



Teaching *for*  
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# Winter Classroom Coffee Shop

## 3rd Grade

Nicole Van Buren

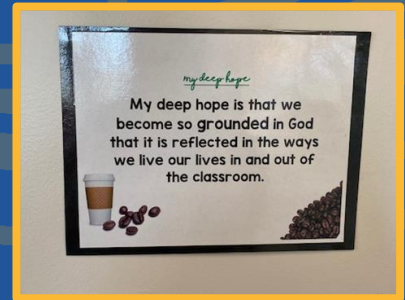
Central Wisconsin Christian School



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## My Classroom Deep Hope:

My deep hope is that we become so 'Grounded in God' that it is reflected in the ways we live our lives in and out of the classroom.





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## **Winter Classroom Coffee Shop Deep Hope:**

My deep hope is that students are able to see the needs in our community and act upon meeting those needs through their planning and their actions.



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## Essential Learning Targets:

- ◉ I can use the process of writing to create an opinion piece that impacts others to see a need in our community.
- ◉ I can positively impact the days of staff and students throughout our school when I deliver them their cup of coffee or hot chocolate.



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## Curricular Outcomes:

### 3.W.1

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

### 3.W.2

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ES.3-5.1.3: Use appropriate principles of communication effectively.



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## Extra Curricular Topics Covered:

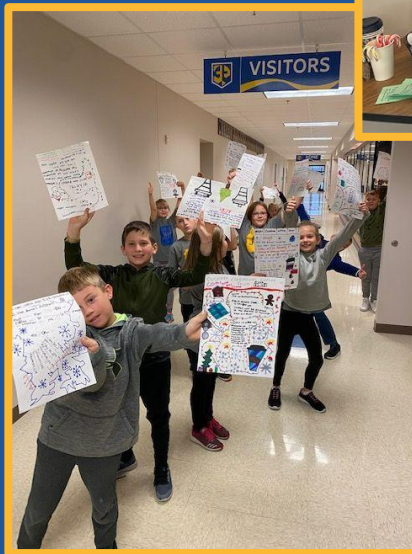
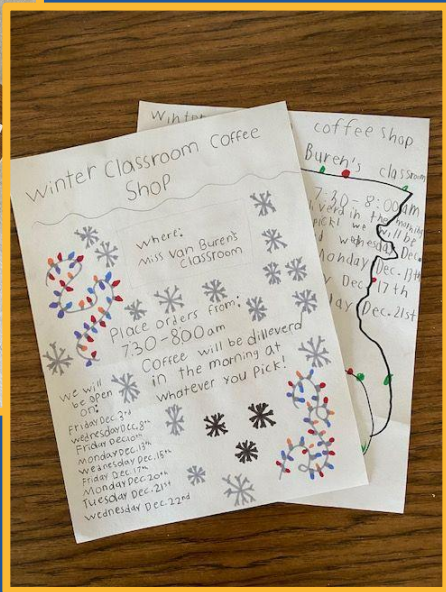
- **Persuasive Writing** - Decide Where Our Funds Are Donated
- **Advertisement** – Making & Distribution of Coffee Shop Posters
- **Money Review & Application** - Make Change When Taking Orders Each Morning
- **Letter Writing & Addressing Envelopes** - Homemade “Thank You” Letters Sent to ALL Who Donated Supplies
- **Business** – Shift & Job Assignments For Our “OPEN” Days

## Pictures:

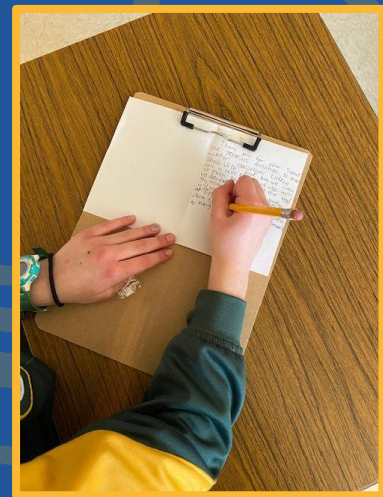
Creative Advertising  
Posters



Making Posters



Hanging Up Posters  
All Over the School



Writing 'Thank You' Cards



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## Habits of Learning:

1. **Curious Thinking**: Students will brainstorm ideas and be persuasive in the ways they will decide where our 'coffee shop' funds will go. Students will need to be critical in their thinking of which areas of our community could use encouragement or which areas of our community have a need that we could help fulfill.
2. **Joy-Filled Collaborating**: Students will feel joy throughout our fundraising month as they are able to put a smile on a customer's face with their delivery. Students will also feel joy once they see how much they are capable of raising when they work together for a greater cause. They will feel true joy in their hearts once they see the impact our little classroom coffee shop fundraiser made on others in our community.



