

# Place-Based Learning Project Planning Guide

**Project Title:** Learning Clubs **Project Leader(s):** Lynn Barber and Kristi Day

**Grade Level(s)** K-5 **School Name:** North Wilkesboro Elementary **School District:** Wilkes County

**Content Areas:**  Science  Arts  Math  Technology  Foreign Language  Social Studies  Other

**1. Project Objective(s):** *This project is designed to enhance student academic performance by enriching students through club participation based on Finland's model of club participation.*

**2. Project Description:** Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

*This project will encompass the entire school faculty and student body. In addition certain clubs will have the added expertise of community members as needed. These community members will guide the focus of the clubs (for example: culinary students and staff from the local community college may help with a baking club, personal trainers may help with a health and fitness club etc.) Each week for four weeks students will chose a club to participate in. After one month they will change clubs. Students needing specific remediation will still have a choice in clubs but their choices will be more limited to ensure that they chose a club that will meet their needs.*

**3. Community Connection:** How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address? *Our school population is comprised of many families who live below the poverty line, these families have few opportunities to develop specific interests or participate in enrichment activities due to financial and cultural barriers. By creating these opportunities at school, students' lives will be enriched without hardship to the family.*

**4. Essential Question:** What is the essential question addressed by the work of the students and community partners? *This project is based on the club concept used in Finnish schools to enhance student learning, introduce students to new activities and to allow for remediation in such a way that students are eager to take part.*



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**5. Student Learning Outcomes and Standards:**

<b>Learning Outcomes:</b> What will students know and be able to do as a result of this project?	<b>Standards Addressed:</b> Which learning results or benchmarks do these outcomes address?	<b>Assessment:</b> How will you assess each student learning outcome?
1. <i>Students will learn new and useful ways to use technology. (Technology Club)</i>	K.TT.1-3 <i>Students will use a variety of technology tools to gather, organize and present data.</i>	<i>Students will choose a topic to research using technological tools and will create a presentation, also using technology.</i>
2. <i>Students will learn to use capacity measurements in a real world setting. (Baking Club)</i>	O1M.M.1 <i>Students will use standard measurement to measure capacity.</i>	<i>Students will create different recipes and alter those recipes to make larger batches, adjusting the measurements as needed.</i>
3. <i>Students will learn to write an informed opinion paper. (Film Critic Club)</i>	CCSS.W.2.1 <i>Students will write an opinion piece.</i>	<i>Students will watch a film and then write an opinion piece about the film that they will present to other students.</i>
4. <i>Students will participate in fitness activities and learn what constitutes healthy eating. (Fitness Club)</i>	PE.1.HF.3.1-3 <i>Students will understand the importance of health enhancing activities and will work on achieving and maintaining a level of physical fitness.</i>	<i>Students will participate in fitness activities and daily monitoring of meals, and they will work toward making healthier meal choices.</i>
5. <i>Students will learn about cultures other than their own through music. (Music Club)</i>	K.CR.1.1-2 <i>Students will use music to illustrate how people express themselves differently and recognize the relationship between music and concepts from other areas.</i>	<i>Students will learn, perform and explain songs from other cultures.</i>

**6.. Literacy Acquisition:**

<b>Goals:</b> What specific literacy goals will the project address?	<b>Strategies:</b> What literacy strategies will the project employ?	<b>Assessment:</b> How will you assess literacy outcomes?
<i>Students will participate in reading, writing and presentation activities based on their club interest.</i>	<i>Reading for information, using information as a basis to form an opinion, writing, editing, publishing.</i>	<i>Students will present their work to their clubs and their own individual classrooms.</i>
<i>Students will gather data on a variety of subjects based on their club participation.</i>	<i>Reading for information, using information as a basis to form an opinion, writing, editing, publishing.</i>	<i>Students will present their findings to their clubs and their own individual classrooms.</i>



<b>7. What 21<sup>st</sup> Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?</b>	
<b>Goals:</b> What 21 <sup>st</sup> Century skills with students apply?	<b>Assessment:</b> How will you assess 21 <sup>st</sup> Century outcomes?
<i>Global Awareness</i>	<i>Students will become more aware of the cultures and lifestyles outside of their own culture. They will participate in teaching other students what they have learned.</i>
<i>Communication</i>	<i>Students will give presentations and work with other students</i>
<p><b>8. Technology:</b> What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?  <i>Student clubs will have all the technology available to use that the school has to offer (ipads and apps, Smartboards, desktops, netbooks, etc.) The need for technology will vary according to the club and subject.</i></p>	
<p><b>9. Authenticity:</b> How does this problem connect to the local community OR Where in the “<b>real world</b>” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)  <i>In the learning clubs students will be working on skills that will be used throughout their lives (cooking, healthy living, development of positive hobbies).</i></p>	
<b>10. Adult Connections:</b>	
<p><b>10a.</b> Do students have access to at least <b>one other adult</b> with expertise relevant to their project who can address questions, provide feedback, etc.?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Sure</p>	
<p><b>10b.</b> Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth <b>work site visit</b>?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Sure</p>	



**10c.** Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

Yes       No       Not Sure

**10d..** What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

*Adults from outside the classroom will be sources of information, mentors and facilitators.*

**11. Active Exploration:** Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Interviewing
- Observing, documenting, and/or surveying
- Video or audio-taping
- Gathering and reviewing published information
- Searching on-line and electronic databases
- Creating a symbolic representation (g/g/, model building, map making)
- Discussion
- Experimentation
- Other

**12. Additional Assessment Information:**

**12a.** Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- Journals and work logs
- Conferences with teachers or adult mentors
- Conferences with peers
- Using a rubric or other assessment measure
- Reviewing their progress against a work plan they developed for the project
- Identifying areas where improvement has occurred and where it is needed



**12b.** Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes     No     Not Sure     **Some Do**

**12c.** What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

*Students will be presenting to their own clubs and to other students at their grade level. In these presentations they will reflect on the effectiveness and appeal of the club they have participated in. This will help guide other students in making decisions regarding participation in future clubs. Students who become proficient in a certain area may also help lead the next club in that area.*

**Please attach any lesson plans to this guide.**

