

Lesson 8

Researching the Chosen Aspect of the Community

Lesson Overview:

- **Purpose:**

- To guide students in developing a project that addresses a real need in the school's community
- To involve members of the community in the process of choosing a project
- To explore the efforts of other groups and organizations working to make a difference in the community
- To network with other groups and organizations working to make a difference in the community

- **Objectives:**

- 3.4 The students will create a list of ways the class can make a positive difference in the school's community, in accordance with the seven sea star standards
- 3.6 The students will research periodicals for issues related to the classes' chosen aspect of the community
- 3.7 The students will analyze diverse perspectives surrounding their chosen aspect of the school's community by interviewing a member of the school's community
- 3.8 The students will analyze how an organization in the school's community is working to make a positive difference on their chosen aspect of the community
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 6.2 The students will examine their project idea from multiple perspectives by interviewing people from diverse backgrounds

- **Student Outcomes:**

- Summary of article about a local issue related to the chosen aspect of the school's community
- Presentation of article and research questions about local issue related to the chosen aspect of the school's community
- Creation of an interview sheet for interviewing a member of the community
- Conducting an interview of a member of the community and presenting a summary of the interview
- Presentation of research about a group or organization working to make a difference in the school's community
- Completion of journaling activities

Activities:

1. Introduction to Researching the Chosen Aspect of the Community

Teacher Information:

- **Objectives:**

- 3.6 The students will research periodicals for issues related to the classes' chosen aspect of the community
- 3.7 The students will analyze diverse perspectives surrounding their chosen aspect of the school's community by interviewing a member of the school's community
- 3.8 The students will analyze how an organization in the school's community is working to make a positive difference on their chosen aspect of the community
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*

- **Duration:** 5 minutes

- Tell the students that they will be researching the chosen aspect of the community to help decide which project ideas will be best for the *Make A Difference Project*. The researching will include:
 1. Researching newspapers, magazines, community newsletters, journals, and the Internet for current issues dealing with the chosen aspect of the community
 2. Interviewing members of the community about the chosen aspect
 3. Looking for other groups or organizations that are doing projects that address the chosen aspect of the community
- Tell students they will use the research to decide which project idea is best for the class and the community.
- **Reflection Questions & Projects:**
 - How will interviewing community members help us learn more about the chosen aspect of the community?
 - How will researching newspapers, magazines, journals, and the Internet help us learn more about the chosen aspect of the community?
 - How will looking for other groups that work with the chosen aspect of the community help us learn more about it?
 - What other ideas do you have that would help us learn more about the chosen aspect of the community?

2. Research Periodicals for Issues Related to the Chosen Aspect of the Community

Teacher Information:

- **Objectives:**
 - 3.4 The students will create a list of ways the class can make a positive difference in the school's community, in accordance with the seven sea star standards
 - 3.6 The students will research periodicals for issues related to the classes' chosen aspect of the community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** WRITING 1, 2; READING 2, 3; COMMUNICATION 2; SCIENCE 2; CIVICS 4.2; SOCIAL STUDY SKILLS 1, 3
 - **Duration:** Dependant on research
 - **Materials:** each student will need paper and a writing implement
 - **Prep:**
 - Write the research questions on the board
 - May need to make plans to use the school library computers
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- Tell the students that they will each have to find one article in a newspaper, magazine, community newsletters, journals, or the Internet, about issues that face the school's community and are related to the chosen aspect of the community
 - If students do not have the research tools or skills to find their own periodicals the teacher can find a variety of periodicals for the students to choose from
 - Tell the students that they will be responsible for summarizing the article and answering the following research questions:
 - What local issues facing the school's community was the article about?
 - Do you feel that the issues talked about in the article are important?
 - How are the issues talked about in the article related to the chosen aspect of the community?

- Can our class make a difference in the school’s community by addressing any of the issues talked about in the article?
- Did this article make you think of any new project ideas that relate to the chosen aspect of the community? If so, write it on a sea star and TAPE it to the *Sea Star Poster*.
- Is there any additional information from the article to share?
- Tell the students that they will have about three minutes each to share the summary of their article in small groups of about four students
 - Ask the students if anyone wants to share their research with the entire class
- **Reflection Questions & Projects:**
 - Was it hard to find an article dealing with the chosen aspect of the community?
 - What was the most interesting thing you learned from your classmates’ presentations?

3. Who Should We Interview & What Questions Should We Ask?

Teacher Information:

- **Objectives:**
 - 3.7 The students will analyze diverse perspectives surrounding their chosen aspect of the school’s community by interviewing a member of the school’s community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.2 The students will examine their project idea from multiple perspectives by interviewing people from diverse backgrounds
- **EALR:** CIVICS 4.2; SOCIAL STUDY SKILLS 3
- **Duration:** 30 minutes
- **Materials:** soft object (something silly, like a rubber chicken, will increase students’ participation)
- **Safety:**
 - **Physical safety:** the students should throw the object underhand and make sure that the person they are throwing it to is paying attention
 - **Emotional safety:** students should be working as a team to assure that all students feel included and all students’ responses are valued
- **Prep:**
 - Write the following two questions on the board and leave space for a list of answers to be written below each:
 - “Who should our class interview?”
 - “What questions should we ask the people we interview?”
- **IMPORTANT:**
 - The interviews can be given as a homework assignment or specialist can be invited to the classroom and interviewed by the students. The following activities can be adapted to either option.
 - The list of questions to ask people the class is interviewing will be used in the following activity
- **Question 1:**
 - Read the following question and allow the students a few moments to think and talk to another student about it:
 - **Who should our class interview?**
 - Begin the IslandWood toss by asking the question, “Who would like to share an answer to the question?”

