Profile Sheet

Title
Students help feed the hungry of Bay County.

Teacher: Mrs. Joanna Wascom
Class: St John Catholic School Kindergarten Class
Grade level: K5
Primary subject area: Social Studies
Outside subject area: Health Education

Description of Student Roles and Problem Situation
Kindergarten students from St John Catholic School, Panama City Fl, will be given the opportunity to exhibit characteristics of good citizenship when they are asked to find solutions for a real life problem in their community – hunger. The hunger problem in Bay County will be addressed to the students by a guest speaker from the Homeless and Hunger Coalition of Bay County. The teacher will share recent news stories about the economy and hunger problem in the area. A letter will be sent home to the parents to inform them about the problem situation.

Adaptations to the Lesson for Special Students

A) Student from a non-Western culture
1. I will ask the student to share information about his or her culture that is relevant to this problem. E.g. food preferences, how hunger affects individuals in his or her culture.
2. I will provide pictures of foods from the student’s culture for healthy eating and My Pyramid learning activities.

B) ESOL Student
1. I will ask the student’s parent to volunteer and work with the student’s group. If the parent is not able, I will try to find another volunteer that speaks the same language as the student. I will group the student with other students (if there are any) that speak the same language.
2. I will provide as many resources as possible in the student’s first language. I will also allow the student to present in his or her first language. I will encourage the student to make a poster for the school wide “nutrition” drive, and any other information that the class produces, in his or her language to promote the hunger problem to the non English speaking population.
Title, Learner Characteristics, Sunshine State Standards

Title
Students help feed the hungry of Bay County.

Teacher: Mrs. Joanna Wascom
Class: St John Catholic School Kindergarten Class
Grade level: K5
Primary subject area: Social Studies
Outside subject area: Health Education

Sunshine State Standards

SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
Benchmark Number: SS.K.C.2.1
Benchmark Description: Demonstrate the characteristics of being a good citizen.
Subject Area: Social Studies
Grade Level: K
Strand: Civics and Government
Standard: Civic and Political Participation

SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
Benchmark: SS.K.E.1.3
Description: Recognize that people work to earn money to buy things they need or want.
Subject Area: Social Studies
Grade Level: K
Strand: Economics
Standard: Beginning Economics

SS.K.E.1.4: Identify the difference between basic needs and wants.
Benchmark Number: SS.K.E.1.4
Benchmark Description: Identify the difference between basic needs and wants.
Subject Area: Social Studies
Grade Level: K
Strand: Economics
Standard: Beginning Economics

HE.K.P.2.1: Help others to make positive health choices.
Benchmark Number: HE.K.P.2.1
Benchmark Description: Help others to make positive health choices.
Subject Area: Health Education
Grade Level: K
Strand: Health Literacy: PROMOTION
Standard: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Learner Characteristics (Snowman and Biehler 2006, pgs 71-74)

Physical: Young children find it difficult to focus their eyes on small objects. Therefore their eye – hand coordination may be imperfect.
The students will be given a computer and internet access as a resource. I will implement Snowman and Biehler’s recommendation to provide websites that have large graphics and require a simple click and response. I will provide assistance with difficult websites and searchers.
Social: Preschoolers tend to be quite flexible socially: they are usually willing and able to play with most of the other children in the class. This characteristic will help with grouping the students. I can group the children according to talents to have well rounded groups, without worrying about which students can and cannot get along. It is still important to know which students do not work well together and put them in separate groups.

Emotional: Jealously among classmates is likely to be fairly common at this age since kindergarten children have much more affection for the teacher and actively seek approval. This project is a new experience for the students and they will require positive praise and encouragement. I will be sure to equally give all students my attention. I will give all praise in a casual way as Snowman and Biehler suggested. The students’ desire to seek the teacher’s approval will help motivate the children to work on a solution to help solve the hunger problem in their community.

Cognitive: Competence is encouraged by interaction, interest, opportunities, urging limits, administration and signs of affection. This project will provide opportunities for the teacher, parents and others to encourage the students to make the most of their abilities. Determining ways to feed the hungry people in Bay County, will give the children opportunities to investigate and experience new things and achieve mature and skilled types of behavior. The students will be admired and appreciated by parents, teachers and members of the community. I do know from my experience teaching three to five year olds, that this age group does love the opportunity to help others and the praise they receive when they do help.

