# Life Skills Curriculum

MIDDLE SCHOOL LEVEL

OVERCOMING OBSTACLES®

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# WHO ARE YOU?

1 LESSON

## AGENDA

- Starter
- The Name Game
- If I Were…
- Untying the Knot
- Conclusion
- Student Assessment

### Objectives

Students will identify themselves and learn their classmates' names.

Students will explore and share ideas and images that represent them as individuals.

Students will break down personal space boundaries and develop teamwork skills.

### Materials Needed

- A sheet of writing paper or electronic device for each student (Part II)

## Starter *(3 minutes)*

Welcome students. Ask them to seat themselves alphabetically, but to complete this task without talking to each other. Allow several moments for students to attempt this task. When students begin to get frustrated, ask them to identify why they are having difficulty completing the assignment. (Students should say that they don't know each other's names.)

Tell students that this course is all about them. Explain that if they are going to feel comfortable talking about ideas and learning together, they need to get to know one another.

Explain to students that the purpose of today's lesson is for them to learn each other's names, to learn some facts about one another, and to consider some facts and feelings about themselves.

## Part I The Name Game *(15 minutes)*

Purpose: Students play a game where they identify themselves and learn their classmates' names.

**1. Students listen to directions.**

Ask students to arrange themselves according to the order of their birthdays. (Allow them to speak as they complete this task.) Once they have arranged themselves, ask them to sit in a large circle. Take a place in the circle yourself. Explain that students will take turns saying their names, along with facts or adjectives about their names or themselves. For example, students might say "My name is Cheryl—with a C," "I'm Mark, after my grandfather," or "I'm Soccer Sally." Give students a few moments to think of how they will introduce themselves.

**2. Students introduce themselves and rearrange themselves in alphabetical order.**

Begin by saying your name and a fact about yourself, and then have students take turns doing the same. As students introduce themselves, invite them to rearrange themselves in alphabetical order by their first names. Explain that students whose names begin with "A" should be together, followed by students whose names begin with "B," and so on. Observe how students accomplish this task. Step in to give guidance or to offer suggestions, but only when necessary.

Afterward, go around the circle and have students introduce themselves again, in alphabetical order. Allow students to make final adjustments in seating.

**3. Students identify classmates by name.**

Tell students that they are going to introduce themselves, alphabetically, one more time. This time, challenge them to say their own name and repeat the names of the people who have gone before them. Tell students that they may help each other if they get stuck. If you have a large class, consider dividing students into groups of six or eight for this portion of the activity.

When students have finished, tell them that it will be much easier for them to work together nowthat they know each other.

## Part II If I Were… *(20 minutes)*

Purpose: Students explore and share ideas that represent them as individuals.

**1. Students explore and identify ideas that represent them as individuals.**

Ask students to take out a piece of paper or interactive electronic device.

Ask students to write answers to the following questions. Point out that these questions require students to think about themselves—something this course will help them learn to do.

Pause after each question, allowing students time to jot down answers:

- If you were a book, what book or type of book would you be?
- If you were a character in a story or a movie, who would you be?
- If you were a piece of clothing, what would you be?
- If you were an animal, what would you be?
- If you were food, what would you be?
- If you were one of the four elements—earth, wind, water, or fire—which one would you be?

**2. Students share their answers.**

Choose a group of students who are similar in some way (e.g., all boys in the room wearing black shoes, all girls with blue eyes, all students with birthdays in September, all students in the back row). Invite this group of students to read their answers to the first question. Encourage them to explain their choices. Express interest in and appreciation for all responses. If a student is reluctant to explain, accept this and move on.

As students respond, observe reactions from the rest of the class. Make notes about their reactions for use in forming class guidelines during Part III of Lesson 3.

Choose a different group of students, and invite them to share their responses to the second question. Continue in this manner until each student in the room has had a chance to respond and all questions have been answered.

**3. Students receive affirmation and inspiration.**

Praise students for their participation. Restate that the goal of this course is for students to learn things about themselves and each other. Tell students that they will all have opportunities to discuss issues that are important to them, share opinions, and participate in discussions and activities.

Say, “How much or how little you learn in this course depends on each of you. I promise that if you are active and participate, you will learn something. You will also improve your chances for success in school, in work, and in everything you choose to do!”

## Part III Untying the Knot *(10 minutes)*

Purpose: Students play a group interaction game that breaks down personal space boundaries and helps them develop teamwork skills.

**1. Students form small groups.**

Set up some open space in your classroom or take the class outside. Ask students to form groups of eight or nine, with boys and girls represented equally in each group. Try to form groups of students who don’t seem to know each other well.

