

# Making Learning “Virtually” Irresistible

## Summer 2020

### *“Seeds of Hope”*

**Calling all K-12 educators . . .** At Partnerships Make A Difference, we envision schools where **“learning is irresistible.”** We learned some valuable lessons during the spring of 2020 with schools (and professional development) moving to remote learning. Though service-learning couldn’t happen in person out in the community or in physical classrooms, technology and creativity still enabled many teachers and students to reach out in other ways . . . to become **“experts and changemakers” through service-learning.** This was accomplished by raising awareness of important needs and causes, reducing the loneliness and isolation others were feeling, and expressing gratitude to agencies, organizations, and individuals who helped others cope with significant challenges. **An important impact of this authentic learning was that in addition to their academic progress, students’ social/emotional learning was enhanced during this difficult time by making a difference for others.** Clearly, service-learning can play a valuable role in distance learning and blended instruction, but many teachers needed practical ways to get started.

**“Making Learning ‘Virtually’ Irresistible”** (Summer 2020) was a graduate/CEU course, designed by Partnerships Make A Difference to engage educators in collaboration on “virtual” service-learning ideas and resources. **Course participants designed project plans tied to enhancing academic content standards and the social/emotional learning of students.** All of these teacher-friendly service-learning projects can be implemented whether there are school closures, blended learning, or “school as normal.”

Additional K-12 service-learning project ideas can be found on our [website](#). For more information regarding any of these projects, this course, or other professional development opportunities provided by Partnerships Make A Difference, contact Ellen Erlanger or Kathy Meyer, [info@partnershipsmakeadifference.org](mailto:info@partnershipsmakeadifference.org).



## ***“Seeds of Hope”***

**Please note:** Some resources/partners listed are specific to central Ohio, but most communities would have similar resources in their geographic area. Additionally, teachers designed each project plan to implement at a specific grade level(s), but most projects could be adapted for other age groups. Finally **“Editor’s Notes”** are added as enhancements when appropriate to the original plan.

<b>Designer/Design Team:</b>	Elizabeth Blank
<b>School(s)/School District(s):</b>	Hastings Middle School, Upper Arlington City Schools
<b>Grade Level(s) of Target Student Group:</b>	Sixth Grade Reading Classes
<b>Topic/Title of Service-Learning Project:</b>	School Garden, Compost and Legacy Service-Learning Projects . . . “Seeds of Hope”

### **The Big Idea (Rationale and Overview of Service-Learning Project)**

**Focus of Project--Authentic Local or Global Issue/Need or Compelling Topic:**

Who needs help or could benefit from students’ knowledge/skills? What issue/need or other compelling topic deserves attention? Why is it important and/or intriguing? What might some possible “Driving/Essential Questions” be to guide the project?

Our semester-long sixth grade reading course will focus on sustainable agriculture ideas and concepts that help build community, are environmentally impactful and provide healthy foods to areas in need. Not only will the students

taking this reading course work on grade level reading skills and concepts, but they will also work on solving real world problems through hands-on activities and service-learning projects. Our school garden and this new sixth grade reading curriculum will give students a place to grow, learn, give back to their community, and become the future “seeds of hope.”

**Driving/Essential Questions:**

- What is sustainable agriculture?
- How can learning about sustainable agriculture help my community and the environment?
- How can we help people in our communities get fresh produce during the pandemic?
- How can we use our school garden to help us recycle in our cafeteria?
- What do we see in our garden and/or school that could help the environment and our community?

**Learning/Academic Focus:** What could students be learning (knowledge, skills, etc.) as part of this project? How could this service-learning project connect to various curriculum goals/content standards? What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?

What could students be learning (knowledge, skills, etc.) as part of this project?

- Students will be working on 6th grade reading skills and concepts as we read the following:
  - 3 different novels related to gardening and community ([Seedfolks by Paul Fleschman](#)), alternative forms of energy ([The Boy Who Harnessed Energy-A Memoir by William Kamkwamba and Bryan Mealer](#)), and access to clean water ([A Long Walk to Water by Linda Sue Park](#)).
  - Articles related to sustainable agriculture, food deserts, food scarcity around the world, real world solutions to limited space for

farming and other alternative forms to farming (i.e. hydroponics), water conservation, and composting.

