**Service Learning Project  
Grade Six Day**

**Name of Project/Initiative:** Riverside Secondary Grade Six Day

**Teacher candidates:**

Rasha A. Qaisi

Violeta Bolozan

**Rationale:**

During our time at Riverside Secondary School, it was easy to notice the amount of leadership the school staff and students had. And so coming up with our Service Learning Project (SLP) project was not easy because the students did a wonderful job of creating clubs and activities that are inclusive to everyone in the school. At the beginning of the visit spent in the school, all students from grade 6 introduced themselves and stated three subjects that they felt the strongest affiliation with. However, some students were discouraged from participating in the school’s larger community and activities. Our main goal for the SLP was to create an activity that involved both the leadership students in the school and the students who were considered “at risk”. The "at risk" students are those who have had frequent absences, `low academic achievements and had issues related to home life that reduced their effectiveness in school learning, and students who were often with the SST, CYW, and LST.

When we proposed our SLP plan to our SST, he was very supportive but also addressed his and the school’s interest in a grade 6 day, where chosen feeder schools would be invited to participate in class rotations. Therefore, we decided to create a project that would incorporate our original SLP goal and honour what was important to the school. Once we discussed our new idea of class (English, Science, and Robotics) rotations with the SST and the participating teachers, the idea was well received.

We choose the class rotations very carefully in order to involve both students in the leadership classes, as well as students who were considered "at risk" and those who were members of the credit recovery class. The students were encouraged to help in the classroom activities and acted as guides for the grade 6 groups. Hetherington's grade 6 students visited a robotics class (university preparation), two science classes (university preparation), and an English class (grade 10 applied level). The students in the robotics and science classes included many students who were in the leadership class and the leadership really did shine through. The Riverside Secondary School students and Hetherington students worked very well together, and the collaboration amongst them was incredible. At this activity participated the grade 6 students, grade 9 and 10 applied. Together, the students built a robot car and tested the communication codes between the computer and the car, and simulated bird beaks choosing different sizes of nuts. In the English class, the working relationship between the grade ten students and Hetherington's grade six students worked amazingly together. The students formed small groups, read and discussed the subject of equality and respect. The English class was very welcoming and the students from grade 6 participated and made their opinions known, taking a leading role in the discussion and analysis of the video and text that was presented in the classroom. In the science class, the grade 6 students participated in small group activity trying to simulate the different types of beaks that birds have, and how the different types of birds will survive or perish depending on the type of beak each species possessed. In another classroom, students used devices to draw the direction of the light ray in a convergent, parallel and divergent light rays. The students felt included, welcomed and participated with enthusiasm to all the activities. At the end of their visit, students were invited to collect microorganisms from the school pond and use the microorganisms to study under the microscope. All students were involved and three jars were filled with animal and plant life to be discovered and observed in the classroom.

**Project timetable of activities/events:**

|  |  |
| --- | --- |
| **Rebel Leaders - Riverside Grade 6 Day** | |
| **Time** | **Activity** |
| Period 1:  \*Students arrived at 9:00 a.m.  Part 1 - Rotation 1/Group 1  Part 2 - Rotation 2/Group 2 | Part 1 - Rotation 1/Group 1   * Grade 6 students visited an English class (grade 10 - applied level course) * Students participated in a gallery walk of newspaper articles about tragedies around the world. * Students paired off with grade 10 students to answer discussion questions about the novel *Night*. * Students participated in a whole class discussion about global injustice, fairness, and equality.   Part 2 - Rotation 2/Group 2   * Grade 6 students visited a robotics class. * Students paired off to create communication codes between computer programs and robots. * Students helped put final touches on robots and tested them out. |
| Period 2:  \*Students departed at 11:00 a.m.  Part 1 - Rotation 1/Group 3  Part 2 - Rotation 2/Group 4 | Part 1 - Rotations 1/Group 3   * Grade 6 students visited a science class * Students took part of a flipped lesson activities (simulating bird beaks through feeding and the process of evolution)   → Second rotation to second science class   * Students learned about human anatomy * Students looked at skeletons and labeled different bones   Part 2 - Rotations 2/Group 4   * Grade 6 students visited a robotics class * Students built robots * Students assisted in perfecting communication codes and tested them |
| Lunch: 11:05 |  |

