

Engaged Learning Project Final – Dessert
Melinda Butler – ITEC 7400

Engaged Learning Project- Craving a Little Dessert

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Subjects:

English/Language Arts, Math, and Technology

Grade Level:

2nd Grade

Abstract:

The Cobb County lunches appeared differently this past year. They were missing a special part to each child's lunch that had been present in the past. They had removed the desserts from being a part of the daily lunch selection. As part of the Common Core, 2nd graders have to write an opinion/persuasive essay. Due to the change and the upset it has caused with the students, they are going to write their opinion/persuasive essay to try and change the Cobb County lunches back to the way they have been for many years. The students will create a survey on polldaddy.com to get the opinions of the current students at Timber Ridge Elementary and their parents. After graphing their data on Excel, they will compile the results. If their data supports the opinion that desserts should be brought back to the school lunches, they will organize their details using a Kidspiration graphic organizer template and then type up a persuasive essay on Word telling why they believe desserts should be brought back into the elementary school lunches. Once completed, they will choose the top two essays and have those students take them to our monthly Cobb County School Board meetings where they can read their plea. I have created a rubric for them to use for the writing of their essay.

Learner Description/Environment:

The students will work in groups of three to four students to create a survey of multiple-choice questions for their fellow students using polldaddy.com. They will use the computer lab along with the 5 computers that we have in our room with internet access. They will choose the six best questions from the groups and make sure their answer choices are suitable. They will implement the survey using the laptops during the lunch breaks and recess periods of students in different grade levels. This will have to be done at different times of the day in order to survey many different grade levels. Next, they will tally/graph their survey results on an excel spreadsheet. They will organize their supporting reasons using a Kidspiration graphic organizer. The provided rubric will guide them. Finally, they will type the persuasive essay using the results to defend the question of: Should dessert be brought back to the daily school lunch? They will use Microsoft Word to type their essay. Once essays are written, students will present their essays to the class and the students will vote by way of I-Respond in order to choose their favorite essay. The top two essays will be presented at the next Cobb County Board Meeting to see if a change to the school lunch is something they would look into.

Time Frame:

This unit will take appropriately three weeks to complete. They will work on this daily in the math, technology, or ELA segment of the day.

Standards Assessed:

Common Core Standards:

ELACC2W1: Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement.

ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting.

ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

ELACC2W7: Work with others to gather information to produce a writing project

ELACC2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

2MD10: Draw a bar graph to represent data set with up to four categories, use information presented in a bar graph.

GPSC Instructional Technology Standards:

2.3: Authentic Learning-Candidates model the use of digital tools and resources to engage students in authentic learning experiences.

2.4: Higher Order Thinking Skills- Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills.

2.8: Data Analysis-Candidates collect and analyze data, interpret results, communicate findings to maximize student learning.

ISTE NETS Standards:

2a- Technology Enhanced learning experiences addressing content standards and student technology standards

2c- Model engagements of students in units which help student's research real world problems, collaborate with others, and produce a product that is meaningful to a wide audience

2d- Emphasizing creativity, higher order thinking skills and processes

2h- Model effective use of technology tools and resources to collect and analyze data, interpret results, and communicate findings

Enduring Understandings:

Students will learn the importance of a balanced diet.

Students will understand that within a balanced diet a *little* dessert is fine after lunch.

Students will work together to create and design a survey with multiple-choice questions.

Students will implement the survey, graph the results, and create a graphic organizer from which they will write a persuasive paper about why it is ok for the Cobb County Lunch Program to serve a *little* dessert with their lunches each day.

This project will engage the students by presenting them with the problem of how to word questions and answer choices to their benefit. Their goal will be to have parents and students answer the questions the way they want them to in order to get their desired results. This will take team work in designing the questions. They will also be engaged as they survey the participants with the laptops on the playground and in the lunchroom. We will see more engagement as they anxiously compile their results on excel and put their ideas into a Kidspiration graphic organizer to prepare to write their persuasive essay to the school board.

Essential Questions:

Is a little dessert after a healthy lunch appropriate?

How can we get the school board to allow us to have a little dessert with our daily lunch?

How can we create a survey to help us get answers to questions?

How do we compile results into an excel spreadsheet?

How can a graphic organizer help us organize our thoughts before writing an essay?

Higher-Order Thinking Skills:

Bloom's Level of Synthesis and Application are addressed with the design, creation, and implementation of the survey.

Bloom's level of Evaluation is being applied when the students compile the results from the survey.