What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?

- Communication and collaboration skills through virtual garden buddy sessions
- Observation, critical thinking, creativity and problem solving skills through identifying and developing a legacy project related to any of the sustainable agriculture ideas and concepts, food insecurity, composting, etc.
- Research and presentation skills through their Town Hall and Legacy Project presentations

How could this service-learning project connect to various curriculum goals/content standards?

- Reading, Writing, Speaking and Listening Skills Standards
- **EDITOR'S NOTE:** Science standards connected to plants and life cycles
- **EDITOR'S NOTE:** Social Studies Standards connected to communities and people's wants and needs.

**Project Idea(s):** What could students do to address the identified need/issue/compelling topic? What community partner(s) might be involved? What are some possible opportunities for students to collaborate with each other as part of the project?

What could students do to address the identified need/issue/compelling topic?

- Partner with an elementary school to create garden buddies.
- Complete a school garden legacy project that adds something new to our community garden (i.e. hydroponics system) and/or impacts a local organization (harvest baskets with recipes for Life Care Alliance).
- Donate the harvest from our school garden to local food pantries or soup kitchens.
- Create a school cafeteria and garden composting program.

What community partner(s) might be involved?

- Students will work with a number of local organizations and schools including: food pantries like Heart to Heart, Life Care Alliance, OSU 4-H Extension program garden experts, Franklin Soil and Water Conservation District, speakers from the food science careers, elementary school students from North Linden Elementary (garden buddies), Granville Sustainability Project teacher Jim Redding and his high school students as virtual garden buddies/consultants for the sixth graders' legacy project.
- Students will be working with elementary students virtually through Zoom sessions and/or in person to learn about planting and harvesting, planting seeds from home and making observations together, planting seedlings in the garden and continued observation through the growing season, harvesting and working in virtual teams to create recipes for a class cookbook with some of the harvest and donating the rest to a local food pantry

What are some possible opportunities for students to collaborate with each other as part of the project?

- Hold virtual meetings with their elementary garden buddies to work together to learn about healthy eating, gardening, and composting.
- Hold virtual meetings Students will work with a number of local organizations and schools including, but not limited to:
  - Food pantries like Heart to Heart  
<https://fcchurch.com/heart-to-heart/>
  - Life Care Alliance <https://www.lifecarealliance.org/>
  - OSU 4-H Extension program garden experts  
<https://extension.osu.edu/ask-an-expert/ask-master-gardener>
  - Franklin Soil and Water Conservation District  
<https://www.franklinswcd.org/>
  - Speakers from the food science careers

- Elementary school students from North Linden Elementary/Columbus City Schools (garden buddies)
- Granville Sustainability Project teacher Jim Redding and his high school students as virtual garden buddies/consultants for the sixth graders' legacy project  
<https://www.facebook.com/granvilleschoolssustainabilityproject/>
- Middle school students will be working with elementary students virtually through Zoom sessions and/or in person to learn about planting and harvesting, planting seeds from home and making observations together, planting seedlings in the garden and continued observation through the growing season, harvesting and working in virtual teams to create recipes for a class cookbook with some of the harvest and donating the rest to a local food pantry.
- with community partners to learn about gardening, food pantries, composting and its environmental impact.
- Hold virtual meetings with high school students to collaborate on prospective legacy projects for our school garden and/or community organizations.

**Student “Voice and Choice”:** What strengths, interests, passions and local/global awareness do students “bring to the table”? What are some possible strategies to identify these assets? How could teachers help students build upon and utilize them? What are some other strategies to encourage student “voice and choice”?

What strengths, interests, passions and local/global awareness do students “bring to the table”?

