Another magic moment was seeing how much the first graders looked up to my students. We were there to teach them about the Iditarod, and we achieved that goal. But more importantly, we were there to show them that individuals with disabilities can learn and teach others.

— Kim Wilson, Upper Arlington High School Teacher

High school students with multiple disabilities studied the Iditarod Race and partnered with first grade students to follow the race. Students worked together to learn a lot of academic content while building significant relationships with each other.

Investigation—"Exploring Possibilities"

Investigation/Inquiry—“Exploring Possibilities”—How did you help your students identify potential topics and become emotionally engaged?

Kim Wilson’s UAHS students began their study by watching an episode of The Toughest Race on Earth: Iditarod, which is a documentary from The Discovery Channel. Next, they read The Great Serum Race by Debbie Miller and Jon Van Zyle to learn about the history of the race, which was created in honor of the teams of mushers and dogs in the winter of 1925 that delivered desperately needed medicine from Anchorage to the village of Nome. The book helped students become curious about the race and answer questions like, “Why couldn’t they just fly a plane in with the medicine?” Through their reading and viewing, students identified and defined relevant vocabulary words (who: musher, husky, dog sled team; what: trail, sled, race; where: Alaska, Anchorage, Nome; weather: ice, wind, cold).

Next, Kim helped her students create a crossword puzzle for their vocabulary words that they planned to use with Sally...
A high quality service-learning/PBL project includes these key elements:

Investigation/Inquiry—"Exploring Possibilities"—helps students identify potential topics/sub-topics, become emotionally engaged through "entry events" and conduct initial inquiry/research.

Preparation/Planning—"Becoming Experts"—includes further research, "expert groups," project schedule/logistics, and scaffolding (facilitated by the teacher as needed).

Action—"Doing the Work of Real People" and "Becoming Changemakers"...

Authentic Product(s)/Service(s)—identifies "important stuff" that students will create, provide, and/or accomplish.

Authentic Audience(s)/Client(s)—identifies who else will be part of/become aware of/benefit from the students' efforts.

Reflection—"Attaching Meaning"—extends the learning by helping students attach individual and collective meaning to their experiences. What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?

Demonstration and Celebration—"Making Learning Visible"—makes learning and impact visible, reinforces relationships, and "captures the magic of the project" by documenting the process, its outcomes, and related next steps.

Tracking the Iditarod Together...

Macgregor-Martin's class of first grade students at Greensview Elementary. The high schoolers practiced pronouncing their vocabulary words and being teachers, including practicing "wait time." For example: "The next word is "cold." Can you find "cold" on your paper?"

Meanwhile, Sally's first graders were preparing, too, both to study the Iditarod and to meet their mentors. First, the class read a short chapter book called Balto to learn background about the Iditarod. Then they watched the movie Balto. Next, Sally talked with her students about differences, including learning differences.

Sally is the mother of Molly, one of Kim Wilson's high school students. Sally told her class all about Molly and explained Down Syndrome. She explained that "sometimes a person's speech can be hard to understand, so we ask her to say it a few times or say it a different way."

It also takes her longer to do things, so we can help her by being patient. She understands a lot, but she can't express as much, so we give her plenty of opportunities to express herself." Most importantly, Sally told the students, "Talk to her like you would talk to anyone else. Don't speak to her as if she's a baby. She understands what people say, and she wants to be treated like everyone else."

In addition to several discussions about Molly and learning differences, Sally guided her students through two activities to help them empathize. In one activity, students were told to make the best flower they could make using construction paper, scissors, and a glue stick. Then they set their flowers aside and tried the activity a second time, but with a sock on their non-dominant hand. The first graders were asked to do the majority of the work with their non-dominant hand. If frustration levels were too high, they switched the sock to their dominant hand and proceeded. Students saw how much more difficult it was to make the second flower. They put both flowers in a journal and wrote about the experience.

Sally followed up with a conversation about how different people can have different challenges that might affect how easy or difficult it is to do things. "A person with learning differences might be able to do what someone else can do, but it's harder, and it takes a lot of work to get to that point, just like making the second flower."

