent Study handout document posted on Canvas.*

### Course goals and objectives

1. Establish supportive relationships between students in the class and staff and students at school and after school service sites in the context of projects that seek to address educational and health inequalities and improve the school health/educational environment.
2. Develop observations, resources, and research on best practices and methods of evaluation that may prove useful to these projects.
3. Analyze the historical, political, social, racial, economic, and institutional contexts that have shaped efforts to address “the achievement gap,” the strengths and limitations of these strategies, and possibilities for improving them.
4. Learn to develop and support arguments about the causes of and strategies for addressing educational inequalities; consider arenas in which to pursue these arguments as citizens (and possibly professionals); and think about how to do so effectively.
5. Develop and practice professional skills: flexibility; initiative; responsibility; teamwork; respect; working with supervisors, staff, and children in low-income, multi-ethnic communities.

### Class and service guidelines

This class addresses the difficult work of effective citizenship in the context of a world, nation, state and educational institutions that are divided by extreme inequalities. One way to make this difficult work go better is to be as open-minded and respectful as possible in all our interactions with each other, both in the class and at our service sites. It may be that in some settings, you think you are more effective when you multi-task. But in class, you are not communicating respect or interest when you use electronic devices for any purposes other than taking notes or

looking up materials relevant to the class discussion. If you do not see the relevance of what is being discussed, think about how to ask questions or raise topics that you see as more important. Engaging, rather than disconnecting, is key to thinking about citizenship, as well as acting as citizens.

You must also practice these principles as guests at your service sites. You have been invited into Philadelphia's under-staffed, and sometimes very stressful, schools and service organizations in the hope that you will work towards making a contribution there. Basic ways of communicating respect to the staff and children you work with include: dressing professionally; introducing yourself; acknowledging and greeting the adults and children you pass in hallways as well as those you work with; and wearing your Penn ID, knowing that it's important to the adults in schools that they keep track of who is working with their students.

**Readings: Required books** can be found at Penn Book Store, 3601 Walnut, 215-898-7596.

- James E. Ryan, *Five Miles Away, A World Apart* (2010)
- David L. Kirp, *Improbable Scholars* (2013)
- Dale Russakoff, *The Prize* (2015)

These books are also being placed on reserve at Van Pelt. If accessing these books represents a problem, please inform the instructor; she may be able to obtain a few extra copies. All other readings will be on **Canvas**. Bibliographic source information is included in each PDF for citation purposes; if this info is incomplete, use Google Books, Google Scholar, Franklin online database or just Google to get complete source information for referencing in the bibliography.

### Requirements and Grading for PSCI/HSOC 335

ASSIGNMENT	DUE DATE	% GRADE
<b>Class &amp; Community Service Participation</b>		
<ul style="list-style-type: none"> <li>• <b>Participation/attendance</b> class and service site</li> </ul>		10
<ul style="list-style-type: none"> <li>• <b>Post</b> on service site <b>Reflection</b> Discussion (1 substantive paragraph post/wk, Canvas) **</li> </ul>	Weekly	10
<ul style="list-style-type: none"> <li>• <b>Response</b> to question on readings week (1 substantive paragraph post/wk, Canvas)</li> </ul>	Weekly, by noon Sunday before class	10
<b>Service Site Selection Form</b>	<b>by Wednesday 1/18 @12p/noon</b> , Form, link on Canvas (W1)	n.g.
<b>Brief analytic response paper</b>	2/6, before class, on Canvas Assignments (W4)	5
<b>Family Education paper</b> (and in class <b>brainstorming final paper/project topics</b> )	2/20, before class, on Canvas (W6)	10
<b>Midterm informal</b> presentation/discussion of themes for service site team presentations	In class 2/27 (W7)	n.g.
<b>Proposal</b> for final research paper/project	3/20, before class, on Canvas (W9)	5
<b>Interview write-up</b> relevant to either site or final paper/project	3/27 before class, on Canvas (W10)	8
<b>First draft</b> of final research paper/project	4/10 (W 12)	10
<b>Team presentations*</b>	4/17, 4/24 (W 13, 14)	10
<b>Team/group/self evaluation</b>	5/1	2
<b>Final draft of research paper/project:</b> (proposal=5; 1st draft=10; final draft=20)	5/1 before 5pm: Canvas & hardcopy to Leadership Hall	20

## **Course Calendar (provisional; changes likely to occur)**

All readings are in assigned books or available on **Canvas** site in Required Readings wiki page.