**Target audience:**

Grade six class from Hetherington Public School and grades nine and ten students from Riverside Secondary School. In it is the school's best interest to host this grade 6 day, because it serves as an early promotion and introduction to Riverside and what the staff, students, and school programs really have to offer.

The particular reason we choose to work with science, robotics, and English comes from a bigger look into the class dynamics of the classrooms. The science and robotics classes include leadership students, while the English class included students who are considered “at risk”.

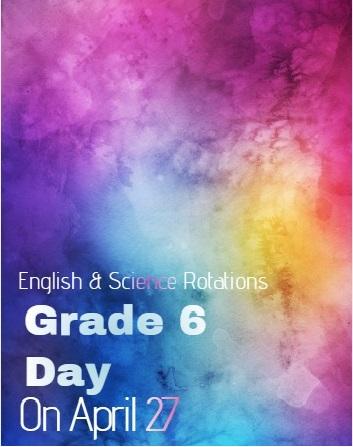
**Roles of facilitators on the day of the school activity:**

|  |  |
| --- | --- |
| **Teacher and LEAD Candidate** | **SLP Involvement and Role** |
| Rasha Qaisi, and  Violeta Bolozan | * contacted school teachers and invited them to participate in the Grade 6 day class rotations * Went over lesson plans and classroom activities with teachers prior to class rotations * Welcomed Hetherington’s grade 6 students * Acted as guides for the different grade 6 groups * Conducted a school wide tour * Facilitated classroom activities during classroom rotations * Created school promotional posters |

**Staff involved:**

|  |  |  |
| --- | --- | --- |
| **Staff Involved** | **Staff involvement** | **Staff position** |
| Andrew Sulyok | * Contacting feeder schools * Conforming with Hetherington time and date of the Grade 6 Day. * Contacting teachers for class rotations | Student Success Teacher |
| Lee Monaghan | * Invited grade 6 students into her grade 10 English class where she encouraged her students and the grade 6 students to participate in the day’s activities. | English Teacher English Department Head |
| Beth Hanes | * Invited grade 6 students into her science class where she encouraged her students and the grade 6 students to participate in the day’s activities. | Science Teacher  Science Department Head |
| Jim About | * Invited grade 6 students into his robotics class where she encouraged her students and the grade 6 students to participate in the day’s activities. | Technology and Robotics  Teacher  Business Teacher |
| Nancy Abati | * Invited grade 6 students into her science class where she encouraged her students and the grade 6 students to participate in the day’s activities. | Science Teacher |

**Promotional poster:**



**Supporting resources:**

TPSR PowerPoint. Please see attached PDF PowerPoint of the informational web resource.

**Service Learning Project**

**Original Project Proposal**

**Service Learning Project Title:** Rebel Leaders

**Group Members:** Violeta Bolozan, Rasha A. Qaisi

**Project Timeline:** Our proposed date is April 25 and April 26. The project will last a minimum of 2 days depending on the number of participating feeder schools and number of at risk grade 10 students involved.

**Target Audience:** Our target audience is the current year’s grade 10 at risk students. Creating a positive leadership opportunity for these students and encouraging them to be positive role models.

**Project Objective:** to allow students who are not academically inclined or members of the leadership class at RSS the opportunity to develop personal and social responsibility and engage them in the larger social life at RSS

**Rationale:**

In our project we will have grade 10 students hosting a leadership day for grade 6 students coming in from feeder schools. The grade 10 students will be required to create a day filled with TPSR activities and lead the students throughout the day. The grade 10 leaders will be responsible for running the day’s activities and monitoring the visiting grade 6 students.

