

One Lamplighter Way  
Mount Hermon, Massachusetts  
01354-9638



Telephone: 413-498-3290  
Fax: 413-498-3112  
summer\_school@nmhschool.org  
www.nmhschool.org

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NMH SUMMER SESSION

**2010**  
**College Prep Program**  
**COMMUNITY SERVICE MINOR COURSE**

The aim of this course was to open students to the infinite potential they possess to make changes in their world, both as individuals and as members of a larger collective. The class explored these ideas both in theory and in practical service to both the NMH and local communities.

The first week was devoted to exploring the food system in America. The class began with the students discussing their past community service work and what they hoped to get out of the class. They watched part of the film “Food Inc.” and spent the rest of the week picking lavender and touring the NMH farm. The ideas of sustainable agriculture, community gardens, and the importance of conscious eating and voting with one’s fork were all highlighted.

The second week, the class traveled off campus to volunteer at the Food Bank of Western Massachusetts in Hatfield, Massachusetts. The students toured the facility, played games that tested their knowledge of hunger in western Massachusetts, assisted with cutting and laminating game pieces to be used in educating food bank recipients, and helped check and sort the food in the food bank’s warehouse.

The third and most of the fourth week were spent in Greenfield, Massachusetts, volunteering at the Literacy Project. The Literacy Project is a free education center for adults of any age who want to either become literate or study for their GED. The students did whatever the center was in need of, which mostly consisted of cleaning and office work.

The last week of class was devoted to the students’ final projects. The goal was for each student to design a community service project that he/she could implement in his/her hometown community or school. The first part of the project consisted of each student writing a 2–3 page proposal. Then they researched a national or international service group sharing a similar mission with their project idea. The project culminated in a 10-minute PowerPoint presentation in which each student explained his/her project and educated the class about the larger service group he/she had researched.

The course met for one and a half hours, four days a week, for the five-week session.

Instructor: Carla Cevasco  
Middlebury College