### **Week 1, 1/11 - Introduction to course themes and service placements**

***In class:*** \*Panel of Service Site Partners

***Readings:***

- Study syllabus and web sites associated with service placements
- Optional student papers and videos about service placements:
  - [Trudel Pare, Morgan Scott, and Annie McCotter, “Kensington Health Sciences Academy’s Grab-n-Go Breakfast Program: An Analysis.”](#)
  - Watch vimeo video about Playworks: [“Power of Play” \(Links to an external site\) \(Links to an external site.\)](#)
  - Gayatri Nangia & Carly O’Donnell, [“A History of Rebel Ventures”](#) (2015)
  - Rebel Ventures web site: <http://www.rvcrew.com/>

***Due This Week:***

- [Service Site Selection form](#) filled out online before noon, Weds 1/18 ONLINE
- Introduce yourself in Canvas Healthy Schools [class discussion](#) - click on DISCUSSIONS button on left side of Canvas; choose Healthy Schools discussion
- Initiate getting [clearances](#) for placements
- **Notify Prof. Summers if interested in [independent study](#) option by 1/18**

### **Week 2, 1/23 – Course overview: Schools, health, and opportunity in the context of four decades of growing inequalities: cities and suburbs**

***In class:***

- Film Showing: **Unnatural Causes: Is Inequality Making Us Sick?**

***Readings:***

- Ichiro Kawachi, (2005) [“Why the United States is Not Number One in Health”](#)
- Linda Tirado, “Poor people,” [theguardian.com](#), Sept 21, 2014
- James Ryan, (2010) [Five Miles Away](#), Introduction

***Due This Week:***

- Introduction of yourself on General Class Discussion
- Reading Question response
- **Initiate getting [clearances](#)**

### Week 3, 1/30 – Interviewing, participant observation, and building relationships: thinking as citizens at your service sites and beyond

#### *In class:*

- Service Team orientations
- Practice one-on-one interviewing and relationship building

#### *Readings:*

- [Stephanie Strom, “Does Service Learning Really Help,” New York Times, 1/3/2010](#)
- [West Philadelphia Reflections on Working with Penn Students](#)
- Michael Gecan: [Going Public: An Organizer’s Guide to Citizen Action, preface, Ch 1](#)
- Adichie Chimamanda, "[The Danger of a Single Story \(Links to an external site.\)](#)," TED talk ([Links to an external site.](#))
- H.J. Rubin & I.S. Rubin, Qualitative Interviewing: The Art of Hearing Data [Chapter 7](#)

#### *Due This Week:*

- Reading Question Response
- **Schedule interview with a member of your family** for a paper that tells the story of your family’s experience with education through at least 3 generations, identifying 2 or 3 key causal factors that help explain why you are attending college at Penn.

### Week 4, 2/6 – Schools, inequality and health: *Adverse Childhood Experiences and trauma informed education*

#### *In class:*

- Speaker

#### *Readings:*

- Paul Tough, [How Children Succeed](#), Chapter 1
- TED talk: Dr. Nadine Burke Harris: *How Childhood Trauma affects health across a lifetime*: [https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime?language=en](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en)

#### *Due this week:*

- **Reading Question Response**
- **BRIEF ANALYTIC RESPONSE PAPER -- Please make sure to read writing guidelines in Handouts on Canvas before submitting**
- BEGIN WRITING in weekly **Reflection discussion for your Service site**; click on DISCUSSIONS button on left side of Canvas; choose Discussion that has the same name as your service site. Write about orientation, service team discussion, or relevant readings at your site, if your placement has not yet started. See examples of Reflection writing for the class [HERE](#)
- Note: next week, 2/15-17, Report Card conferences in schools (check on service site schedule)
- **Drop period ends 2/17**

### Week 5, 2/13 –Wrestling with inequality: segregation in cities and suburbs

#### *In class:* Speaker: Economic/political context

#### *Readings:*

- Podcast: Nicole Hannah-Jones, “The Problem We All Live With,” This American Life (2015): <https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>
- James Ryan, Five Miles Away, A World Apart, 21-29, 60-65, 91-117 (opening and closing sections of, chapters 1 and 2)

