End of Year Wrap Up
Teacher Guide: Grades 3-5

Objective

The primary objective of the **End of Year Wrap Up** project is to allow students the opportunity to put all of the social-emotional learning knowledge and skills that they have learned this year into practice. During the implementation of this simple, low-prep project, students will apply the communication and interpersonal strategies that they have acquired while they compile information about ways that they can become more involved in their communities.

Project Basics

- **Duration:** One week; the last week of school
- **Prerequisite knowledge:** This project incorporates the knowledge and skills presented in the SEL lessons that you and your students have been working through this school year.
- **Sequence:** It is recommended that you allow your students to complete the wrap up lesson prior to beginning the project.
- **Grouping:** It is recommended that students work together in groups of 3-4.
- **Materials:** Materials will vary based on the project delivery methods that you make available to students. For example, if allowed to complete the project digitally, students will need a computer or device and will need a working knowledge of the software or web tools available to them. However, if you decided you would like a physical paper project products, you will need to provide students with paper, markers, colored pencils, etc.
- **Evaluation:** You may or may not choose to grade the projects based on your schedule and what works best for your situation. However, providing individualized feedback to student groups is highly recommended.

Driving Question

How can you tell people at your school about volunteer ideas that they can do this summer?

Culminating Product

Groups of 3-4 students will identify and compile specific information about 3-4 volunteer opportunities for that students in their community can participate in this summer. How the student groups deliver/present this information is up to your discretion as the teacher/facilitator. Please see the suggested delivery methods below:

- Handmade or digitally created poster
- Handmade or digitally created infographic
- Video commercial
- Brochure
- Collage
- Slide presentation to present in class

Idea Corner

Students can...

- Create a hallway display to hang their posters.
- Advertise the project on the announcements and explain how students can access this information.
- Present volunteer ideas at an exhibition event for students and family members.

Teachers can...

- Create a webpage or blog that can house the volunteer information.
- Upload the projects to a schoolwide announcements page on your school's LMS.
- Post photos of student volunteer projects on the school's social media accounts.

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Project Preparation

Prior to Project: You will need to decide how you want to customize this project framework for your students prior to rolling it out. Here are some things to consider:

- *What will the project due date be?*
- *How will you group students? How many students will you include in each group?*
- *How many volunteer opportunities will each group research and present on?*
  - Suggested amount: 3-4 opportunities per group
- *What information do you want students to include about each volunteer opportunity?*
  - Suggested information to be included:
    - Name of volunteer opportunity
    - Contact information: address, phone number, website
    - When can people volunteer? Include the date & time.
    - Volunteer requirements: Are any special skills required? Do students need an adult with them to volunteer?
    - Volunteer duties and responsibilities
    - How should the volunteer dress to participate?
    - Have groups draw connections between each volunteer opportunity and the key competencies. Have students explain which key competencies could be applied and improved upon during the volunteer experience.
- *How will students research volunteer opportunities?*
  - Suggested ways to guide or scaffold research:
    - Provide names of places to volunteer in your community along with the link to each place's website.
    - Print out information from the websites of volunteer opportunities in your area to eliminate the need for online research or electronic devices.
    - The teacher or students could reach out to places in the community that commonly use volunteers to requested printed information or brochure on volunteer opoportunities.
- *Will you give students choice in how they organize and present the information?*
  - See "Culminating Product" on page 1 for ideas.
- *How will the information be displayed or communicated to all students on campus?*
  - *See "Idea Corner" on page 1 for ideas.*
- *Will you develop a lesson hook or introduction activity to engage students in the topic of volunteer work?*
  - Suggestion: Find an engaging video about volunteer work. Bonus points if you can find a video that is specific to your community!
- *Will you assess the culminating product for a grade? Will you assess how students work together in groups?*
  - If grading: Be sure to create a product and/or group collaboration rubric and share that with students when you introduce the project on day one.
  - If not grading: Come up with a strategy for providing feedback to groups as they work together and once they have created their product.

Project Schedule

Project Day 1:

- Deliver lesson hook or introduction activity to engage students in the topic of volunteer work.
- Students complete the wrap up lesson in Suite360.
- Introduce the project to students.
  - Emphasize: Each volunteer opportunity must be specific to your community. In other words, students will not say "volunteer at the library", but will research the libraries in their community that have volunteer programs. They will include all necessary information so that anyone looking at their project would have everything needed to go volunteer.
  - Communicate if/how products and/or student groups will be assessed.

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Project Schedule Continued

- Allow time for students to individually write down ideas on page one of their graphic organizer (included on page 4 of this document).
- Allow students to begin to collaborate with their group to share their initial ideas.

