

Pemberton Park Brochures

By Chandler Sickmund

Best Practice 1: What recognized community need was met by your project (e.g. health, education, environmental or public safety need)? Students created brochures about Pemberton Park to promote the park. Each brochure included the following information about the park: history, ecosystem, top ten reasons for a student to visit the park, and a brief summary of their experience at the park. The students used Microsoft Publisher for their final copy. The brochures were then given to Pemberton Park to be distributed to other young adults who visit the park.

Best Practice 2: How was the project connected to school curriculum (e.g. what course outcomes were met and/or how did the project reinforce or enhance student academic learning)? Ninety sixth grade students traveled to Pemberton Park in Salisbury, Maryland. Prior to our visit, we studied the history of the park and discussed ways the park is used today. At the park, students learned about the dangers to the environment caused by nutria, the ecosystem surrounding the park, created nature journals, and wrote about the sights, sounds, and feelings each student experienced at the nature center. Students were broken up into groups for each activity. Each group also was able to explore the nature trails. This allowed students to practice reading a map and experience relying on “natural road signs” and instinct.

Best Practice 3: How did you reflect on your experience throughout the project? When the students returned to school, each student created a brochure featuring Pemberton Park.

Best Practice 4: How did students take leadership roles and take responsibility for the success of the project? Each student was responsible for designing a brochure that would convey important and interesting information about the park, and also catch the interest of young adults.

Best Practice 5: What community partners did you work with on this project (e.g. non-profits, civic organizations, business that provided donations, etc.)? Pemberton Park

Best Practice 6: How did you prepare and plan ahead for the project? A field trip needed to be set up in advance.

Best Practice 7: What knowledge and skills did students develop through this project? Students learned about the environment, a great resource in their local community, and practiced writing, design, and computer skills.

