

**Summer Bridge Service-Learning Project**  
**3<sup>rd</sup> Grade Resource Guide**  
**21 Lessons and 5 Projects**

Developed by the Office of Service Learning through the direction of Jon Schmidt

The Summer Bridge Service-Learning Project (SBSLP) is an opportunity for students to learn about what it means to be a citizen and how citizens take action to improve the world. Each week will feature a point of inquiry – Citizenship, Hunger, Animal Welfare, and Environment. Students will have the opportunity to take an action during each week. Students brainstorm an action or choose one of the actions listed in the curriculum.

Over the course of the five weeks of SBSLP students will learn about the following five issues:

1. Community and Citizens
2. Hunger
3. Animal Welfare
4. Environment
5. Peace Making

Students will also be encouraged to work together on five projects that are related to each area:

1. Community Map and School Survey
2. Food Drive
3. Poster Campaign about Animal Welfare
4. Food Waste Reduction
5. Peace-Making Campaign

<b>Theme</b>	<b>Curricular Focus</b>	<b>Product</b>
Active Citizens	Community Rights and Responsibilities Conflict Resolution	Presentation of Community Roles and Responsibilities
Hunger	Stories of Hunger Solving Hunger Educating Others	School-wide Food Drive
Animal Welfare	Caring for Animals Cost of Animal Care Support Welfare Agencies	Educational Posters
Environment	Food Waste Composting Data Gathering	School Recommendations
Peace Making	Finding Peace Within Ourselves Awareness of Anger Point of View Creating a Peaceful Classroom Peacemakers 40 Acts of Peace	Peace Pledge Acts of Peace Bulletin Board

SBSLP is based on merging principles of project-based learning and service-learning. Each week students will tackle a particular problem and work together to create a project that is about promoting the social good. The following table outlines the themes, focus, and products that are part of SBSLP.

Project-based learning has five primary components:

1. **Begin with the End in Mind** – what the product is that your students are working towards?
2. **Craft the Driving Question** – what do we want students to learn through this process?
3. **Plan the Assessment** – how will you assess your students?
4. **Map the Project** – what steps will you take to help students complete the project?
5. **Manage the Process** – how will you facilitate the process of helping students learn from and complete their project?

Each week’s description includes information on the first two steps. An assessment is included as an appendix to this resource.

Curriculum for the SBSLP has been drawn from four primary websites:

- Learning to Give – [www.learningtogive.org](http://www.learningtogive.org)
- Feeding Minds - [http://www.feedingminds.org/level1/pri\\_level\\_en.htm](http://www.feedingminds.org/level1/pri_level_en.htm)
- CPS Service-Learning – [www.servicelearning.cps.k12.il.us/Curriculum.html](http://www.servicelearning.cps.k12.il.us/Curriculum.html)

Each week includes four lessons which lead to a service/educational project that culminates the week’s inquiry. Many of the lessons are from Learning to Give, an interactive website that challenges young people to explore a variety of social issues, learn about them, and then act to address social problems. During the next weeks we encourage you to explore a variety of social issues with your students utilizing curriculum provided by Learning to Give at [www.learningtogive.org](http://www.learningtogive.org).

## **I. Week 1 - Introduction to Citizenship**

### **Project: Presentation about Community Roles**

**Begin with the End in Mind** - Students will understand what it means to have a role in a healthy community.

**Driving Question** - How can individuals come together to build a strong community?

Gather your students each day for lessons about citizenship during the first week of summer school. These lessons will prepare students for issue-specific exploration and service project opportunities during weeks 2-5 of summer school. The first lessons will introduce students to the concept of community, what it is and means and what roles we play in communities.

#### **Lesson 1**

What is Community - <http://learningtogive.org/lessons/unit44/lesson1.html>

Students will explore the concept of community in this lesson and understand what it takes to build, govern, and maintain a community.

#### **Lesson 2**

Rights and Responsibilities - <http://learningtogive.org/lessons/unit44/lesson3.html>

Students will learn about the various rights and responsibilities in a community. How do we practice those rights and responsibilities?

#### **Lesson 3**

Resolving Conflict - <http://learningtogive.org/lessons/unit44/lesson2.html>

In this lesson your students will learn about and practice how individuals in a community resolve conflict. While some conflict can be healthy, some clearly isn’t. As individuals in a community resolve conflict, they become stronger as a community.

