

Our Kids.  
Our Community.  
Our Legacy.

## Innovative Teacher Mini-Grant Application

### Contact Information

| Name         | Email Address |
|--------------|---------------|
| Lead Teacher |               |
| Teacher      |               |
| Teacher      |               |
| Principal    |               |
| School       |               |

### Grant Overview

|  |  |
|--|--|
| Grant Title                                      | <b>Sewing Machines</b>   |
| One sentence that clearly describes your project | Purchase some sewing machines so that students can use the sewing machines in an after-school sewing class, during mental wellness tutorials, in their classes, and/or for service projects. |
| Requested amount                                 | \$1,121.21   |

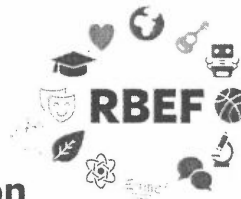
### Agreement and Signatures

I (We) understand our complete and signed application must be submitted by email to [grants@rbef.org](mailto:grants@rbef.org) on October 4, 2019. I (We) agree to fulfill the requirement to submit paid receipts for expenditures, to inventory all purchased equipment and materials with the Redondo Beach Unified School District (RBUSD) and to send in a one-page impact report by June 17, 2020. I (We) understand that failure to submit the one-page report will result in lack of eligibility for an RBEF teacher grant in the following school year. I (We) understand that all major equipment and/or instructional materials purchased with this grant are the property of and must remain in the RBUSD.

|                      |   |         |
|----------------------|---|---------|
|                      | Signature   | Date    |
| Lead Teacher         |  | 10/3/19 |
| Supervisor/Principal |   | 10/3/19 |

### Office Use Only

Date Received  
Grant Number



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## Innovative Teacher Mini-Grant Application

The grant selection process will be anonymous. Your application will be identified by a grant number only. Please do not include your name(s) or the name of your school in the body of your application.

### Grant Overview

|  |   |
|--|---|
| Grant Title                                      | <b>Sewing Machines</b>  |
| One sentence that clearly describes your project | Provide 8 sewing machines for students to use during an after-school sewing class, during mental wellness tutorials, in their classes, and/or for service projects. Sewing is a life skill. |

### Requested Funding – Collaborative Teams

- ☐ \$3,000  
☐ \$5,000  
☐ Other: \$1,121.21

### Student Population

|   |   |
|---|---|
| Number of students involved   | <b>All students</b>   |
| Student grade level(s)  | <b>6<sup>th</sup> – 8<sup>th</sup> Grade</b>  |
| Briefly describe the student population including any special needs or interests this project will address. | <p>The sewing machines will be available for all students, through the following opportunities:</p> <ul style="list-style-type: none"> <li>○ After-school sewing class – available to GATE students</li> <li>○ Mental wellness tutorials – held twice a year, and all students can sign up to sew a simple sewing project</li> <li>○ Interested classes – all grade levels/ content areas</li> <li>○ Service projects – philanthropic students have expressed interest in wanting to sew blankets for the homeless, sew scrunchies and potpourri bags to fundraise money for various causes.</li> </ul> |

### Project Description

#### Objective

What is the objective of your project and what problem or need does it address?

**The objective for our project is to provide students with a creative outlet (sewing), to express their interests, and to help reduce their anxiety.**

**In her article titled, "The calming effects of sewing can help people express and heal themselves" Clare Hunter (2019) states, "Sewing is increasingly becoming recognised as an effective way to combat**

|  |  |
|--|--|
|  | <p><b>depression, the absorption demanded by needlework – its flow – calming the mind and reducing stress. The sense of accomplishment can boost mental health and improve our immune system, as relief from the pressure of multitasking is replaced by focusing on one thing” (par. 14).</b></p> <p><b>Research has shown an increase in anxiety among teens, and we hope that offering opportunities for students to sew can help to reduce student’s anxiety.</b></p> <p><b>Our school currently only has super old sewing machines that are broken, and we are hoping to replace them with working machines.</b></p>  |
| <p><b>Process</b><br/>Describe the nature of the project and what will be done (include instructional methods, procedures, or activities).</p> | <p>With regards to the after-school sewing class for GATE students:</p> <ul style="list-style-type: none"> <li>○ The class will be held for 8 weeks</li> <li>○ Students will learn how to read and design simple patterns.</li> <li>○ Students will learn how to pin and cut fabric for sewing.</li> <li>○ Students will learn how to thread a sewing machine and fill a bobbin.</li> <li>○ Students will learn how to sew using a sewing machine.</li> <li>○ Projects students can complete include skirts, bandanas, pillows, scrunchies, etc...</li> </ul> <p>With regards to mental wellness tutorials:</p> <ul style="list-style-type: none"> <li>○ Students will learn how to pin fabric for sewing.</li> <li>○ Students will learn how to sew.</li> <li>○ Students will sew a scrunchie.</li> </ul> <p>With regards to interested classes:</p> <ul style="list-style-type: none"> <li>○ Students will have the sewing machines available to them to support any projects they want to complete.</li> <li>○ For example, classes used a teacher’s sewing machine to sew medicine bags for a Language Arts project.</li> </ul> <p>With regards to service projects:</p> <ul style="list-style-type: none"> <li>○ Students will have the sewing machines available to them to support any service projects that they brainstorm.</li> <li>○ In the past our 8<sup>th</sup> grade students have completed a Democracy in Action project, where they complete a service project. This would give students more options as to how to carry out the vision for their service project.</li> </ul> |
| <p><b>Logistics</b><br/>Who will be involved and where and when will the project take place?</p>   | <p>With regards to the after-school sewing class for GATE students:</p> <ul style="list-style-type: none"> <li>○ Supervising teacher(s)</li> <li>○ Approx. 30 GATE students, 6<sup>th</sup> – 8<sup>th</sup> Grade</li> <li>○ Location: classroom</li> </ul>   |