Cognitive: Kindergartners are quite skillful with language. Most of them like to talk in front of a group. This project will give the students an opportunity to practice language skills and talking to a group. Snowman and Biehler did note that children at this age may require help in becoming good listeners. I will remind the children of our class rules that we have quiet lips and listening ears when others are speaking. A speaker could be a teacher, guest speaker or another student. I will facilitate group discussions to ensure that the rules are followed and that everyone does get a turn to speak. I must also facilitate to keep the discussions on task.
Learning Outcomes, Student Role and Problem Situation, Meet the Problem
Method PBL Lesson Plan for Diverse Learners

Learning Outcomes

SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
LO: After hearing the story, “The Dino Pals Help End World Hunger” (https://www.peace4kids.org/), students will select one solution that they have the resources to help the hungry in their community, with 100% accuracy. (Evaluation)

SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
LO: Given ten pictures of people doing various jobs and activities, students will determine which activities people earn money for and which ones they do not, with 80% accuracy. (Evaluation)

SS.K.E.1.4: Identify the difference between basic needs and wants.
LO: Given assorted pictures from magazines and a poster board divided into two columns titled Wants and Needs, the students will choose six pictures and differentiate between wants and needs by gluing them to the appropriate columns. (Analysis)

HE.K.P.2.1: Help others to make positive health choices.
LO: Given a blank My Pyramid and grocery store flyers, students will create a poster for a school nutrition drive by choosing pictures of nonperishable foods for each food group as examples of healthy foods to donate, with 80% accuracy. (Synthesis)

Description of Student Roles and Problem Situation

Kindergarten students from St John Catholic School, Panama City Fl, will be given the opportunity to exhibit characteristics of good citizenship when they are asked to find solutions for a real life problem in their community – hunger. The hunger problem in Bay County will be addressed to the students by a guest speaker from the Homeless and Hunger Coalition of Bay County. The teacher will share recent news stories about the economy and hunger problem in the area. A letter will be sent home to the parents to inform them about the problem situation.

Meet the Problem Documents

The letter to the parents and the two local news stories will be utilized as “meet the problem” documents. A representative from the Homeless and Hunger Coalition of Bay County will orally present the problem to the students.
Dear Parents,

Our school will be celebrating National Catholic Schools Week, January 25-31, 2009. The theme this year is "Catholic Schools Celebrate Service." The gift of service to those most in need is a part of every catholic school community and part of our basic message. In honor of this, we will have a representative from Bay County’s Homeless and Hunger Coalition come to visit our class and talk about people in need in our community – the hungry.

The students will learn what hunger is, why it exists, and why it is a problem. Once the students are aware of the problem, they will be asked to come up with solutions on how they can help solve the hunger problem in our community.

The following key points will be presented to the students;

Food, water clothes and shelter are basic needs. We require healthy foods to live, grow, have energy and be smart. Hunger is not getting enough of the right kinds of foods to meet our needs.

People need money to purchase food and meet other basic needs. People earn money by working (jobs). Many people are having a hard time finding work right now because of the poor economy. This has resulted in people needing help to get food and other basic needs.

The Homeless and Hunger Coalition helps people that require assistance with food and other basic needs. The Hunger and Homeless Coalition relies on donations, such as food and money) to keep resources available to those in need.

The current economy increases the need to raise awareness of the hunger problem in our area and finding solutions. The financial hardship that many people in our community are facing is increasing the need for assistance. It is also negatively affecting the availability of resources to help. Please see the attached news articles. (I will go over these articles with the students).

I encourage you to become involved and help your child work through this problem. Community service learning is a great way to let children know that they can make a positive change in the world we live in.

Through out Catholic School’s Week, the students will work in small groups to come up with solutions to the hunger problem in our community. The deadline to present solutions to the class will be Friday, January 30th, 2008. I look forward to their solutions. My hope is that the class can work together to implement solutions so that they get a meaningful lesson in helping others in our community and realize that they can do something to make a difference.

Mrs. Wascom
Carolyn Dalston has been struggling for some time now, but with help from the Panama City's homeless day resource center she's gotten back on her feet.

"Without it, people like us will not survive," Dalston said.

In February, the Homeless And Hunger Coalition of Northwest Florida which operates out of the day resource center received $180,000 from Hurricane Katrina relief.

The coalition gave the money to Catholic Charities for them to run the center.

With the economy the way it is, the resource center can no longer keep its head above water. The money has simply run out.

"You know demand is up and resources are down, so we do have a higher demand but we're not getting the donations as well as the grants," Dianne Williams, Regional Director of Catholic Charities of Northwest Florida said.

Those funds helped the resource center stay a float by offering its clients ways to brush themselves off, get jobs, computer skills, and medical services.

"The problem is we've run out of staffing funds," Laurie Combs, President of the Homeless and Hunger Coalition said.

The day center is still going to be open; it's just not going to have the resources for its clients.

"The economy certainly hasn't helped us as far as funding and typically it is hard to find monies for staffing," Combs said.

"So the mission is also going to have to pick up some of that expense. It's going to be a tough time on us during these tough times. It's just a sign of the spirit of the times," Rev. Billy Fox of the Panama City Rescue Mission said.

The day center will stop offering those resources to its clients January 31st.