***Due this week:***

- Reading Question Response
- Service Site Reflection

**Note:** 2/15-17, Report Card conferences in schools (check on service site schedule)

**Monday 2/20 President’s Day: Schools closed**

**Week 6, 2/20 –Wrestling with inequality: school financing**

***In class:***

- Speaker: PA and Philadelphia school district financing
- Final paper topic brainstorming

***Readings:***

- James Ryan, Five Miles Away, A World Apart, 121-129, 138-147, 157-179 (If using kindle, opening and closing sections of, chapters 3,4)

***Due this week:***

- Reading Question Response
- Service Site Reflection
- “Family Education” paper due!
- Make sure your service sites know you are on break week of March 6-10!
- **Monday 2/20 President’s Day: Schools closed**

**Week 7, 2/27 – School Reform Agendas: Charters, Choice and Testing**

***In class:*** Service site team presentation topics brainstorming

***Readings:***

- James Ryan, Five Miles Away, A World Apart, Chapters 5-8

***Due this week:***

- Reading Question Response
- Service Site Reflection
- Schedule interviews at service sites or with experts for final paper/project topic
- Make sure your service sites know you are on break week of March 6-10!

**\*SPRING BREAK \* SPRING BREAK \* SPRING BREAK \***

**Week 8, 3/13 – School District Case Study: Newark**

***In class:***

***Readings:***

- Dale Russakoff, The Prize (2015), Chapters 1-7

***Due this week:***

- Reading Question Response
- Service site reflection on brainstorming for final presentation and plan for service site interviewing

### **Week 9, 3/20 - School District Case Study: Newark**

*In class:*

*Readings:*

- Dale Russakoff, *The Prize* (2015), Chapters 7-12, Conclusion, Author's note and appendices

*Due this week:*

- Reading Question Response
- Service site reflection
- **Final paper/project proposal**

### **Week 10, 3/27 – School District Case Study: Union City**

*In class:*

*Readings:*

- David Kirp, *Improbable Scholars* (2013), Introduction, Chapters 1-4

*Due this week:*

- Reading Question Response
- Service site reflection
- **Interview write-up**

*Note:* Fri, 3/31; 3 hour early dismissal (check on service site schedule)

### **Week 11, 4/3 – School District Case Study: Union City**

*In class:*

*Readings:*

- David Kirp, *Improbable Scholars* (2013), Chapters 5-9

*Due This Week:*

- Reading Question Response
- Service site reflection
- **Service teams: make plans for saying good-bye to staff and students at your schools. Schools will be on vacation 4/10-4/14. Make sure all are aware that you will have only 2 weeks with them after they return.**

### **Week 12, 4/10 - School meals and sex education: Case studies in the history, politics, and administration of federal nutrition and education program**

*In class: panel*

*Readings:*

- Janet Poppendieck, "The ABC's of School Lunch" (2013)
- Lucia Calthorpe, "Implementation of the Healthy, Hunger-Free Kids Act of 2010: a case study of Philadelphia and its suburbs" (2015)
- Rachel Simon, "Let's (Not) Talk About Sex: the Politics, Policy and Implications of Federal Funding for Abstinence-Only Education" (2016)

*Due This Week:*

- Reading Question Response
- Service site reflection
- **First draft of final paper**

**Note: schools on vacation, 4/10-4/14. No school based service sites!**

**Week 13, 4/17 - SERVICE SITE TEAM CLASS PRESENTATIONS**

*Due This Week:*

- Service site reflection

**Week 14, 4/24 - SERVICE SITE PRESENTATIONS**

- Service site reflection

*Note:* April 19-21, Report Card conferences (check on service site schedule)

**DUE: Monday, May 1: Final Paper & Self/Group Evaluations**

**Important dates (Penn):**

- 1/30 - Course selection (Add) period ends
- 2/17 - Drop period ends
- 3/4-3/12 - Spring Term break
- 3/24 – Final day to withdraw
- 4/26 – Last day of classes

**Important dates (Philadelphia School District):**

*February*

- Weds-Fri, 2/15-17, Report Card conferences (check on service site schedule)
- Mon 2/20 Presidents' Day, schools closed

*March*

- Fri, 3/31; 3 hour early dismissal (check on service site schedule)

*April*

- April 10-14; Spring recess, schools closed
- April 19-21, Report Card conferences (check on service site schedule)

**Important points about assignments & grades:** (Most class assignments build towards two final assignments: 1) a short, engaging service team class presentation about key aspects of the work at your site and 2) a final *individual or group* research paper or project addressed to an aspect of course themes that especially interest you.)