"There were no barriers. Neither group looked down on the other group."
-- Kim Wilson, UAHS Teacher
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**Another activity dealt with developing empathy for others while understanding how difficult learning to read can be for some people. "We used a handout that is typed with upside-down and backwards letters to state simple directions for the kids to follow. The first graders worked in small groups to help decipher the text and complete the directions. Frustration levels were high, but each group persevered and learned so much about themselves and others from this activity!"**

The students’ reflection extended over a few days as they made connections and discussed how difficult the easiest task for us might be for someone with special needs.

**And Here’s the Good Stuff . . .**
The UAHS high schoolers took their first trip to Greensview Elementary to meet with Sally’s class of first grade students several weeks before the start of the Iditarod. They taught their vocabulary words and led the first graders through finding the words in the crossword puzzle. They also had the opportunity to accompany the first graders out to recess after the lesson. This first meeting allowed the students to meet each other and feel comfortable working together, and it established a mentorship role for the high school students.

Sally’s efforts to help her students investigate learning differences, empathy, patience, and other concepts paid off when Kim’s class came to Greensview for their first visit. Sally observed that her students were more patient than usual. She could see them stretching to listen to their new mentors, and they appreciated the work that the high schoolers had put into preparing their lesson.

Following the first visit to Greensview, **Kim’s students needed to learn more about weather and geography to be able to visualize the climate and conditions in Alaska. Kim had been to Alaska and toured a musher’s kennel in the past, so she shared her photos and videos.**

She also found out that a colleague in the UAHS science department had gone to Alaska the past summer and had seen a musher’s kennel. He visited her class, shared his professional photos, and answered questions as well.

**RIGOR . . .** The UAHS high schoolers took their first trip to Greensview Elementary to meet with Sally’s class of first grade students several weeks before the start of the Iditarod. They taught their vocabulary words and led the first graders through finding the words in the crossword puzzle.

had gone to Alaska the past summer and had seen a musher’s kennel. He visited her class, shared his professional photos, and answered questions as well.

Additionally, **Kim learned about a program through the Iditarod organization in which people donate blankets for the sled dogs that are left behind at checkpoints throughout the race. The people who care for the dogs need blankets to help keep them warm**

**What does high quality service-learning/PBL look like?**

The key to high quality, curriculum-based service-learning/PBL is engaging students in authentic "professional" work that addresses significant real-life issues/needs. Students become scientists, researchers, writers, filmmakers, historians, political scientists, website developers, statisticians, artists, etc. Their work products/services can take the form of direct service, education and awareness, advocacy, and/or philanthropy/fundraising.

When this kind of teaching and learning is taking place, you will see . . .

- students becoming "experts and changemakers"
- students doing the "work of real people"
- authentic needs/issues
- authentic products/services
- authentic audiences/clients
- rigor, relevance, and relationships
Partnerships Make A Difference

Tracking the Iditarod Together...

Preparation/Planning—"Becoming Experts"

Kim’s students decided they needed to become experts on the rules of the Iditarod. Kim modified/excerpted the rule book for her students’ reading levels, and together, they learned the rules of the race. They also continued to read stories about the race, including A Kayak by Robert Blake and Granite by David Monson and Susan Butcher.

The students also needed to gain expertise as statisticians. Kim created a graph of all of the mushers who have won the race in recent years. Students read the graph to determine who had won the most often, least often, etc. Using this graph, and reading about the entrants in this year’s race, each of Kim’s students chose one musher to learn more about. Kim made a bank of websites so her students would know where to get information about their mushers. Students each prepared a “pitch” for their mushers, which they planned to present to their first grade buddies.

On their second visit to Greensview, Kim’s students presented their mushers to the first graders, and the first graders voted on which musher their two classes should follow together. In addition to the excitement about choosing their classes’ musher, the first graders also learned about elections and voting. The high schoolers gave each first grader a “voting” sticker after they all cast their ballots.

The winner of the class election was a musher named Dallas Seavey. Both classes eagerly awaited the day the race would begin. They all gained expertise as researchers as they tracked Dallas and his dog team using the website Iditarod.com.

Shortly before the Iditarod started, Kim and her students found out that the starting line had to be moved so a snowier location prompted the students to ask why more snow was needed. Kim designed a physics lesson on friction in order to help answer this question. Acting as scientists, students dragged a weighted sled on different surfaces and compared the ease or difficulty of dragging the sled.

