Origin of Idea

The basis of the Impact Project is experience. The idea that students’ lives change through experiencing their community, the curriculum, and others in ways beyond the scope of a conventional classroom and school setting catapulted this project.

Plan of Action

In order to gain the greatest impact through this experience, third grade students completed a career interest survey. Our school counselor collaborated with students about different career paths and discussed what career paths best support the interests of the students.

School leaders sought professional opportunities for our students to experience that leading professionals in our community share.

Fourth-grade educators researched charitable organizations in our community. After researching, educators invited leaders from several organizations into their classrooms to share with students the impact they make each day on our community.

Community sponsors, First State Community Bank and Dalhousie Golf Club, prepared real life financial and social opportunities for students.

Day of Impact

The doors of Jefferson Elementary (JE) opened to roughly thirty community professionals. Awaiting the community professionals were fifty JE fourth-graders. Each student had been specifically matched with a community professional whose profession aligned with the interest(s) of the student. Conversation abounded between the students and community professionals in a cafe atmosphere for thirty minutes.

Our school principal launched the formal start of the day. The day officially began when students loaded up in the vehicles of (thoroughly background checked) community professionals and headed to work. For one hour, students walked alongside their community professional.

As students were working within their career field, educators from JE, Dalhousie Golf Club staff and volunteers, and leaders from First State Community Bank (FSCB) prepared social and financial opportunities for the students.
Student Learning

Student learning addressed the following standards:

- Compare interests and strengths with those of workers in the community.
- Recognize the contributions of all jobs in the community.
- Reflect on personal roles in the community and identify responsibilities of a community member.
- Compose a written letter
- Generate formal and non-formal questions

Student learning addressed the following life skills:

- Professional greetings and handshakes
- Appropriate attire for work and social functions
- Proper etiquette in various situations
- Empathy and respect for others
- Financial responsibility

These opportunities included a tour of the Dalhousie Golf Club grounds and manor, lessons on the driving range and putting green led by the Ladies Golf Association and Golf Pros, and a lesson in financial literacy led by bankers from FSCB.

After an hour of job shadowing, students and their paired community professional arrived to Dalhousie Golf Club where they participated in the opportunities listed above.

During a working lunch, the financial lesson focusing around spending, saving, and sharing earnings was given. As part of the financial literacy lesson and the impact, FSCB prepared paychecks for each of the students as compensation for their work in the community. Students received $35 after signing and cashing their check at an onsite bank. Students saved $5 in a piggy bank. Students donated $10 to an organization of their choice. (Baskets and donation envelopes were available.) Students ordered JE swag using the remaining $20.

After spending, saving, and sharing and a full day of professional and social experiences, students came back to JE. Their community professional dropped them off, pictures were shared, the day of impact was complete, lives were changed!
The Week After the Day of Impact

Student wrote thank you letters to community members and to our community partners. Educators reflected in class meetings about the day with the students and students shared their fondest moments with their peers. Because each child had a different experience based on their specific interests, the opportunity to share with their classmates was important.

Educators at JE collected student order forms and submitted them to a local printing company, counted the money students donated, and pushed the day of Impact on various social media outlets. JE educators formed a plan to disseminate the donations made by the students to the researched charitable organizations. Additionally, educators made plans for students, community professionals, and community partners to come together again for a day of thanks.

Educators reached out to the community organizations to invite them to join us for a school wide presentation of donations. Fourth-graders presented five different charitable organizations in our community with the money they chose to share with them.

#BestJeffersonEver
#FSCBImpactInitiative