Find this article at:
http://www.wjhg.com/home/headlines/38171149.html
PANAMA CITY — Hungry bellies and heavy hearts in Panama City now have a place to receive nourishment. Sally Sparks, a Panama City resident and an administrative assistant at the Bay County Sheriff's Office, has started a food pantry in her home. An Angel's Pantry does not have much stock yet, but what she does have will be shared. "For the past year I've kind of been wanting to do some sort of ministry," Sparks said. "I just felt like really, really led to do it. I've been praying about it for a long, long time." Though she has just started stocking shelves and spreading the word, Sparks already has helped one needy family. "I've had one phone call from a lady on the beach. She said her and her husband are out of work," Sparks said. "I told her I didn't have a whole lot but I could give her what I had." Sparks said her fellow employees at the Sheriff's Office have started to help out with the pantry by bringing her non-perishable food, baby items and hygiene products. Whatever assistance Sparks can offer will surely be needed, according to Reba Love, an elder at Gulf Beach Presbyterian Church. Love's church runs a food pantry for Panama City Beach residents and has seen the need double in two years. In 2006 the church gave away food for 8,600 meals. In 2008 they provided 16,342 meals. Gulf Beach Presbyterian gives needy families enough food for three meals for three days for every member of the family, Love said. "We give out a lot of cereal, lots of soups, soup and crackers," she said. Sometimes people are out of work, sometimes they are in-jured and can't work and Gulf Beach offers help for a short period of time, Love added. "We cannot provide a permanent solution," she said. Along with the Sheriff's Office, Sparks is being assisted by several local churches, she said. While many services offer-help to people during the holidays, Sparks hopes her pantry will be able to assist people all year. "There's hope out there and I'm doing this through Jesus," Sparks said. "Serving others to the best of my ability while I'm here on this earth, that's what I feel like I should do."
Problem Statement, Know/Need to Know Boards, and Possible Resources

Learning Outcomes

SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
LO: After hearing the story, “The Dino Pals Help End World Hunger” (www.peaceforkids.net), students will select one solution that they have the resources to help the hungry in their community, with 100% accuracy. (Evaluation)

SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
LO: Given ten pictures of people doing various jobs and activities, students will determine which activities people earn money for and which ones they do not, with 80% accuracy. (Evaluation)

SS.K.E.1.4: Identify the difference between basic needs and wants.
LO: Given assorted pictures from magazines and a poster board divided into two columns titled Wants and Needs, the students will choose six pictures and differentiate between wants and needs by gluing them to the appropriate columns. (Analysis)

HE.K.P.2.1: Help others to make positive health choices.
LO: Given a blank My Pyramid and grocery store flyers, students will create a poster for a school nutrition drive by choosing pictures of nonperishable foods for each food group as examples of healthy foods to donate, with 80% accuracy. (Synthesis)

Description of Student Roles and Problem Situation

Kindergarten students from St John Catholic School, Panama City Fl, will be given the opportunity to exhibit characteristics of good citizenship when they are asked to find solutions for a real life problem in their community – hunger. The hunger problem in Bay County will be addressed to the students by a guest speaker from the Homeless and Hunger Coalition of Bay County. The teacher will share recent news stories about the economy and hunger problem in the area. A letter will be sent home to the parents to inform them about the problem situation.

Meet the Problem Documents

The letter to the parents and the two local news stories will be utilized as “meet the problem” documents. A representative from the Homeless and Hunger Coalition of Bay County will orally present the problem to the students.
Dear Parents,

Our school will be celebrating National Catholic Schools Week, January 25-31, 2009. The theme this year is "Catholic Schools Celebrate Service." The gift of service to those most in need is a part of every catholic school community and part of our basic message. In honor of this, we will have a representative from Bay County’s Homeless and Hunger Coalition come to visit our class and talk about people in need in our community – the hungry.

The students will learn what hunger is, why it exists, and why it is a problem. Once the students are aware of the problem, they will be asked to come up with solutions on how they can help solve the hunger problem in our community.

The following key points will be presented to the students;

Food, water clothes and shelter are basic needs. We require healthy foods to live, grow, have energy and be smart. Hunger is not getting enough of the right kinds of foods to meet our needs.

People need money to purchase food and meet other basic needs. People earn money by working (jobs). Many people are having a hard time finding work right now because of the poor economy. This has resulted in people needing help to get food and other basic needs.

The Homeless and Hunger Coalition helps people that require assistance with food and other basic needs. The Hunger and Homeless Coalition relies on donations, such as food and money) to keep resources available to those in need.

The current economy increases the need to raise awareness of the hunger problem in our area and finding solutions. The financial hardship that many people in our community are facing is increasing the need for assistance. It is also negatively affecting the availability of resources to help. Please see the attached news articles. (I will go over these articles with the students).

I encourage you to become involved and help your child work through this problem. Community service learning is a great way to let children know that they can make a positive change in the world we live in.

Through out Catholic School’s Week, the students will work in small groups to come up with solutions to the hunger problem in our community. The deadline to present solutions to the class will be Friday, January 30th, 2008. I look forward to their solutions. My hope is that the class can work together to implement solutions so that they get a meaningful lesson in helping others in our community and realize that they can do something to make a difference.

Mrs. Wascom
Financial Hardship Affects Rescue Mission Program

Carolyn Dalston has been struggling for some time now, but with help from the Panama City's homeless day resource center she's gotten back on her feet.

"Without it, people like us will not survive," Dalston said.

In February, the Homeless And Hunger Coalition of Northwest Florida which operates out of the day resource center received $180,000 from Hurricane Katrina relief.

The coalition gave the money to Catholic Charities for them to run the center.

