

# How do elementary students take action from their learning?

**DEGREES OF CHILDREN'S PARTICIPATION**

Child-initiated, shared decision with adults

Child-initiated and directed

Adult-initiated, shared decision with adults

Consulted and informed

Assigned and informed

**HART, R.A. 1992.**



Action needs to be modeled by the adults.



School-wide action (Adult-initiated, shared decisions with students):  
<http://www.capitalgazette.com/neighborhoods/ph-ac-gn-west-county-0530-20150528-story.html>

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# Action needs to be modeled by the adults.

- Share adults' passions and interests: Survey your staff. Share with students.

What are your passions? Where do you spend your time and energy outside work, friends, and family? How do you take action?

- Create an Action board and invite students responses.



- Hold an adult-only action or service:

Pack lunches for a shelter; walk for awareness of a cause; clean up a neighborhood playground



## Kids take action!



- First grade at Eastport collected socks for the homeless
- first grade at Overlook made bag lunches for the homeless
- second grade at Eastport wrote letters to the mayor
- fifth grade at Eastport collaborated with an adjacent restaurant on some green ideas for their space
- Overlook community collected money, clothes, household goods, and toys for the needy from November through February



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Child-initiated and directed

[https://  
youtu.be/  
5rBC985CB](https://youtu.be/5rBC985CB)  
NO

A pre-kindergartner at  
Germantown determines on  
her own to find out more about  
Madame CJ Walker when she  
hears of her during Black  
History Month. With Mom's  
help she  
presents what she finds out to  
her class.



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2<sup>nd</sup> Grade at Hebron-Harman:

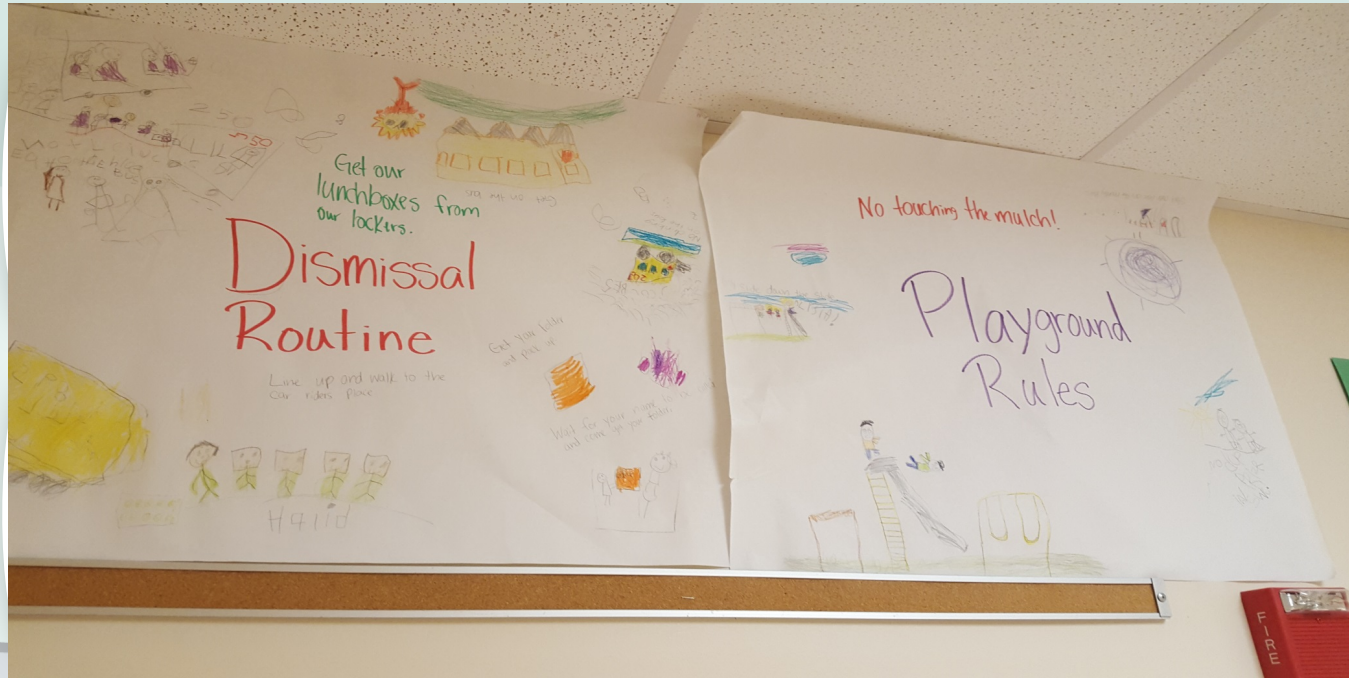
A student presents about her Hindi culture so students will understand her better.



2<sup>nd</sup> Grade at Hebron-Harman:

Another student decides to clean his classroom and then begins a business recruiting 2<sup>nd</sup> Graders to clean classrooms. He makes business cards for his employees.





Advanced ELLs in Kindergarten at Germantown create drawings for expectations in different school spaces to help the novice English learners.



4<sup>th</sup> Graders at Hebron-Harman want to be more empathetic. They plan a buddy bench for the playground.



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2<sup>nd</sup> Grade at Hebron-Harman:  
A student hears classmates do not have books at home. He asks his parents to help him write a grant like his teacher did for her supplies. He obtains a lending library box through GoFundMe.



Other common action occurrences:

- ✓ Fundraising
- ✓ Donations
- ✓ Poster making
- ✓ Teaching other classes
- ✓ Picking up trash and recycling



## 5<sup>th</sup> Grade's capstone unit of inquiry, Exhibition



**INVESTIGATE AND EDUCATE  
ABOUT ACCESS TO CLEAN  
WATER**



**LEARN ABOUT AND  
PARTICIPATE IN LOCAL  
SHELTER SERVICES**

**COMPARE SEAWORLD'S AND  
MOVIEMAKERS' IDEAS FOR  
CARING ABOUT ANIMALS**

RT THE TRUTH

**69 Reasons**

You **Shouldn't** Believe

**Blackfish**



**Write to and visit  
state  
representative to  
implore him to  
advocate and  
vote for  
environmentally  
sound policies**



Erin Foxmann, February 2016