## See God's Story:

**Creation:** We are all made in God's image.

**Fall:** We have seen firsthand how our community has been affected by the pandemic. (2020) We have heard about the ways poverty affects our small town community. (2021)

**Redemption/Restoration:** We can bring God's restoration story to others through acts of kindness and joyful giving.



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## See God's Story, From a 3rd Graders Point of View:

We can care for others, just as God cares for His all of His people.

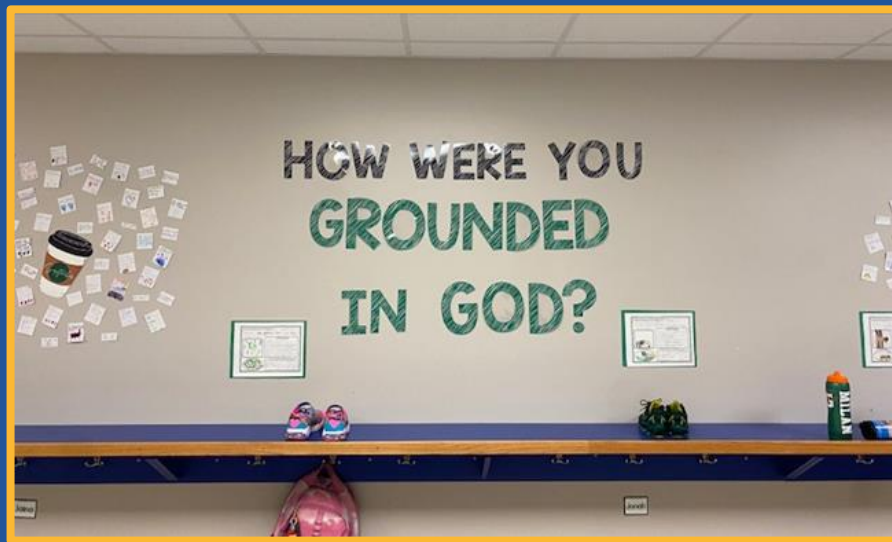
We can help others see God through our actions.

We can give back to those in need, just as God continues to give us what we need.

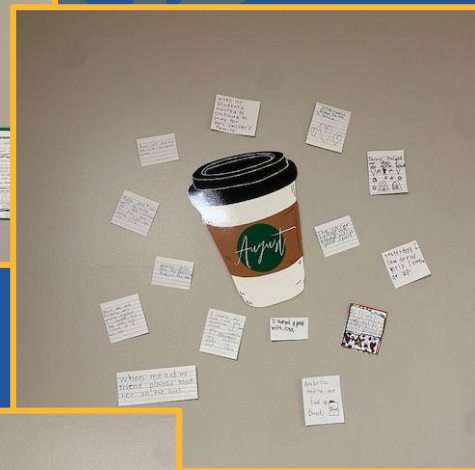


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## Storyline:



“How Were You Grounded in God?” is something we discuss throughout our weeks. Students fill out cards explaining how they feel others saw God in them that week. We add our monthly examples to our wall.





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## Storyline:

My storyline of being Grounded in God has been a way to get my students reflecting on the ways they are pointing others to God through their actions. Once a week, students reflect on the ways others saw God in them, or in the ways they were able to see God in others from our school or in others from their families. We spend time reflecting on each of these examples and students add their examples to our wall in the hallway. In the beginning it was simple things, such as “I shared my snack with my friend.” or “I helped the teacher by passing out papers.” After a weeks of doing this, students were able to give more in depth, well thought out examples. This was perfect timing for starting our coffee shop. The whole month of December was filled with ways they were pointing others to God through their actions!



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## Storyline:

My goal with the coffee shop is to have students looking deeper into our community to see where they could be a blessing to someone that they might not know. It is so easy for students to show appreciation and love to staff in our school, to parents, to siblings. I wanted to challenge students to go beyond those people and find someone else to show appreciation for; someone else that they could shine the light of Jesus upon through their actions.

For 2020, students were able to see that healthcare employees were working extra hours. They wanted to do something to show appreciation for keeping our community safe and healthy. As a class, the students decided our funds would be used to spread holiday cheer to these workers. That year students had won \$200 from a contest. They commented that they didn't need anything extra for the classroom so they donated that money to the coffee shop. That alone was enough to show me they knew exactly what it meant to be 'Grounded in God.'