Rigor, Relevance and Relationships

Service-learning/Project Based Learning has demonstrated the potential to provide a curriculum that is rich in rigor, relevance and relationships—three elements of learning that play a crucial role in the school improvement process, according to Bill Daggett and his associates at the International Center for Leadership in Education.

Consistent with these elements, research clearly shows that students who participate in high quality service-learning experiences become more engaged in learning, more committed to their communities, and more empowered to make positive life and career choices.

Tracking the Iditarod Together—A Cross-Age Partnership Service-Learning/PBL Project

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that the starting line needed to be moved because there wasn’t enough snow where the race usually begins. This prompted the students to ask why more snow was needed. Kim designed a physics lesson on friction in order to help answer this question. Acting as scientists, students dragged a weighted sled on different surfaces (parking lot, classroom floor, gravel, turf, track, carpet) and compared the ease or difficulty of dragging the sled on the different surfaces. Another one of Kim’s physics standards was potential vs. kinetic energy. Students watched videos of dogs that were tied to their sled tug line. They compared the dogs waiting to go with the dogs that were actually pulling the sled to learn about potential and kinetic energy.

Throughout the Iditarod Race, every musher needs to leave some of his dogs behind due to injury or fatigue. In order to study line slope, Kim and her students graphed the number of dogs a musher had on the trail compared to how far the team had traveled. They found that the slope of the line goes down as the number of dogs decreases.

Sally connected several first grade content standards, such as mapping—Anchorage to Nome. She also connected back to a unit about the Arctic that her class had done earlier in the year.  

Action/Implementation—"Becoming Changemakers"

Action/Implementation—"Doing the Work of Real People"—includes Authentic Product(s)/Service(s) for Authentic Audience(s)/Client(s). The project design identifies "important stuff" that kids will create and/or accomplish and indicates who else will be part of/become aware of/benefit from the students’ efforts.

After weeks of preparation, learning vocabulary, and learning about the Iditarod Race and its participants, Kim’s class and their first grade buddies were ready to track the progress of the race together. Kim helped her students create a Google doc, which they updated daily once the race began. Each entry included the date, temperature in Alaska, the checkpoint town Dallas had last been to, the number of dogs he still had with him, an updated race map, and the total number of miles Dallas had traveled. Each afternoon, Sally and her first graders checked the updated information their high school mentors had provided.
On their third visit to Greensview, Kim’s students worked with their buddies to make blankets in honor of the Iditarod dogs. Since the official Iditarod blanket program had enough blankets, Kim and her students sent their blankets directly to Dallas Seavey’s kennel. They included notes of congratulations as well.

On their third visit to Greensview, Kim’s students worked with their buddies to make blankets in honor of the Iditarod dogs. Since the official Iditarod blanket program had enough blankets, Kim and her students sent their blankets directly to Dallas Seavey’s kennel. They included notes of congratulations as well.

RELEVANCE . . . Leading up to their third visit to Greensview, the high school students used scissors to cut the fleece and practiced tying the fringes on no-sew blankets so that they would be able to teach the first graders and help them once they were all together. This practice met fine motor skills goals for each of the high school students.

-- Kim Wilson

Several days after the race ended, Kim’s students went to Greensview one more time to share the results of the race and to make cards for Dallas. All of the students were excited to learn that their musher had finished in 2nd place! They also thought it was interesting that the 1st place musher was Dallas’s father!

In their cards to Dallas, students summarized something they had learned about the race, something
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they thought was most interesting, and words of congratulations. The high school students helped their buddies with writing and decorating the cards. Saying goodbye at the end of this last visit to Greensview was emotional. The 1st graders looked up to their high school mentors, and they loved spending time with them and learning from them. There were many hugs shared before the high schoolers walked out the door. First graders could be heard saying,

Demonstration/Celebration—"Making Learning Visible"

Demonstration and Celebration—“Making Learning Visible”—makes learning visible, reinforces relationships, and “captures the magic” of the project by documenting the process, its outcomes, and related next steps.

At the end of the project, Kim prepared a Google slide show of all of the photos she had taken throughout the project. Each of her students chose one photo and explained why it was his or her favorite moment and shared something specific they had learned. As a class, they put the chosen photos and reflections into a Google slide presentation to share at the “Growing Together” Changemakers Leadership Summit at the end of the school year.