**2. Students listen to directions and then play the game.**

Have each group stand in a circle. If space is limited, have only one or two groups working at the same time. Tell students to listen closely to these directions before following them:

- First, reach your right hand into the center of the circle.
- Join your right hand with another person who is not standing next to you.
- Now, reach your left hand into the center of the circle.
- Join your left hand with a different person who is not standing next to you.
- Without letting go of one another’s hands, untangle yourselves and form a circle again. When you want someone to move or take some sort of action, you must address that person by name.

As students work, encourage their efforts. Make observations about the relative success of each group for use in the next step.

**3. Students reflect on their experiences.**

Comment on the outcome of the game. Ask questions such as the following:

- I noticed that a few groups seemed to work especially well together. How did you manage to untangle yourselves?
- Was this activity easy or difficult?
- I noticed that some groups fell apart right away. What happened?
- What would you do differently if you had to do this activity again?
- What was the most difficult part of this activity?

Ask students if they are able to remember most of their classmates' names. If necessary, go around the room again and have students say their names.

## Conclusion *(2 minutes)*

Ask students to explain why personal involvement in this class is important. Ask students to name some people in the class whom they didn't know before and what they have learned about those people. Elicit from students the following **key points** that were taught in this lesson:

- Each student is an important member of this class.
- It's important that everyone in this class make an effort to get to know everyone else and work together. The success of the class as a whole depends on this.
- Each student needs to take an active role in the class. Individual success depends on this.

## Student Assessment

1. Why is it important to get to know everyone in this class?
2. If you could be like someone you admire, whom would you be like? List three characteristics you admire in this person.
3. List three things you can do to take an active part in learning in this class.

# LESSON EXTENSIONS

## Using Quotations

“Nothing is impossible. The word itself says 'I'm possible!'”

Have students write what’s wonderful about themselves on strips of paper. Have them share their work with classmates. Suggest that they tape their papers where they’ll see them every day.

## Addressing Multiple Learning Modes

Have students design a self affirmation poster for them to say each morning.

## Writing in Your Journal

Have students choose a word to complete the following sentence: “People always say I’m…” Have them write a paragraph explaining why they agree or disagree with this statement. Ask volunteers to share their work with the class.

## Using Technology

Have each student find a website devoted to their favourite hobby. Have each student write a one-paragraph review of the site they found. Have students discuss the sites they found in small groups.

## Homework

Have students interview friends and family to find out what others think are each student’s own best qualities. Have students discuss their reactions to what others think are their best qualities.

## Additional Activity

Have each student write a poem reflecting their heritage and family. They should begin each stanza with “I am from…” Combine the poems to create a class book. Allow students to add images and illustrations to reflect their family and heritage.

# WHAT IS OVERCOMING OBSTACLES?

2 LESSON

## AGENDA

- Starter
- Thread the Needle
- How'd They Do That?
- It Works!
- Conclusion
- Student Assessment

### Objectives

Students will identify traits and skills that are necessary for achieving success.

Students will consider how these traits and skills contribute to a person's ability to successfully overcome obstacles in life.

### Materials Needed

- Four sewing needles and four pieces of thread, each 15cm long (wrap the points of the needles to keep students from pricking themselves). (Part I)
- A guest speaker who will spend 10 to 15 minutes explaining how confidence, perseverance, a positive attitude, and a willingness to learn and work helped them succeed in some way. (If possible, choose an individual from the local community or an influential member of staff.) (Part III)

## Starter *(5 minutes)*

Tell students that today they will learn more about this course and what it can do for them. Write the title “Overcoming Obstacles” on the board.

Say, “You won’t have a textbook for this course. You won’t be asked to memorise a lot of dates and places. And there are many lessons that are about the person you know best—you! Sounds easy, right? A no-brainer! But this class will challenge you in other ways.”

Ask the class to define the word “obstacle.” (*Students might respond: something that gets in the way or blocks progress.*) Give an example or two of things that can be considered obstacles, such as hurdles on a running track, a tree across a road or sidewalk, or an unfamiliar word in a sentence. Encourage students to provide examples of their own.

Explain that this program will help them identify the obstacles that can keep them from achieving their goals. It will also help them to develop the skills they need to overcome these obstacles.

## Part I Thread the Needle *(5–10 minutes)*

Purpose: Students consider the traits and skills necessary for success as they participate in and observe the completion of a simple task.

**1. Students volunteer to demonstrate an activity.**

Ask for four volunteers to help with a demonstration.

**2. Volunteers thread needles while others observe.**

Have volunteers sit at the front of the room. Give each volunteer a sewing needle and a piece of thread, and ask them to thread the needles. Tell the rest of the class that they are to quietly observe what is happening and consider what must be done in order to thread the needles.

Observe the activity. If a volunteer asks for a pair of scissors to clip a frayed end, supply a pair if you have one. Otherwise, offer no assistance and make no comments. Allow volunteers a few minutes to complete the task. If a volunteer gives up, accept this decision.

Thank the volunteers for their help and ask them to return to their seats.

When the activity is completed, be sure to collect the needles.

## Part II How'd They Do That? *(15 minutes)*

Purpose: Students identify the traits and skills that were necessary for the volunteers tosuccessfully complete the task.

**1. Students share their observations with the class.**

Prompt students to express their observations about the activity in Part I by asking questions such as the following:

- What seemed difficult about threading the needles? (Students might respond: threading needles can be hard to do because some threads may have frayed ends, some needles may have smaller eyes than others, it's hard to align the thread with the needle's eye and grab it on the other side, and so on.)
- How could some of these difficulties be overcome? (Students might respond: the ends of the threads could be cut to eliminate fraying. One could choose a needle with a large eye or use a needle threader.)
- Why is it easier for some students to thread the needles than others? (Students might say: some may have done this before, some may have better hand-eye coordination, some may have smaller hands, some may be more patient, and so on.)
- If a student did not have these advantages, was it impossible for them to thread the needle? (Students should answer no.)

**2. Students identify the traits and skills necessary for success.**

Guide the discussion to identify reasons why some students succeeded in the activity. Ask questions such as the following:

- Were all of the students successful? Why or why not? (Students might respond: those who were successful kept trying or made some adjustments in order to thread the needles. Those who were not successful gave up.)
- What did the students need to do to succeed at this task? (Focus the discussion on personal attributes, such as persistence, patience, wanting to complete the task, and so on. Write the responses on the board.)
- Was finishing first a characteristic of success here? (Students should say no.)
- Was being smart, getting good results, reading fast, or having a good memory important to being successful here? (Students should answer no.)

**3. Students reflect on the traits and skills necessary for success.**

Explain that researchers have found that characteristics like intelligence, a photographic memory, and the ability to speed-read are not the main reasons why people succeed in life. It's true that these skills can help people do well in school, but characteristics like confidence, perseverance, having a positive attitude, and being willing to learn and work are the main reasons why people succeed.

Say, "Every one of you can have these characteristics. This course will help you develop them."

## Part III It Works! *(20–25 minutes)*

Purpose: Students consider how the traits and skills they identified in the previous activity played a role in someone's ability to successfully overcome obstacles in life.

**1. Prepare your guest speaker.**

Prior to class, explain to the guest speaker that the goal of this session is to allow students to see a real-life example of how confidence, perseverance, and hard work can lead to success even in the face of obstacles. Explain to your speaker that they should share a personal story of how they overcame an obstacle. Be sure that your speaker understands the purpose of their visit and the time limit.

Have your guest decide whether to entertain questions and comments during or after the presentation, and ask that they inform students of this preference before beginning the presentation. Suggest that your guest offer some personal background information before starting.

**2. Prepare students for the presentation.**

As a class, discuss appropriate behavior during a guest speaker's presentation (e.g., giving full attention, asking appropriate questions). Establish with students the repercussions of displaying inappropriate behavior or asking inappropriate questions. Encourage students to take notes during the presentation if they wish.

**3. Students listen to the presentation.**

Introduce your speaker to the class. After the presentation, encourage students to ask any questions they may have.

**4. Students respond to what they heard.**

Invite students to share their thoughts about what they heard. Ask them to identify traits or skills that enabled the speaker to succeed. You might begin the discussion by sharing a comment or observation of your own. If time permits, prompt further thinking by asking students to consider how things might have been different if the speaker had done something differently or hadn't taken a particular action.

Be sure to thank your guest for coming, and encourage students to do the same.

## Conclusion *(2 minutes)*

Tell students that everyone can expect to face obstacles. Ask students to name a few skills and characteristics that can help them overcome their obstacles. Then, have them describe some of the skills and traits the guest speaker talked about. Emphasise that this course is designed to teach them skills they can use to overcome obstacles. Elicit from students the following **key points** that were taught in this lesson:

- Good results are important, but they aren't the only things you need to be successful in life. Confidence, perseverance, a positive attitude, and a willingness to learn and work are also needed to succeed in school, in work, and in life.
- Everyone has obstacles to overcome.
- Every person can develop the characteristics and skills needed for success.