For 2021, students heard about a local non-profit organization that helped children of all ages in our community have a safe place to be when they needed that. It was eye opening for my students to learn that there are children their age in their community who only get one meal a day. We discussed how blessed we are to have three meals a day. Students wanted to do all they could to raise money for this organization. Students were running around every morning before school taking orders, they were bringing in 'to-go' orders from their parents and grandparents, they were bringing in their own money for donations. They were so dedicated to raise money for this organization to make a difference in children's lives who were their age. The way they would explain where our funds were going in order to get their families to donate supplies showed me how focused they were in wanting to show others God's love. He cares for these children, and they wanted to show how much they cared, too. They worked so hard to raise \$1,050!



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## Throughlines:

### Throughline #1: **SERVANT WORKER**

- Students are serving others through our coffee shop fundraiser in the ways they are responding to needs in the community by raising money to treat those who worked through the pandemic (2020) and raising money to donate to an organization that offers a safe place for children (2021). Students also 'serve' teachers and students in the building by delivering them coffee throughout the morning.

### Throughline #2: **IMAGE REFLECTOR**

- Students are living out my classroom deep hope with the way others are able to see Jesus through the things they are doing with our coffee shop. I want others to see the thoughtfulness and hard work during the whole fundraiser and know that this whole project came right from the hearts of 3rd graders who love Jesus and love to serve Jesus.



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## Formational Learning Experience:

### Real Work:

Students ran a coffee shop out of our classroom for the whole month of December. Students started out by writing a persuasive paragraph to decide where our end funds were going to go. They then took time out of their recess to make detailed posters about what they were doing. They had to sign up for shifts to make sure our coffee shop was always open and running. They signed up to take orders and money before school or they signed up to deliver coffees throughout the day. They gave up their morning i-Pad time to deliver coffees. Students would bring in donations from their parents for the supplies we ran out of (coffee cups, K-cups, candy canes, marshmallows). Through this coffee shop, students were able to see what it takes to run a successful business. They were able to take control and make sure they succeed because they knew where their end funds were going.



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## Formational Learning Experience:

### Real Needs:

Students went home to discuss needs in our community with their family members to figure out a place we could try to make a difference in our community with our Winter Classroom Coffee Shop. Through much discussion with their essays, students were able to come up with their final choices on where fund would go.

- COVID in the Community (2020)
- Poverty in the Community (2021)

### Real People:

In 2020, all students in the classroom were able to name someone who was a frontline worker during the pandemic. They knew how hard they were working so they wanted to treat these people and spread some holiday cheer to show appreciation.

In 2021, students collectively decided they wanted to help children who did not have the things they seemed to take for granted. There were people in our very community who needed the things they already had, such as school supplies, food for breakfast and dinner, a safe place to stay after school. They wanted to do all they could to help our and give them the things they already had.



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## Invite:

Students took full ownership of our Winter Classroom Coffee Shop. The only thing I did was run the espresso machine and Keurig.

Together, students realized the current needs in our community and then voted as a class where they wanted the funds to go. I feel this was a way to invite them into what we were doing and really allow them full ownership of what they were doing because it was that much more meaningful to them. Knowing where their funds were going in the end created a spark in them to work hard to make this successful.



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## Invite:

Students picked up 'shifts' in order to keep our coffee shop open and running.

They showed up early to school to take teacher orders from 7:30-8am.

They took time out of their 'free time choices' to deliver coffees around school with a smile.





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## Invite:

Students were involving their families in getting donations for the coffee shop, as well as having parents, siblings, and grandparents order their drinks 'to-go' at the beginning of our morning or at the end of each day.



Our biggest end of the day  
"TO-GO" order; 12 drinks!





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## Nurture:

Students had to spend time working together as a classroom community to achieve their goals. They had to listen to each other's ideas in order to come up with a final plan. Teamwork was the only way they were going to run a successful 'business' and they caught on to this right away.

Students were all given various responsibilities throughout this project. They had to rely on each other to get each of their jobs done in order to see their successes in the end. They kept each other accountable for the things they said they were going to do.



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## Empower:

Throughout the whole process, I allowed my students to have the most say in how we would make our coffee shop a success. I guided them with some of the bigger decisions, but I feel in allowing them to make a majority of the decisions, they were able to come together as a class to feel like they were truly in control of how this experience went. I wanted them to feel fully involved and not feeling like this was just another project they were being forced into doing. I wanted them to walk away from this feeling impacted in a positive way. I wanted them to feel like they truly were able to point others to God through their actions so they could add to our 'Grounded in God' wall.

In hearing each of them ask when they could do again, I feel as though they did in fact feel it was successful and was worth it. They were positively impacted throughout the whole process, from the very beginning to the very end.



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## Student Reflections:

"I think all of our class enjoyed our 3rd grade coffee shop! I think we were really grounded in God because we put a smile on everybody's face! When I delivered my first coffee and saw the smile on the teacher's face it made me feel happy! :) "

"I liked the coffee because it made me feel giving, kind, faithful, and ground in God."