This demonstration/celebration activity also allowed Kim to add an additional reflection activity with the whole class. After looking at the photos together, each student chose his/her favorite. Then they reviewed what they had done and learned. Also at the "Summit," students presented to 200 teachers, students, and community agency representatives. The students had to be able to recall details of the project and explain them.

The high school class packed up the blankets and went together to the post office to mail them to Dallas’s kennel. The students were proud and excited about their contributions to the musher's team, as well as the relationships they built with the 1st graders.

Relationships . . . Saying goodbye at the end of this last visit to Greensview was emotional. The 1st graders looked up to their high school mentors, and they loved spending time with them and learning from them. There were many hugs shared before the high schoolers walked out the door. First graders could be heard saying, “Can’t you come back one more time?”

-- Kim Wilson

“I didn’t even know there was an Iditarod before my class studied it!”
-- Maya, 1st grader
Tracking the Iditarod Together...

**Curriculum Connections/Standards**

High quality service-learning/PBL connects service with the curriculum. A variety of state and local standards can be addressed through the investigation, preparation/planning, action/implementation, reflection, and demonstration/celebration phases.

**Standards Addressed with Iditarod Service-Learning--Extended Standards Grades 9-12**

**Mathematics: Statistics and Probability**
- SP.ID.912.3a Interpret a bar graph
- SP.ID.912.4a Create a scatter plot to represent given or collected data and interpret the relation between the two variables as positive, negative, or no correlation
- SP.ID.912.2a Compute mean, median, and mode of a given or collected data set

**Social Studies: American/World History, Geography, and Government**
- AMH.912.2a Use multiple sources to create a sequence of historical events, including the cause and result of this event
- AMH.912.6b Work collaboratively in a group to complete a task
- AMG.912.8c Actively engage in planning or participating in a group activity to make a change in the school/community
- MWH.912.5b Work with another classroom or group to achieve a common goal
- CWI.912.1b Use the Internet to learn about news, weather, or events of interest
- CWI.912.3b Generate a written text on a current topic by selecting reasons and relevant facts.
- CWI.912.6b Recognize and demonstrate respect to others
- W GEO.912.1a Use the appropriate map, globe, or other geographic representation, including Internet resources, to find various locations or information
- W GEO.912.6a Define the characteristics of an identified region and changes that have occurred over time

**Science- Physical Science**
- PS-H.912.4a Identify kinetic and potential energy
- PS-H.912.8b Label forces and/or directions of forces on a force diagram
- PS-H.912.9b Apply an unbalanced force to an object to change its motion
- PS-H.912.10c Recognize that diverse surface types cause friction differently
- PS-H.912.10a In a specific situation, organize the surface types from "causes the most friction" to "causes the least amount of friction"

**Language Arts- Reading, Writing, Speaking**
- RL.912.1c Identify Details that are stated in a text
- RL.912.2c Sequence main events in relation to a stated theme
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21st Century Skills

The Partnership for 21st Century Skills has identified the elements described in the sidebar on the right as the critical systems necessary to ensure 21st century readiness for every student. Though the Tracking the Iditarod Together—A Cross-Age Partnership service-learning/PBL project clearly demonstrates connections to many of the skills, the following outlines two skills in detail.

- The students showed leadership and responsibility for a group of first graders because they were the "experts" on several of the content standards and information related to the Iditarod, as well as instruction for the younger students on how to make the blankets. The high school students had to model being a teacher/leader for their younger mentees.

- The high school students had to be productive and accountable because they had specific dates and responsibilities scheduled, as well as an authentic audience. They took responsibility to practice presenting information at home and in front of each other before they were in front of the first graders.

Impact: Kids Using Their "Best Stuff" to Become "Experts" and "Changemakers"

Academic skills/knowledge and 21st Century Skills are certainly part of students' “best stuff.” In addition, Kim reflected on the following questions . . .

How did your students use their individual gifts, passions, and strength of character in carrying out this project?
"The biggest impact was allowing my students to be the teachers and be successful. **They are usually the ones accepting help from others, but this time they were the ones providing the help.** This was meaningful to my students, but it was also meaningful to the first graders we worked with because those students can see that people with disabilities can contribute and be leaders.

Do you think your students felt empowered by this project? What "voice" and leadership roles did they have? How did they "take charge" of certain aspects of the project?