- Toss the soft object to a student (sitting in their seat) volunteering a response.
 - After sharing, the student chooses another student volunteering a response and gently tosses the soft object to him/her.
 - The teacher or a student volunteer will record the responses during the tossing.
 - **Reflection Questions & Projects** (these questions can be asked as part of the activity):
 - Is there anyone in the community that you think would know a lot about the aspect of the community we are focusing on?
 - Do we have someone on our list that represents all people in the school's community that are affected by the chosen aspect of the community?
 - Do we have a diverse (race, religion, sex, skin color, age, occupations, etc.) list of people?
 - Why is it important to have a diverse list of people to interview?
 - Why is it important to interview people in the community before deciding on our project?
 - Are there places we can look to find more names of people to interview?
 - Should we interview people that don't live in the community?
 - Is there anyone you would be scared to interview?
 - Is there anyone you are really excited about interviewing?
- **Question 2:**
 - Tell the students that they are now going to make a list of questions they should ask the people they will interview.
 - Read the following question and allow the students a few moments to think and talk to another student about it:
 - **What questions should we ask the people we interview?**
 - Begin the IslandWood toss by asking the question, "Who would like to share an answer to the question?"
 - Toss the soft object to a student (sitting in their seat) volunteering a response.
 - After sharing, the student chooses another student volunteering a response and gently tosses the soft object to him/her.
 - The teacher or a student volunteer will record the responses during the tossing.
 - **Reflection Questions & Projects** (these questions can be asked as part of the activity):
 - What questions do we need to ask anyone we interview? Why?
 - What questions will change depending on the person we are interviewing? Why?
- **Choose Format:** choose one of the following methods of interviewing:
 1. **Interview specialist in class:** work with the students to create a guest list of speakers that can be invited to the classroom to be interviewed. Work with the students to call the specialist and invite them to the interview session.
 2. **Homework:** tell each student to choose one person from the list to interview for homework. Have the students place their name next to the name of the person they are interviewing on the list. Once everyone has their name on the board, work with the students to make sure the class is interviewing a diverse group of people.

4. Creating an Interview Sheet

Teacher Information:

- **Objectives:**
 - 3.7 The students will analyze diverse perspectives surrounding their chosen aspect of the school's community by interviewing a member of the school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.2 The students will examine their project idea from multiple perspectives by interviewing people from diverse backgrounds
 - **EALR:** WRITING 1, 2, 3
 - **Duration:** 20 minutes
 - **Materials:**
 - *Interview Sheet*
 - List of questions created in the last activity
 - Pencils
 - **Prep:**
 - Write the list of things all the interview sheets will include
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- Give each student an *Interview Sheet*
 - Tell the students to complete the information on the top of the sheet
 - Ask the students to use the list of questions generated in that previous activity and their knowledge of the person they are interviewing to create 7-10 questions for their interview
 - **Reflection Questions & Projects:**
 - What was the hardest part of choosing questions to ask the person you will interview?
 - Who would like to share a question that could help others with their interviews?

Created by Joseph Petrick, Spring 2004

5. Conducting and Using the Interviews

Teacher Information:

- **Objectives:**
 - 3.4 The students will create a list of ways the class can make a positive difference in the school's community, in accordance with the seven sea star standards
 - 3.7 The students will analyze diverse perspectives surrounding their chosen aspect of the school's community by interviewing a member of the school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.2 The students will examine their project idea from multiple perspectives by interviewing people from diverse backgrounds
- **EALR:** COMMUNICATION 1, 2, 3; SCIENCE 1; CIVICS 4.2; SOCIAL STUDY SKILLS 1, 2, 3; WRITING 1, 2
- **Duration:** Dependant on the format of the interviews
- **Materials:** *Interview Sheet* created in the previous activity and a pencil
- **Safety:**
 - If the interview is done as homework, students must bring another adult with them to their interview
- **Prep:**
 - Teacher and/or students may want to create a short letter that can be given to each interviewee prior to their interview to explain the purpose of the interview and to thank the interviewee for their time and help
 - The teacher and/or students may also want to create a quick and easy feedback form that the interviewee can complete about the interviewer following the interview
 - The teacher will split the students into presentation groups of no more than four
 - Write the list of presentation questions on the board
- Choose one of the following formats for the interview:
 1. **Jigsaw Format** (Choose A or B; both A and B use the Jigsaw Presentation Format)
 - A. **Classroom jigsaw:** Assign each student to a *home* group (the number of students in a *home* group will equal the number of specialists being interviewed). Have each group assign one student to interview one of the specialists. When the interviews are complete have the home groups meet and use the following presentation format
 - B. **Homework jigsaw:** Each student will interview someone different for homework. When all the interviews are completed split the students into groups of four. Each student will present to their group using the following presentation format
 - **Jigsaw Presentation Format:** The students will report:
 - The name of the interviewee and their role in the community?
 - The suggestions the interviewee had for the *Make a Difference Project*? If there were any new ideas add them to the *Sea Star Poster*.
 - The aspects of the interview that disappointed you?
 - The best part of the interview?
 - What you learned from the interview?