Project Day 2:

- Review project instructions and answer any questions that students may have.
- Provide students with 1-2 behavioral objectives to focus on as they collaborate. (Refer to the key competencies to create aligned behavioral objectives.)
- Have student groups finalize the volunteer opportunities that they will include in their product.
- Groups will begin their research once they have reached a consensus on volunteer opportunities.
- Actively monitor students and provided targeted feedback on the way that they interact and work with one another, as a way to reinforce their application of the 5 key competencies.
- In the last five minutes of class, have student groups make a 'to-do' list of the tasks that need to be completed next class. This will help them with their focus when they return to class next time.

Project Day 3:

- Provide necessary project reminders and answer any questions that students may have.
- Provide students with 1-2 behavioral objectives to focus on as they collaborate. These can be the same as the class before, or you can adjust your focus based on the behaviors you observed last class. (Refer to the key competencies to create aligned behavioral objectives.)
- Have groups get out the 'to-do' list they made at the end of last class to guide their process today.
- Groups will continue their research.
- As groups finish up their research, they may begin working on their products.
- Actively monitor students and provided targeted feedback on the way that they interact and work with one another, as a way to reinforce their application of the 5 key competencies.
- In the last five minutes of class, have student groups make a 'to-do' list of the tasks that need to be completed next class. This will help them with their focus when they return to class next time.

Project Day 4:

- Provide necessary project reminders and answer any questions that students may have.
- Provide students with 1-2 behavioral objectives to focus on as they collaborate. These can be the same as the class before, or you can adjust your focus based on the behaviors you observed last class. (Refer to the key competencies to create aligned behavioral objectives.)
- Have groups get out the 'to-do' list they made at the end of last class to guide their process today.
- Groups should wrap up their research the first half of class, if they have not already.
- Groups will continue to work on their products with the goal of finishing by the end of the class period.
- Actively monitor students and provided targeted feedback on the way that they interact and work with one another, as a way to reinforce their application of the 5 key competencies.
- In the last five minutes of class, have student groups evaluate their progress to decide if they need to meet outside of class to finish up their product before next class.

Project Day 5:

- Groups will display/present their products.
- Actively monitor students and provided targeted feedback on the way that they interact and work with one another, as a way to reinforce their application of the 5 key competencies.
- If you will be assessing products and/or groups, evaluate according to your rubric(s).
- Celebrate with your class! They have learned so many social-emotional strategies this year!

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Note: *This exemplar is to serve as one possible example of what the culminating product for this project could look like. Remember, the level of freedom that you give students in the delivery/presentation of their product is up to you as the educator.*

Summer Volunteer Opportunities in Sunnyville

Volunteer at Main Street Veterinary Hospital

Address: 123 Main Street Sunnyville, USA | (888) 555-2323
Volunteer hours: 10 a.m. to 3 p.m. Monday-Thursday
Requirements: Must be 14 years-old or older
Duties and responsibilities: Walk dogs, clean animal cages
Dress: Casual dress and comfortable shoes encouraged; work is sometimes messy.
Key competencies: Volunteers may grow in self-management and responsible decision-making skills because you will often work alone once trained. You may develop social awareness as you gain experience seeing the way that people treat and interact with animals.

Volunteer at Sunnyville's Annual Trash Bash Event

Date: Saturday, June 10, 2023 | 8 a.m. to 6 p.m.
Location: Sunny Days Park in downtown Sunnyville
Requirements: Must volunteer in groups of 5 or more students with adult.
Register your group at www.sunnyville.com/trashbash
Duties and responsibilities: Set-up booths, help vendors, assist with donation
Dress: Official Trash Bash t-shirt, shorts, comfortable shoes
Key competencies: Volunteers may grow in relationship and self-awareness skills as they interact with other volunteers, vendors, etc.

Volunteer at Clothes Connection

Address: 515 Main Street Sunnyville, USA | (888) 555-2535
Volunteer hours: 9 a.m. to 2 p.m. on Saturdays only
Requirements: People under 16 years of age must volunteer with an adult
Duties and responsibilities: Sort clothes for donation
Dress: Casual dress and comfortable shoes
Key competencies: Volunteers may grow in self-management because you will be left written instructions. Volunteers may grow in relationship and self-awareness skills as they interact with other volunteers.

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Group Members: _____

_____

MY IDEAS

Types of volunteer opportunities I want to research:	Reasons why I want to research these types of volunteer opportunities:

Knows: What do you understand about this project, its purpose, and how to do it?	Need to Knows: What questions do you still have about this project and how to do it?

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Research Document

Volunteer Opportunity Information	Group Research
Name of volunteer opportunity	
Contact information: address, phone number, website	
When can people volunteer? Date & time	
Volunteer requirements: Are any special skills required? Do students need an adult with them to volunteer?	
Volunteer duties and responsibilities	
How should the volunteer dress to participate?	
Which key competencies can be applied and developed during this volunteer opportunity? Include all that apply and explain how this volunteer work will help people practice these skills. Key competencies: self-awareness, self-management, social awareness, responsible decision-making, relationship skills	

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