With the economy the way it is, the resource center can no longer keep its head above water. The money has simply run out.

"You know demand is up and resources are down, so we do have a higher demand but we're not getting the donations as well as the grants," Dianne Williams, Regional Director of Catholic Charities of Northwest Florida said.

Those funds helped the resource center stay afloat by offering its clients ways to brush themselves off, get jobs, computer skills, and medical services.

"The problem is we've run out of staffing funds," Laurie Combs, President of the Homeless and Hunger Coalition said.

The day center is still going to be open; it's just not going to have the resources for its clients.

"The economy certainly hasn't helped us as far as funding and typically it is hard to find monies for staffing," Combs said.

"So the mission is also going to have to pick up some of that expense. It’s going to be a tough time on us during these tough times. It’s just a sign of the spirit of the times," Rev. Billy Fox of the Panama City Rescue Mission said.

The day center will stop offering those resources to its clients January 31st.

Find this article at:
http://www.wjhg.com/home/headlines/38171149.html
PANAMA CITY — Hungry bellies and heavy hearts in Panama City now have a place to receive nourishment.
Sally Sparks, a Panama City resident and an administrative assistant at the Bay County Sheriff's Office, has started a food pantry in her home. An Angel's Pantry does not have much stock yet, but what she does have will be shared.
"For the past year I've kind of been wanting to do some sort of ministry," Sparks said. "I just felt like really, really led to do it. I've been praying about it for a long, long time."
Though she has just started stocking shelves and spreading the word, Sparks already has helped one needy family.
"I've had one phone call from a lady on the beach. She said her and her husband are out of work," Sparks said. "I told her I didn't have a whole lot but I could give her what I had."
Sparks said her fellow employees at the Sheriff's Office have started to help out with the pantry by bringing her non-perishable food, baby items and hygiene products.
Whatever assistance Sparks can offer will surely be needed, according to Reba Love, an elder at Gulf Beach Presbyterian Church.
Love's church runs a food pantry for Panama City Beach residents and has seen the need double in two years. In 2006 the church gave away food for 8,600 meals. In 2008 they provided 16,342 meals.
Gulf Beach Presbyterian gives needy families enough food for three meals for three days for every member of the family, Love said.
"We give out a lot of cereal, lots of soups, soup and crackers," she said.
Sometimes people are out of work, sometimes they are in-jured and can't work and Gulf Beach offers help for a short period of time, Love added.
"We cannot provide a permanent solution," she said.
Along with the Sheriff's Office, Sparks is being assisted by several local churches, she said.
While many services offer-help to people during the holidays, Sparks hopes her pantry will be able to assist people all year.
"There's hope out there and I'm doing this through Jesus," Sparks said. "Serving others to the best of my ability while I'm here on this earth, that's what I feel like I should do."
Problem Statement, Know/Need to Know Boards, and Possible Resources

Problem Statement
How can we, as caring kindergarten students at St John Catholic School, help stop the hunger problem in our community? The solution must:
1. Be presented to the teacher and class on Friday, January 30th, 2009.
2. advocate healthy eating
3. Be cost effective because of the poor economy.
4. Include at least one recommendation that we can implement as individually, or as a class, this school year.

Know Board
We need healthy food to live, grow, have energy and to be smart.

Hunger is not getting enough of the right kinds of foods to meet our needs

Basic needs include food, water, clothes and shelter.

The Homeless and Hunger Coalition help the hungry, but they need more resources (food and money).

One person in our community is making a food pantry in her own home.
We can buy food with money.

People can earn money by working.

Work is hard to find right now.

The current economy increases the need to raise awareness of the hunger problem in our area and finding solutions.

The financial hardship that many people in our community are facing is increasing the need for assistance.

The financial hardship that many people in our community are facing is negatively affecting the availability of resources to help.

Need to Know Board
What are other organizations that help the hungry in our community?

What do these organizations do to help the hungry?

How many people do these organizations help?
What help do these organizations need?
What types of foods do we need to be healthy?

How much food do people need to be healthy?

What are healthy non perishable foods?

How aware is our community about hunger and resources?

How can we educate our community about hunger?

What are other causes (besides money) of hunger?

---

**Resources**

- Local professionals who work with low-income and homeless people will come to speak to the students and answer questions.
- A Licensed Nutritionist
- [https://www.cnpp.usda.gov/mypyramid](https://www.cnpp.usda.gov/mypyramid) has nutrition information and a fun interactive game to teach students about healthy eating.
- *Dino Pals Help End World Hunger* free online story explains the hunger problem in the world and ways that kids can help. ([http://www.dinopals.com/dino-hun/index.htm](http://www.dinopals.com/dino-hun/index.htm))
- Children’s Books about Hunger. The following books have been taken from the Kids Against Hunger’s Annotated Bibliography, ([http://www.foodbankwma.org/yah/](http://www.foodbankwma.org/yah/)):

    For André and his family, it’s always a struggle to get through the week until Mom gets her paycheck on Friday. When he makes the honor roll at school on Thursday, though, his family has an extra special celebration. Grades K-2.

