

Project Plan

Title of Project: Health Concept Trading Cards

Grade Level: Fourth grade

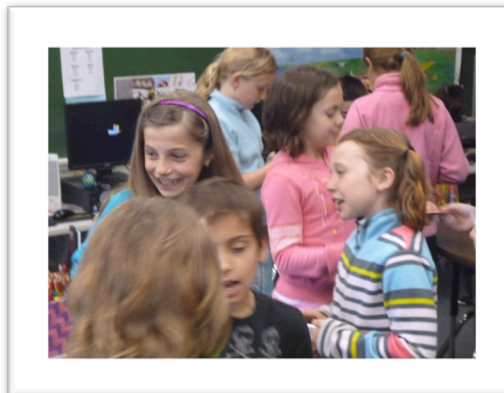
Number of Students Participating: 48 students

Contributed by:

Teacher: Angela Housley

School: Washington

District: Boise



Overview/Description of Project: Each student designed a trading card based on the health concept they had studied.

Goals: for students to express their new knowledge about their specific health topic into a trading card format

Core Content Areas: Health, Writing,

Civic Responsibility: We need to be healthy to be contributing citizens. We need to encourage others to be healthy.

Literacy Connection: Using their health text as a source of information

PARC MODEL STEP-BY-STEP GUIDE

STEP 1: PREPARATION

Community Contacts:

Preparation Activities: Students worked in pairs to present an activity that would teach a concept from the 4th grade curriculum. They had to read the text, extrapolate the most important concept. They then planned an activity to lead the class through.

STEP 2: ACTION

The class analyzed several different trading cards. We decided on what common features we wanted on our cards. Then each student designed their own trading card implementing the features we agreed upon. They were published by BizPrint. Each student got 28 cards. They then kept a few and then traded the rest with their classmates.

STEP 3: REFLECTION (Reflection is not sequential: rather it is encouraged throughout the lesson)

The first reflection was about their health concept. Did their information change their behavior? Was they healthy in this way already? Second, after presenting, they wrote about what about presenting did they enjoy, what was challenging, and what would they do differently next time. The third time they reflected was when they got back their trading cards. They did a 3-2-1: what were 3 things they liked about their card, what are 2 things they would change, what is 1 emotion they feel looking at it. Finally, in their writer's notebook they wrote about trading their cards. After looking at all their cards, what do they notice? What was challenging about trading? What surprised them? What is something new they learned?

STEP 4: CELEBRATION/DEMONSTRATION

Service Celebration: The two fourth grade classes got together and traded their cards with their classmates along with have a popsicles.

Teacher Reflection

Reflection is a vital component of the service-learning experience, and isn't just limited to students. At the end of your service-learning project, please take a few minutes to reflect on your experience. Answers can be brief or detailed; the goal is to get a sense of your overall feelings regarding your experience with this service-learning project. If additional space is needed, please attach to the back of this form.

Name and School: Washington Elementary school

Project name and brief description: Health concept trading cards. The students made trading cards based on their health concepts.

What impact did this project have on your community? The biggest impact it had was that kids were excited about something that was made in school. Students from the third grade are asking me if they get to make one next year. It also created excitement with the parents. They loved the cards and recognized immediately the skills in reading and writing that they exhibited.

What impact did this project have on your students? The other big impact is that no one was excluded or rejected in any way. All students had positive interactions and experience. All the students treated each other as experts and skilled.

What impact did this project have on you? In my mind, these cards were going to be about friendship. But when the students were so excited about their health concepts and had done so much work on becoming an expert, I had to follow the synergy. It then became their project. That is what made it an authentic project. When I circulated during the trading party, it was exciting to see all the students treating each other well.

Do you have any advice to offer other teachers who are incorporating service-learning? Were there any lessons learned that you would like to share? Keep it simple and doable. Listen to the students talk about their life in and outside of school. Find a way that the project allows the students show what they know. Regardless of ability, all students have passion and interests. When they experience becoming an expert and sharing their knowledge, they become engaged learners.