- Throughout the semester there will be numerous activities and projects that students will be involved with that will give them the opportunity to use their strengths (i.e. communication, problem solving, design and building, teaching, etc.)
- There will be a number of service-learning opportunities throughout the semester that will give them a chance to bring any local and global

knowledge to the table which will be entry points into selecting and completing a culminating legacy project.

- **EDITOR'S NOTE:** Many opportunities for students to use virtual tools to share what they are learning and doing with both local and global audiences.

What are some possible strategies to identify these assets? How could teachers help students build upon and utilize them?

- Completing a multiple intelligence activity at the beginning of the semester will help kids know one another's strengths so they can rely on each other's MI strengths at various times throughout the semester.
- Create a "Help Wanted" form/board where students working on projects could request the help from a specific expert (i.e. artist or verbal linguistic) or a specific expert may offer their help on this form/board. This could be posted on a virtual board like Padlet.

What are some other strategies to encourage student "voice and choice"?

- It's important that the students take the lead on the service-learning projects we complete so they are interested and passionate from beginning to end. Breaking them into smaller teams to discuss and brainstorm ideas and using individual reflection responses are a couple of strategies to encourage student voice and choice.

## Strategies/Ideas for Each Stage of This Service-Learning Project

<b>Investigation "Exploring Possibilities"</b>
<ul style="list-style-type: none"><li>• Authentic Local/Global Needs</li><li>• Curriculum Standards</li><li>• Students' Strengths and Interests</li><li>• Emotionally Engaging Entry Event(s)</li><li>• Initial Inquiry/Curiosity/Need to Know</li><li>• Driving Question(s)</li><li>• Project Idea(s)</li></ul>

*Investigation . . . "Exploring Possibilities"—How could teachers help students identify potential topics, become emotionally engaged, and conduct initial inquiry/research?*



**Entry Event(s):** What are some potential strategies/resources to “set the stage” and inspire student engagement, curiosity, and motivation in this project? (Be specific about who or what might be an emotionally engaging resource, not just generally “We’ll have a guest speaker,” or “We’ll view a video.”)

### Seeds of Hope Reading Semester of Service-Learning Projects

#### Beginning our Seeds of Hope Semester Entry Event

- **Using the Hastings Middle School Garden to Give Back**
  - We will definitely start our semester off with a fun multiple intelligences activity and discussion about each of our many strengths and how we can always work to strengthen some of the other intelligences. **This activity can be completed virtually and/or through a discussion board on Canvas.**
  - This will help lead us into the story and video about a teenage girl who wasn’t much of a gardener, but learned how to become one and used some of her stronger intelligences to start an organization to help feed the homeless with produce from the many gardens she created. This is the story of Katie’s Krops [Katie’s Krops Best](#)

[Video](https://www.youtube.com/watch?v=sKg18FLA9IE) (<https://www.youtube.com/watch?v=sKg18FLA9IE>). We will use this video and her story to circle back to our multiple intelligences discussion.

- We will talk about how we can use our own Hastings Community Garden to help the homeless like Katie did, but our service-learning project will be one that they create.

### **Prospective Entry Events for our Service-Learning Projects Throughout the Semester**

- **Composting and the Benefits for our Garden and Beyond**

- When beginning our compost portion of the semester, we will begin by watching this video, [The Science Behind Composting](https://www.livescience.com/63559-composting.html), (<https://www.livescience.com/63559-composting.html>) about a school who is composting and investigating the choices they make on a daily basis when making or eating their school lunches.
- They will complete a field study (weighing the trash from their lunches each day) and use this interactive website activity, [Take out the Trash](https://fergusonfoundation.org/hbf-kids-zone/take-out-the-trash/) (<https://fergusonfoundation.org/hbf-kids-zone/take-out-the-trash/>) as our entry point. This will lead to a great discussion about the impact of our trash and what we could possibly do at our school.