    A young boy learns about hunger and poverty in his community by volunteering with his Uncle Willie at the local soup kitchen. A useful introduction to the emergency food network and other local efforts to fight hunger. Grades K-2

    A young boy struggles with the frustration of wanting a dog when his father has lost his job. May be used to stimulate discussion about circumstances that cause people to go hungry. Grades K-2

Izzy meets the Braids Girl when she volunteers with her grandpa at a shelter. The Braids Girl really wants not Izzy’s old clothes, but her friendship. The story illustrates our common need for love and companionship regardless of age, race, gender, or social standing. Grades K-2


A storybook about two young children who notice a homeless woman in their neighborhood and are inspired to help by volunteering at a local soup kitchen. Grades K-2.


In this fun and colorful volume, thirty authors and illustrators of children’s books reflect on the meaning of home. Proceeds from the sale of this book go to benefit Share Our Strength, a national non-profit organization working to end hunger in the United States and around the world. Grades K-6


This book introduces the concept of chronic hunger and reasons why people are hungry worldwide. Touches on issues of colonialism, natural disasters, the global economy, foreign aid, joblessness, and the high cost of living. Grades K-6


A collection of photographs illustrating one boy’s experience living in a homeless shelter. A positive, dignified portrayal that raises many of the issues related to poverty and homelessness. Grades K-6
Capstone Performance Description

Original Title: Students help feed the hungry of Bay County.

Teacher: Joanna Wascom

Primary Sunshine State Standards with Learning Outcomes

SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
LO: After hearing the story, “The Dino Pals Help End World Hunger” (www.peaceforkids.net), students will select one solution that they have the resources to help the hungry in their community, with 100% accuracy. (Analysis)

SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
LO: Given ten pictures of people doing various jobs and activities, students will determine which activities people earn money for and which ones they do not, with 80% accuracy. (Analysis)

SS.K.E.1.4: Identify the difference between basic needs and wants.
LO: Given assorted pictures from magazines and a poster board divided into two columns titled Wants and Needs, the students will choose six pictures and accurately differentiate between wants and needs by gluing them to the appropriate columns. (Analysis)

HE.K.P.2.1: Help others to make positive health choices.
LO: Given a blank My Pyramid and grocery store flyers, students will create a poster for a school nutrition drive by choosing pictures of nonperishable foods for each food group as examples of healthy foods to donate, with 80% accuracy. (Synthesis)

Problem Statement
How can we, as caring kindergarten students at St John Catholic School, help stop the hunger problem in our community? The solution must:
1. Be presented to the teacher and class on Friday, January 30th, 2009.
2. advocate healthy eating
3. Be cost effective because of the poor economy.
4. Include at least one recommendation that we can implement as individually, or as a class, this school year.

Capstone Performance Description:
The class will be divided into teams of four. Each team will give oral presentation to the class, teacher, parent helpers, and the representative from the Homeless and Hunger Coalition.

The class members in the audience will sit on the circle time rug and follow circle time rules:
1. Sit still, cris-cross applesauce
2. Eyes are looking
3. Ears are listening
4. Lips are quiet
5. Hands and feet are kept to yourself.
6. Raise your hand to ask a question when it is sharing time.
The students are aware of the rules and consistently follow them daily, therefore this seating arrangement is the best for optimal student listening and participation.

The parent helpers will sit with their group. The presenting group will stand in front of the rug. The teacher and the parent helper of the group presenting will be sitting close to the group to provide assistance if needed. The teacher being at the front of the rug also optimizes classroom management by being close to all students in the classroom. The representative from the Homeless and Hunger Coalition will sit in a chair at the back of the rug, behind the students.

All members of the audience will be given an opportunity to ask questions at the end of each presentation. The teacher will be listening to each student’s response to questions. The teacher will ask each team member questions. The teacher will include questions that will encourage each student’s autonomy and meta-cognition:

“How do you think…”?
“How do you know…?”
“What could you do…”?

Each team’s presentation must meet all the conditions in the problem statement. Each team member must present two solutions to the problem and then provide 4 justifications for choosing one over the other. The team will then present which solution they think is the best overall solution. Each team member must provide a justification for choosing this choice.