Our service learning project aims to spread this quality of leadership past this top 10%. Our project is aimed to promote leadership qualities in grade 10 at risk students. This is the age where a project like this can affect them and potentially lead them back on the right track. These at risk students will receive an opportunity in which we are telling them we think they have leadership qualities and give them an opportunity to practice them rather than reverting back to the same leadership students that usually host.

Not only will students have the opportunity to act as leaders during the day but hopefully it will carry through to their every day at school. The students who will be leading will also be in grade 12 when the grade 6’s graduate and attend Riverside, so this will be stated to reinforce the importance of remaining a leader for these students when they attend later.

**Project timetable of activities:**

|  |  |
| --- | --- |
| **Rebel Leaders** | |
| **Time** | **Activity** |
| Period 1:  1. 8:45 - 9:30  2. 9:30 - 9:45 | 1. Leadership assembly:  - Students, in groups/panels discuss what it means to be a leader.  1. How does one become a leader?  2. What characteristics does a leader possess?  3. Who do you consider to be a leader and why (could be anyone from history, a novel, current time)?  2. Students will have a chance to present their ideas through a gallery walk around the gym.  (arts and crafts supplies shall be provided for the students) |
| Period 2:  1. 9:50 - 10:35  2. 10:35 - 10: 45  3. 10:45 - 11:00 | 1. TPSR Activities:  - Run by students from the leadership class and student volunteers  - We wish to encourage students who are not a part of the leadership class to take part. These students come to see the SST and the CYW on a regular basis.  2. A minor debriefing session.  - In groups, students will discuss the TPSR activities and explore how they were built on team effort and team cooperation.  1. What did they learn from the activities?      2. Could they have done the activities alone? Why?  3. How could they apply what they learnt from these activities to their daily lives?  3. Leadership recognized awards.  - VP/teacher would read from the brown paper of student leadership/initiative  - Those students are rewarded/recognized  - Leader of the month is recognized and rewarded |
| Lunch: 11:05 |  |

**List of TPSR activities:** (prior to the assembly, we take the time to talk to the leadership class to teach the activities to the class. We will also take this time to talk to them about the importance of leadership (they know something about this because they chose to take the class. So, what do they think makes a good leader? Is a leader someone who always leads in front of everyone? Why is it important for a leader to step down sometimes and let others step up?). We will also encourage the leadership students to approach other students and encourage them to volunteer run some of the TPSR activities as well as the assembly.

**Levels in Action: Examples Game Activities**

1. Teaching “level 1: respect/self-control” with “No Running Soccer Game”

• The objective of this game is to respect for rights and feeling of other students

• Equipment: 10 cones-including 4 big cones, 20 pennies (two colors, 10 of each color), soccer balls

• Game rules: a) 3-4 will be players and 3-4 will be goalies

b) no running, no body contact

c) the all-touch rule or most-touch (3 or 4 passes)

d) others are the same as those in soccer game

• When 2 teams play the game the other 2 teams stand side lines, so they can participate in the game. They can kick in the ball (when we have 4 groups)

• Change the rules (allow the players to run or to change pace; can add more a ball)

• Reflection time (a brief reflection time at the end of every class will reinforce the awareness talks-the focus that day): Traditional large side soccer game vs. modified soccer game; what if one of you never touched the ball during game, how’s your feeling? Goal is not to be winner, but to respect others rights and feeling

2. Teaching “level 2: participation/effort” through “Basketball Dribbling Tag Game”

• The objective is to help the students participate in the assigned task with effort

• Equipment: 20 basketball balls, 4 cones

• One space for the dribbling tag game and the other for “Effort Zone” to practice individually

• Let them to play a tag game while they are practicing a basket dribbling skill

• Game rules: 1. Dribble the ball in the area and try to tag gently other students’ back

2. No standing at the corner of the space

3. If you are tagged, you practice the dribble in the practice area (Effort Zone)

4. To join game again, if you practice dribbling 20 times in the practice area, you can join the game again. Next time you got tagged, add 10 more times.