- **Cooking and Harvest Recipe Book**

- Students will complete this fun taste testing lesson, [Frozen, Canned, or Fresh](https://learnaboutag.org/resources/lesson/we_frozen.pdf), ([https://learnaboutag.org/resources/lesson/we\\_frozen.pdf](https://learnaboutag.org/resources/lesson/we_frozen.pdf)) to get them thinking about the many ways we can prepare the food we harvest from our garden. The harvest will be donated, used to complete a class recipe book, and to create recipes for our harvest celebration.

- **Legacy Project**

- Students will view a short [iMovie of the 3 “Legacy Projects”](https://www.youtube.com/watch?v=ULV_DF_frW0&feature=yout) ([https://www.youtube.com/watch?v=ULV\\_DF\\_frW0&feature=yout](https://www.youtube.com/watch?v=ULV_DF_frW0&feature=yout)

[u.be](#)) already completed at Hastings (school garden, garden rock project, and compost bins donated by a senior through a Capstone Project) as we meet over Zoom with high school students from the Granville Sustainability Project (look at [article](#) and [documentary](#)). High school students will share some of their legacy projects that have benefited the school and community.

**Possible Questions to Spark Curiosity and Initial Inquiry:** What do students already know about this topic/issue? What experiences have they had related to it? What questions are they curious about?

- Where does the food come from that you eat each week?
- How far do you think or know your food has traveled to get to your plate?
- What are some of the foods you eat each week that possibly come from a garden or farm?
- How many of you have gardens in your yards?
- Have any of you ever planted, cared for and/or harvested an item that you used in a recipe that your family made?
- Do any of you ever really think about where your food comes from?
- What jobs/careers are associated with the foods we eat?
- What is needed to grow food?
- Is it easy to grow food?
- What do people do if they don't have the space or good conditions to farm?

**Possible Curriculum Standards:** What are some possible content standards that could be covered as part of *Investigation: "Exploring Possibilities"*?

- Reading articles about how gardens are providing healthy food to people, benefits of composting, alternative farming methods, etc.
  - *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

- *Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*
- *Develop a coherent understanding of a topic or issue.*
- *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*
- *Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.*

**Relevant Resources for Distance/Blended Learning:** What are some resources that could be utilized as part of *Investigation: “Exploring Possibilities”*?

- Katie’s Krops Blog for tips, information and inspiration.
- Virtual discussion with Larmar Graham from [Heart to Heart Food Pantry \(https://fcchurch.com/heart-to-heart/\)](https://fcchurch.com/heart-to-heart/) about the need for fresh produce.
- Virtual discussion with Dana from [Holy Family Soup Kitchen \(https://www.holyfamilycolumbus.org/hfsk\)](https://www.holyfamilycolumbus.org/hfsk) to learn about how fresh produce can be used in their kitchen and more about their proactive garden.
- Students choose plants they want to grow in our garden, I plant seeds from home in starter trays and we make daily and weekly observations over Zoom. Students may also want to begin their own starter trays if their setting allows.

**Potential Project Modifications If School is Happening in Person:** If “regular school” is happening, what are some additional experiences and opportunities that could be provided as part of *Investigation: “Exploring Possibilities”*?

- I would probably use the same resources above, but also visit the Hastings garden with the students.
- Provide each student with their own planting container and seeds of their choice to grow at school or potentially take home if necessary.

### Preparation/Planning "Becoming Experts"

- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Curriculum Connections
- Community Partners/Mentors
- Logistics
- Project Teams

**Preparation/Planning . . . "Becoming Experts" —How could teachers and students get ready to successfully complete this project? What learning, including content standards, might be involved? What partnerships are possible? How could students prepare to "do the work of real people" by acquiring the necessary knowledge and skills, developing more specific project plans, and attending to logistical details?**

**Potential "Project Teams"/"Expert Groups":** Collaboration is an important part of high quality service-learning. If forming student "Expert Groups" would enhance this project, include some possible teams here.