Each group member will be evaluated and graded individually based on their oral presentation and response to questions that were asked to them directly by the teacher or other audience members. A rubric will be developed and utilized for the evaluation.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Superior</th>
<th>Adequate</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery</td>
<td>20 Pts. Student stands up straight and no non purposeful movement. Student maintains eye contact with the audience and speaks loudly enough for the audience to hear, 80% of the time.</td>
<td>10 Pts. Student stands up straight and has 1 – 3 non purposeful movements. The student maintains eye contact with the audience and speaks loud enough for the audience to hear, 70 – 79% of the time.</td>
<td>5 pts Student has more than 3 non purposeful movements. The student maintains eye contact with the audience and speaks loud enough for the audience to hear, less than 70% of the time.</td>
</tr>
<tr>
<td>Understanding the Problem</td>
<td>30 Pts The student identifies all of the following: 1. The hunger problem in Bay County. 2. Hunger is not having enough healthy foods to nourish our bodies. 3. Causes of hunger. 4. The difference between basic needs and wants. 5. My Pyramid as a tool to learn about and teach healthy eating. Students must provide accurate examples of healthy non perishable foods. Student must provide at least one example from each food group.</td>
<td>15 Pts. The student identifies four criteria listed.</td>
<td>5 Pts. The student identifies three criteria.</td>
</tr>
<tr>
<td>Solution Sharing</td>
<td>30 Pts.</td>
<td>20 Pts.</td>
<td>5 Pts.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Student’s individual solution aligns to all conditions in the group problem statement. The student presents 2 alternatives to the hunger problem in Bay County. The student provides 4 justifications for choosing one alternative over the others.</td>
<td>Student’s individual solution aligns with all but one condition in the group problem statement. OR The student presents 2 alternatives to the hunger problem in Bay County. The student provides 2 – 3 justifications for choosing one alternative over the others.</td>
<td>Student’s individual solution fails to align with 2 or more conditions in the group problem statement. OR The student chooses an alternative that he or she could not implement. OR The student presents 1 alternative to the hunger problem in Bay County and provides 1 justification for choosing one alternative over the others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension and Accuracy</th>
<th>20 Pts.</th>
<th>10 Pts.</th>
<th>5 Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student answered all of the questions asked by the teacher during and following the presentation, correctly. The student provided at least one justification for each answer.</td>
<td>Student answered 80 % of the teacher’s questions correctly. OR The student fails to provide at least one justification for each answer.</td>
<td>Student fails to answer at least 80% of the teacher’s questions correctly</td>
<td></td>
</tr>
</tbody>
</table>

Score Conversion

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 -100</td>
<td>E</td>
<td>Excellent</td>
</tr>
<tr>
<td>90- 95</td>
<td>G+</td>
<td>Very Good</td>
</tr>
<tr>
<td>80 – 89</td>
<td>G</td>
<td>Good</td>
</tr>
<tr>
<td>70- 79</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60 - 69</td>
<td>N</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>0 - 59</td>
<td>P</td>
<td>Poor</td>
</tr>
</tbody>
</table>
Two Alternative Solutions and “Best” Solution Analysis

Solution #1
The students will sponsor a school wide “nutrition drive” to feed the hungry, emphasizing donations of healthy non perishable foods. The food will be donated to Angel’s Pantry to help get the shelves stocked with nutritious foods to help feed the hungry. The students will create posters that provide information on the food drive and a list of suggested nonperishable foods donations. The poster will have a food guide pyramid with labeled pictures of canned and dry foods for each food group. The posters will be placed around the school to advertise the “nutrition drive”. The students will send a letter home with all students in the school with the same information that is on the poster. The letter will also provide facts on hunger in Bay County and where people who lack enough nourishing foods can go for help. The letter will also remind students and family that Catholic school week’s theme this year is "Catholic Schools Celebrate Service”, and the gift of service to those most in need is a part of our school community.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have an opportunity to learn about a real problem in their community – hunger. They will have the opportunity to learn about Catholic School’s mission to provide community service to those most in need. It will provide them with the opportunity to provide community service.</td>
<td>Food donations do not provide a permanent or long term solution to feeding the hungry.</td>
</tr>
<tr>
<td>Students can be involved in the solution. They can make the posters and help write the letter to go home, and organize the “nutrition drive”.</td>
<td>Students require parent involvement and permission to purchase food / bring food from home to donate.</td>
</tr>
<tr>
<td>The solution is affordable. Most families at St John Catholic School can afford to donate a canned or dry food.</td>
<td>The poor economy. People may not have the resources to donate much, if any food.</td>
</tr>
<tr>
<td>Students will learn about healthy eating and will have the opportunity to advocate healthy eating.</td>
<td>A school wide “nutrition drive” does not provide education and awareness about hunger outside of the St John Catholic School community.</td>
</tr>
</tbody>
</table>

Consequences:
1. The “nutrition drive” has the potential of being a very successful community service activity. It could become an annual event.
2. St John family may talk to family and friends outside of school community and raise awareness of the hunger problem and resources in our community. The Panama City News Herald could do a follow up story on Angel’s Pantry and how
St John Catholic School K5 class learned about hunger in the community and reached out to help.

