

Lesson 8 - Evaluate 4 - Advocacy

Overview

As a culminating project, students will create a newsletter as an update about their learning journey. The newsletter will pull together the students' experiences throughout the unit - the learning about the Ala Wai Canal, making the Genki Balls, teaching others how to make the Genki Balls, visiting the canal, and hearing stories from local residents. The initial audience for the newsletters are the people the students taught (family, friends, and faculty), but can also extend to others as a type of PSA. The length of this lesson varies, based on the time available in class, time assigned for homework, and time set aside for newsletter revisions.

Goal

Students recognize that involving others could encourage them to care.
Students recognize that people sharing their stories could encourage care.
Students recognize active participation could encourage them to care.

Essential Question

How can we encourage others to care?

Enduring Understanding

Problems can have more than one solution.

- There are multiple ways to address the Ala Wai Canal's pollution
- There are multiple ways to encourage people to care.

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Materials

- Computers/tablets (one per student, if possible).
- Internet connection
- Student access to photos taken during the Ala Wai Canal visit (lesson 7)

Lesson Time = Varies

- The amount of time this lesson requires varies depending on how much time you want to spend on it, and where that time is spent:
 - Time to work in class
 - Time to work at home
 - Time provided for revisions after feedback
- For reference, I gave the students time in class to work on the assignment. They were given 1 week to complete a first draft, and another week to revise and send out.

Starting the Assignment

- Students can either work by themselves, or they can work in groups.
 - 3 students maximum per group is recommended.
- The newsletter platforms we used were Google Slides, or Canva.
 - Google Docs can be used, but we found it is more difficult to manipulate the background, as well as create/move objects.
 - Google Slides, have the students change the dimensions of the slide to 8.5" x 11". To do this, choose:
 - i. "File" → "Page setup"
 - ii. Click on the box and choose "Custom"
 - iii. Enter in "8.5" x "11" "inches" and click "Apply"

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- Regardless of the newsletter platform they choose, one group member should make the document and share it with you and their other group members.
- Students do not have to try to fit all of the information on one page.
- The newsletter will mostly cover what happened on the day of the Genki Ball toss. Your requirements may vary, but I was looking for:
 - Content
 - i. Information about the canal and Genki Balls
 - ii. Description of how the Genki Ball toss day went
 - Personal insight
 - i. Observations
 - ii. What they remember from the Genki Ball toss day
 - Writing
 - i. Spelling, grammar, and punctuation
 - ii. Tone of writing; voice
 - Newsletter design
 - i. Use of relevant photos
 - ii. Creative to the point where it doesn't look like a typical Microsoft Word document.
- [Click here for an example.](#)
- You may want to create a rubric for the assignment, and print a copy for each group.

While Working on the Newsletter

- If students don't know how to start, you can have them look up newsletters for other topics on the Internet for ideas.
- Encourage students to use the photos that were taken on the day of the Genki Ball toss - some students go straight to the Internet to find images.
- Continue to monitor that each group member is contributing.

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- When students believe they are finished, have them self-assess themselves on the rubric. This also helps them make sure that they met all of the requirements.
- When grading the students, I made a digital copy of the rubric and attached it to their newsletter document. That way all group members could see their scores and feedback comments.
- After grading the first draft, I conferenced with each group to make sure they understood the feedback suggestions.

Sending Out the Newsletter

- Once the newsletter is finished, have the group save the file as a pdf.
- Have each group choose a school faculty member to send their document to.
- One group member should write an email to that faculty member, explaining what the newsletter was for (to inform them about the Genki Ball they made earlier).
 - The email should include all group members in the signature.
 - The email should be carbon copied (CC) to the other group members and you.
 - The newsletter should be attached (as the pdf).
 - Check the email before having the group send it out.
- Students can also print out their newsletters and/or email them out to their parents.

Follow Up

- Hopefully the newsletter recipients respond, and if you are not included in that response, have the students inform you as to what the response was.

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Student Reflection

1. Create a reflection form, and ask the students:
 - a. How did the recipient respond?
 - b. What did you learn about yourself from this unit?
 - c. How else can we encourage people to care about the Ala Wai Canal?