- Garden Research and Gardening Teams
  - Planting & Maintenance Preparation Team: What to plant when and where
  - Harvesting Team: How to harvest, when and what to do with harvest
  - Education Team: Educating others in our school and how to share garden knowledge with are elementary garden buddies
  - Advertisement Team: Plan and create advertisements about our garden, garden buddies, and our service-learning project/donating harvest to food pantry
- Composting Teams
  - Research Team
  - Communication Team: Sharing ideas with the administration and Hastings students

- Advertisement Team
- Project Design and Setup
- Compost Managers
- Legacy Teams
  - Research Team
  - Communication Team
  - Grant Writing Team
  - Design Team
  - Building Team

**Ideas for Community Partners/Mentors/Guest Speakers:** Provide a list of possible individuals or agencies that could help teachers and students enhance their project(s). Include links to websites, contact information, etc. whenever possible.

- Franklin County Agriculture and Natural Resources educators [Mike Hogan](https://franklin.osu.edu/people/mike-hogan) (<https://franklin.osu.edu/people/mike-hogan>) or to speak to the kids over Zoom
- [Franklin Soil and Water Conservation District](https://www.franklinswcd.org/) (<https://www.franklinswcd.org/>) expert to speak to the kids over Zoom
- Jim Redding and his science students from the [Granville Sustainability Project](https://www.facebook.com/granvilleschoolssustainabilityproject/) (<https://www.facebook.com/granvilleschoolssustainabilityproject/>)
- Experts from the [Land Lab](https://thelandlab.wordpress.com/who-we-are/) (<https://thelandlab.wordpress.com/who-we-are/>) in Granville
- Talking to Larmar Graham from [Heart to Heart Food Pantry](https://fcchurch.com/heart-to-heart/) (<https://fcchurch.com/heart-to-heart/>) about the need for fresh produce.
- Talking to Dana from [Holy Family Soup Kitchen](https://www.holyfamilycolumbus.org/hfsk) (<https://www.holyfamilycolumbus.org/hfsk>) to learn about how fresh produce can be used in their kitchen and more about their proactive garden. Email: holypantry1gmail.com or phone 614-461-9444.
- [Life Care Alliance](http://lifecarealliance.org) ([lifecarealliance.org](http://lifecarealliance.org)) to discuss the need for fresh produce for their clients.

- Various organizations that may have grant money available (i.e. school PTO)
- Parents and families from our school who would be willing to volunteer their time or donate supplies.

**Possible Skills/Knowledge Needed to Complete Project:** What will students need to learn and be able to do in order to successfully complete this project?

- Research and reading skills.
- Communications skills
- Observations and inquiry skills
- Problem solving skills
- Gardening skills
- Cooking skills
- Writing skills
- Presentation skills

**Possible Curriculum Standards:** What are some standards that could be covered as part of *Preparation/Planning: “Becoming Experts”*?

- Reading articles and watching videos about how gardens are providing healthy food to people, benefits of composting, alternative farming methods, etc.
  - *Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.*
  - *Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*
  - *Develop a coherent understanding of a topic or issue.*
- Reading novels and memoirs related to our topics

- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- Determine a theme of a text and how it is conveyed through particular details.

**Relevant Resources for Distance/Blended Learning:** What are some resources that could be utilized as part of *Preparation/Planning: “Becoming Experts”*?

- Garden Project Service-Learning Project
  - Virtual plant groups breakout rooms on Zoom- groups make growth observations and work together on plant maintenance
  - Elementary Virtual Garden Buddies
    - Virtual plant groups breakout rooms on Zoom- groups make growth observations and work together on plant maintenance
  - Local Master Gardener virtual visit to answer plant questions
- Compost Service-Learning Project
  - Virtual breakout rooms on Zoom for research and planning (see teams above)
  - Virtual visitors (i.e. recycling and waste management organizations, administrators, cafeteria & maintenance staff)
- Legacy Service-Learning Project
  - Virtual visits from Granville High School students who have completed their own legacy projects
  - Virtual breakout rooms (see teams above)

**Potential Project Modifications If School is Happening in Person:** If “regular school” is happening, what are some additional experiences and opportunities that could be provided as part of *Preparation/Planning: “Becoming Experts”*?