"It was interesting to see the different skills come out during this project. Some of my 'smarter' students felt less comfortable in the first grade classroom setting, whereas some of my quieter students were more comfortable in front of the younger students. **Some took charge of more of the research and learning, and some were more in charge of the social interactions.** My students’ different skills had the chance to shine through."

In what ways did they develop a deeper appreciation and understanding of other viewpoints, perspectives, circumstances, and/or backgrounds?

"The high school students learned what it’s like to be a teacher. They also learned about life in Alaska and how life is different there. The younger students got to see ‘learning differences’ in action. **They developed an appreciation for their high school mentors because they saw and experienced the hard work that went into preparing each lesson for them.**"

How did they experience and demonstrate a stronger sense of community (within the classroom, locally and/or globally) and/or civic engagement?

"During the last visit to Greensview, there was about 15 minutes left at the end of the activity, so the teachers prompted students to get in small groups and read together.

Both groups of students were very comfortable with each other by this time, so they naturally self-selected into groups of one high school student and a few first graders. In each group, the students just knew what to do—in some cases where a high schooler wasn’t able to read, first graders read aloud. In other cases, the high schoolers read aloud to the younger students. **In every group, all of the students sat shoulder to shoulder, smiling and enjoying the time together.**

Later in the year, two of the high school students had to drop something off at Greensview, and the first grade class happened to be walking through the hall at that moment. The first graders immediately recognized their mentors and were excited to see them. **This impromptu reunion was evidence of the sense of community the group had built over time.**"

What aspects of the project made your students especially proud?
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"I always want to have control over my students to make sure they are doing and saying the appropriate things at the appropriate times. But when I let go and let them shine, they came through with their own pride and feelings of accomplishment. I was proud that they stepped up and were real role models."

From the students’ perspectives, what difference did their efforts make?

"They were very proud of the blankets and the fact that they were going to someone real. The blankets were a tangible representation of everything they did. They also talked in their reflections about loving to teach the first graders. They were proud that they were the first ones to teach the younger students how to do crossword puzzles."

Next Steps/Call to Action

What things might happen next as a result of this project? How might your students continue to "create positive legacies" in response to this issue and others?

"We want to continue to partner with elementary students in the future. Maybe we can do the same unit at more schools, or we can do a more extended experience with Sally’s class around their curriculum standards."

Are there any ways in which other young people or adults can take action to help address the need/issue you targeted?

"At the high school level, students can join the Campaign to End the Word. They can recognize the abilities and contributions of persons with disabilities."

Other Insights . . . Reflections of the Teacher

Can you describe one or more of the "magical" or "aha" moments that happened as part of this experience?

"My 'aha' moment was when I realized that I can release some control of my students and allow them to be more independent learners and teachers. I watched one of my students, who usually needs direct supervision because of behavior, play on the other side of the playground with a group of two first grade boys. My first reaction was to run over there and make sure there weren’t any issues. However, as I watched them interact, I knew that I saw that he was being a model student for these first graders. He knew what he was doing and he didn’t need me there to remind him. I was so proud. I attribute this to the authentic audience of first graders. I have worked on those independence skills in the classroom over and over and still seen little improvement."

“‘My ‘aha’ moment was when I realized that I can release some control of my students and allow them to be more independent learners and teachers.’

-- Kim Wilson, UAHS Teacher
But when my student was required to demonstrate them in a real environment, he shined. It made me feel like my students were learning and could step up when they needed to.

Another magic moment was seeing how much the first graders looked up to my students. We were there to teach them about the Iditarod and we achieved that goal. But more importantly, we were there to show them that individuals with disabilities can learn and teach others. They aren’t always the ones who need help, they can be the helpers.

When I saw the first graders run up to my students as we walked in like they were celebrities, I knew we had achieved that goal. It was also powerful for my students to feel like the ‘cool kids’.

What impact did the project have on you as a teacher?

"This project forced me to think about my curriculum differently. Because we were studying the Iditarod almost all the time, I had to figure out how to teach my content standards through a different lens. It actually made things a little easier because I had a focus for instruction. I hope to provide content instruction through a service-learning/project based lens almost exclusively in the future. It really makes things easier!"

Sally added, "My kids loved listening to their mentors. They hung on every word, and they tried harder on lessons such as the crossword puzzle with vocabulary words. They wanted to help out and to please the older students. It can be impactful to have a variety of teachers!"

