

## Bridging the Gap

Deeper Learning Postcard



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### Highlights

**Vetted Project:** The Bridging the Gap Project paired seniors in high school English with senior citizens at the local nursing home. Students interviewed the residents for historic narratives and created a book that shared those stories and included the students' own reflections on what they learned from the residents about history and life lessons in general.

**Sustainability:** This project allowed high school students to form lasting relationships with senior citizens. They learned how to relate to a different generation, how to communicate effectively, and how to share their knowledge in a permanent format. The special bonds they formed with their senior were deep and lasting.

**Driving Question:** What can you learn about your future when you learn about someone else's past?

#### Student Reflection:

Student 1 - "I'm so glad I was able to get to know Mrs. Mary because it makes me see life with a different perspective on the situations in my own life."

Student 2 - "Mrs. Hodges is honestly the kindest, sweetest and all around most amazing lady, and she has an amazing heart. I thought I wasn't gonna be as affected by our visits, but I am. I feel so much closer to her, she feels like she's a part of my family. I love her very much."

Student 3 - "I think this project has changed me as a person because I was able to see first hand that no one lives forever, and it's good to meet with older people and talk about their lives. It gives us a chance to pass on their stories for years to come after they're gone."

**Teacher Reflection:** As I watched my students go from quietly reserved and nervous in their first meeting to laughter, hugs, and tears by the end of their last visit, I knew this project was a success. What my students learned about history was not nearly as important to them as what they learned about themselves and the importance of interpersonal relationships.

**Lessons Learned:** Lessons Learned: I would have started the process much earlier, allowing for more visits to the home. Although it was not in my control, I would have liked to have more senior citizen participants so I could have smaller groups of students.

### WANTS

#### I. Authenticity

##### Performing

Speech or Spoken Word Performance

##### Demonstrating

Exhibit / Contest

##### Producing / Revising

Execute Multiple Drafts Product

# Bridging the Gap

## *Deeper Learning Postcard*

### Presenting

Utilize Visuals

### II. Media Produced

Other Media Produced included:

Internet Media - The project was highlighted on Twitter.

Other Print Media - The students produced a book.

#### Internet Media

Social Media Page

#### Digital Content

Digital Photography

#### Artistic Composition

Journal / Diary

Scrapbook

#### Technical Writing

Article / Script / Essay (Non-fiction)

Autobiography / Biography

Contract

Interview Questions

### III. Challenging Problems

#### Questions

Assist Others

Compassion for the Unknown

Reveal the World

Self Reflection & Evaluation

Strongly Held Beliefs

#### Themes

Community Outreach

Field-based Work

Humanitarian

Mentoring

Volunteering

#### Topics: Humans in the World

Civilizations & Cultures

Family, Friends & Relationships

Historical Times & Periods

News, Events & Politics

#### Topics: Of the Mind

State of Mind

### IV. Achieved Literacy Skills

#### Information / Technology

Avoid Information Misuse

Control Personal Information

Master Uses of Technology

#### Media

Enhance Multicultural Interaction

Utilize Media Creation Tools

#### Project / Work

Address Setbacks / Criticism

Adjust to Schedules / Contexts

Balance Various Roles / Responsibilities

Manage Time / Workload

Take Initiative for Personal Success

## **Bridging the Gap**

*Deeper Learning Postcard*

### **Leadership**

Balance Diverse Views  
Lead with Respect  
Leverage Strengths of Others  
Present a Professional Appearance

## **NEEDS**

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

#### **Project Timeframe**

5-6 Weeks

#### **Assessment Timeframe**

More than a Class Period

#### **# of Project Members**

Small Group

#### **Grade Level**

High School (Grades 9-12)

#### **Authentic Audience / Evaluators**

Peers

Parents

Teachers & Administrators

Community Members

Government Officials

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

#### **Creativity**

Brainstorm Change

Design / Create

Elaborate / Expand

Envision / Invent

Improve / Refine

Recognize Limits

#### **Communication**

Challenge Status Quo

Cross-demographic Communication

Decipher Attitudes / Intentions / Values

Engage Creatively

Point of View

Technical Presentation

#### **Collaboration**

Assume Shared Responsibility

Develop Trust

Encourage Others

Exercise Flexibility

Ignore Distractions

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

Overcome Obstacles

Reflect Critically on Learning

Solve Problems Innovatively

## **Bridging the Gap**

### *Deeper Learning Postcard*

#### **Instilled Citizenship Values**

Civic Activities / Organizations  
Community & Public Issues  
Community Service  
Express Empathy / Compassion  
Habits of Mind & Heart  
Personal Responsibility  
Sense of Public Duty  
Social Responsibility  
Societal Influence & Political World  
Strong Personal / Work Ethic

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

##### **Cognitive Demand**

Identifying / Remembering  
Comprehending / Understanding  
Applying  
Analyzing  
Evaluating Creating

##### **Social & Emotional Skills**

Self-awareness  
Self-management  
Group-awareness  
Group-management

##### **Learning Styles / Intelligences**

Bodily / Kinesthetic  
Interpersonal / Social  
Intrapersonal / Introspective  
Verbal / Linguistic  
Visual / Spatial

##### **Assessment Structures / Resources**

Checklists  
Graphic Organizers  
Interviews / Conferences  
Journals  
Rubrics

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

##### **Career & Technical**

Authorship & Composition  
Government & Public Administration  
Health Services  
Human Services  
Printing & Publishing  
**Communication / Media**  
Speech Communication & Translation  
Technical Writing

##### **History**

Local History  
National History

##### **Humanities**

Cultural Studies

##### **Information Technology**

Multimedia

##### **Social Sciences**

Psychology Sociology