

## Through What Does It Mean To Be a Packer?

*Deeper Learning Postcard*



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### Highlights

**Vetted Project:** 'What does it mean to be a Packer' began with a project launch survey asking my students about their experiences as a Packer at Smithfield High School. The questionnaire asked them to reflect on their extra-curricular activities, favorite subjects, favorite teachers, and any special memory they had about the school. We spent the class period laughing and reminiscing, especially since the class is full of upperclassmen. I then introduced the project. We were to create a mural on the Snack Shack, a place in the cafeteria for students to buy snacks and drinks during lunch. The Snack Shack is centrally located in the cafeteria, fully visible to anyone in the room, and until we began painting on it, a huge, blank white canvas. In class we talked about how to best exemplify Packer Pride, and the idea of a giant 'I Spy' was the class favorite. Our next big step was to collect as much student input as we possibly could. The students interviewed their peers throughout the school day for a full week. The class that worked on this project was during our lunch times, so they went into lunches and were encouraged to talk to students of all grade levels and students they normally would not talk to. They asked the same questions I gave them in the original launch survey, but collected even more interesting information than we could have anticipated. From the answers gathered, we made a list of possible symbols, quotes, and phrases to represent the different fond memories and experiences of the student body. Examples are our school-wide hall pass, quotes from some favorite teachers, a carnation for our annual sale during Valentine's Day, and every sport played at the high school, just to name a few. We sketched out our images before projecting and painting. Everything put on the mural was hand-drawn by the students. Some students became the sole sketchers of the project, while others became the main painters. Once a sketch was made, we would use a projector to enlarge it onto the wall. This was the only use of technology for the project. Every image was drawn by the students. We worked in sections so the Snack Shack could remain open during all lunches. The students also worked in shifts so that each student could paint. Some students found they enjoyed painting more and some found they enjoyed sketching the images more. Students collaborated and used teamwork to make sure each symbol was represented in the best way possible. As we worked, the lunchroom watched daily in awe. Students offered more suggestions in what we should add and gave us positive feedback constantly. We continued the process of sketch, project, and paint until the entire mural was finished, and the end result truly looked like a page out of an 'I Spy' book.

**Sustainability:** For our project, we painted on the school's 'Snack Shack,' the focal point of the school cafeteria and a place where students may purchase snacks during lunch. What was painted onto the Snack Shack is a collection of quotes, symbols, and ideas relating to all things Smithfield High School. The students researched and polled the students and staff of the high school, asking what being a Packer meant to them. A giant list of clubs and activities, sports, favorite teachers, and other symbolic icons was made from the responses. From there, we were able to take the important parts of everyday Smithfield life and turn it into a work of art. The mural was inspired by an 'I Spy' book, arranging different symbols and phrases to keep the viewer's eye constantly moving around. This mural will remain in the cafeteria, a place where every student and every faculty member passes on a daily basis, reminding them of the fun and memorable moments at Smithfield High School.

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**Driving Question:** What Does It Mean To Be A Packer?

**Student Reflection:** The feedback from my students was quite positive. They very much enjoyed working in front of their peers each day and welcomed the suggestions and positive feedback. In their reflections, students noted their favorite part of the project was something they spent a great deal of time painting, often for their favorite teacher. My shy students noted not enjoying the interviewing part of the project, while my outgoing students found this part to be fun and exciting. Every student involved in the project was proud of the outcome and excited to be a part of a school legacy project.

**Teacher Reflection:** This project was a great success and extremely rewarding. My students were eager each day to work in front of an audience, which was something I was initially worried about. Throughout the process, I learned that assigned students to certain jobs worked best. My best drawing students were in charge of bringing the ideas to life visually, while my best painters gave their drawings color and a home on the mural. The teamwork among my students was amazing to watch. They were constantly helping each other to clean and refresh water cups, helping to trace with the projector, and even helped the janitors clean up the cafeteria between lunches! I preach good citizenship in my classes, but I was a very proud teacher as we worked on this project. One thing we struggled with was time. The space on the Snack Shack is approximately 9x15 feet and it was quite an accomplishment getting it done before the end of the school year! The only complaint my students and I both had is that the mural became our every day project when it was originally supposed to be a few times a week. The students lost time to work on their own personal artwork.

**Lessons Learned:** A smaller space for the project is highly recommended! We set our goal high and met it, but only in the nick of time. Students had to work before and after school to get the project finished.

**Teacher Rating:** Likely to recommend

## WANTS

### I. Authenticity

Performing

Realistic Role

Demonstrating

Exhibit / Contest

Producing / Revising

Execute Multiple Drafts

Product

Revise a Product or Service

Spec / Design

Presenting

Utilize Visuals

### II. Media Produced

*Internet Media:* Twitter; Artistics

*Composition:* Mural.

**Internet Media**

Social Media Page

**Print Media**

Signage

# Through What Does It Mean To Be a Packer?

## *Deeper Learning Postcard*

Technical Writing  
Interview Questions  
Physical Drawings & Fine Arts  
Illustration Painting

### **III. Challenging Problems**

*Of The Mind Topics:* Interpretation of what others believe is a Packer.

#### Questions

Express the Intangible Visually

#### Themes

Field-based Work

Topics: Physical World

Time & Dimensions

Topics: Humans in the World

Student Related Issues

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

#### Project / Work

Learn / Develop Expertise

Manage Time / Workload

#### Leadership

Lead with Respect

Leverage Strengths of Others

## **NEEDS**

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

#### Project Timeframe

More than 8 Weeks

#### Assessment Timeframe

More than a Class Period

#### # of Project Members

Large Group

#### Grade Level

High School (Grades 9-12)

#### Authentic Audience / Evaluators

Peers

Teachers & Administrators

Community Members

#### Special Test Accommodations

Timing / Scheduling

### **II. Intended Learning Outcomes**

#### Creativity

Brainstorm Design / Create

Envision / Invent

Improve / Refine

#### Communication

Engage Creatively

#### Collaboration

Assume Shared Responsibility

## Through What Does It Mean To Be a Packer?

### *Deeper Learning Postcard*

Develop Trust  
Encourage Others  
Incorporate Feedback  
Manage People / Team  
Respond to Failure  
Value Contributions Made by Others  
Work with Diverse Teams  
**Critical Thinking**  
Assemble Parts of a Whole  
Critique Reasoning of Others  
**Instilled Citizenship Values**  
Express Empathy / Compassion  
Habits of Mind & Heart  
Personal Responsibility  
Social Responsibility  
Strong Personal / Work Ethic

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

**Cognitive Demand**  
Analyzing  
Evaluating  
Creating  
**Social & Emotional Skills**  
Self-awareness  
Self-management  
Group-awareness  
Group-management  
**Learning Styles / Intelligences**  
Bodily / Kinesthetic  
Visual / Spatial  
**Assessment Structures / Resources**  
Interviews / Conferences

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

Career & Technical  
Arts & Entertainment  
**Arts**  
Art Studies