- Garden Project Service-Learning Project

- Teams meet in person to discuss the plants they are growing out home or school and observe together (groups make growth observations and work together on plant maintenance)
- Elementary Virtual Garden Buddies

## Action/Implementation "Becoming Changemakers"

- "Doing the Work of Real People" Via Collaboration
- Authentic Product(s)/Service(s) for Authentic Audience(s)/Client(s)
- Categories:
  - Direct Service
  - Education and Awareness
  - Advocacy
  - Philanthropy/Fundraising

**Action—"Doing the Work of Real People"—includes Authentic Product(s)/Service(s) for Authentic Audience(s)/Client(s). How can this project result in "important stuff" that kids create and/or accomplish for individuals and/or organizations who would benefit from the students' efforts? Please be aware of multiple categories for taking action (Direct Service, Education/Awareness, Advocacy, and Philanthropy/Fundraising).**

**Ideas for Authentic Audience(s)/Client(s):** List any potential audiences and/or organizations who could be the recipients of students' authentic product(s)/service(s).

- **Garden Project Service-Learning Project Town Hall Presentation**
  - Students will donate harvest to a local food pantry and take pictures/videos of the entire process from planting and harvesting to donating and sharing produce with the rest of the school. Students will share and educate others about the need for healthy and fresh foods at local food pantries like Heart to Heart.
- **Compost Service-Learning Project Town Hall Presentation at our School and Others**
  - Students will create and deliver presentations in front of the administration and entire school.
  - Students will share their compost project with other schools.

- **Legacy Service-Learning Project**

- Students will create and deliver presentations in front of students from each grade level (town hall meeting).
- If students select a legacy project that benefits a local organization, they can present in front of the organization and/or organizations that may be directly or indirectly impacted (i.e. students create a compost legacy project at our school so they may present their project in front of some of the organizations and guest speakers that visited our class).
- Students will create and deliver a presentation in front of the Granville High School students who shared their own legacy projects with us.

**Ideas for Authentic Product(s)/Service(s):** List any potential products/services that could be created/designed by students. What possibilities could result from the knowledge and skills that students are learning?

- **Garden Project Service-Learning Project**

- Donating harvest from our school garden to a local food pantry
- Creating harvest baskets with recipes for a local organization like Life Care Alliance

- **Compost Service-Learning Project**

- Developing a cafeteria-to-garden compost program at our school.
  - We could continue to do this from home as well. Students could create their own compost bins from small buckets from home and bring compost to our school garden on their own time.

- **Legacy Service-Learning Project**

- Depending on what legacy students want to leave behind, this could be something as simple as the idea of making harvest baskets with recipes for a local organization like Life Care Alliance, or something that may require a little more time like a new compost program at our school.

What possibilities could result from the knowledge and skills that students are learning?

- Communication skills
- Knowledge of community organizations
- Knowledge of prospective careers directly or indirectly related to these organizations and projects
- Grant writing skills
- Gardening skills
- Knowledge of the environmental impact small and large activities/projects can have
- Knowledge of how important it is to research, to listen, and to understand people's stories, and how to work as a team and depend on one another's strengths

**Possible Curriculum Standards:** What are some standards that could be covered as part of *Action/Implementation: "Becoming Changemakers"*?

- Integrate information presented in different media or formats (e.g., visually, quantitatively), as well as in words, to develop a coherent understanding of a topic or issue.
- Develop a coherent understanding of a topic or issue.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Relevant Resources for Distance/Blended Learning:** What are some resources that could be utilized as part of *Action/Implementation: "Becoming Changemakers"*?

- **Garden Project Service-Learning Project**
  - Volunteers from a food pantry like Heart to Heart or Life Care Alliance could speak with us virtually and share pictures of our harvest being shared or used in recipes from clients
  - Virtual support and help from our elementary garden buddies
  - We could see if families from our school would be willing to donate supplies
- **Compost Service-Learning Project**
  - Student and family volunteers from each grade level could also compost from home and volunteer to help us maintain our compost bins in our school garden.
  - Parents and family volunteers could create digital blogs and discussion board posts that help our students see the progress students are making at home with their compost collection and the progress of our school compost bins.
- **Legacy Service-Learning Project**
  - This depends on the legacy projects created, but parents, staff, and other students from our school are always great resources.

- Virtual teams complete and share their projects over Zoom or they create iMovies that highlight their projects.

**Potential Project Modifications If School is Happening in Person:** If “regular school” is happening, what are some additional experiences and opportunities that could be provided as part of **Action/Implementation: “Becoming Changemakers”?**

- **Garden Service-Learning Project**
  - We can take a field trip as a group to deliver our harvest baskets to a food pantry like Heart to Heart or clients from Life Care Alliance
  - Other students and staff in the building can help us harvest and assemble harvest baskets for a food pantry like Heart to Heart or Life Care Alliance
  - A visit from our elementary garden buddies to help us harvest
  - We could see if families from our school would be willing to donate supplies and possibly help harvest and assemble harvest baskets.
- **Compost Service-Learning Project**
  - Student volunteers from each grade level to help us with the compost program during lunch periods.
- **Legacy Service-Learning Project**
  - Presenting their class legacy project in front of the rest of the school during a Town Hall meeting.

### Reflection (ongoing) "Attaching Meaning"

- What? So What? Now What?
- Multiple Strategies re: MI/ Learning Styles
- Revision/Refinement of Products/Services as Needed
- Truer, deeper learning

Reflection— "Attaching Meaning"—extends the learning by helping students attach individual and collective meaning to their experiences. *What reflection questions/prompts could be considered? What reflection strategies/forms of student expression could be included?*

WHAT IS **truly educated!**

**Possible Ideas for Reflection Questions/Prompts:** Include any possible reflection questions/prompts that could engage students in reflecting on their learning and impact.

- What new knowledge have you gained from this experience that you will continue to use in the future?
- What skills were strengthened through this project? Explain.
- What are some of the benefits you discovered while working with teams on this project?
- If there was a time you felt frustrated or struggled through this project, how did you overcome these or other obstacles?

**EDITOR'S NOTES:**

- What new careers were you introduced to and do you see any of these as potential career paths for you?
- How did you use your Multiple Intelligences in this project? What new Intelligences did you develop?
- What leadership skills did you exhibit during this project? Whose leadership skills did you value? Whose leadership skills surprised you?
- What surprised you the most about doing this project?
- What will you remember about this project five years from now?

**Potential Reflection Strategies:** Describe any potential reflection strategies/work products that could provide for truer, deeper learning by students. Consider a variety of strategies that allow students to reflect using Multiple Intelligences and/or Learning Styles.

- Create iMovies of their service-learning projects with student reflection comments or visuals that show reflection.
- Create Canva digital posters with images and student reflection comments.
- Create songs or poems that highlight student reflection.
- Create student news shows that highlight student reflections and various parts of the service-learning project.
- Create digital reflection blogs or discussion boards.

- **EDITOR'S NOTE:** Interview other students about what they learned and compare that to self-learning throughout the project.

**Possible Curriculum Standards:** What are some standards that could be covered as part of *Reflection: "Attaching Meaning"*?

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Relevant Resources for Distance/Blended Learning:** What are some resources that could be utilized as part of *Reflection: "Attaching Meaning"*?

- iMovie
- Canva
- Canvas discussion board
- Zoom meetings
- Padlet
- **EDITOR'S NOTE:** Jamboard
- **EDITOR'S NOTE:** Book Creator

**Potential Project Modifications If School is Happening in Person:** If "regular school" is happening, what are some additional experiences and opportunities that could be provided as part of *Reflection: "Attaching Meaning"*?

- Small group discussions.

- Student and Community Partner Panel Discussion: Invite guests from the organizations we impacted to hold an open reflection discussion with our students.
- Student Presentations

## Demonstration/Celebration "Making Learning Visible"

- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Assessment
- Academic + Social + Emotional Growth = "Learning that Lasts"

**Demonstration and Celebration—"Making Learning Visible"** —helps students make learning visible, reinforce relationships, and "capture the magic" of the project by documenting the process, its outcomes, and related next steps.