• Reflection time: Did you work on the activity eagerly? Did you try your best? Rate your degree of effort. Rate your activity. If you didn’t try your best, write the reason in the comments section.

• Redefining Success

3. Teaching “Level 3: self-direction” with “Group-Designed Basketball Dribbling Routine”

• Objective: to help the students work together in a team to complete a 1-minute basketball dribbling routine using previously learned basketball skills.

• Equipment: Music box, 20 basketballs

• The students will create a routine using music in counts of 1/8, 1/4, and 1/16 to the song “Car Wash or Any popular Caribbean song” The students will self-direct their routine using the following guidelines.

• Guidelines 1. Include at least one idea per teammate

2. Dribbling with both hands

3. Dribbling at different levels

4. Chest or bounce passing

5. Protect dribble

6. Cross-over

• At the end of practice time, we will have a dribbling showcase to show the class.

• Reflection time: Did you make your own decision? Can you work the task independently? Remember that life is yours not others.

4. Teaching “Level 4: caring and helping” with “Card Sharks Passing Game ” or “Bodyguard Dodge ball” (10min)

• The objective is to help their team members to develop volleyball passing skills through the passing game

• Equipment: 10 volleyballs, a deck of card, 4 cones

• Keep original teams and let them choose one helper while others find their partner to practice volleyball skills based on the number of the card the helper carries from a deck of card

• Game rules: a. A deck of card will be placed on the center of the gym

b. A helper will run, pick up, bring a card back to his team

c. Red means set, black means bump

d. Decide winner team by adding all numbers of cards they practiced or if they reach Group Goals (total 100 times).

• Role of helpers is to bring cards to their team, to observe team member’s performance based on skill cues, and to give feedback as coaches

• Reflection time: Did you help your team members to practice passing skills? If your members have low skills, they need practice with your help. Again, our goal is not to be winner, but to help and care for your members

**Our focus:**

We aim to focus on students' strengths rather than weaknesses. This is why we chose to work with students who are not currently enrolled in the leadership class and those who are not academically inclined. When it comes to focusing on the strengths, talking to the leadership class about what makes a leader and the responsibilities of a leader will help them arrive at the importance of stepping up and stepping down.

**Theoretical Frameworks:**

1. Adolescent resilience - What does it mean to keep moving forward?

- How do we move forward?

- How do we help others through personal and social responsibility?

2. Power in people - Focusing on strengths vs. weaknesses

- Creating inclusive schools

Theoretical Framework related to ministry documents

1. Equity and Inclusive education in Ontario Schools, 2009. (p. 5, 6, 17, 21) <https://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>
2. “This vision and the action plan that accompanies it demonstrate the Ontario government’s goal to create the best publicly funded education system in the world, based on three core priorities: 1. High levels of student achievement,

         2. Reduced gaps in student achievement

3. Increased public confidence in publicly funded education (Ibid., p. 5)

An equitable, inclusive education system is fundamental to achieving these core priorities. We believe that Ontario’s diversity can be its greatest asset. To realize the promise of our diversity, we must respect and value the full range of our differences. Providing a high-quality education for all is a key means of fostering social cohesion, based on an inclusive society where diversity is affirmed within a framework of common values that promote the wellbeing of all citizens. In reaffirming the values of fairness, equity, and respect as essential principles of our publicly funded education system, the Ontario government’s equity and inclusive education strategy will help ensure that all students have the opportunities they need to fulfil their potential.

Equity and Inclusive Education in Ontario Schools

Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society.