1. All assignment descriptions and documents are posted on Canvas, and are required to be submitted on Canvas. If it is an assignment (reflection, reading questions) submitted through a Discussion, the instructions will be posted at the top of that Discussion. If it is a stand-alone assignment, submitted through its own link, there will be text/document at link with all of the pertinent information.
2. **Writing** assignments will be submitted both as a hard copy **and** electronically on Canvas, using the Assignment link. All **writing** submitted for a grade will be evaluated according to the guidelines set out in the Writing Guidelines document available on Canvas.
3. If for any reason, you are unable to turn in an assignment on its due date, notify your instructors as to why and request an **extension** as much in advance as possible. If you have trouble making the extension date, again notify your instructors as to why and request another extension. There will be a grade penalty for lateness if you do not request an extension.

4. **Healthy Schools general class discussion site on Canvas.** (Click on **Discussions** button on left side of screen.) You should introduce yourselves there, invite your classmates to events, post about events you have attended (to receive extra credit) and share your ideas about other topics of interest to the class.
5. **Weekly readings question responses** to be posted due by noon on Sunday before class, worth up to 1 point of total class grade. You may build on or reply to other students responses. *You may miss 2 weeks of posting reading questions w/o penalty.*
6. **Weekly service site reflection posts** (separate Discussion for each service site, in Canvas Discussions): In framing these reflections, please use AUNI's **Pros** (What went well?) **and Grows** (What didn't go well? What would you change next time to make things work better?) In addition, you are encouraged to reflect on conversations and experiences at the site. **On weeks where you cannot visit your site for any reason** (school closed or you are ill), write a post on a reading relevant to your site (may include former student papers about the site) or comment on reflections from another site. All Healthy Schools students are welcome to read and comment in any team's reflection discussions. Reflections in blogs about service placements may also be shared with staff/directors at those sites. If you have concerns, criticisms or experiences that you do not want shared with site staff or fellow students, you should address these in private emails or meetings with your instructors. *You may miss 2 weeks of weekly service site reflections without penalty.*
7. **Class and service site participation:** At the end of the semester the members of each service and research team will be asked to evaluate both themselves and each other on how well they have contributed to the work of the team. The instructors will take these evaluations into account in assigning your class and service participation grade. If, for any reason, you have trouble participating in your team discussions or any other aspect of your team's work, it is critical that you discuss this with your team leader and one of your instructors, so that we can make a plan to address this issue as early in the semester as possible. The participation component of your grade will be **lowered if you fail to be present in class, or at your service site**, including using social media, or emailing during class or at your service site on a subject not relevant to the work at hand.
  - Class presence: If you have to be late or miss a class, please notify instructors, TAs in advance. To avoid losing credit, write a post in the online Class Discussion reflecting on the assigned readings for that week.
  - Service site presence: If you *must* miss a visit to your service site, to the best of your ability, arrange that your absence will not negatively affect your site. Make sure to let your site coordinator/undergrad TA know about your absence. Give as much warning as possible. Make arrangements to re-schedule, figure out when you can fill in on another day, etc.
8. **Extra credit (0.5 points) can be earned for every class-related event you attend** and report on substantively in a post on Canvas on the Healthy Schools general class discussion board. Posts must include some summary and analysis/thoughts about the event. To make sure you receive this credit, send instructors an email with "extra credit" in the title and copies of these posts at the end of the semester.
9. If you rewrite a paper after it has been graded, the final grade for that paper will be an average of the two grades. Rewrites of the shorter papers will be accepted within 3 weeks of when the paper was returned with a grade.

10. Meetings with the speaking adviser: Students will work in teams with a speaking adviser assigned by CWiC to craft effective team presentations on their service placement, given in the last two sessions of class. Please do not change the time/place of meetings, cancel at the last minute, or show up late; violating these guidelines will reduce the grade for your presentation.
11. Religious Holidays/Observance: The University recognizes that there are holidays, both religious and secular, which are of importance to some individuals and groups on campus. Some of these require that no work be assigned/due on the date. Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. The details of the holidays, dates, etc. can be found in the document, in the Handouts Page on Canvas, entitled *Penn Chaplain Letter*. Obligations for arrangements for these accommodations rest on students directly communicating with each instructor about specific details.
12. Familiarize yourself with *Penn's Code of Academic Integrity*, including the necessity to acknowledge your sources, what collaboration means, and what is/is not a violation of academic integrity. Penn's Code of Academic Integrity - <http://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity> (Links to an external site.)

