

Trimester # Course Location/Classroom:

Course Name:

IS Name(s):

Fellow Name(s):

Concept of Class:

Connections

Enduring Understanding(s):

- 1) Making things in woodshop to give away is a great way to acquire and practice woodworking skills while learning the value and meaning of service to others.
- 2) The aesthetic connection found in woodworking is derived from the link between one's ideas - what is imagined or envisioned that can be done, and one's actions - what is actually doable in a given time, with available resources, applying one's individual abilities, talents and willpower.
- 3) A key service connection occurs when contributing individuals (student artists/craftspeople) and the receiving community (ERS and/or Furniture Connection) begin to see their work as collaborative or shared service experience.
- 4) Another key service connection occurs among members of the class when they learn and serve together, developing unique projects through their use of general skills and individual talents.

Learning Targets:

Early: Gain a solid foundation in tool use and studio practices for safe and successful project engagement.

Middle: Integrate creativity, reflection, commitment to service, and thoughtful/skillful use of woodworking tools in both project and written work.

Late: Pacing and time management to demonstrate successful completion of course goals (credit) and project(s).

Essential Question(s):

What connections exist between woodworking (art/craft) and community service in history? What connections can you make as a woodworker, between learning the art/craft of woodworking and serving others in the community? What does service-learning contribute to one's artistic expression? Craftsmanship? Appreciation of others?

Assessment Evidence:

Assessment of tool usage and safe practices in the shop – student must demonstrate competence in measurement, basic tool use and safe procedures in order to receive permission to work independently in the shop.

Service-learning reflections, with rubrics, will be used as evidence of community connections made in conjunction with the woodworking project activity.

Art history presentations, with rubrics, will be used to assess learning from historical events and people making connections between service and the art/craft of woodworking.

Evaluations will provide feedback from recipients of service projects. 3-P's will be used as evidence of student engagement in Connections in Wood.

Major Learning Activities/Projects that Drive the Design:

- Daily work in the shop toward skill building and project completion
- Project design to be both functional and aesthetically pleasing, in consideration of the needs and expectations of the community, individual client or recipient of service
- Weekly reflection assignments tied to woodworking/service projects and $8 + 5 = 10$

What Service Learning Activities Strengthen the Design?

- The service-learning focus begins with applying woodworking skills and knowledge to real needs in the community.
- Students will design and build projects proposed by the community.
- Students will use journaling and written reflections to identify and express the service-learning that occurs for them in the course of designing and building the projects.
- Student voice in determining what projects they will do is part of the design, although some projects and situations are less flexible than others, and students may, at times, be required to participate in projects that they did not choose
- Learning and service objectives identified in the project work plans
- Reflection activities using multiple methods of reflection and evidence of pre, ongoing and post reflection activities
- Meeting genuine community needs through woodworking
- Developing projects collaboratively
- Preparation and safety considerations as part of every project

Resources Needed:

Woodshop (tools, supplies and equipment)
Drafting/drawing supplies
Lumber

8 + 5 = 10 Addressed:

Service to Others and Community
Environmental Stewardship
Aesthetic Expression

Related National and/or State Standards:

- 1) Students will understand how the needs of the community (or school) are identified and, when appropriate, will identify the needs of the community.
- 2) Students will develop, acquire, and demonstrate curricular knowledge and skills through participation in an integrated service-learning experience.
- 3) Students will understand the relationship between school and community and the value of school-community partnerships.
- 4) Students will understand and apply principles of civic engagement through participation in a service-learning project which identifies and addresses a community need and improves the quality of life in the community.
- 5) Students will reflect upon their service-learning experience, showing how the skills and knowledge gained through service-learning relates to their development as individuals, their membership in a community, and their role as global citizens.