Solution #2
The students will sponsor a “Help Stop Hunger in Bay County” fundraiser at St John school to raise money for the Hunger and Homeless Coalition. The students will have a healthy snack sale before school, during snack time, and after school. Healthy snacks for sale would include fresh fruits, whole grain snacks (e.g. Cereal and crackers) and popcorn. Drinks would include 100% fruit juice, and bottled water. The students will have a donation box on the table during the sales. Donation boxes will also be placed in each classroom and in the front office. The students will make popcorn at school. Parents will be asked to donate drinks and other snacks. The students will also ask local grocery stores to participate and donate some food items to sell. The students will make posters and place them around the school to advertise the healthy snack sale. The students will send a letter home with all students in the school with the same information that is on the poster. The letter will also provide facts on hunger in Bay County and information about the Hunger and Homeless Coalition and how donations can help. The letter will emphasize how the healthy snack sale can benefit students and parents as well. Students will eat healthy and parents don’t have to worry about packing snack for the week. The letter will also remind students and family that Catholic school week’s theme this year is "Catholic Schools Celebrate Service”, and the gift of service to those most in need is a part of our school community.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising money for the Hunger and Homeless Coalition will help provide resources for people to get on their feet and be able to provide their own food. It will help stop hunger for some people in Bay County.</td>
<td>Raising money for the Hunger and Homeless Coalition will not stop the hunger problem in Bay County.</td>
</tr>
<tr>
<td>Students can be involved in the solution. They can make the posters and help write the letter to go home, and organize the fundraisers.</td>
<td>Students require parent involvement and permission to purchase food / bring food from home to sell.</td>
</tr>
<tr>
<td>The solution is affordable. St John PTO has a popcorn maker. It is reasonable to ask parents to donate popcorn kernels. Many grocery stores are willing to donate food items.</td>
<td>The poor economy. People may not have the resources to donate fresh fruit, whole grain snacks or bottled water and juice. Students are not guaranteed to get grocery store donations.</td>
</tr>
<tr>
<td>Students will learn about healthy eating and will have the opportunity to advocate healthy eating.</td>
<td>A school wide “Help Stop Hunger” fundraiser does not provide education and awareness about hunger outside of the St John Catholic School community.</td>
</tr>
<tr>
<td>Students will have an opportunity to learn about a real problem in their community – hunger. They will have the opportunity to learn about Catholic School’s mission to provide community service to those most in need.</td>
<td></td>
</tr>
</tbody>
</table>
need. It will provide them with the opportunity to provide community service.

Consequences:
1. Funds raised could provide one or more families with the resources to get on their feet and get the skills needed to work and provide food for themselves. This could provide a permanent solution for some citizens of Bay County.
2. St John family may talk to family and friends outside of school community and raise awareness of the hunger problem and resources in our community. The Panama City News Channel 7 could do a follow up story about financial hardships are affecting the Hunger and Homeless Coalition’s resources, and how St John Catholic School K5 class learned about hunger in the community and reached out to help.

Justification:
The best solution to the hunger problem is solution #2. The Hunger and Homeless Coalition does not only provide funds to provide food to the hungry in Bay County, but it also provides other resources such as helping people get jobs, computer skills, and medical services (News Channel 7, 02/22/09). The poor economy has resulted in the loss of resources. A fundraiser will increase the St John school community awareness of the hunger problem in Bay County and provide funds for the Homeless and Hunger Coalition to provide resources to those in need. Even if enough money is raised to only help one individual get on his or her feet, that is one individual who will no longer require resources. This is a long term solution versus just providing food to someone (solution #1). The fundraiser has the potential to raise awareness of the hunger problem in Bay County and how other people in the community can help by giving to the Hunger and Homeless Coalition. The news will spread by word of mouth, through the St John nd St Dominic catholic Churches (the school’s parishes). News Channel 7 can also do a follow up story. Other media could get involved as well.

Counter Argument:
Solution one is more feasible for a kindergarten class to do. It is easier and cheaper for the students of St John catholic School to bring in nonperishable foods to donate. I would have to agree that it is easier, but not better because it is a very short term solution. The kindergarten students and their teachers and dedicated parent volunteers are up to the challenge of solution #2. The end result has the potential to help people provide basic needs for themselves versus the continuous need of help from others.
Debriefing Plan and Coaching Questions for PBL Lesson Plan for Diverse Students

Original Title: Students help feed the hungry of Bay County.

Teacher: Joanna Wascom

Primary Sunshine State Standards with Learning Outcomes

SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.

LO: After hearing the story, “The Dino Pals Help End World Hunger” (www.peaceforkids.net), students will select one solution that they have the resources to help the hungry in their community, with 100% accuracy. (Analysis)

SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.

LO: Given ten pictures of people doing various jobs and activities, students will determine which activities people earn money for and which ones they do not, with 80% accuracy. (Analysis)

SS.K.E.1.4: Identify the difference between basic needs and wants.

LO: Given assorted pictures from magazines and a poster board divided into two columns titled Wants and Needs, the students will choose six pictures and accurately differentiate between wants and needs by gluing them to the appropriate columns. (Analysis)

HE.K.P.2.1: Help others to make positive health choices.

LO: Given a blank My Pyramid and grocery store flyers, students will create a poster for a school nutrition drive by choosing pictures of nonperishable foods for each food group as examples of healthy foods to donate, with 80% accuracy. (Synthesis)

Problem Statement

How can we, as caring kindergarten students at St John Catholic School, help stop the hunger problem in our community? The solution must;

5. Be presented to the teacher and class on Friday, January 30th, 2009.

6. Advocate healthy eating.

7. Be cost effective because of the poor economy.
8. Include at least one recommendation that we can implement as individually, or as a class, this school year.