### Community Service Placement Sites Information

**\*\*NOTE:** those of you who are *already* involved in work in schools may choose to continue with your projects as your service placement. Please consult with Prof. Summers.

#### **\*Clearances\***

All students working in School District of Philadelphia schools are required to start their background checks/clearances process with the Netter Center for Community Partnerships **BEFORE** they start their placements. **Please see the attached [clearance packet \(instructions included\)](#) (Links to an external site.) and complete by the first week of your placement.** If you have done clearances with the Netter Center in the past, you do not need to redo them. If you have done clearances elsewhere, you should obtain an electronic copy and send to office manager, [Yetunde Pinckney](#) at Penn's Netter Center for Community Partnerships (111 South 38th Street, Second Floor, Philadelphia, PA 19104-3465, 215.898.5351, Office Hours, **Monday through Thursday 9:30-11:30am and 12:35-2:35pm**).

**Transportation:** We will arrange to have tokens to hand out to you in class a few weeks into the semester. If you need to take SEPTA to a site before then, we will reimburse you. Netter has vans that run between Penn, Lea and Comegys. We will update you on this as we have information. **SEPTA bus maps:** <http://www.septa.org/schedules/bus/index.html> (Links to an external site.). *ALWAYS look at the address on a map to orient yourself before embarking.*

- **AUNI Community Farm and Food Resource Center** at Bartram's Garden (CFFRC), 5400 Lindbergh Blvd: Using SEPTA, board the 36 trolley WESTBOUND at 36th & Sansom, 37th & Spruce, or 40th & Baltimore. Make sure to be on the **36**. Coming

westbound from City Hall or University City, you'll get off at the northeast corner of 54th Street and Lindbergh Avenue. Cross Lindbergh and walk west over the railroad bridge; the Garden entrance will be on the left. Walk down the long driveway and you'll find the Welcome Center.

- **Lea Elementary, 4700 Locust:** 15-20 minute walk, or quick bus ride away from campus. Using SEPTA, board the 42 bus going westbound from 40th and Spruce. Get off of the bus at 47th Street and Spruce Street. Turn right and the Lea School will be directly to your left past the schoolyard. **Or take the Rt. 21** bus going west on Walnut and get off at 47th, and walk 1 block south.
- **Comegys Elementary, 5100 Greenway Ave:** Using SEPTA, take one of 2 **trolleys** and walk a little: a) #36 goes out Woodland Ave., walk north 1.5 blocks **or** b) #13 goes out Chester Ave., walk south 3 blocks to 5100 Greenway Ave, Philadelphia, PA 19143 (Greenway is N of Woodland and S of Kingsessing)
- **Center for Culinary Enterprise (CCE, Rebel Ventures), 310 S. 48th St:** Using SEPTA, board the Rt. 42 bus at the stop diagonal from Spruce & 38th Wawa (so, the NW corner). Take the 42 towards Wycombe/Westbound (NOT Penn's Landing). Get off at 48th street, and cross the street twice to get diagonally. The entrance to CCE is behind the building (the front of the building is a restaurant).
- **Kensington Health Sciences Academy, 2463 Emerald St:** Using SEPTA, board the Market-Frankford line (blue line) from West Philadelphia at either 40th Street or 34th Street. Take train until reach York-Dauphin stop. Get off and walk four blocks south (5 min walk) on East York St and then make a left on Emerald St.
- **Southwark School (Puentes de Salud tutoring):** Using SEPTA, board the Market-Frankford line (blue line) from West Philadelphia at either 40th Street or 34th Street. Get off at 8th St Station and walk to the 47 bus stop at 8th and Market, making sure you are taking the bus going **south** towards **Whitman Plaza**. Get off at 8th and Mifflin. Alternatively, you can take the 40 bus going east (stops along Spruce St) and get off at 8th and South st to transfer to the 47 bus.