#### **Lesson 4**

Educating Others - <http://learningtogive.org/lessons/unit44/lesson4.html>

In this lesson, students prepare and implement a skit, presentation, or set of visuals that will educate others in the school building about basic rights and responsibilities of community members.

## **II. Week 2 – Citizens and Issues: Hunger Project: Food Drive**

**Begin with the End in Mind** – Students will understand what it means to experience hunger and respond effectively to the problem of hunger.

**Driving Question** – How can individuals make a difference in the problem of hunger?

During this week’s focus on hunger, students will examine what hunger looks like and what individuals and groups can do to address the problem of hunger. Students will also work toward completion of their project – a school-wide food drive, which can be introduced in Lesson 7. The school-wide food drive will take 2-3 weeks to advertise and gather food items. Students should be organized to take on the following roles:

- Identify a local food pantry or distribution center
- Create posters and make announcements about the food drive
- Encourage adults and students in the building to participate in the drive
- Develop a plan to gather food items for donation to the food pantry

The web-based curricular resource used in this section is *Feeding Minds, Fighting Hunger: A World Free from Hunger*-<http://www.feedingminds.org/fmfh/home/en/>. In addition to the series of lessons provided here, there are various interactive activities that the website offers.

#### **Lesson 5**

What are Hunger and Malnutrition and Who are the Hungry? -

<http://www.feedingminds.org/fmfh/hunger-and-malnutrition/primary-level/lesson-1/en/>

This lesson will provide an overview of the importance of food, and the different meal patterns in different parts of the world. It will also consider those individuals who are at the greatest risk of suffering from world hunger.

#### **Lesson 6**

Why are People Hungry?- <http://www.feedingminds.org/fmfh/hunger-and-malnutrition/primary-level/lesson-2/en/>

In this lesson, students will examine food systems and their influence on world hunger. They will explore the three pillars of food security and why these are necessary to ensure a healthy life.

## **Lesson 7**

What Can We do to Help End Hunger?- <http://www.feedingminds.org/fmfh/hunger-and-malnutrition/primary-level/lesson-3/en/>

This lesson will illustrate the different ways in which hunger is being addressed around the world by discussing different real or mythical heroes who have acted on courage to make a difference in the world. It will discuss specific ways that students can take action to address the issue of hunger.

At this point in the week, teachers should introduce the school-wide food drive to the students. See above for the different roles and tasks to be considered as this project gets underway.

### **Extensions to this unit:**

The Right to Food: A Window to the World- [http://www.feedingminds.org/cartoon/rtf\\_en.htm](http://www.feedingminds.org/cartoon/rtf_en.htm)

This is a computer-based activity that can be accessed in 5 languages. It provides students with the opportunity to understand the concept of hunger around the world by using an interactive map. Teachers may work through the activity with the entire group, or allow students to use it independently.

## **III. Week 3 - Citizens and Issues: Animal Welfare**

### **Project: Poster Campaign about Animal Welfare**

#### **Text: Buddy Unchained**

**Begin with the End in Mind** – Students will understand how animals are cared for in urban communities.

**Driving Question** – What does it take to make sure that animals are cared for successfully?

Our third area of inquiry will be animal welfare. Students will learn about the needs of animals and how human beings care for animals - <http://learningtogive.org/lessons/unit427/>

## **Lesson 8**

Animal Shelters - <http://learningtogive.org/lessons/unit427/lesson1.html>

Students will learn about the different types of animal shelters and how these shelters care for animals.

## **Lesson 9**

The Cost of Animal Care - <http://learningtogive.org/lessons/unit427/lesson2.html>

Students will learn what it takes to care for animals effectively utilizing math skills.

## **Lesson 10**

Supporting Animal Shelters - <http://learningtogive.org/lessons/unit427/lesson3.html>

Students will read Buddy Unchained to learn more about how animal shelters care for pets.

Students will then have the opportunity to develop a plan to support an animal shelter in Chicago.

## **Lesson 11**

Share Our Knowledge - <http://learningtogive.org/lessons/unit427/lesson4.html>

In this lesson, students will reflect on what they have learned about animals and animal welfare and will brainstorm ways to communicate further what they have learned. Students can make posters and fliers for distribution in school and community that will help more people become aware and involved in animal welfare.

