

Coats for Kids
A Lincoln Unified School District Service-Learning Project

Grade Level: Second grade

Service Areas: Education, Health, and Social Needs

Academic Area: English Language Arts, Math, and Social Studies

Duration of Service: Long term

Degree of complexity: Medium

Contact Information

Lincoln Unified School District

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Tully C. Knoles Elementary School

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Introduction and Description

The second grade students at Tully C. Knoles explore a unit on "Work, Money, and You" from our state adopted Social Studies curriculum. Students learn that people work to earn money, so that they can satisfy their needs and wants. One need that teachers and students focus on is that everyone has a need for clothing to keep them warm. The students developed a school survey to find out how many families have a surplus of slightly used or nearly new coats that they no longer used or have outgrown. The survey results indicated that our students can help those most in need by donating coats to the Tully C. Knoles Coat Drive.

Instructional Process

Preparation

The teacher and students brainstorm about needs and wants. The teacher webs the discussions so that a graphic representation of both needs and wants are illustrated. When both webs are complete, students are able to see the difference between needs and wants.

Teacher and students discuss how they could help people in need. The classroom votes on choices of ways they can help. They decide that donating clothing would benefit people in need. The students reflect upon on how they are growing and how clothes that once fit no longer can be worn.

The class decides that a survey of all second grade families would give them an idea of what surplus is in the community. The survey indicates the community's willingness to donate coats for a coat drive to help families most in need. The survey also has a tear-off section, which gives the class a mailing list so that families can easily be contacted when the coat drive takes place.

We then must find out where those in need are living in our community. We begin by writing a letter to our Mayor to discuss our desire to help those in need that live in our community. From the Mayor's office, we are directed to the Homeless Shelter and Dining Hall, which serves many of our families in greatest need.

California State Academic Content Standards

Second Grade Language Arts: Writing Strategies 1.1, Writing Applications 2.2

Second Grade Reading: Reading Comprehension 2.7, 2.8

Second Grade Mathematics: Statistics, Data Analysis, and Probability 1.0

Second Grade Social Studies: Basic economic reasoning skills 2.4:3

Action

To meet the California Academic Content Standards, and to ensure high quality service, teachers need to do full lesson plans and mini-lessons prior to beginning the actual project. Mini-lessons for this activity should include friendly letter writing, surveying, and

graphing. Surveys are conducted throughout the school to determine the community's willingness to donate coats to the needy. The results of the survey are graphed as math lessons comparing grade levels and numbers of donations.

The class initiates the "Tully C. Knoles Coat Drive" project by first writing to our Mayor and expressing concern for keeping children and adults warm and dry during the cold and wet season. The Mayor's office directs us to local service agencies in our county that help those in need. We write another friendly letter to get more information about where we can donate slightly used or nearly new coats for children and adults. We make a connection with the Homeless Shelter and Dining Hall, serving many needy families in our community.

With the help of parent volunteers, teachers, and students we put together a make shift coat closet at our school site. When the coats are received at our school site, parents volunteer to wash and sanitize the coats prior to donation.

Reflection

Students participate in all reflections, before, during and beyond the project. Reflections are both oral and journal writing. After completing the service activity, the students write about what they did to help the needy and to illustrate meeting this need. Students take photographs and video clips of this project. An IMovie will be made as a documentary to share with their peers and community. The video documentary acknowledges their Civic Responsibility and reinforces the Content Standard in Language Arts.

Student Assessment

Students are assessed on the Content Standards through traditional tests. Performance based assessments consist of informal observations during class time and mini-lessons. Teachers assess civic standards through final writing and illustration of the service activity.

Project Evaluation and Expansion

Teachers evaluate the quality of this activity with feedback from administrators at the Homeless Shelter and Dining Hall. Surplus coats are donated to a local charity. A

possible extension would be to develop a clothes closet for those in need in our own school community.

Celebration/Public Recognition

Teachers sent public service announcements and press releases to the local newspaper. This project received newspaper coverage of their service-learning activity. The students set up a classroom journal that highlighted each step in the process of putting together such a service-learning project. This project showcased the students' civic responsibility and demonstrated their ability to help those in need.

Materials and Staff Development Needs

Donations of coats

Letters to local officials

Funding and Resource Support/Sustainability

This project is made possible by private donations and school families.

Coats for Kids

A Service Learning Project

Lesson Plan Profile

Contact Information:

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Superintendent Region #6

CDS code 39-10397

Abstract

Coats for Kids

Students in 2nd grade explore a unit on Work, Money, and You from our state-adopted Social Studies curriculum. Students learn that people work to earn money, so that they can satisfy their needs and wants. One need that teachers and students focus on is that everyone has a need for clothing to keep them warm. Students develop a school survey to find out how many families have a surplus of slightly used or nearly new coats that they no longer use or have out grown. The survey results indicate that our students can help those most in need by donating coats to their own coat drive.

Degree of Complexity for Implementation

Medium/High

Educational Setting and Participant Information

Educational Institution

Public

Comprehensive Schools

K-3

4-6

Alternative Settings

Charter School

Participant Configuration

Cross-age or Multi-grade

School Schedule

Traditional 9 month

Service Provided

Overview of Service

Level of Service

Indirect Service

Service Issue Area

Education

Health

Human Services and Social Needs

Duration of Service Activity

Long Term (All quarter/ semester/ year)

Specific Service Activity Areas

Educational

Teaching Activities

Public Works and Safety

Civic Action

Health

Social Services

Human and Social Needs

Homelessness

Environment

Lesson Content

Subject Area(s)

English/ Language Arts

Mathematics

Social Studies

California State Academic Content Standards

2nd Grade Language Arts

Writing Strategies 1.1

Writing Applications 2.2

Second Grade Reading

Reading Comprehension 2.7, 2.8

2nd Grade Mathematics

Statistics, Data Analysis, and Probability 1.0

2nd Grade Social Studies

Basic economic reasoning skills 2.4:3

Civic/Social/Personal Responsibility Goals or Standards

This lesson will address and create civic responsibility.

Collaborating Partners

Community Based Organizations

Associations and Agencies

Local/State/Federal Governmental Agencies

Social Services

Educational Institutions

Elementary

Corporation for National Service

Individual Partners

Parents

Grandparents

Friends

For-Profit Partners

Reflection

Journals

Video/Pictorial presentation

Oral presentation