



SERVICE LEARNING PLANNING TOOL

Project Title: Honor Flight

Start Date:

End Date:

School:

District:

Students:

Teacher(s):

Class(es): ELA

Grade Level(s): 5

Overview/Description of Project: The fifth grade students watch the movie “Honor Flight” (can be purchased on amazon for about \$13 or borrowed from local organization). They investigate the need and importance of the One Last Mission. The students will reflect upon the movie, and will research more about the honor flight. The students will learn about the history of the Honor Flight, its mission and goal, and will understand why/how time is of the essence for the Veterans. They will brainstorm ways that they can support the veterans or help send Veterans to the WWII memorial in Washington, DC. The students will also invite Veterans to their school and they will help them fill out applications to participate in the Honor Flight. This unit aligns with the Core State Standards and will build upon 21st century learning skills!

Community Partners/Contacts: Honor Flight: Honor Flight Tri-State, Cheryl Popp (513-277-9626 or honor-flight@hotmail.com)

Funds/Goods/Services Generated (as applicable): Students investigate and choose how to support the Honor Flight Network

Core Content/Subjects/Interdisciplinary Themes (Check all that apply):

- | | |
|---|---|
| <input checked="" type="checkbox"/> English, Reading or Language Arts | <input type="checkbox"/> Geography |
| <input type="checkbox"/> World Languages | <input type="checkbox"/> History |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Government and Civics |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Global Awareness |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy |
| <input type="checkbox"/> Science | <input checked="" type="checkbox"/> Civic Literacy |
| <input type="checkbox"/> Health Literacy | |
| <input type="checkbox"/> Environmental Literacy | |

21st Century Skills (Check all that apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Creativity and Innovation | <input checked="" type="checkbox"/> Information, Communications and Technology Literacy (Apply and Use Technology Effectively) |
| <input checked="" type="checkbox"/> Critical Thinking and Problem Solving | <input checked="" type="checkbox"/> Flexibility and Adaptability |
| <input checked="" type="checkbox"/> Communication and Collaboration | <input type="checkbox"/> Initiative and Self-Direction |
| <input checked="" type="checkbox"/> Information Literacy (Access and Evaluate Information; Use and Manage Information) | <input checked="" type="checkbox"/> Social and Cross-Cultural Skills |
| <input type="checkbox"/> Media Literacy (Analyze Media; Create Media Products) | <input checked="" type="checkbox"/> Productivity and Accountability |
| | <input checked="" type="checkbox"/> Leadership and Responsibility |



Core Content Standards:

ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Driving Question: How will we honor the Veterans in our community?

Investigation:

Student research-read news, interview civic leader, survey neighbors, peers, collaborative inquiry of community issues, class instruction

The students watch "Honor Flight" and identify how there are needs and importance/value of the One Last Mission. The students will reflect upon the movie, and research more about the honor flight. The students will gather information about the history of the Honor Flight, identify the mission and goal, and will understand why time is of the essence for the Veterans.

<http://www.honorflight.org/about/>

The students will brainstorm a list of different ways they can support the mission of the organization, or possibly raise money for this network.

Brainstorming:

- The students may hold a fundraiser to raise money to donate to the Honor Flight.
- They may advertise for local Veterans to come to their school and receive help from the students filling out the Honor Flight application.
- They may write messages to the veterans; interview the vets and create a hometown hero anthology for the veterans' families, Honor Flight archives, local library; etc.

Reflection Focusing Activity: Collect evidence and analyze how the activity chosen addresses the driving question for this project.



Preparation:

Collaborative problem solving, planning, and task assignment by and with the students

Using the example of the social entrepreneurial approach-

The students will plan the fundraiser from beginning to end. Using their knowledge, skills, and interests; the students develop a microenterprise to learn about economics and to benefit the Honor Flight mission and recipients. This is a time for the students to collaborate together and be creative! There are many possibilities!

The students will also send home flyers with the students in the school, advertising for them to invite grandparents, neighbors, etc. to come in and receive help filling out the Honor Flight applications.

****It would be a great idea to hold the application help day on Veterans Day! What a great way to be able to honor our local Veterans!!**

Action:

What social issue, community need addressed? Direct service, Advocacy, or Research/Education focus?

The students will hold the fundraiser and will total the amount of donations. They will research where and how they will send in their donations. When they hold the Honor Flight application help day, they will have a little ceremony to announce the amount of money they will be donating to the Honor Flight Network. Students may write an article for the school/local news as a reflection exercise.

Reflection:

Ongoing within project: Measure & assess knowledge, skills, growth

Use the driving question as a reflection guide.

Have the students write a reflection piece describing the impact this project has had on their life, as well as the Veterans' lives. The students can share their reflection pieces with each other, and community partners, engaging in a moment of whole-group reflection.

Demonstration:

Demonstration of knowledge & growth: Celebration of learning and service outreach

The students review the Honor Flight schedule and see if there is someone from their school or a volunteer they have worked with during this unit that will participate in the next flight. Arrange a SKYPE session with the Veterans who are going on the Honor Flight trip. This would be a great moment of celebration for the students! It will give them a personal connection between the hard work they have put forth into this project and the gift they have given to a Veteran. Pre/Post Skills/Knowledge/Interest – students compare/contrast their Personal Inventory pre – unit to post-unit to identify newly practiced or mastered skills. Careful reflection for areas of future growth and exploration might be included.

****Please adapt this lesson plan to meet the needs of your students!***