**Potential Demonstration/Celebration Strategies:** Describe some possible ideas to demonstrate/celebrate results and impact. How could teachers and students make their learning visible? Who else could be informed/educated about this issue/topic and possibly be inspired to become involved?

- **Garden Project Service-Learning Project, Compost Service-Learning Project, and Legacy Service-Learning Project**
  - Organize a celebratory visit virtually or in person with representatives from the community organizations we partnered with on this project.
  - Share our project with students and staff in our building at Town Hall meetings. This could also be an opportunity to educate as well.
  - Schedule a visit from our elementary garden buddies to celebrate and watch a celebration iMovie of all our work together. This could also be an opportunity to educate and discuss what we all learned together.

- Share a project blog with families, community partners, and others in our community to highlight our project through pictures, student reflections, and share some of our research or information.

**Potential Ideas for Authentic Assessment:** Describe some possible ideas to assess learning, results, and impact.

**Each of these can be completed virtually or while at school.**

- Blogs with information, reflections, and other requirements that help assess learning, results, and impact.
- Discussion boards throughout the project to assess learning.
- Presentations through various media formats (i.e. slideshows, iMovie, Canva posters, etc.) to assess learning, results, and impact.
- Students collaborate together to create and perform a news show.

**Possible Ideas to Identify “Next Steps”:** Using this project as a springboard, what else might happen in the future? Who else might be involved?

- **Garden Project Service-Learning Project & Compost Service-Learning Project**
  - Expand our school garden and compost program.
  - Work with other schools to help them begin their own gardens and compost program.
  - Work with organizations or communities in other countries virtually to help them start their own garden/compost program, and work with them to solve soil or garden issues.
- **Legacy Service-Learning Project**
  - Team up with other schools in the district to create legacy projects at each school, community, or team up with neighboring schools to create teams that create legacy projects that benefit and impact a larger community.

**Possible Curriculum Standards:** What are some standards that could be covered as part of *Demonstration/Celebration: “Making Learning Visible”*?

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Relevant Resources for Distance/Blended Learning:** What are some resources that could be utilized as part of *Demonstration/Celebration: “Making Learning Visible”*?

- **Garden Project Service-Learning Project, Compost Service-Learning Project, and Legacy Service-Learning Project**
  - **ZOOM**-Organize a celebratory visit virtually or in person with representatives from the community organizations we partnered with on this project.
  - **Weekly School Newsletter to Families:** Share our project with students and staff in our building. This could also be an opportunity to educate as well.
  - **ZOOM**-A visit from our elementary garden buddies to celebrate and watch a celebration iMovie of all our work together. This could also be an opportunity to educate and discuss what we all learned together.
  - **Blogs**-Share a blog with families, community partners, and others in our community to highlight our project through pictures, student reflections, and share some of our research or information.
  - **EDITOR’S NOTE:** Invite local media (TV, Newspaper, Bloggers) to Town Hall to report on the work that has been completed.

**Potential Project Modifications If School is Happening in Person:** If “regular school” is happening, what are some additional experiences and opportunities that could be provided as part of *Demonstration/Celebration: “Making Learning Visible”*?

- Families and community partners could be invited in to do Seeds of Hope Fair where visitors can complete a gallery walk of projects completed and talk to students about Garden, Compost, and Legacy Service-Learning Projects.
- **EDITOR’S NOTE:** Hold a “Tasting Fair” where students and families create dishes using the produce from our garden to showcase healthy eating.

Please share your service-learning efforts/ideas with us at [info@partnershipsmakeadifference.org](mailto:info@partnershipsmakeadifference.org). We applaud your efforts to enhance your students’ academic engagement and social/emotional learning whether we have school closures, blended learning, or "school as normal." You are helping “MAKE LEARNING IRRESISTIBLE”!

