End of Year Wrap Up
Teacher Guide: Grades K-2

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 2 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: 2 opportunities per group. Ideas can be generic.
- *What information do you want students to include about each volunteer opportunity?*
  - Suggested information to be included:
    - Name of volunteer idea
    - Where can students volunteer?
    - When can students volunteer?
    - What adult or family member can help students volunteer?
    - What jobs to volunteers do there?
    - What do volunteers wear to do their jobs?
    - 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 you differentiate this project for students?*
  - Suggestion #1: Differentiate idea expression.
    - Students that have more developed writing skills and do more explanation and development of ideas in writing, while students that are still developing their writing abilities can supplement their limited writing with drawings.
  - Suggestion #2: Differentiate the SEL skills section.
    - Students with limited or developing writing skills can simply list the SEL skills on their project rather than explaining them. See the first example on the exemplar on page 4 for clarification.
    - Students with more developed writing capabilities can explain how SEL skills will be used as they volunteer. See the second example on the exemplar on page 4 for clarification.
- *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.
- Add any additional contextual information needed to talk about volunteering and volunteer work. This could take the form of an additional mini-lesson, game, review activity, etc.
- Introduce the project to students.
  - Lead students in a whole group brainstorming session. Write the students' ideas on the board and discuss.
  - Communicate if/how products and/or student groups will be assessed.

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Project Schedule Continued

- Allow time for groups write down ideas on page one of their graphic organizer (included on page 4 of this document).
- Once groups have discussed the questions that they still have about the project, check in with each group to clarify any misunderstandings.

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 ideas that they will include in their product.
- Groups will begin work on their product 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 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 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 Ideas in Sunnyville

Volunteer at an Animal Hospital

Where: Students can volunteer at Main Street Veterinary Hospital
When: Students can volunteer on Saturdays from 9 a.m. to 3 p.m.
Who: Students can volunteer with a parent or grown-up family member
What: Students can walk the dogs and clean animal cages.
Clothes: Students should wear comfortable shoes and clothes.
SEL Skills: Relationships and choices

Volunteer at a Community Event Where You Live

Where: Students can volunteer at the Trash Bash in Sunny Days Park in downtown Sunnyville
When: Saturday, June 10, 2023 | 8 a.m. to 6 p.m.
Who: Students can volunteer with a parent or grown-up family member
What: Students can help set up the booths and games
Clothes: Students should wear comfortable shoes and clothes.
SEL Skills: Students can work on their relationship skills with other volunteers. They can use their feelings skills to keep calm in a busy place.

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Group Members: _____

_____

MY IDEAS

Write or draw the 2 volunteer ideas that your group chose below.	Write or draw ways that these 2 volunteer ideas will help people, places or things where you live.
1	1
2	2

Knows: Talk with your group about what you know about this project and what your group needs to do. Use the space below for notes.	Need to Knows: What questions does your group still have about this project or how to do it?

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PLAN YOUR PROJECT

Information About Volunteer Work	Notes & Drawings
Name of volunteer work	
Where can people volunteer?	
When can people volunteer?	
What adult or family member can help students volunteer?	
What jobs do volunteers do there?	
What do volunteers wear to do their work?	
Circle which SEL skills students can use when they volunteer.	Feelings Choices Relationships

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