Barriers may be related to gender, race, ethnic origin, religion, socio-economic background, physical or mental ability, sexual orientation, or other factors. It is now recognized that several factors may intersect to create additional barriers for some students. These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed.” (p. 5)

1. “In order to achieve equity and inclusive education in Ontario schools, we must pursue the following three goals, which are rooted in our three core education priorities:
2. Shared and committed leadership by the ministry, school boards,
3. and schools will play a critical role in eliminating discrimination through the identification and removal of bias and barriers. Achieving equity is a shared responsibility; establishing an equitable and inclusive education system requires commitment from all education partners.
4. Equity and inclusive education policies and practices will support positive learning environments so that all students feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcome in the environment in which they are learning. Students, teachers, and staff learn and work in an environment that is respectful, supportive, and welcoming to all.” (p. 6)
5. “Student leadership: The important role that student leaders play in influencing their peers and the school culture must also be acknowledged, and their efforts encouraged. Where students are active participants and fully engaged in their education, student achievement improves.” (p. 17)
6. “Closing the achievement gap According to Reach Every Student: Energizing Ontario Education, “advanced literacy and numeracy knowledge and skills are the keys to successful lives for students” (Ontario Ministry of Education, 2008, p. 6). Ontario’s literacy and numeracy strategy supports all students, from Kindergarten to Grade 12, in attaining the highest possible achievement in both literacy and numeracy, through the implementation of evidence-based instructional and assessment practices across all subjects. Adopting such practices, teachers across Ontario help close the achievement gap by giving all students the opportunity to fulfil their potential. The Student Success strategy promotes programs at the secondary level that are designed to engage students by meeting their diverse needs and interests. By helping more students succeed, these programs contribute to closing the achievement gap. For example, the Specialist High Skills Major enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments, and helps them focus on graduation and on pursuing their postsecondary goals. Students who are experiencing success in programs that recognize their strengths and interests remain active, engaged learners.” (p.21)
7. Creating Pathways to Success, 2013, (p. 39-40)

1.  “Measuring Program Effectiveness to Ensure Student Success Evaluation of the school’s education and career/life planning program includes:

(1) monitoring the implementation of the program and

(2) assessing how well the program is succeeding in helping students develop the knowledge and skills they need for effective education and career/life planning.

Schools are encouraged to align the strategies they use for measuring program effectiveness with school and board improvement planning processes related to Component 5 of the School Effectiveness Framework – the Programs and Pathways component (Ontario Ministry of Education, 2013c). The indicators provided in the framework for that component can help schools identify areas of strength and areas requiring improvement with respect to education and career/life planning.” (p. 39)

2. “Strategies for finding evidence of the effectiveness of the program include:

• gathering evidence of student learning (e.g., goal setting based on awareness of self and opportunities; planning next steps based on research, as documented in students’ portfolios or IPPs, especially at key transition points, such as at the end of Grades 3, 6, 8, and 11);

• gauging students’ awareness of their personal strengths and needs as they reflect on their learning during parent/student/teacher conferences;

• tracking students’ involvement in optional education and career/life planning activities (e.g., workplace field trips, presentations by postsecondary educational institutions, opportunity fairs);

• gathering evidence from exit surveys completed by students who are graduating from elementary and secondary schools.” (p. 40)

**School Background Info, Staff Involvement:**

Riverside Secondary School is labelled as a leadership school in which they pride themselves in being leaders in the community. This is evident, however the leadership is seen mainly in the top 10% of the school. The leaders seem to be isolated to the academic higher year students and everyone else lives in those shadows.

Staff involved in supporting this project are Mr. Andrew Sulyok and Ms. Beth Hanes. Mr. Sulyok, our SST, has helped in developing our understanding of the school's needs and assisted in setting up the technical issues with setting up the day such as funding and transportation. Ms. Hanes, Instructional Coach and Science Department Head, has assisted in the development of the project.

**Resources**

<http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/Fostering-Resiliency-in-Kids.aspx>

Creating Pathways to Success (2013). (p. 39-40) <http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

Equity and Inclusive education in Ontario Schools. (2009). (p. 5, 6, 17, 21) <https://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>