Give Students A “Write” To Play!

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**OBJECTIVES, STUDENT LEARNING OUTCOMES (SLOs), PROJECT PROCESS:**

- **Objective 1:** Enable community engagement and promote leadership
  a. SLO 1.1: Students will collaborate and build relationships with community organizations.
  b. SLO 1.2: Students will demonstrate understanding of how communities function.

- **Objective 2:** Enable enhanced understanding of course content
  a. SLO 2.1: Students will demonstrate effective use of problem-solving skills and strategies in service-learning assignments.
  b. SLO 2.2: Students will demonstrate the ability to effectively transfer course theories, concepts, and knowledge to novel situations

- **Objective 3:** Develop critical and creative thinking and reflection skills
  a. SLO 3.1: Students will demonstrate higher levels of critical-creative thinking by recognizing and analyzing problems, identifying viable solutions when possible, and defending choices of solutions.

- **Objective 4:** Promote social responsibility, global awareness, and openness to diverse perspectives
  a. SLO 4.1: Students will demonstrate comprehension of the community issues that are relevant to their service-learning course content.

(Teacher candidates worked every other week with faculty of St. Simon’s Boys & Girls Club to plan FUN, playful, hands-on writing lessons for after-school students.)

- **Objective 5:** Build lesson plans and implement strategies
  a. SLO 5.1: Teacher candidates used ELA/writing and lesson plan knowledge from coursework to build lessons needed for educating students in writing at St. Simon’s Boys & Girls Club.
  b. SLO 5.2: Students will demonstrate the ability to effectively transfer course theories, concepts, and knowledge to novel situations

(For example, they created lesson plans that utilized creative, hands-on methods/ideas for teaching writing content. They implemented these lesson plans in station rotations with after-school students at St. Simon’s Boys & Girls Club at every visit for 1.5 hours and then reflected on their experiences and student growth in writing quantity and quality.)

- **Objective 6:** Promote social responsibility, global awareness, and openness to diverse perspectives
  a. SLO 6.1: Teacher candidates participated in community service activities and made community contacts that will help them start and/or advance their careers.

(For example, teacher candidates worked directly with faculty of St. Simon’s Boys & Girls Club on this project. Teacher candidates wrote a $500 grant and purchased Language Arts/Writing children’s books for the Boys & Girls Club to use for future homework and writing help for after-school students.)

**TEACHER CANDIDATES’ PERSPECTIVES**

- “This experience pushed me to plan creative lessons!”
- “The activities went well and the students definitely learned spelling skills from us.”
- “I was pleased to see that when effort was put in to intrigue these students, related to writing, it was rewarded with their enthusiasm and attention.”
- “The students liked the way we taught writing because we brought aspects of writing to life in a fun way.”
- “This project will help me as I go forward as a potential writing instructor with methods and practices.”
- “The students liked the way we taught writing because we played games with them.”
- “Adding movement to lessons activated whole-brain learning.”
- “Using physical activities in the writing lessons helped heighten student enthusiasm.”

**PLAY with “WRITING” ACTIVITIES**

- Spelling Kickball
- Cornhole Storymaking
- Spelling Dodgeball
- Idioms Poster-Making
- Spelling Basketball
- Peer Conference Writing and Editing
- M.O.M. and D.A.D.
- “Show not Tell” Writing
- Writing Ping-Pong Ball