|  |  |
|--|--|
|  | <p>With regards to mental wellness tutorials:</p> <ul style="list-style-type: none"> <li>○ Supervising teacher(s)</li> <li>○ Approx. 30 students, 6<sup>th</sup> – 8<sup>th</sup> Grade</li> <li>○ Location: classroom</li> </ul> <p>With regards to other classes:</p> <ul style="list-style-type: none"> <li>○ Supervising teacher(s)</li> <li>○ Approx. 35 students</li> <li>○ Location: classroom</li> </ul> <p>With regards to service projects:</p> <ul style="list-style-type: none"> <li>○ Supervising teacher(s)</li> <li>○ Small groups of students</li> <li>○ Location: classroom</li> </ul>  |
| <p><b>Standards</b></p> <p>What standards (CA content and/or common core) will this project address, support, or extend?</p> | <p>This project will address the following ELA <u>Literacy standards</u>:</p> <ul style="list-style-type: none"> <li>○ Reading Informational Texts 10: Read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> <p><b>Students will be practicing their reading comprehension skills as they independently read through pattern directions and follow sewing steps.</b></p> <ul style="list-style-type: none"> <li>○ Speaking &amp; Listening 1: Engage effectively in a range of collaborative discussions</li> </ul> <p><b>Students will learn to work with partners and in small groups as they read patterns, pin and cut their fabric, set up machines, and sew.</b></p> <ul style="list-style-type: none"> <li>○ Speaking &amp; Listening 5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul> <p><b>Student's projects will be visual displays that they can use in presentations, for different purposes.</b></p> <p>This project will also address the following <u>Science standards</u>:</p> <ul style="list-style-type: none"> <li>○ Investigation &amp; Experimentation: Students should develop their own questions and perform investigations.</li> <li>○ Engineering and design.</li> </ul> <p><b>Students will learn to follow step-by-step directions, similar to an experiment in science. Sewing is also a trial and error process.</b></p> |

## Project Innovation

Explain why you believe your project is innovative. Include your rationale for selecting/designing the new or creative approach or program you plan to implement

Our project to make sewing machines readily available to all students is innovative because we want to integrate sewing into classes and tutorials as a way to not only teach a skill, but also as a way to potentially help reduce student's stress and anxiety. In the past, sewing used to be taught as part of a Home Economics type course, where students were taught the life skills that they needed to survive in the world (cooking, sewing, doing laundry, balancing a checkbook, etc.). Our hope is to bring sewing back, not only as a life skill, but as something that students might do to help relieve stress and anxiety.

## Alignment with College Readiness Focus

Describe how your project supports the RBUSD Kinder to College initiative. Specifically, how will your project promote a college-going culture and/or build your students' interest, knowledge, skills and readiness for college.

Our project promotes a college-going culture and build's student's interest because it allows for students to see an entire project through, from its beginning inception to the final product. What we mean is, students will first have the opportunity to sketch or draw a design. Students will then have the opportunity to take their design, and create a life-sized pattern. Once students have created a pattern, they can actually create the product. Students are learning all of the different stages of designing an item, from its inception to its conclusion. This is exactly the type of skill-set that students need as they enter college and the workforce, the ability, perseverance, and grit to see something through from start to finish.

## Plan for Evaluating and Documenting Impact

### Evaluation

What student outcomes do you expect and how will you measure success?

**Student outcomes will be the final products that students sew using the sewing machines. We will measure student success by having students reflect on the sewing process and by discussing what they learned from the process.**

### Documentation

What evidence (photos, work samples, assessments, etc.) will you gather during the project to document the grant's impact?

- We will gather photos during the project to document the grants impact. Students most likely will want to keep their projects, but we can take photos of their final projects, to show.

## Budget Detail – Applicants **MUST** attach documents to support itemized costs (vendor quotes, etc.)

| Item Description  | Amount                               |
|---|--------------------------------------|
| 8 - SINGER   Heavy Duty 4423 Sewing Machines(Available on Amazon) | \$127.99 * 8(Quantity)               |
| TOTAL   | <b>\$ 1,023.92(Tax not included)</b> |

## References

Hunter, Clare (2019). The calming effects of sewing can help people express and heal themselves. Retrieved from <https://www.theguardian.com/lifeandstyle/2019/feb/23/the-calming-effects-of-sewing-can-help-people-express-and-calm-themselves>