- Each small group of students will create a list of ideas people had for making a difference in the school's community
 - Each group will share their list with the entire class

2. Panel Format

- All the interviewees will have an opportunity to introduce themselves to the entire class
- The students will then take turns asking the panel of interviewees questions
- At the end of the interviews the students will add any new project ideas to the *Sea Star Poster*

● Reflection Questions & Projects:

- How did your interviewee's view of the school's community differ from your own? What did you agree upon about the community?
- What were the similarities and differences between the ideas of the people we interviewed and the ideas we have already developed?
- What did your interviewee think about the *Make A Difference Project*?
- What did you learn from interviewing a person in the community about the *Make A Difference Project*?

6. Library Research: Groups and Organizations that Make a Difference in the School's Community

Teacher Information:

● Objectives:

- 3.4 The students will create a list of ways the class can make a positive difference in the school's community, in accordance with the seven sea star standards
- 3.8 The students will analyze how an organization in the school's community is working to make a positive difference on their chosen aspect of the community
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*

● **EALR:** COMMUNICATION 2; CIVICS 4.2, 4.3; SOCIAL STUDY SKILLS 1, 2, 3; READING 2, 3

● **Duration:** 2 hours

● **Materials:** paper and pencils

● **Prep:**

- Talk to librarian to locate books, periodicals, and Internet locations that have information about groups that are working to make a difference in the school's community
- The teacher may choose to create a list of groups and organizations that the students can choose from
- Write on the board the list of information that needs to be included on the student's poster

- Split the class into groups of four or five
- Tell the groups that they will need to find an organization that is working to make a difference in the chosen aspect of the school's community
 - The groups should use periodicals, books, newspapers, and the Internet to find an organization
- Tell the groups that they will use their research to make suggestions on how the class can partner with the chosen organization or do a similar project as them.
- Tell the groups that they will be researching the vision and goals of the organization they choose. Explain to the groups that they will soon be creating a vision and goals for the *Make A Difference Project*.
 - Vision: the big picture of what the organization would like to accomplish in the future
 - Goals: specific steps of what will be done to accomplish the vision
- Tell the groups that they will create a poster that reports the following information:

- The name of the organization you researched
- The vision of the organization
- The goals of the organization
- What the organization is doing to make a difference in the chosen aspect of the community
- The location of the organization's project
- The date and duration of the organization's project
- Why the organization is doing their project
- How the organization is doing their project
- Whether our class should partner with the organization
- What our class can learn from the group or organization's project
- Any other useful or interesting information learned about the organization
- **Poster Presentation Format:** Each group will have about five minutes to present their poster
- **Reflection Questions & Projects:**
 - Were you surprised by how many people are working to make a difference in the school's community?
 - Are there people doing any of the ideas we already have on our list?
 - What did you learn from your research?
 - Was it hard to find a group or organization working to make a difference in the school's community?
 - Would you want to work with the group or organization you researched? Why or why not?

Created by Joseph Petrick, Spring 2004

Segue: The students have researched the chosen aspect of the community. Now they will decide on one idea for the *Make A Difference Project*.

Interviewee's name:
Interviewee's role in school's community:

Interviewer's name:
Date:

Interview Sheet

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

Question 8:

Question 9:

Question 10:

Any additional thoughts or comments:

Lesson 9

Choose a Project

Lesson Overview:

- **Purpose:**
 - To have students critically evaluate all the *Make A Difference Project* ideas
 - To have students persuasively present to the class the idea they think is best
 - To have the class choose one *Make A Difference Project* idea to plan and implement
- **Objectives:**
 - 4.1 The students will develop a persuasive argument for one idea of how the class can make a positive difference in the school's community.
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
 - Participation in a persuasive presentation about the *Make A Difference Project* idea they believe is the best
 - Completion of journaling activities

Activities:

1. Review *The Seven Sea Star Standards* that all Projects Must Meet

Teacher Information:

- **Objectives:**
 - 4.1 The students will develop a persuasive argument for one idea of how the class can make a positive difference in the school's community.
- EARL: CIVICS 4.2, 4.3; SOCIAL STUDY SKILLS 1, 2, 3; COMMUNICATION 1, 2, 3; SCIENCE 3
- **Duration:** 15 minutes
- **Materials:**
 - *Sea Star Poster*
 - *IslandWood Journals*
 - Paper, and writing implements
 - *Which Project is Best for the Class and the Community Worksheet*
- Tell the students that they are going to evaluate all the project ideas and choose one that they think is the best for the class and the community to present to the class
- Ask a volunteer to read all the *Make A Difference Project* ideas for the chosen aspect of the community from the *Sea Star Poster*.
- Review the *Seven Sea Star Standards*:

- Tell the students to take a few minutes to think about which *Make A Difference Project* idea meets all the standards and will be best for the class and the community.
- Have students complete the *Which Project is Best for the Class and the Community Worksheet*
 - All students that chose a similar project idea should form a group.
 - If there are more than four people in a group form a second group.
 - Tell each group to create a two minute persuasive presentation about why their project is best for the class and the school's community.

