FACILITATOR GUIDE: *Seedfolks*

GRADE: 9th – 12th

CONCEPTS & SKILLS:

- Understand gender, age, health, and socioeconomic status affect social inequality.
- Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
- Understand multiple viewpoints within and across cultures related to important events, recurring dilemmas, and issues.

MATERIALS & RESOURCES:

- Book: *Seedfolks*, Fleishman

PRESENTATION:

Using the story in the book, *Seedfolks* as a reference, students can examine and test assumptions, values, and beliefs and then explore how those affected the service learning project. And as importantly, how the project experience might have altered their assumptions, values and beliefs.

DIRECTIONS:

1. Read the book, *Seedfolks* as a class. Take turns reading a page or two at a time. The book doesn't take long to read.
2. Many of the characters have assumptions about the other characters and how the world works. For example, Ana believes Kim is "mixed up in something she shouldn't be" when she sees Kim burying something in the vacant lot. And Maricela says if you are Mexican (as she is) the Puerto Ricans hate you and if you're a teenager the whole world hates you.
3. Then discuss in small groups how assumptions and beliefs of each person in the book played a part in the story.
4. Discuss in small groups how life experiences shape our characteristics, our reactions, behaviors. How does gender, age, health, and socioeconomic status affect social inequality.

5. Finally, reflect on the way the assumptions, values and beliefs of the characters in the book played a part in the garden project. Then talk about how all of these aspects play a part in the service learning project. How did participation in the service learning project change or increase assumptions and beliefs of students involved?

TIME: 90 minutes

PROCESSING THROUGH THE SIX PILLARS:

What?
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So What?
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Now What?
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