Introduction:

The teacher will read the book of poems called, "Sweets and Treats," by Bobbye Goldstein. The students will also get to participate in a usa.gov interactive website activity about creating healthy plates allowing for a little sweet treat for each

meal. One piece of information given on this website indicates that if sweets are taken away from children, it causes them to indulge when they do get the opportunity to have a treat. It also creates a child who will hide or sneak sweets since they are forbidden to have them.

With this information, the students will want to create a survey that will encourage their fellow students to desire a little dessert be brought back to the school lunch. They will design the survey so that it presents as if it is a good thing to give a child a little dessert so they will not crave it later and sneak more than the amount suggested by the federal guidelines for a healthy diet. They will design the survey to make it sound that it is actually beneficial for students to have a little dessert after lunch. These key points will also be used in their graphic organizers when they write their persuasive essays to the Cobb County School Board.

Process:

The general steps of the process will be:

1. Brainstorm key words the students will want to use when creating the questions and answer choices.
2. Assign the groups to start working together on creating three – four questions first. They will type them up on Microsoft Word.
3. The class will look at each group's questions using the document camera.
4. The class will vote on the six best questions using I-Respond.
5. The groups will again work together to come up with answer choices for each question and type them up on Word.
6. Again, they will meet and look at answer choices to determine which three answer choices will be best for each question. They will discuss these for a while to determine that they will make the most sense and be the best for the design of the survey.
7. Students will enter the questions and answer choices into a www.poll daddy.com survey using internet access. This survey will be loaded on the teacher's blog so that they will easily be able to access it when they are out at the playground and in the lunchroom implementing the survey. It would also provide easy access for the parents to complete at their leisure.
8. Teacher will review how to set up an excel spreadsheet so that they can compile the results from poll daddy on their own spreadsheet. This will need to be printed out for use on Kidspiration.
9. Class will discuss the results and brainstorm ideas on how they will try to persuade the school board to allow little desserts to come back to the daily lunches.
10. Students will use their printout to create their own graphic organizer with ideas on how they want their paper is going to be written.
11. Students will present their papers to the class.
12. Students and teacher will vote for the most persuasive paper using I-Respond.
13. The top two most persuasive papers will then be read at the next Cobb County School Board meeting.

Structure:

Since students have complained of not having desserts with their lunches this year, the teacher thought she'd make it into an Engaged Learning Project. This is an actual problem that has happened at our school this year. Research was done by the students to find out that a little dessert after a healthy meal is just fine. So their problem is how they will get the school board to realize the benefit of children having a little dessert with their school lunch. Of course, those who bring their lunch from home regularly bring their little dessert. In the end, it could cause the schools to lose money if more children want their parents to pack their lunches so they could get a little dessert with lunch. That would result in selling less school lunches. The schools have recently focused on providing much healthier lunches to the children so if that is the case, what is wrong with providing a little dessert to go along with a more healthy lunch? Notes will be taken by the children in their writing journal as we discuss this. Teacher will be a facilitator in this discussion by adding any health information that they may have incorrect or have omitted.

The discussion will get them thinking and preparing them to start creating their questions. Teacher may suggest that they add a brief statement at the beginning of the survey so that the parents and students realize that when sweets are forbidden from children, studies say that children indulge more with sweets because they are "forbidden" item. Sneaking a treat is more prevalent when something like cookies for example, is a forbidden item. A simple reminder at the beginning of the survey like, "Moderation is the Key," could be a reminder that the students are only asking for a "little" dessert. At the end of the survey, they may want to add a text box allowing students or parents to add comments. I think it would be interesting for the students to see what comments are made by the parents and students.

The teacher would make sure to let the students know this is one way that problems in the real world or work places are solved. Once a problem is seen, it is approached in many ways in order to get something changed. The teacher would want the students to realize that they are tackling a big problem that is present in our school along with all the other Cobb County Schools. They are basically helping all the children of Cobb County, not just our students by taking on this project. The teacher will take on role of facilitator when she communicate the need of taking this project very seriously, not just as a grade for schoolwork but since it can actually affect many students, we want them all taking their time in each phase of this project. The presence they make at the school board meeting is going to be very important. In essence, they are assuming roles of adults here by taking on such a large challenge. So many students will be ever so thankful if they are successful in changing this rule.