### Community Service Placement Sites Descriptions

**\*\*NOTE:** those of you who are *already* involved in work in schools may choose to continue with your projects as your service placement. Please consult with Prof. Summers.

With regard to choices below, especially note the choices of days/times that you must be available to participate, highlighted at the end of the description of each service placement. If

multiple days/times are listed, then you are free to choose the day/time that best fits your schedule.

1. **The Agatston Urban Nutrition Initiative** (<http://www.urbannutrition.org/>) manages a wide array of programs in Philadelphia public schools to bolster students' knowledge of food, food systems and nutrition, increase the supply of healthy foods, and encourage and support active lifestyles. The Agatston Urban Nutrition Initiative (AUNI) is a program of the Netter Center for Community Partnerships at the University of Pennsylvania. AUNI engages, educates, and empowers youth, university students, and community members to promote healthy lifestyles and build a just and sustainable food system. **Below are service learning opportunities designed specifically for Penn student volunteers working in ABCS classes.** AUNI is committed to maximizing the value of our academic partnerships. If you have a skill or research interest related to AUNI's work that you don't see listed below, please follow up individually so we can work together to craft a role to best leverage your abilities. **CONTACT Jarrett Stein** ([jarretts@urbannutrition.org](mailto:jarretts@urbannutrition.org)) **with any questions and for all AUNI placements.** **Katherine Senter** ([ksenter@sas.upenn.edu](mailto:ksenter@sas.upenn.edu)) is class service site coordinator for Cooking Crew.
  - **Fruit Stand Mentor:** The Fruit Stand embodies UNI's educational approach. It is a project-based learning activity that engages students as real-world problem solvers as they operate a market selling various fruits to fellow students, families, faculty, and members of their community in neighborhood after school programs run by Penn's Netter Center. UNI's Fruit Stand increases the supply of healthy snack options in participating schools, while empowering students to become ambassadors for health and wellness in their communities. In addition, students control a micro-business: learning important lessons on money management, marketing, and teamwork. Your job as Fruit Stand Assistant is to support elementary school students as they work to run a successful business and create a healthy community.
    - **Potential topics for associated final papers, projects, presentations:** outreach to parents; integration with Netter Center's community schools' after-school programs; hands-on nutrition and entrepreneurial education
    - **Mon - Fri between 3:30-6:15pm at Comegys and Lea**
  - **Cooking Crew Kitchen Assistant:** In Cooking Crew elementary school students work in teams to cook and serve a healthy meal to peers in their after school program. Elementary school students, college/graduate students, school staff and community volunteers work together to implement this project. The food education experience created through these partnerships is multi-faceted, with a curriculum rooted in culinary arts, nutrition, math, writing, digital media, visual arts, and public speaking. The Cooking Crew Kitchen Assistant is assigned to a student team and focuses on general oversight of kitchen operations, working directly with elementary school students as they practice different cooking techniques with various tools to create and present the recipe. The Kitchen Assistant directly oversees all cooking processes that involve knives and fire. The Kitchen Assistant is also available to help students calculate nutrition labels, design a recipe for the next week's meal, and serve and present the dish. Cooking crew work this semester will also focus on outreach to parents.

