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16. Stewardship Lesson #3: REFLECTION –TRANSFERENCE

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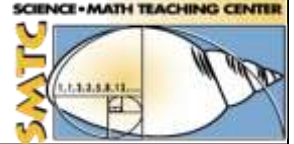
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Stewardship Lesson #3: REFLECTION – TRANSFERENCE

Overview: This lesson allows youth to reflect on what they learned during their YELL-YCC stewardship experience and brainstorm stewardship project possibilities applicable to their home communities.

Learner Outcomes

Youth will:

1. Evaluate their YELL-YCC experience in regards to personal success.
2. Understand how to transfer stewardship principles and skills from one setting to another.
3. Create a stewardship project idea that complements their own stewardship ethics and includes a clearly defined goal and an extensive list of resources.

Getting Ready

Materials: Youth need journals and writing utensils; staff need masking tape, a tarp that is 4' x 5', and markers or pens.

Preparation: Review staff notes and becoming familiar with the Think—Pair—Share instructional strategy and its purpose.

Background: This lesson is rooted in reflection and does not include background information.

Suggested Procedure

Warm Up Activity (10 minutes) **(D1)**

1. Lead a journaling activity of youth's stewardship project experiences during YELL-YCC. Instruct them to create circles with descriptions of:
 - a. Each of their work projects
 - b. What they learned from that work project
2. Open it up to a group discussion with the following prompts:
 - a. What services were you providing during your project?
 - b. What have you learned about stewardship through your projects?
 - c. What was something that all of your spikes had in common with each other? Can you see a theme? (i.e. Protecting a place or caring for someone's special place).
 - d. How could you apply what you have learned about stewardship to your community?

Transition: Explain that, as their YELL-YCC experience concludes, it is important to reflect and to set goals as they return to their communities. Next, tell them they will be thinking about projects that could be conducted in their communities through a group initiative called "Turning the Page".

Turning the Page (25 minutes) **(S1)**

Youth will work as a team to reflect on their YELL-YCC experience and formulate a future stewardship project ideas for their community.

Staff will:

1. Have youth respond to the following prompts in writing, on two separate pieces of tape. Write:



Lesson at a Glance

Warm Up Activity (10 minutes)

Reflect and journal about stewardship project experiences during YELL-YCC and start to brainstorm a stewardship project idea in their own community.

Turning the Page (25 minutes)

Work as a team to reflect and share their **YELL-YCC** experience and dive deeper into their stewardship project ideas for their community and participate in the “Turn the Page” group initiative.

Resource List (25 minutes)

A Think—Pair—Share strategy is used to discuss the goals of stewardship project ideas. Youth compile a list of community resources available to use for their stewardship projects.

Concluding the Lesson (2 minutes)

Staff challenges youth to put their stewardship project ideas into action and return home to share their YELL-YCC experiences.



- a. One idea for a stewardship project you could complete in your community.
- b. One thing you have learned about yourself that could help you achieve your stewardship project idea.
2. Have them tape their stewardship idea on one side of the large tarp and read aloud what they have learned and place it on the other side of the tarp.
3. After everyone has placed his or her tape on the tarp, explain that it is time to turn the page. Have them stand on top of the tarp that they placed what they have learned and explain that they have to turn it over without stepping under, outside, or off the tarp. If someone steps off the tarp, the whole group has to try again. The staff should stress the importance of creating a plan and working together.
4. After “turning the page” have them share their stewardship project ideas. Once everyone has shared, ask:
 - a. What will the stewardship project look like?
 - b. Describe it!
 - c. What will this project provide for your home community?

Transition: Explain that finding others to support their stewardship ideas will be important. Just as they worked together to “turn the page” they will need to work with others to support and expand their stewardship project idea. Ask how they might use others to help implement their stewardship idea into action.

Resource List (25 minutes)

1. Describe the Think-Pair-Share strategy and its purpose, while providing guidelines for discussions that will take place.
 - Refer to staff notes.
2. Explain that they will write down the goal of their stewardship project idea and a list of community resources that are available to them.
 - For Example:
 - a. Goal: To bring awareness to community youth about where their water comes from.



- b. Execution: I'm going to organize a river clean at a local park with the Girl Scouts Club.
c. Resources List: Local state or city park, newspaper, environmental clubs, city officials, related businesses, and friends and family.

3. Next, they will meet in pairs to discuss their goals and resource list.
4. Finally, they will share their ideas with the rest of the group.
5. Model the procedure to ensure that they understand how to use the strategy. Allow time for questions that clarify their use of the Think-Pair-Share technique.
6. Once they have a firm understanding of the expectations surrounding the strategy, begin the Think-Pair-Share activity. Staff should monitor and support youth as they work through the steps.
7. After the group share, you may choose to have partners re-convene to talk about how their stewardship ethic is reflected in their stewardship project ideas. Invite them to add new ideas or build on others ideas. **(S2)**
 - For example: Working with Girl Scouts to complete a river clean-up reflects the personal responsibility I feel to promote water quality awareness. It also helps protect the natural environment while encouraging youth to participate in stewardship projects.

Conclude: (2 minute) Following the group discussion, challenge youth to make their stewardship project ideas come alive by sharing their YELL-YCC experiences in as many ways as possible.

Assessment Check Ins:

(D1): This information will assist the staff in understanding youths YELL-YCC experiences.

(S1): This assessment validates what youth have learned, and how they might transfer their learning into their home communities.

(S2): Assess what youth have learned and transforms their learning into steps they can take once in their home communities.

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- Share: once partners have had ample time to share their thoughts and have a discussion; the staff expands the "share" into a whole-group discussion. Allow partners to choose who will present their thoughts, ideas, and questions they had to the group. After the group "share," you may choose to have partners re-convene to talk about how their thinking perhaps changed as a result of the "share" element.

References:

Instructional Strategies Online: What is a Think Pair Share. (2009). Retrieved from:

<http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>

The instructional activity served as a central activity in this lesson. It was modified in the following way: Some instructional language was changed to match the REC.

Lyman, F. (1981). The Responsive Classroom Discussion: The Inclusion of All Students. Mainstreaming Digest. University of Maryland, College Park, MD.

The instructional activity served as a central activity in this lesson. It was modified in the following way: Some instructional language was changed to match the REC.

Simon, C. (2013). *Strategy guide: Using the think-pair-share technique*. Retrieved from:

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>

The instructional activity served as a central activity in this lesson. It was modified in the following way: Some instructional language was changed to match the REC.

Handouts: None

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Staff Notes:

What is Think-Pair-Share?

- Think-Pair-Share is a strategy designed to provide youth with “food for thought” on given topics, enabling them to formulate and share ideas with others. It is a learning strategy developed by Lyman and associates (1981) to encourage participation. Rather than using a basic recitation method, in which a teacher poses a question and one person offers a response, Think-Pair-Share encourages a high degree of peer response and can help with on task behavior.

What is its Purpose?

- Providing "think time" increases quality of responses.
- They become actively involved in thinking about the concepts presented in the activity.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When staff teaches too much information all at once, much of that information is lost. If we give time to "think-pair-share" in a lesson, more of the critical information is retained.
- When they talk over new idea, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
- They are more willing to participate since they don't feel the peer pressure involved in responding in front of a group.

How it Works?

- Think: staff members begin by asking or creating a topic that youth will discuss. They "think" about what they know or have learned about the topic for a given amount of time (3-5 minutes).
- Pair: everyone is divided into pairs; staff may choose to assign pairs or let them pick their own partners. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. They will share their thoughts, discuss ideas, and ask questions on the topic (2-5 minutes).