As the students are implementing the survey around the school, the teacher will act as a guide as they should not need an instructor for this part. The teacher will be there as a guide only if there were technical difficulties. The teacher may get a parent to aide her as maybe one group of students want to survey students on the playground and another group wants to survey students in the lunchroom.

After the surveys have been taken, the teacher will hold another group session and act as a facilitator and learner while discussing how the process of the surveys went. They will discuss if the surveys went as planned. She will find out if there were any technical issues and if they were able to resolve them on their own or if another classmate helped them. She will ask the students if they found this as an easy or difficult task. She can discuss the role they are partaking how it would feel

to be an adult in this role? The students can discuss if they think they are doing this for a good cause and why? They can discuss any comments they may have received, positive or negative, while taking the survey.

The next step will be for the students start to recording the information in the excel spreadsheets. The teacher will act as a guide as Excel is a program they are all familiar with but she will be present to help resolve any problems the students may have. This will take place in the computer lab and they will print out their data to use for their essays.

The final step of this process is to go to the computer lab with their notes and data to create a graphic organizer of their thoughts and ideas that they think should be used to create a persuasive essay that would change the minds of the school board in allowing that Cobb students are given a little dessert with their school lunch. This may take a couple days as they develop the best approach in writing this persuasive essay. This graphic organizer is just the framework that gets them started in their writing but it is the most important part. They will continue their essay in class and for homework.

Product:

The end product will be for the students to share their results of the surveys on the weekly broadcast of the school news. As they share their news, which they assume will be in favor of bringing back desserts to the school lunches, they will notify the students of Timber Ridge that they are sending two representatives to the next school board meeting to present their results and read two persuasive essays in hopes of a change in the school lunch program to bring back desserts to the children of Cobb County. They will also announce that they will come back at a later date to share the results of how the school board meeting presentation went.

Best Use of Technology:

Technology will be used to participate in an interactive health activity - internet, to implement the survey- polldaddy.com/laptops, to record the data - excel, to create graphic organizer- Kidspiration, and to type up the questions and essay – Microsoft Word.

Assessment:

A rubric was created for them to use as a self-check assessment.

Content:

Students will build knowledge of assuming roles of adults in the real world. They will understand the research needed ahead of time before trying to solve a problem. They will learn about all the steps needed to do a thorough job.

They will learn the importance of taking jobs seriously because they are looking for real results. Students will also be graded on their essays according to our standards.

Process:

The solution to this problem is going to take some time. This is another real world issue. Things are not changed immediately. This will be beneficial for the students as they learn why some things take so long. They may remember a time it took so long to get a tv or computer replaced in their home, for example. This is the beginning of learning in the adult world, things happen in steps with a lot of planning and making careful decisions.

Differentiation:

Students with Special Needs will be able to work in a group with a partner for this whole project. It doesn't matter what the disability, this project lends itself to be done with a partner at all times. The written essay requirements would need to be modified per the IEP.

For higher level students, they could be helpers for those needing help. They could go above and beyond the requirements in many steps of the process.

Supporting Materials:

Listed below are the materials needed to complete this project:

1. Book- Sweets and Treats: A Book of Dessert Poems,” by Bobbye Goldstein
2. http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html
3. Computer Lab
4. Internet Access
5. Smartboard (not necessary but helpful to show the Interactive Blastoff Game)
6. Microsoft Word
7. Microsoft Excel
8. Document Camera (not necessary but helpful when showing student work)
9. I-Respond (for voting)
10. Laptops (for survey)
11. Kidspiration (graphic organizer)
12. Classroom Computers
13. Rubric

Rubric:

Name _____

Date _____

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	Beginning 1	Developing 2	Accomplished 3	Score
Group Participation	Did not meet expectations to work with group cooperatively and contribute ideas.	Worked cooperatively and put minimal effort toward the survey. .	Worked cooperatively and put good effort towards: questions survey, recording data, and writing paper.	_____
Writing Questions for the Survey	Very little effort towards creating questions with the group.	Contributed ideas to help the group come up with multiple choice questions and answers.	Actively participated in helping with creating questions and answers.	_____
Survey members of Timber Ridge School and record data	Surveyed less than seven students and recorded the data correctly.	Surveyed seven to nine students and recorded the data accurately.	Surveyed ten or more students and recorded the data accurately.	_____
Write persuasive paper with correct mechanics	Writes persuasive paper with seven or more grammar errors.	Writes Persuasive paper with four to six grammatical errors.	Writes persuasive paper with less than four grammatical errors.	_____

Teacher Comments:

