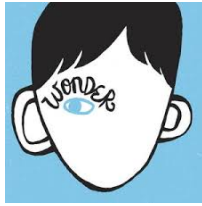


## Defining Today

Deeper Learning Postcard



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### Highlights

**Vetted Project:** A project about how our identities are shaped through everyday actions where students have the opportunities to explore the characteristics that exist inside of themselves and how they demonstrate those characteristics on a daily basis. Students had the opportunity to grow and further exhibit the characteristics that they use to define themselves. We launched by going on a field experience to view the movie *Wonder*. This helped us to frame our experience around a theme of kindness. Upon our return, we participated in a group kindness activity where we wrote affirming words or statements about each other. We continued the next several weeks by reading the book *Wonder* by R. J. Palacio together, having spiderweb discussions, completing defining statements, and writing reflective journal entries. After the completion of the novel, students created silhouette shadow boxes using their hands and technology as the container in which to put their defining statements.

**Sustainability:** The project encourages the school community to examine their everyday actions and understand how they affect others.

**Driving Question:** What characteristics exist inside of you, and how do everyday life experiences support that characteristic? When making/creating work with your hands, what characteristics arise?

**Student Reflection:** Students feel like they experienced tremendous personal growth in the areas of empathy, kindness, and trustworthiness. Students learned perseverance through the need to overcome many obstacles throughout the project with design and iterations. Students appreciated the experience of learning how to use a laser cutter and the supporting software.

**Teacher Reflection:** It was powerful to see the emotional reactions that students had when reading the novel and reflecting upon their own actions. Due to several obstacles that arose with technology and creating the shadow boxes, a sense of shared responsibility and shared perseverance emerged. We feel that this project touched upon a wide range of emotions which allowed us and the students to really examine how we are as people.

On a scale of 1 to 5, this project is a 5, I would Definitely Recommend it.

**Lessons Learned:** We struggled with the silhouette protocol and feel that it could have been improved with the help of an expert. Additionally, we wish there was a broader community connection.

## **Defining Today** *Deeper Learning Postcard*

### **I. Authenticity**

Students presented the product and process at a school-wide expo.

#### **Performing**

Speech or Spoken Word Performance

#### **Demonstrating**

Exhibit / Contest

#### **Producing / Revising**

Execute Multiple Drafts

Model or Prototype

Portfolio / Presentation Board

Product

#### **Presenting**

Utilize Visuals

### **II. Media Produced**

Media Produced: Inkscape drawings, laser cut products, photographs and silhouettes. Students wrote reflections and journal entries throughout the process.

#### **Digital Content**

Digital Photography

#### **Artistic Composition**

Journal / Diary Scrapbook

#### **Physical Drawings & Fine Arts**

Product Drawing or Sketch

### **III. Challenging Problems**

#### **Questions**

Build a Better World

Self Reflection & Evaluation

#### **Themes**

Research-based

#### **Topics: Humans in the World**

Family, Friends & Relationships

Student Related Issues

#### **Topics: Of the Mind**

Implications of Decisions

### **IV. Achieved Literacy Skills**

#### **Information / Technology**

Master Uses of Technology

#### **Project / Work**

Adapt to Ambiguity / Changing Priorities

Address Setbacks / Criticism

Adjust to Schedules / Contexts

Balance Various Roles / Responsibilities

Learn / Develop Expertise

Manage Time / Workload

Take Initiative for Personal Success

#### **Leadership**

Balance Diverse Views

### **I. Parameters & Feasibility**

# of Project Members: Students each produced a silhouette individually. Spiderweb discussions and peer feedback were completed in small groups. Reading and some spiderwebs were conducted in a large group.

#### **Project Timeframe**

More than 8 Weeks

## **Defining Today**

*Deeper Learning Postcard*

### Assessment Timeframe

More than a Class Period

### # of Project Members

Individual

Small Group

Large Group

### Grade Level

Middle School (Grades 6-8)

### Authentic Audience / Evaluators

Peers

Parents

Teachers & Administrators

Community Members

## **II. Intended Learning Outcomes**

Communication: Spiderweb discussions.

### Creativity

Brainstorm Change

Design / Create

Elaborate / Expand

Improve / Refine

Recognize Limits

### Communication

Decipher Attitudes / Intentions / Values

Engage Creatively

Point of View

### Collaboration

Assume Shared Responsibility

Develop Trust

Encourage Others

Exercise Flexibility

Ignore Distractions

Incorporate Feedback

Respond to Failure

Value Contributions Made by Others

### Critical Thinking

Assemble Parts of a Whole

Clarify Meaning

Critique Reasoning of Others

Overcome Obstacles

Reflect Critically on Learning

Solve Problems Innovatively

### Instilled Citizenship Values

Express Empathy / Compassion

Habits of Mind & Heart

Personal Responsibility

## **III. Success Skills & Depth of Knowledge**

### Cognitive Demand

Identifying / Remembering

Comprehending / Understanding

Applying

Analyzing

Evaluating Creating

### Social & Emotional Skills

Self-awareness

## **Defining Today**

*Deeper Learning Postcard*

Self-management  
Group-awareness  
Group-management  
[Learning Styles / Intelligences](#)  
Bodily / Kinesthetic  
Interpersonal / Social  
Intrapersonal / Introspective  
Verbal / Linguistic  
[Assessment Structures / Resources](#)  
Graphic Organizers  
Journals  
Rubrics

### **IV. CTEs & Disciplines**

Career & Technical  
Information Technology  
Multimedia  
[Literary Studies](#)  
Literature Creative Writing