Other words of wisdom/advice for other teachers...

"I joined as an ‘insider’ on Iditarod.com ($35), which gave my students access to videos of mushers in action. This was helpful for getting the level of detail they needed in order to get emotionally invested in the project.

I also learned that sometimes you can’t plan the entire project. You just have to start. You also have to make adjustments on the fly."

-- Sally MacGregor-Martin, Greensview Elementary Teacher
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Relevant Resources

VIDEO

**The Toughest Race on Earth: Iditarod**
Go inside the last great race. 96 sled-dog teams will traverse over a thousand miles of inhospitable Alaskan terrain. For the musher and "man's best friend," the goal for some is to win. For others, the goal is to just survive.
https://www.amazon.com/The-Last-Great-Race/dp/B00858Y6OU/ref=sr_1_1?ie=UTF8&qid=1515075775&sr=8-1&keywords=Iditarod%3A+The+Toughest+Race+on+Earth

**Balto**
Based on a true story, Balto is a dazzling animated adventure about one of the most courageous canines of all time who braved an Arctic storm to retrieve medicine for Alaska's children.
https://www.amazon.com/Balto-Bob-Hoskins/dp/B00G9TRQ3A/ref=sr_1_1?ie=UTF8&qid=1515076072&sr=8-1&keywords=balto

BOOKS

**The Great Serum Race: Blazing the Iditarod Trail** by Debbie Miller and Jon Van Zyle
In the winter of 1925, Nome, Alaska, was hit by an unexpected and deadly outbreak of diphtheria. Officials immediately quarantined the town, but the only cure for the community of more than 1,400 people was antitoxin serum, and the nearest supply was in Anchorage—hundreds of miles of snowbound wilderness away. The only way to get it to Nome was by dogsled.

Twenty teams braved subzero temperatures and blizzard conditions to run over 600 miles in six days in a desperate relay race that saved the people of Nome. Several of the dogs, including Togo and Balto, became national heroes. Today their efforts, and those of the courageous mushers, are commemorated every March by the Iditarod Trail Sled Dog Race.

Jon Van Zyle's stunning oil paintings capture the brutal conditions, pristine wilderness, and sheer guts and determination demonstrated by the heroic mushers and dogs.
https://www.amazon.com/Great-Serum-Race-Blazing-Iditarod/dp/0802777236/ref=sr_1_1?ie=UTF8&qid=1515076207&sr=1-1&keywords=The+Great+Serum+Race

**Balto and the Great Race** by Elizabeth Cody Kimmel and Nora Körber
Balto has a quiet life as a sled dog—until tragedy strikes. Dozens of children in Nome become sick with diphtheria. Without antitoxin serum, they will perish—and the closest supply is 650 miles away! The only way to get the serum to Nome is by sled, but can the dogs deliver it in time? Heading bravely into a brutal blizzard, Balto leads the race for life.
Granite by David Monson and Susan Butcher
Susan Butcher was a four-time champion of the Iditarod Trail sled dog race. Granite was her greatest lead dog, but he didn’t start that way. He was a shy, scraggly pup that the others pushed around, but Susan saw his potential. Together they worked until he became leader of the team. While they were training for the Iditarod, Granite became deathly ill. The veterinarians said he would never be strong enough to run the race. Granite refused to accept this, and slowly he started to recover. By the time of the race he was strong enough to start, but Susan wondered if he could finish the entire thousand-mile race. Granite confidently guided the team into the lead of the race, when suddenly they were caught in a raging Arctic blizzard. Now Susan and the whole team depended on Granite to get them through the storm. He had to call on all his inner strength and courage to save them—if he could.

Growing Together” Changemakers Summit, www.partnershipsmakeadifference.org

Communication skills are Molly’s biggest hurdles. We are constantly working on enunciating clearly and using good eye contact when speaking. I had tears when Molly delivered her lesson to the first graders as it was the BEST I had ever seen her speak so clearly with such good eye contact! EVER!! I was also thrilled as I watched her kneel down by the kids at their tables to help with the crossword puzzle. I’m not sure how much she helped with the actual puzzle, but she surely made those kids feel special. She was a natural teacher, just by her example!

— Sally Macgregor-Martin, 1st grade teacher and mother of Molly
This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.
What Ideas Can You Add?

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