2. Secret Ballot For a Make A Difference Project

Teacher Information:

- **Objectives:**
 - 4.1 The students will develop a persuasive argument for one idea of how the class can make a positive difference in the school's community.
 - **EALR:** CIVICS 4.2
 - **Duration:** 10 minutes
- Tell the students that they will each get to vote once for the *Make A Difference Project* they think would be the best for the class and the school's community.
 - Tell the students that they will be doing a secret ballot so that everyone can feel comfortable voting for the project they believe is best.
 - Tell the students they will vote by raising their hand when they hear the project they want.
 - Ask the students to close their eyes and keep them closed until instructed to open them.
 - Read the *Make A Difference Project* ideas from the *Sea Star Poster* and record the number of students that vote for each.
 - Once you have read all the ideas and everyone has had an opportunity to vote ask the students to open their eyes.
 - Tell the students which idea was chosen.
 - **Reflection Questions & Projects:**
 - Did you change your mind about the project that you voted for at any time? If so, when and why? If not, why not?

Created by Joseph Petrick, Spring 2004

Segue: The students have chosen a *Make A Difference Project*. Now the students will create a name, mission, goals, vision, and steps for their *Make A Difference Project*

Lesson 10

Planning & Implementing The *Make A Difference Project*

Lesson Overview:

- **Purpose:**
 - To create a name, goals, and vision that will guide the *Make A Difference Project*
 - To create specific steps and a timeline for the *Make A Difference Project*
 - To assign responsibilities to each student
- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.2 The students will create an artistic vision for the *Make A Difference Project* that illustrates what the community will look like when the project is complete
 - 4.3 The students will work together to create a vision statement for the *Make A Difference Project* that states what the community will look like when the project is complete
 - 4.4 The students will create clear, realistic, and measurable goals that will guide them in implementing the *Make A Difference Project*
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.1 The students will create a visual map of effects their project might have on different people in the school's community
- **Student Outcomes:**
 - Creation of a mind map
 - Creation of a name for the *Make A Difference Project*
 - Creation of goals
 - Creation of a vision painting/drawing
 - Creation of a vision statement
 - Creation of project steps
 - Creation of a project timeline
 - Completion of journaling activities

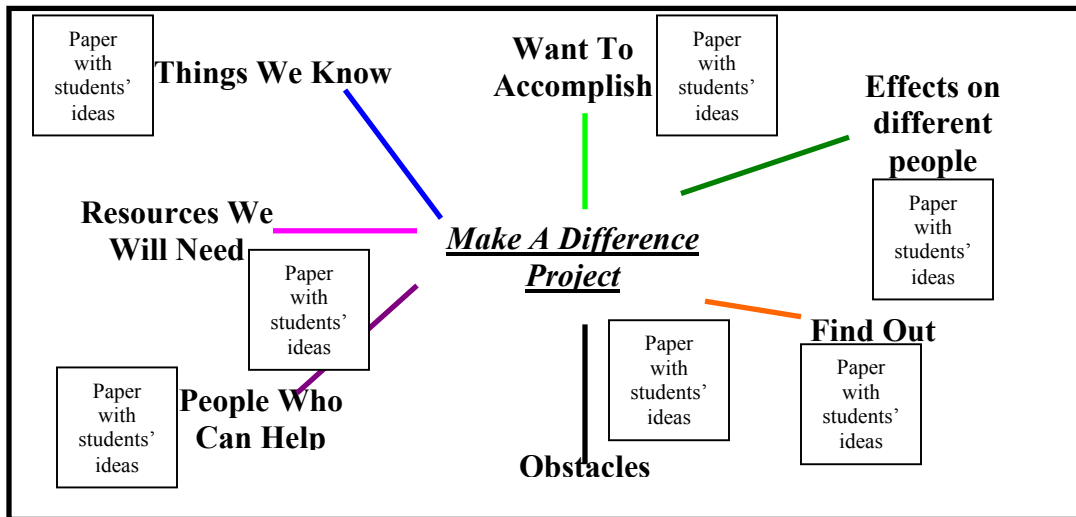
Activities:

1. Mind Map

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.1 The students will create a visual map of effects their project might have on different people in the school's community
- **EALR:** CIVICS 4.2; SOCIAL STUDY SKILLS 3
- **Duration:** 25 minutes
- **Materials:** *Sea Star Poster*, butcher paper, and markers
- **Prep:**
 - Write the *Make a Difference Project* idea in the middle of a large sheet of butcher paper. Create six main branches extending from the project idea.
 1. Effects the project might have on different people in the school's community
 2. Things we know about this project
 3. Things we want to find out about this project
 4. Specific things we want to accomplish by doing this project
 5. People that could help us with this project
 6. Obstacles we may face while doing this project
- Tell the students that they are going to create a mind map to help them gather all the information they have about the project in one place
 - Explain to the students that a mind map is a way to visually organize all the information the class has about the project
- Split the class into seven groups
 - Each group will start with one branch of the mind map
 - On a separate sheet of 8½x11 paper the group will brainstorm information about their section
 - Give the groups about two minutes and then have them pass the sheets until every group has had a chance to add information to each section of the mind map
 - Once every group has seen all the sections, each group will read their current list of information for the rest of the class
 - The class will offer final subtractions and/or additions for each section
 - Each group will attach their paper to the appropriate section of the mind map
- Hang the mind map in a visible location so the students can reference it throughout this lesson

- Example mind map:



- Reflection Questions & Projects:
 - How can we use this mind map to focus our project?
 - What areas of this mind map do you think we need to find more information about?
 - What areas of this mind map interest you?

2. Create A Name & Begin the Project Outline

Teacher Information:

- Objectives:
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
- Duration: 15 minutes

- Tell the students that the class needs to pick a name for their *Make A Difference Project*
 - Tell them that the name should describe what the class will be doing for the project
 - Have the students look at names of other service organizations for examples
- Have students suggest names for the project
- Tell the students that they will be doing a secret ballot so that everyone can feel comfortable voting for the name they think is best
 - Tell the students they will vote by raising their hand when they hear the name they want to vote for
 - Ask the students to close their eyes and keep them closed until instructed to open them
 - Read the names and record the number of students that vote for each
 - Once you have read all the ideas and everyone has had an opportunity to vote ask the students to open their eyes
 - Tell the students which name was chosen
- Tell the students that they are going to create a *Project Outline* of all the information they need to do their *Make A Difference Project* (see end of lesson for example *Project Outline*)
 - Write the projects name on the top of the *Project Outline*

3. Vision Mural

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.2 The students will create an artistic vision for the *Make A Difference Project* that illustrates what the community will look like when the project is complete
 - 4.3 The students will work together to create a vision statement for the *Make A Difference Project* that states what the community will look like when the project is complete
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** CIVICS 4.2; ART 3.1, 3.2
- **Duration:** 45 minutes
- **Materials:**
 - *Project Outline*
 - Half a sheet of white 8½x11 paper for each student
 - Paint/drawing materials
 - Glue or tape
 - A large sheet of butcher paper
 - *Goals and Vision for the Make A Difference Project Worksheet*
- Tell the students that they are going to be creating a vision for the *Make A Difference Project*
 - Tell the students to look back at the posters they made of groups and organizations working to make a difference in the community for examples (Lesson 8, Activity 6)
 - Tell the students that the *Make A Difference Project* vision they create should describe what the project will look like when the class has accomplished all of its goals
- Tell each student to create a vision for the *Make a Difference Project* by drawing or painting a picture symbolizing what they want the *Make a Difference Project* to accomplish when it is complete
 - Have each student draw or paint their vision on half a sheet of white 8½x11 paper
 - Tell each student to glue or tape their vision to a large sheet of butcher paper to make a class vision mural
- Tell the students to look for similarities and connections among each other's visions
 - Have the students draw the connections and similarities into the mural using paint and/or markers
- Ask the students to look at the finished mural and develop one or two sentences that best describe the classes' vision for the *Make A Difference Project*
- Write the vision of the project on the bottom center of the *Project Outline* (see end of lesson for example *Project Outline*)
- Have the students write the class vision on their *Goals and Vision for the Make A Difference Project Worksheet*
- **Reflection Questions & Projects:**
 - How was the process of symbolizing your vision on paper?
 - Was it easy to find connections and similarities among our visions?
 - From looking at the mural do we all have similar visions for the *Make A Difference Project*?

4. Set Goals & Form Goal Groups

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.4 The students will create clear, realistic, and measurable goals that will guide them in implementing the *Make A Difference Project*
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2; SOCIAL STUDY SKILLS 3
- **Duration:** 20 minutes
- **Materials:** *Project Outline and Goals and Vision for the Make A Difference Project Worksheet*
- **Prep:**
 - Write the three criteria for goals on the board
- Tell the students that they are going to be creating goals for the *Make A Difference Project*
 - Tell the students to look back at the posters they made of groups and organizations working to make a difference in the community for examples (Lesson 7 Activity 7).
 - Tell the students that the *Make A Difference Project* goals they create should provide specific steps of how the class will meet their vision
 - Tell the students to use the mind map to help them develop project goals
- Have the students brainstorm goals for the project.
 - Tell the students that the goals should be:
 1. **Clear** – One or two specific sentences
 2. **Realistic** – something that the class can accomplish with the time and money available
 3. **Measurable** – When the project is complete you will be able to read the goal and determine if it was accomplished
 - Write the goals on the board as the students develop them
- Have the students combine, refine, and eliminate goals until you have a short list of goals that everyone agrees on
- List the goals of the project on the *Project Outline* (see end of lesson for example *Project Outline*)
 - Number the goals and leave plenty of space between each goal
 - Write each goal in a different color
- Have the students write the project goals on their *Goals and Vision for the Make A Difference Project Worksheet*
- Have students sign up to be in a Goal Group
 - Tell the students that each member of a Goal Group will be responsible for working with their Goal Group to accomplish the goal
 - Work with the students to determine how many people are needed for each Goal Group
 - Ask the students if they see any goals that may need more or less people than other goals
 - Ask the students to volunteer to be in a Goal Group that interests them. Write the students name on the *Project Outline* (see end of lesson for example *Project Outline*) next to the goal
 - Once all the positions for a goal are full students must choose a different Goal Group
 - If there is a Goal Group that does not get any interest, make suggestions on how it could be fun and exciting to be in that Goal Group

