

# **Denfeld High School**

## **Service-Learning Grant**

In partnership with LISC, WDCDC, STATE FARM INSURANCE

***Service-Learning is a collaborative effort, bringing classroom learning to the community.***

### **To Apply:**

Simply address the following questions as you develop your lesson plans connecting your learner outcomes/state standards to address genuine community need as connected with WDCDC Revitalization Plan partners. Students will be able to apply their learning in a real world situation.

**Your Name: Elena Bantle**

**Grade level/course: Promise Fellow, grades 9-12**

**School: Denfeld High School**

### **Brief overview – big picture:**

- \* Describe your lesson/unit. What will students be doing? What date(s) will your students be implementing this lesson/unit of study.

*Denfeld High School is in the early stages of building a school garden and orchard. The vision of this garden is still unfolding, but is rooted in service-learning. The garden will provide important resources to the community and varied opportunities for student learning.*

*Denfeld High School is an institution in the West Duluth community where roots of school pride run deep—many parents and grandparents of current students are Denfeld graduates. It is also a school where many families are struggling-- 55% of students at Denfeld High School receive free or reduced lunch. Providing access to healthy food (a farmer's market is planned for the future) and knowledge about good nutrition will be significant here; and surrounded by such a strong community, the garden will surely find a robust welcome and secure home.*

*Spring of 2011, students will build the garden. The garden will mainly be developed and tended by 20 students from the Autism Spectrum Disorders and DCD Level 3 programs at Denfeld High School. They will build the garden beds, start seedlings, plant the trees and raised beds and maintain the gardens through their extended school year programming. Several other school departments will help in the garden development and use the garden for educational purposes, reaching over 600 students. These currently include; science, math, English, art, graphic design, construction, business education, health, horticulture and the deli program.*

*But first, students will plan the garden and the direction of this project. Starting early 2012, school and community partners will enter the classroom to complete focus-group-like sessions with students and invite them to be leaders, to attend meetings, and engage other students. Students, along with staff and community partners involved in the project will then begin a process of community outreach: seeking new partners, solidifying community needs and fine-tuning goals.*

***\*\*\*\*\*Please see (below) K-12 Service-Learning Standards for Quality Practice provided as a helpful resource in responding to the following questions.\*\*\*\*\****

**meaningful service, partnerships, and duration (maximum 13 points)**

- How are you going to engage the students in meaningful, age-appropriate and personally relevant activities?

*High school students will be engaged in the planning of garden space in a way that specifically seeks to find how to build the garden in a way that will be meaningful for and relevant to them. They will be invited to planning meetings and will participate throughout the grant-writing process: from collaborators to writing the proposals themselves. The learning that will happen in the classroom related to the garden will be highly relevant to their coursework and curriculum requirements.*

- How will you build collaborative, mutually beneficial partnerships that address genuine community needs that align with the SVCNDAWDCDC Community Neighborhood Revitalization Plans?

*Collaboration is already underway with area nonprofit Duluth Community Garden Program. We are working to engage other area organizations that provide afterschool programming to youth in the garden—the garden space can provide a range of learning opportunities for them, and they can help to maintain the garden. We will also seek to partner with neighboring health centers. The executive director of the West Duluth CDC has participated in planning sessions with us as well.*

- How will you ensure that the activities are the proper duration and intensity to address both the community needs and the specific learner outcomes?

*The next steps of this project involve addressing these questions directly by engaging the community in the conversation and by inviting school-garden experts to work with teachers and students. In meetings with community members, we will solidify community needs and fine-tune goals. We want to be certain that this project is also the product of the community's vision as well as the students' and school's. We are also ensuring that it is appropriate by aligning it to the West Duluth Community Revitalization Plan.*

*We are ensuring that the project to address specific learner outcomes by having students and teachers involved in the planning stages. Teachers and students will be invited to work with a School Garden Educator from the Duluth Community Garden Program to further develop learning plans.*

**connection to curriculum and progress monitoring (maximum 13 points)**

- How do the activities address class curriculum, district outcomes, and/or state standards? What are your learning goals?

*The activities address class curriculum in a myriad of ways—directed by the classroom teacher, examples are included in the discipline-specific learning goals below. These teachers are bound by state standards in their teaching and are well prepared to tailor lessons in a relevant and meaningful way. With the guidance of a DCGP School Garden Educator, teachers will outline how their particular class might impact district outcomes and/or state standards, and will further specify learning goals. We are also fortunate to have the full support of school administration, and that will surely be a resource as we work out new and innovative ways to fulfill all of these requirements.*

*Learning goals:*

- 1. School-wide initiative: that the garden is used as a powerful educational tool by teachers in a variety of disciplines*
- 2. Teach gardening as a life-long active skill, that encourages better nutrition. Teach life skills through hands on activities in a variety of school subjects.*
- 3. Teach service as related to being a community member and good citizen.*
- 4. Nutrition: Teach healthy nutrition through growing, preparing and eating the garden produce*