**Debriefing Plan**

The class is the audience; therefore all teams of students will present their solutions to each other. This ensures that all students hear every group’s solutions. The teacher will record the characteristics of each group’s proposed “best solution.” The next day, the teacher will go over the characteristics with the entire class. The students will then divide into their groups. Each group will have a parent volunteer. The teacher will give each volunteer a printed list of the characteristics of each proposed “best solution”. The volunteer will read the characteristics to the students and facilitate discussion among the group. The students will discuss the pros and cons of each characteristic. The parent volunteer will record the pros and cons for each group’s proposed “best solution”. The students will rate each pro and con according to the following scale:

**Pro Rating Scale**

1. Good Idea, but there are two or more problems that may arise when trying to implement the solution.

2. Very Good Idea, but a problem may arise when implementing the solution.

3. Excellent Idea! The class could easily implement the solution.

**Con Rating Scale**

1. Bad Idea – would not solve the problem, but could be easily fixed.
2 Very Bad Idea – would not solve the problem. It would take a lot of work to fix.

3 Terrible Idea – would definitely result in failing to solve the problem.

* It is important to note that the groups do not rate their own solution.

The parent volunteer will tally the pros and cons for each group and give it to the teacher. The teacher will subtract the cons total from the pro total for each group. The teacher will choose the solution with the most points as the overall “best solution”. The teacher will inform the class of the “Best Solution” and facilitate a class discussion about it. The discussion will result in the class deciding what portions of the solution they can implement. Then the class will develop an action plan to carry out the solution.

**Five Essential Concepts**

In order for the students to achieve the learning outcomes, the teacher will provide coaching activities to ensure that the students have addressed the following concepts / issues:

1. Hunger is not just about having enough food. It is not having enough nutritious foods.

2. Getting the recommended servings from each food group (My Pyramid), each day, is the best way to give our bodies the nutrition we need.

3. Students are aware that they can help other people learn about healthy eating and how to make healthy food choices.

4. The difference between basic needs and wants.
5. People require money to buy food and other basic needs.

6. People earn money by working jobs. There are some jobs that people do not get paid for.

7. People do not earn money when they volunteer (e.g. community service activities).

8. Helping others through community service is demonstrating the characteristic of being a good citizen.

9. Students can provide community service by helping feed the hungry in their community.

10. There are places in our community that do help feed the hungry. Healthy food and money donations are needed. Non perishable food donations are most common because they have longer shelf life and do not require refrigeration.

The teacher will use the following coaching activities:

1. Activities that require the students to identify foods and place categorize them in to food groups on My Pyramid. The activities will include nonperishable foods.

2. Students will categorize a variety of pictures and objects according to basic needs or wants.

3. Have students categorize various jobs and activities according to jobs and activities that people earn money to do and for which they do not. They will also have to identify which jobs or activities provide community services.

4. Guest speaker from the Hunger and Homeless Coalition will be available at the beginning of the week and the day of the presentations, to provide information and answer student
questions about hunger, the resources available, and how the students can help.

5. If the students do not suggest a food drive, or a food drive that advocates healthy eating, the teacher will provide an activity that will allow the students to do so. The activity will require the students to develop a poster for a school wide food drive that emphasizes donations of non perishable healthy foods from each food group. The students will be given grocery store flyers and a blank My Pyramid. Students will choose pictures of non perishable foods for each food group as examples of healthy foods to donate.

Coaching Questions throughout Lesson

C – Cognitive

M – Meta-cognitive

E – Epistemic

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Meet the Problem</strong></td>
</tr>
<tr>
<td>C</td>
<td>What have you learned about the hunger problem in our community?</td>
</tr>
<tr>
<td>M</td>
<td>What do you already know about hunger?</td>
</tr>
<tr>
<td>E</td>
<td>Is this a real problem?</td>
</tr>
<tr>
<td></td>
<td><strong>Know/Need to Know Board</strong></td>
</tr>
<tr>
<td>C</td>
<td>What is hunger?</td>
</tr>
<tr>
<td>M</td>
<td>Can you say any more about this?</td>
</tr>
<tr>
<td>E</td>
<td>What is the most important information to find out?</td>
</tr>
</tbody>
</table>

Problem Statement
<table>
<thead>
<tr>
<th>C</th>
<th>What is your role in this problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Do you think that you can help feed the hungry in your community?</td>
</tr>
<tr>
<td>E</td>
<td>What factors does the group need to consider reaching a good solution to help the hungry in our community?</td>
</tr>
</tbody>
</table>

**Information Gathering**

<table>
<thead>
<tr>
<th>C</th>
<th>How might you find that information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Have you considered trying to get the information another way? (Provide another resource or strategy)</td>
</tr>
<tr>
<td>E</td>
<td>Why is that information important?</td>
</tr>
</tbody>
</table>

**Generating Possible Solutions**

<table>
<thead>
<tr>
<th>C</th>
<th>What is the next step?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Why do you feel that Solution 1 is better than Solution 2? Explain your reasoning.</td>
</tr>
<tr>
<td>E</td>
<td>Do you think this solution will resolve all of the hunger issues in our community? Why or why not?</td>
</tr>
</tbody>
</table>