#### **IV. Week 4 – Citizens and Issues: The Environment** **Project: Food Waste Recommendations**

**Begin with the End in Mind** - Students will learn about how much food is wasted that could be diverted out of the solid waste stream.

**Driving Question** – Why do Americans waste so much food and can we slow the waste?

During the final week, students will explore the environmental problem of food waste. Americans waste 11 billion pounds of food each year. An estimate of food waste from Texas suggests that Americans throw away 25% of our edible food. This week students will examine food waste in their school cafeteria and develop recommendations for school leadership about how food waste can be minimized.

##### **Lesson 12**

Food Waste - <http://learningtogive.org/lessons/unit507/lesson1.html>

Students will investigate food waste in their school, city and country and become familiar with the idea of food composting. Students will conduct a cafeteria survey to better understand how much food is actually wasted every day in a typical school.

##### **Lessons 13 and 14**

Rotten Research – <http://learningtogive.org/lessons/unit507/lesson2.html>

Students will examine how compost becomes soil by examining soil and reading a book about composting. A number of book selections are included in the lesson from Learning to Give. Students will also have the opportunity to see how a restaurant composts in order to reduce its food waste.

##### **Lesson 15**

Dirty Action - <http://learningtogive.org/lessons/unit507/lesson3.html>

Students now will work together to develop a service project that address the problem of food waste. Students can make recommendations to help their schools waste less food or they can conduct a mini-workshop for other students on the power of composting. Students might also create posters that

#### **V. Week 5 – Citizens and Issues: Peace Making** **Project: 40 Acts of Peace Campaign**

**Begin with the End in Mind** - Students will learn about moving from a culture of violence to a culture of peace within themselves and in their schools.

**Driving Question** – How do we build a culture of peace?

One of the major goals of peace education is preparing learners for active participation in efforts to overcome the violence and injustice that characterize the present culture of war, by engaging in the kind of creative and innovative thinking that can guide citizen action and public policy toward the abolition of war and the evolution of a culture of peace.

##### **Lesson 16**

Finding Peace Within Ourselves - <http://www.tlcinst.org/peace.html>

Students will explore the meaning of peace, where they would like to see peace, and participate in a peace circle with their peers.

##### **Lesson 17**

Awareness of Anger - <http://www.teachablemoment.org/elementary/anger.html>

Students will describe the ways people communicate and physically react when they have strong feelings, especially anger. Students will recall and describe a time they got angry.

### **Lesson 18**

Point of View - <http://www.teachablemoment.org/elementary/pointofview.html>

Students will better appreciate the importance of understanding another person's point of view to solve a conflict. Respecting Differences -

<http://www.teachablemoment.org/elementary/respectingdifferences.html>

Students will observe that people, even friends, may disagree in their opinions.

### **Lesson 19**

Creating a Peaceful Classroom - [http://www.learningpeace.com/pages/LSP\\_PClass.htm](http://www.learningpeace.com/pages/LSP_PClass.htm)

Students will create a setting for a peaceful classroom. They will also write letters to the principal agreeing to follow the peaceful classroom description they created. Students can also choose to follow the Kids Pledge of Nonviolence:

[http://archive.uua.org/re/reach/winter01/social\\_justice/pledge.html](http://archive.uua.org/re/reach/winter01/social_justice/pledge.html)

### **Lesson 20**

Peacemakers - <http://www.teachablemoment.org/elementary/peacemakers.html>

Students will identify everyday peacemakers. Students can also learn about Peacemakers around the world through this online activity: <http://www.salsa.net/peace/faces/>

### **Lesson 21**

40 Acts of Peace and Peace Pledge - <http://www.40daysofpeace.org/dailyactsofpeace>

Students will go through the 40 Acts of Peace and commit to one of the acts. Students will also develop a peace pledge incorporating the acts of peace and share with their peers in their school. They can also create a bulletin board with all of the acts of peace that each student commits to

<http://www.edu.pe.ca/birchwood/power/posters.htm>.

Students can also create signs of peace and write their act of peace on the hand:

<http://gardenofpraise.com/bul90.htm>

### **Peace Making Resources**

Peace Unit (Page 12): <http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf>

### **Books**

1. Buddy Unchained, Daisy Bix