- **Reflection Questions & Projects:**
 - What obstacles might stop us from reaching our goals?
 - Do you think our goals are realistic?
 - If we accomplish all our goals will our project be successful?

5. Create Steps

Teacher Information:

- **Objectives:**
 - 1.6 The students will plan and implement a project to make a positive difference in their school's community
 - 4.6 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2
 - **Duration:** 20 minutes
 - **Materials:** *Project Outline*
- Have the Goal Groups work together to brainstorm **specific, clear, and concise** steps that need to be taken to accomplish each goal.
 - It may be helpful to create some steps as a class before splitting into Goal Groups.
 - Once all the steps for a goal are agreed upon, write the steps underneath the goal, in the same color as the goal, on the *Project Outline* (see end of lesson for example *Project Outline*).
 - As a class look through the steps and determine an order and assign each step an expected completion date.

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- Project Outline Example

Name of Project			
<u>Goals & Steps</u>	<u>Students</u>	<u>Order</u>	<u>Expected Completion Date</u>
1. Goal 1	Name A, Name B, Name C		
• Step1 (Name B, Name C)		3	January 20
• Step 2 (Name A)		7	February 1
• Step 3 (Name A)		10	February 15
• Step 4 (Name C)		11	February 15
2. Goal 2	Name E, Name F, Name G, Name H		
• Step1 (Name G)		1	January 20
• Step 2 (Name E, Name F, Name H)		2	January 20
• Step 3 (Name H)		9	February 10
• Step 4 (Name F)		12	February 27
3. Goal 3	Name I		
• Step1 (Name I)		5	January 27
• Step 2 (Name I)		8	February 3
4. Goal 4	Name J, Name K, Name L		
• Step1 (Name J)		4	January 20
• Step 2 (Name J, Name K, Name L)		6	February 1
• Step 3 (Name K, Name L)		13	February 27

Vision Statement

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6. Implement the Make A Difference Project

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.6 The students will work together to implement the project in accordance with the goals and timeline they established
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.4 The students will recognize each others contributions to the process of planning and implementing the *Make a Difference Project*
 - **EALR:** Dependant on the project
 - **Duration:** Dependant on the project
 - **Materials:**
 - *Project Outline*
 - *Teacher Hints: For Implementing the Make A Difference Project*
 - Materials specific to implementing the *Make A Difference Project*
- Use the *Project Outline* and *Teacher Hints: For Implementing the Make A Difference Project* to guide the class in implementing the *Make A Difference Project*.

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Segue: The students have created a *Project Outline* to guide the implementation of their *Make A Difference Project*. Now the students will take action and implement their *Make A Difference Project*.

Teacher Hints: **For Implementing the *Make A Difference Project***

➤ **Before Implementing the Project**

- Review the Project Outline
- Talk to the students about setbacks and obstacles
 - Tell the students that they will more than likely encounter setbacks and obstacles
 - Tell the students that setbacks and obstacles can be great learning experiences and that the class must work together to overcome them
- Involve students in the planning, decision making, and logistics as much as possible

➤ **Implementing the Project**

- Follow the plans the students have created
- Document the process through writing and photographs

➤ **Reflect Everyday**

- Questions students can reflect on in IslandWood Journals:
 - How are you feeling about the *Make A Difference Project*?
 - What did you accomplish today?
 - What obstacles did you face and/or overcome?
 - Do you feel like the class is accomplishing its mission?
 - What goals do you have for the next time you work on the project?
- Class Meetings
 - At least once a week the class should have a group meeting to reflect on the progress of the project.
 - The meeting should include:
 - Each students sharing something about the work they did or how they feel about the project
 - Updates on the progress of each of the goals
 - A chance for students to recognize each others' hard work using the *Super Star Forms* (Lesson 5 Activity 3)
 - Looking ahead at the Project Timeline

➤ **Make Connections**

- Help the students make connections between the work they are doing on their project and the experiences they had at IslandWood. Have the students reflect on how they are using the knowledge, skills, and experiences they gained at IslandWood to help them with the project.
- Depending on the chosen project, there will be many rich opportunities to integrate required math, science, reading, writing, and history content.
- Keep an eye out for current events that relate to the students' work.