"We had \$600 and we gave it all away to people who needed it more than us. We made people's day."

"I enjoyed making people happy."

"I like to see happy faces on people. I understand why we did it because we raised \$1,050 and we gave it all away and I loved it because I see people giving and we were giving too."

"We did a lot of work but it was very fun because I like a challenge. I think we were generous and I think my friends agree."



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## Teacher Reflections:

Throughout this whole process of brainstorming, planning, organizing, and putting our plans to action, I truly feel I was able to watch my students live out my classroom deep hope of others seeing God through their decisions and their actions.

Our coffee shop deep hope was lived out when students were all able to name someone who was working extra during the holidays to help keep our community safe (2020), and when students were able to see how blessed they were by the things they have knowing some kids in our community do not have those same things they take for granted every day (2021). Together the students decided they wanted to help these people, and that met the essential learning target of making an impact on community members. Each thank you note we received showed me how excited my students were to have made the impact they did on various community members throughout the holidays (2020) and to this day still having students go back to the non-profit organization to hang out with the children after school (2021).

Students set a rather high goal for our second year, and, I have to admit, I was nervous we would not meet that goal. In the end, they succeeded because of how passionate they were about this whole experience. I now have students in 2nd grade coming up to me in the hallways saying how excited they are to be a part of the Winter Classroom Coffee Shop when they are in 3rd grade. To me, that is enough to know the impact we have made is greater than anything I could have ever imagined! To know there are students excited to do this with me brings my heart so much joy!

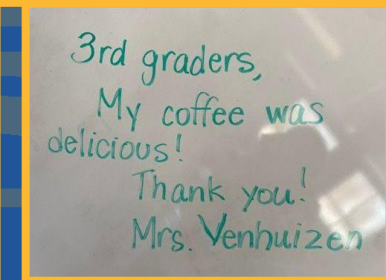
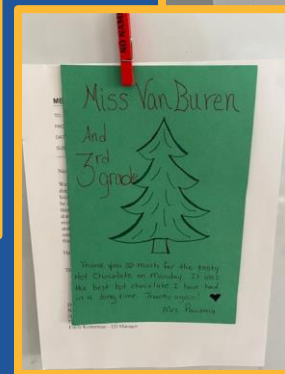
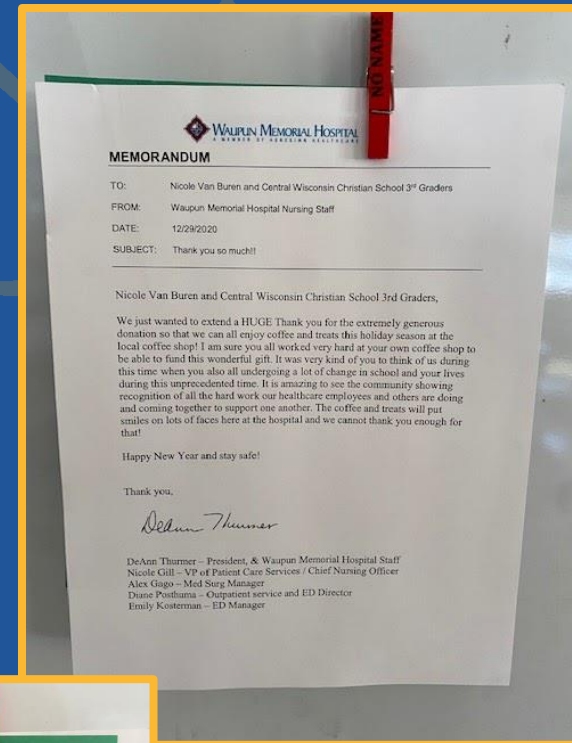
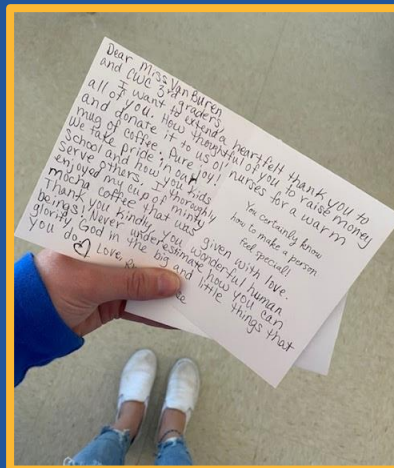


## Additional Information to Tell the Story:

### Thank You Notes:

These were very impactful on students as they were able to see the appreciation for what they did. I did not expect to get these, but they sure added to the excitement and joy the students got out of this whole project.

In 2021, we were able to hop in the school vans and hand deliver our funds! This was so impactful for the students to be able to see the space of the organization that they made their donation to.





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