



## Project Plan

**Title of Project:** Spreading Warmth Through Hand- Made Hats and Scarves

**Grade Level:** First

**Number of Students Participating:** 95

**Contributed by:**

**Teacher:** Robin Sly, Kris Ball, Eve Denton, Melissa Landers, Sarah Paulson

**School:** Trail Wind Elementary

**District:** Boise

**Overview/Description of Project:** After learning about how families are different and about people's needs and wants, the students learned there were many students in our own community whose needs for winter were not being met. When asked the guiding questions regarding the difference between a need and a want, the students decided to make hats and scarves for two Title 1 schools. Students chose materials to make a hat or a scarf on a loom, or to complete a no-sew fleece scarf to give to students as needed.

**Goals:** Understand needs and wants, how families are different, and our role of helping others in our community.

**Core Content Areas:**

**Social Studies:**

1.SS.1.1.1. Recognize that each person belongs to many groups such as family, school, friends and community.

1.SS.3.1.1. Identify the basic needs of people such as food, clothing, and shelter.

1.SS.3.1.2. Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.

1.SS.3.1.3. Name things that people may want but do not need and explain the difference.

1.SS.4.1.3. Discuss how groups make decisions and solve problems, such as voting and consensus.

**Math (Common Core):**

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end.

**Language Arts (Common Core):**

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.1.7** Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**Speaking and Listening (Common Core):**

**SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feeling.

**Language (Common Core):**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Civic Responsibility:** To help others who are in need.

**Literacy Connection:**

- Boundless Grace by Mary Hoffman and Caroline Binch
- A New Coat for Anna by Harriet Ziefert and Anita Lobel
- The Rag Coat by Lauren Mills
- A Chair for My Mother by Vera B. Williams
- Tell Me Again About the Night I Was Born by Jamie Lee Curtis

**PARC MODEL STEP-BY-STEP GUIDE**

***STEP 1: PREPARATION***

**Community Contacts:** School Counselor

**Preparation Activities:** A unit regarding how families are alike and different was taught first. The next unit was on Needs and Wants. Students and teachers had a discussion about how we can serve others in our community. Books were read aloud to the class for each of these.

***STEP 2: ACTION***

**Possible Actions:**

- Students chose the material for their hats and scarves.
- Working in pairs, they measured and cut the strips to tie.
- Working in pairs, they took turns making hats or scarves on a loom.
- They wrote a letter to attach to the items explaining why they chose the material, the steps to make the item, and why they made it.

- The hats and scarves were given to our counselor to deliver to the schools.

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

Students wrote in their reflection journal regarding their experiences with this project. They focused on the importance of helping others and what the intrinsic rewards are.

**STEP 4: CELEBRATION/DEMONSTRATION**

**Service Celebration:** We will be sharing this project at one of our assemblies as well as having a celebration party toward the end of the year.

## **Teacher Reflection**

**Name and School:** Robin Sly, Kris Ball, Eve Denton, Melissa Lander, Sarah Paulson – Trail Wind Elementary, First Grade

**Project name and brief description:** Making hats or scarves for Title 1 schools. Each child worked on either a hat or scarf on a loom, or a no sew scarf.

**What impact did this project have on your community?**

This project made the communities at two Title 1 schools see the direct impact of what 6 and 7 year old first graders can do. When working together for a common goal, great things were accomplished and many needs were met. It also showed the students at the Title 1 schools that others were thinking beyond themselves. Hopefully this will be carried forward by the students who received the hats and scarves.

**What impact did this project have on your students?**

We believe it helped our students become more aware of others in their community and that even a young child can make a difference. First graders are often egocentric and don't always realize there are others who have greater needs. They were happy to help other children and were expressing the desire to do something similar again. Our hopes are as they grow, they will continue to want to help others because of this experience.

**What impact did this project have on you?**

We work in a school with strong parental support and stability; therefore we are not as aware of the difficulties many children face. We feel like we are much more conscientious of the needs of many children in our community and would like to continue to support them.

**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?**

We think it is important to know that even the smallest thing makes a difference to others and not try to make your first project very big. It also is helpful to work with others for additional support. We also believe it was important to find a project the students could relate to such as helping children of their own age.