➤ **How To Keep Motivation Going**

- Publicity
 - Publicity will inspire the students, school, and community.
 - Have the students write to local media about their *Make A Difference Project*.
 - Make posters in the hall of the school.
 - Have students write about the project in the school newspaper or on the school website.
- Recognition
 - Use the *Super Star Forms* (Lesson 5 Activity 3) to recognize students for their hard work.

- Encourage the students to use the *Super Star Forms*.
- Guests
 - Have guests from the community come and speak about how the project will make a positive difference in their lives.
 - Invite IslandWood liaison and other IslandWood staff to come see the progress your students are making.

➤ **Have Fun!**

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Lesson 11

Evaluate, Share With Others, And Continue To Make A Difference

Lesson Overview:

- **Purpose:**
 - To have the students evaluate their *Make A Difference Project*
 - To have the students share their experiences and inspire others to make a difference
 - To inspire the students to continue to make a difference in their communities
 - To evaluate the knowledge, skills, and experiences the students gained from their IslandWood experience
- **Objectives:**
 - 1.6(4.8) The students will illustrate how they made a positive difference in their school's community by creating and presenting a creative presentation about the planning, implementation, and evaluation of their *Make A Difference Project*
 - 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
 - 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
 - 4.9 The students will write a story about the process of exploring their community and planning, implementing, and evaluating their *Make A Difference Project* to teach others about how can make a difference in their school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.4 The students will recognize each others' contributions to the process of planning and implementing the *Make a Difference Project*
- **Student Outcomes:**
 - Evaluation of the *Make A Difference Project*
 - *Make A Difference Story*
 - Participation in the creation and delivery of a presentation about the *Make A Difference Project*
 - Letter to self about ways to make a difference everyday
 - Completion of *The World Around Me* post-assessment
 - Completion of journaling activities

Activities:

1. Evaluating the *Make a Difference Project*

Teacher Information:

- **Objectives:**
 - 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2; SOCIAL STUDY SKILLS 3; WRITING 1, 2
- **Duration:** 30 minutes
- **Materials:** *Goals and Vision for the Make A Difference Project Worksheet*
- **Prep:**
 - Write the evaluation questions on the board

- Have each student complete the *Goals and Vision for the Make A Difference Project Worksheet*
- Split the class into groups of four and have them discuss their answers to the evaluation questions
- Have a class discussion about questions

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2. Create Your Own Make A Difference Story

Teacher Information:

- **Objectives:**
 - 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
 - 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
 - 4.9 The students will write a story about the process of exploring their community and planning, implementing, and evaluating their *Make A Difference Project* to teach others about how can make a difference in their school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.4 The students will recognize each others contributions to the process of planning and implementing the *Make a Difference Project*
 - **EALR:** CIVICS 4.2, 4.3; WRITING 1, 2, 3
 - **Duration:** 30 minutes
 - **Materials:** paper and pencil
 - **Prep:** Have a copy of the *Make A Difference Story* you read to the students in Lesson 2
 - **IMPORTANT:** Send a copy of all your students' *Make A Difference Stories* back to IslandWood
- Tell the students that it is their turn to write a *Make A Difference Story*. Remind the students of the story they heard in Lesson 2. Tell the students that their story will be used to teach future IslandWood students about the *Make A Difference Project*
 - Tell the students that the following questions should be answered in their *Make A Difference Story*:
 - Who are you?
 - How did you use the knowledge, skills, and experiences, you gained from your time at IslandWood to make a difference in your community?
 - How did you get to know your school's community?
 - How did you come up with the idea for the *Make A Difference Project*
 - What was your *Make a Difference Project*?
 - How did your *Make A Difference Project* make a difference in your school's community?
 - What were some of the best parts of doing a *Make A Difference Project*?
 - What challenges or obstacles did you face?
 - What role did teamwork play in your *Make A Difference Project*?
 - How was your project successful?
 - How did you feel when your project was done?
 - Will you continue to try to make a difference in your community?
 - Do you have any advice for students who are just starting their *Make a Difference Project*?
 - Allow volunteers to share their stories with the class

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3. Create a Presentation for your community and the *MAKE A DIFFERENCE SUMMIT*

Teacher Information:

- **Objectives:**

- 1.6(4.8) The students will illustrate how they made a positive difference in their school's community by creating and presenting a creative presentation about the planning, implementation, and evaluation of their *Make A Difference Project*
- 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
- 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 6.4 The students will recognize each others' contributions to the process of planning and implementing the *Make A Difference Project*

- **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2, 4.3; WRITING 1, 2, 3; ARTS 3.1, 3.2

- **Duration:** dependant on the medium chosen to work with

- **Materials:** dependant on the medium chosen to work with

- **Prep:**

- Dependant on the medium chosen to work with

- **IMPORTANT:**

- Only a limited number of students from each class will be able to present at the *Make A Difference Summit*. The other students will have an opportunity to present in the school's community.
- Contact the IslandWood SPP Coordinator to find out the specifics on the IslandWood *Make A Difference Summit*

