

## Bringing It All Together

### Objectives:

After this activity, students will be able to:

1. Participate in a service-learning project with a community partner.
2. Reflect on the experiences of the curriculum, parent interview, and service-learning project using critical thinking skills.
3. Think of ways that they can help mitigate and adapt to the impacts of climate change.

### Background:

This activity is meant to synthesize the concepts learned in previous activities and encourage student-parental conversation. Research has found that thorough, guided reflection can lead to personal growth and development.<sup>1</sup> This activity will contain three separate parts – a parental interview conducted by the student, participation in the service-learning project with community partners, and creation of a blog post by each student.

### Getting Ready:

1. Be sure to keep in contact with your community partner throughout the year in order to determine when is best to do your project. *If you are having trouble staying in contact with your community contact, or they are not responding, please do not hesitate to let us know.*
  - a. While many of the partners have projects in mind, and we are available to help, here are the guidelines for each project:
    - i. Must be service-learning oriented
    - ii. Require a minimum of 3-5 hours spent outdoors
    - iii. Must be related to one coastal-specific climate change hazard
2. Just as a reminder, while there is no set timeframe for you to complete your project, it should preferably be completed as a part of this lesson, after the other parts of the module have been taught

### Procedure:

#### Part 1: Parental Interview

**Important Note:** This interview should be conducted prior to participating in the service-learning project (if possible). However, it ideally should not be done too far in advance; preferably the week of the project.

### Content areas:

English, Science, Social Studies

### NC Essential Standards:

6.E.1.2, 6.SE.1.1, 7.SE.1.1, 7.E.1.6, 8.SE.1.1, 8.E.1.4

### Common core:

R1, R3, RST6, W1

### NGSS:

MS-LS2-4, MS-ESS3-3, MS-ESS3-5

### Materials:

- Parent/Guardian Interview Protocol (one for each student)
- Blog Post Outline (one for each student)

### EITHER

- Notebook
- Paper for Notes

### Activity Time:

2 45-minute periods, 3-5 hours for service learning project, interview time at home

### Setting:

Classroom, Home, and chosen project location

1. Each student should receive a copy of “Parent/Guardian Interview Protocol.”
2. Explain to the students that they should go home and follow the protocol with a parent or guardian (whether that is an aunt, uncle, grandparent, sibling, foster parent, etc). They should write down the answers on that same sheet.
3. Allow the students to discuss the questions amongst themselves and the class. Make predictions as to how the students think the adults that they will be interviewing will respond.
4. The day after the students have conducted their interviews, come back together and discuss the results, seeing if anything surprised the students.
5. Be sure to keep the answers for the blog post.

## **Part 2: Service-Learning Project**

1. Participate in service-learning project with your community partner.
2. That afternoon, have students take notes about what they did, what they learned, and how climate change can impact their project.

## **Discussion and Assessment:**

### **Blog Post**

Once the interview and service-learning project have been conducted, have each student write a reflective blog post that brings everything together. This reflection is designed to make the students critically think from three different dimensions, known as the DEAL model.<sup>1</sup> The three dimensions are academic, personal, and civic. This model has been shown to effectively guide students through the reflection process on service-learning opportunities that they have participated in, resulting in students getting the most out of their experiences! Have students follow the “Blog Post Outline” sheet. Some of these blog posts will go on our website [www.go.ncsu.edu/wwcc](http://www.go.ncsu.edu/wwcc) on your individual teacher pages so students around the world can follow our progress! Those posts that are featured online will maintain anonymity.

**Student blog posts should use this outline for guidance:**

Start by describing your service-learning project (*Where and when did you do it? What did you do? What organization did you work with?*). Also describe how your parent interview went (*How did you feel? Did you find out anything surprising? Exciting? Frustrating?*).

Next, think about your service-learning project and interview in terms of this outline. Try to answer each question!

1. Academic

- What did you learn about in the climate change activities that relates to your service-learning project and interview? Describe this!
  - How did this help you understand your service-learning project or interview?
- How did your service-learning project or interview help you understand the concepts in the climate change activities?
- Did the service-learning project or interview change how you understood things in the climate change activities?
  - If so, how?
    - Based on your answers, is there anything that you would change or do differently in future service-learning projects or interviews?

2. Personal

- How can you and your parents help address the effects of climate change now and in the future based on what you learned in your service learning project and interview?
  - *Include something you have done, plan to do, and want to continue doing*
  - *Include something that your family can do at home*

3. Civic

- If you could give future generations any advice about climate change, what to do/what not to do, and how to help, what would it be?
- Is there anything that you learned about through the activities, the service-learning project, or interview that you think should be done differently? If so what? How do you suggest we change this?
- Final thoughts

**Extension(s):**

1. Have students create an Instagram or tweet with the hashtag **#NCSUClimateChange2016** with a picture that represents what they have learned and participated in throughout this module
2. Have students write a letter to their state representatives about the issue of climate change. Have them talk about what they learned and what we can do to help!

**References and Sources for More Information**

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- <sup>1</sup> Ash, S.L. and Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education*, 29(2). 137-154.

## Parent or Guardian Interview Protocol

Name: \_\_\_\_\_

1. Where did you grow up?
  - a. Do you consider that a coastal area? Why or Why not?
  
2. Do you consider where we live now a coastal area?
  
  
  
  
  
  
  
  
  
  
3. How many years have you lived in this area of NC?
  
  
  
  
  
  
  
  
  
  
4. Since living here, have you noticed the typical weather patterns change over time?
  - a. If so, how?