## 5. Discipline-specific goals

- a. *Marketing: students will experience marketing a farmers' market to the community*
- b. *Science: students will understand photosynthesis, cell biology, and robotics as it relates to the garden.*
- c. *Special Ed: students will understand how to carry out composting methods. Students will understand the topics to consider when choosing a garden site.*
- d. *Health: students will understand the role of fruits and vegetables to good nutrition.*
- e. *World Languages: students will learn vocabulary of what is in the garden*
- f. *Art: Students will understand what is involved in creating art to be sold.*
- g. *Vocational Ed: Students will participate in drafting and building garden structures*
- h. *Graphic Arts: Students will create logos and print materials and learn about the theory behind their work.*
- i. *Deli and Foods classes: Students will work with "garden to table" concepts. Students will learn and understand values behind local foods by utilizing the produce that comes out of the gardens.*
- j. *English: students will work on a book about community member who distributed tomato plants to elementary school students.*

- In what ways will you evaluate and monitor the progress of the service and the curricular goals as an ongoing process? (Strategy idea – use the service activity as part of the evaluation)

*Students, staff, and community partners will provide and collect feedback throughout the service-learning experience through written surveys and informal conversations. Evaluations will be directed to multiple levels of the project: to classroom components, community components, service pieces, as well as how they are interacting. These results will be compared with the specific service goals and learning outcomes, and actions will be directed with these results in mind.*

### **addressing youth voice, diversity and reflection (maximum 15 points)**

- How will students be provided opportunities for a strong voice in the planning, implementation, and evaluation of the service and learning?

*Students will be provided opportunities for a strong voice in the planning process through classroom discussions with community partners and student engagement in planning meetings. Focus-group-like sessions will be held with teachers, students, and community partners. They will be recruited to contribute throughout the grant-writing process. Students in the Autism Spectrum Disorders program and the DCD Level 3 programs will be responsible for much of the building of and tending to the gardens. Students will be encouraged, along with staff and community partners involved in the project, to participate in a process of community outreach. Their voices will be continually sought during implementation and evaluation through continued gathering of feedback. This will happen in formal/structured classroom time and while carrying out service. We will encourage students to play a strong role in marketing this concept to other students (through the school newspaper and announcements) and by representing the garden and associated service to community members, administration, and others.*

- How will your service-learning experiences help promote an understanding of diversity and mutual respect among all participants?

*The project will promote an understanding of diversity and mutual respect in its very structure: the proposed garden includes wheelchair accessible vegetable beds. The success of the project relies heavily on the work of students in alternative classroom settings who will be tending to the garden. The plants in the garden will be labeled in multiple languages: likely in English, Ojibwe, Spanish, German, and Mandarin Chinese. This project prioritizes inclusivity, and will continue to develop more ways to promote values of diversity and mutual respect as it progresses.*

- How are you going to incorporate multiple student reflection activities that are challenging (that prompt deep thinking and analysis about oneself and one's relationship to society), and ongoing (before, during and after the service experience)?

*The relationship with the School-Garden Educator is key in promoting this depth of reflection. In the classroom throughout the service experience, the School-Garden Educator will work with the teacher to ensure that these questions are woven into the fabric of lessons. In the community, the School-Garden Educator will work to ensure that students have meaningful roles in service. When they do, their actions, in concert with adult guidance, will surely prompt reflection on what service is and how the student can be an important contributor. Additionally, learning goals include to "Teach gardening as a life-long active skill that encourages better nutrition," and to "Teach service as related to being a community member and good citizen." Identifying gardening and service as life-long skills in our learning goals from the beginning will contribute to good reflections moving forward.*

**financial fitness (maximum 10 points)**

- How will you use the award money? Mini-grants may be used to pay for substitute teacher, bus or classroom materials. Please list dollar amount requesting and identify the intended purpose.

**SUPPLIES**

Soil/compost (4 4'x12' raised beds, 12 yds <sup>3</sup> soil/compost at \$50/yd <sup>3</sup> )	<u>\$600.00</u>
Fencing for raised beds	<u>\$240.00</u>
Printing and paper for school and community outreach	<u>\$54.00</u>

**STAFF TIME**

School Garden Educator from Duluth Community Garden Program (\$15/hr x 80 hrs)	<u>\$1200.00</u>
→ Will facilitate garden-school planning, half-day intensive planning meetings, curriculum building with teachers, community engagement, and student involvement at all levels.	
Release time for teachers (2 Half-day intensive planning meetings at \$13.44/hr/staff member)	<u>\$1101.60</u>

<b>TOTAL REQUESTED</b>	<u>\$3195.60</u>
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## K-12 Service-Learning Standards for Quality Practice

### 1. MEANINGFUL SERVICE

**Service-learning actively engages participants in meaningful and personally relevant service activities.**

*Quality service-learning indicators:*

- ⇒ Experiences are appropriate to participant ages and developmental abilities.
- ⇒ Addresses issues that are personally relevant to the participants.
- ⇒ Provides participants with interesting and engaging service activities.
- ⇒ Encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
- ⇒ Leads to attainable and visible outcomes that are valued by those being served.

### 2. PARTNERSHIPS