- Tell the students that they are going to produce a **creative** presentation that inspires others to make a difference in their community. Tell the students that they will have an opportunity to share the presentation with **1)** people in the school's community and **2)** at the IslandWood *Make A Difference Summit*

- **Community Presentation**

- Have the students decide on a location and audience in the school's community (other students, classes that will be coming to IslandWood the following year, parents, or at a community event) to share their presentation with
 - The students can all participate in one presentation or small groups of students can present to different audiences
- Tell the students that the class must decide on a medium for the presentation. They can choose from: the arts, a poster, PowerPoint, video, website, dramatization, debate, etc.
- Tell the students that the presentation must include the following:
 - How the class used the knowledge, skills, and experiences they gained at IslandWood to make a difference in their school's community
 - How the class came up with the idea for the *Make a Difference Project*
 - A description of the *Make a Difference Project* the class implemented
 - How the *Make a Difference Project* made a positive difference in the school's community
 - The class's evaluation of their *Make a Difference Project*
 - What the class learned from doing a *Make a Difference Project*
 - How students plan to continue to make a difference in their communities
 - Any advice the class has for other people wanting to make a difference in their community

- ***Make A Difference Summit***
 - The ***Make A Difference Summit*** will be an opportunity for students and teachers to:
 - Return to IslandWood
 - Share their projects with other schools
 - Learn from guest speakers and other teachers and students
 - Celebrate their accomplishments
 - Only a limited number of students from each class will be able to attend the summit. The teacher can choose the students or the class can elect representatives.
 - The students can use one of the community presentations they developed or create a new presentation for the ***Make A Difference Summit***



- 4.
- Celebrate all the time and energy the class has put into the *Make A Difference Project*
 - **YOU DESERVE IT!**

5. How Can I Make A Difference Everyday?

Teacher Information:

- **Objectives:**
 - 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
- **EALR:** WRITING 1, 2; CIVICS 4.2, 4.3; SOCIAL STUDY SKILLS 2, 3
- **Duration:** 30 minutes
- **Materials:** pencil and paper
- Tell the students that the *Make A Difference Project* was one way that the entire class can work together to make a difference in the school's community.
 - Ask the students to think of ways that each of them can make a difference in their communities and the world everyday. Tell the students to think of the research they did for their *Make A Difference Project*, look at the Sea Star ideas, and think of things they learned at IslandWood. Have the students create a class list of ways an individual person can make a difference everyday. Make sure the students include:
 - Ideas about abiotic, biotic, and cultural aspects of the community
 - Large scale and small scale ideas.
- Tell the students to write themselves a letter about how they can make a difference in their community everyday. The letter should include:
 - Why it is important to make a difference in your community.
 - Specific ideas for how you will make a difference in your community everyday.
- Collect the letters and return them to the students on the last day of school.

6. The World Around Me: Post-Assessment

Teacher Information:

- **Duration:** 20 minutes
- **Materials:** *The World Around Me* worksheets and pencils for each student
- **Important:**
 - *Send a copy of both the pre- and post-assessment The World Around Me* worksheets to IslandWood for evaluation purposes
- Tell the students that *The World Around Me* worksheet is a tool to find out what they learned from the IslandWood experience and from planning and implementing their *Make A Difference Project*. Ask the students to thoughtfully complete the sheet to the best of their ability.
 - Ask the students to write neatly and be sure to fill in their name, school, teacher, and date
- Compare the Pre-Assessment and the Post-Assessment worksheet.
 - Be sure to send IslandWood copies of the Pre and Post version of *The World Around Me* to help them evaluate the IslandWood curriculum.

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Remember to:

1. Share your students' work with IslandWood.
2. Take lots of pictures and share them with IslandWood.
3. Contact the IslandWood School Partnerships Coordinator to get specifics on the IslandWood ***Make A Difference Summit***.

The World Around Me
Post-assessment



Name _____

Date _____

School _____

Teacher _____

Is it important to study the world around us? Why or why not?

What are some ways people harm the earth?

What is a community?

What is the purpose of going to IslandWood?

Is teamwork important? Why or why not?

Can you make a positive difference in your community? How?

- *Read* and *think* about each of the following statements
- Place an “X” in the box that best describes how *you feel* about the statement
- There are *no right or wrong* answers

	I strongly agree	I agree	I disagree	I strongly disagree	I'm unsure	IslandWood M or L
I have the power to do things that will improve my community						
Diversity (differences among people) is a valuable part of a community						
I am good at working with others						
I like working with people who have different ideas than me						
All my actions and decisions affect the people, places, animals, and plants around me.						
There are plants and animals in my community						
There are many different people in my community						
It is helpful to work as a team						
It is important for me to know about my community						
I know a lot about my community						
I like to spend time outdoors						
I am proud to live in the community I live in						
I like science						
I like social studies						
I am an important person in my community						

- Place an “M” in the IslandWood box next to each statement that you agree with **More** as a result of the Make A Difference Project
- Place an “L” in the IslandWood box next to each statement that you agree with **Less** as a result of the Make A Difference Project