- **Potential topics for associated final papers, projects, presentations:** outreach to parents; integration with Netter Center's community schools' after-school programs; hands-on nutrition and cooking education
  - **Monday, Friday between 2:30-6 at Comegys**
- **Cooking Crew Journalism/Art/Fitness/Media Mentor:** During Cooking Crew, participating elementary school students have the opportunity to earn points for their team through the completion of enrichment projects focused on the topics of journalism and art. Students can write a critique of school food, interview a school staff person about their favorite foods growing up, draw an illustration for the cookbook, or create a centerpiece for the serving table (just to name a few). The Assistant is responsible for guiding and supporting students as they work on these activities.
    - **Monday, Friday between 2:30-6 at Comegys**
  - **Rebel Ventures Research and Development Assistant:** Rebel Ventures ([www.rvcrew.com](http://www.rvcrew.com)) is a social entrepreneurship job training project driven by youth entrepreneurs who work to increase access to healthy snacks in West Philadelphia. The RV crew is made up of West Philly high school students, Penn students and AUNI staff. Rebel Ventures creates products like the Rebel Crumbles and Rebel SnackGarden. The Crumbles are sold to the School District of Philadelphia for the school breakfast menu. The crew works 3 days per week after-school to run the Rebel Ventures operation. In an apron and hairnet, the Research and Development assistant works directly with the crew in their kitchen facility at the Center for Culinary Enterprises to support the creation of new products and marketing materials. While working with the high school students on R&D the assistant also provides mentorship and integrates ideas learned from the ABCS course into conversation.
    - **Potential topics for associated final papers, projects, presentations:** role of social enterprise in education; youth led business and marketing; school meals and Childhood Nutrition Act.
    - **Wednesday 3:30-6:30pm at Center for Culinary Enterprises**
2. **Community Farm and Food Resource Center (CFFRC) at Bartram's Garden** (<https://bartramsgarden.org/>) **in SW Philadelphia:** Students in this placement will participate in all aspects of the farm and youth development program, from working on the farm and selling at market, to supporting high school interns during their after school internship and community events. The CFFRC broke ground in the fall of 2011 as a joint initiative of Penn's AUNI, the Pennsylvania Horticultural Society (PHS), Bartram's Garden, and City of Philadelphia's Department of Parks and Recreation. With its 1.5 acre farm, greenhouses, orchard and community garden plots, CFFRC is a youth powered, community-based, food sovereignty and resource center, supporting urban agriculture through an exchange of resources and farming/cooking education as tools for community self-reliance. The CFFRC employs 8-10 local high school students, who are active in the entire process of growing food and ensuring it goes from soil to stomach. Teen interns learn and practice seeding, weeding, harvesting, teaching cooking classes and workshops, as well as managing a farm stand.
- **Physical Demands:** Must be physically able to participate in outdoor crop field-work for multiple hours in varied weather conditions; must occasionally lift and/or move up

- to 50 pounds; operate general office equipment with frequent work at a computer workstation
- **Desired Qualities:** committed to justice, equality, openness, transparency and fairness; collaborative, humble and willing to learn; respectful of all people, cultures, and backgrounds; advocate for developing strong local food systems, self-reliant communities and a healthy environment
  - **Potential topics for** associated final papers, projects, presentations: youth development; relationship building; hands-on, holistic education; urban agriculture and food systems in education; non-profit building and fundraising
  - **Contacts:** Ty Holmberg, [tyholmberg@gmail.com](mailto:tyholmberg@gmail.com); class site coordinator Bevan Pearson [bpearson@sas.upenn.edu](mailto:bpearson@sas.upenn.edu))
  - **T or TH, 3:45-6:00 at Bartram's Garden**
3. [Playworks Pennsylvania \(Links to an external site.\)](#) **Playworks** is a national non-profit organization that supports education “by making play a valuable part of the school day.” They offer a multi-faceted program to support game-playing, physical activity and conflict resolution at recess, in classrooms and after school programs in schools where they place their full day recess coaches. Penn began funding a Playworks recess program at Lea 3 years ago as a key component of a Penn/Lea partnership. This service placement will involve students in working under the Playworks coach at Lea School at least one day a week to support games and play at recess, as well as opportunities to engage with students during school lunch. You will also be trained to support short "game breaks" in classrooms on days when outdoor recess is cancelled.
- **Potential topics for** associated final papers, projects, presentations: role of recess, play, and physical activity in education; school climate; scaling school interventions; university/community/non-profit partnerships
  - **PLEASE NOTE: students working with Playworks must complete a small amount of additional clearance paperwork: available where the other clearance material is on Canvas.**
  - **Contacts:** Corrie O'Neil, [coneil@playworks.org](mailto:coneil@playworks.org); Healthy Schools site coordinator, Ryann Schaeffer, Ryann Shaffer, [ryanns@sas.upenn.edu](mailto:ryanns@sas.upenn.edu).)
  - **Lea Elementary School, Monday-Friday 10:45-1:00**
4. [Kensington Health Sciences Academy \(KHSA\) \(Links to an external site.\)](#) KHSA is a public high school serving one of Philadelphia's poorest neighborhoods. In 2012, KHSA changed its name and mission to focus on the development of health science technical career programs (America's fastest growing labor market). 6 years ago few KHSA students went on to college following graduation, but that changed in 2015 with 82% of KHSA's graduating seniors receiving acceptances into programs of higher learning. This year KHSA, one of the school district's first official “community schools” has opened a Student Health and Wellness Center. KHSA is partnering with Penn's Graduate Schools of Education, Nursing, and Social Policy and Practice to support these initiatives and the school's academics with additional counseling and instructional rounds. The first Healthy Schools placement at KHSA last spring supported and evaluated the implementation of a grab 'n go breakfast program, which greatly increased KHSA students' participation in school breakfast. This semester's Healthy Schools team will work on one (or both!) of the following projects:

- *Breakfast Club*: support the development of a group of KHSA students, who will promote participation in school breakfast, in association with a KHSA campaign to take on tardiness and absenteeism. A team from the Penn Healthy Schools class will work with the KHSA Breakfast Club to brainstorm different approaches to promoting both the grab 'n go breakfast and either a hot breakfast cart in the front hall, or a hot breakfast in the cafeteria and an evaluation of the school data on breakfast participation and tardiness at the end of the semester. There will be an application process for KHSA students to join this club. Penn students will brainstorm different approaches to promoting and evaluating breakfast program with the KHSA students and support them in implementing and developing an evaluation of these strategies.
  - *Freshman Advisories*: Work with Assistant Principal Nimet Eren to support a new program at KHSA: 4 freshman advisory classes that meet 9-9:36 every Tuesday and Thursday with a focus on social-emotional health and learning. These advisories start with a check-in (students saying how they are feeling on a 1-10 scale and why), announcements, and then some type of physical activity that also promotes team building and fun. The Healthy Schools Penn student team will: 1) find a good 10-15 minute team-building physical activity and email it to Nimet Eren by Monday afternoon for review; 2) assist teachers leading the advisory periods, by observing, giving feedback, and helping to lead the physical activity.
  - A willingness to be flexible and take initiative will be essential.
  - **Potential topics for associated final papers, projects, presentations**: school meals and the Childhood Nutrition Act; school climate; social-emotional learning; trauma-informed education; the role of physical activity in school; Philadelphia community schools initiative; university/school partnerships; technical education. To participate in this placement you should be available **at least one morning a week within the breakfast (7:15-8AM Monday-Friday) and/or /freshman advisory time frames (9-9:40 AM on T/TH); give yourself 45 mins for travel time!**
  - **Contact: Trudel Pare ([trudelp@sas.upenn.edu](mailto:trudelp@sas.upenn.edu))**
5. **Puentes de Salud Tutoring Internship**: Puentes Hacia el Futuro, [Puentes de Salud's](#) Education and Wellness program. [Puentes Hacia el Futuro](#) is predicated upon the well-evidenced fact that education is inextricably tied to the health of individuals and communities. The mission of Puentes Hacia el Futuro is to improve the educational achievement of children in the South Philadelphia Latino immigrant community in order to improve long-term health outcomes, as well as to provide support in the context of extremely limited educational resources.
- Tutoring sessions pair tutors/mentors in small groups with children K-8.
  - *Location*: Sessions are held at Southwark School at 1835 S. 9th St. Philadelphia.
  - *Schedule*: 3:15 - 5:30 p.m. on Mondays, Tuesdays, Wednesdays, and Thursdays. Tutors must commit to the same day(s) each week for the duration of the semester. Volunteers do not need to speak Spanish to participate.
  - **Contact: Alexandra Wolkoff <[alexandra.puentes.tutor@gmail.com](mailto:alexandra.puentes.tutor@gmail.com)>; Pearl Subramanian ([pearlsub@sas.upenn.edu](mailto:pearlsub@sas.upenn.edu))**
  - **Potential topics for associated final papers, projects, presentations**: community schools; multi-lingual schools and teaching English as a second language; immigration, schools, and community building; health and schools
  - **To work with Puentes, please follow these steps by January 20th, 2017:**

1. Please review our [Spring 2017 Intern Agreement](#) carefully to understand your responsibilities as an intern. You will sign this with us during your orientation.
2. Register with our intern listserv: [PHF Intern Registration](#)
3. Sign up by for a brief check-in meeting with our staff: [Individual Meeting Sign Up](#)
4. Sign up for the day(s) when you will tutor: [PHF Internship Hour Tracking Calendar](#) (note tabs for different days of the week)
5. Sign up for an orientation session: [PHF Intern Orientation Registration](#) Complete a PA criminal background check and child abuse clearance by 1/23/2017 - both are free and online: [PHF Clearances Instructions](#)