## Student Assessment

1. Define "obstacle."
2. Describe an obstacle that you have overcome in your life and the skills you used to overcome this obstacle.
3. List three of the main reasons why people succeed in school, in work, and in life.

# LESSON EXTENSIONS

## Using Quotations

“Success and failure. We think of them as opposites, but they’re really not. They’re companions—the hero and the sidekick.”

Ask the class to indicate, by a show of hands, whether they agree with this statement. Have volunteers explain their positions. Alternatively, you may have students discuss the quote in small groups and report their opinions to the class.

## Addressing Multiple Learning Modes

Have students make collages that show what success means to them. Have students write brief statements that explain how their collages depict their definitions of success.

## Writing in Your Journal

Have students write a profile of someone in their family who displays the characteristics of a successful person. Have students share with a partner the characteristics they chose to write about and which family member has those traits. Have them summarise their work in a brief class discussion.

## Using Technology

Have students research a successful person. Remind students that not all successful people are famous. Have students write a brief biography of the successful person they researched. Remind them to include a paragraph that captures the traits that person exhibited in order to become successful.

## Homework

Have students interview someone from the community—a neighbour, a business owner, or someone else they know—to discuss that person's definition of success and what it takes to become successful. Ask students to share in small groups what they learned about success from the interviews. Haveeach student summarize in one paragraph what they learned from the interviews.

## Additional Activity

Have students read a biography of someone whom they consider successful. Ask students to give oral reports on the subjects of their biographies. Remind them to capture in their reports the traits the person exhibited to become successful.

# WORKING IN TEAMS

3
LESSON

## AGENDA

- Starter
- Team Sentences
- What's Important to Whom?
- Let's Make a Deal
- Conclusion
- Student Assessment

### Objectives

Students will identify the benefits and challenges of working in teams.

Students will identify the traits, people, and future aspirations that they value and those that are valued by others.

Students will synthesise guidelines for the class's work and interactions.

### Materials Needed

- Three note cards, each with a topic written on it (Part I)
- Cardboard/butchers paper and coloured markers (Part III)

## Starter *(3 minutes)*

Ask students to express a preference for something. For example, ask for a show of hands in response to a simple question, such as “Who would rather have a cat than a dog for a pet?” or “Who would rather learn to play the guitar than learn to play a sport?”

Call on a student whose hand is raised and ask a follow-up question, such as “Why would you rather have a cat?” or “Why would you prefer to learn to play the guitar?” Give the student who responds your full attention. If others interrupt, ask that they give the student time to finish speaking.

Say, “This class is about each one of you and the things that are important to you. In this class, each one of you counts.” Ask students whether they think the things that are important to them should be considered important to others. Encourage volunteers to explain their answers. Tell students that in this class, what they value is what’s most important.

Tell students that today they will begin to consider what’s important to them. Using that information, they will also work together to establish some guidelines for the class.

## Part I Team Sentences *(15 minutes)*

Purpose: Students work in teams to create sentences and begin considering the traits, people, and goals that they value most.

**1. Students form small groups and listen to directions.**

Divide the class into three teams. Tell students that they are going to play a game. Then, read the following directions out loud:

- Each team will be given a topic and five minutes to write a sentence about it on the board. Each team must work together to write their sentence.
- As a team, you must complete the sentence without talking to one another.
- Only one person from each team can be at the board at a time. The first person will write one word, and then go to the back of the line. The next person will add the next word, and so on.
- You must form a complete sentence. A fragment or a grammatically incorrect sentence will not count. If a team writes an incomplete or grammatically incorrect sentence, that team must start over.
- The sentence must end with an exclamation point. When the sentence is complete, the team should cheer.

**2. Students work in teams to create sentences.**

Have each team line up facing the board. Remind students that each team must work in complete silence. Give the first person in each team an erasable marker and a notecard with one of the following topics written on it:

- My Role Model
- A Good Friend Is Someone Who
- Happiness Is
- After This School Year Is Over

Suggest that students use the topics to start their sentences.

**3. Students reflect on the activity.**

When students have finished, invite members of each team to describe what was difficult about creating the sentences. Invite members of teams that completed sentences to describe what helped them succeed. Then, ask all students what they would do differently if they were to play this game again.

## Part II What's Important to Whom? *(15 minutes)*

Purpose: Students identify some traits, people, and goals that are important to them and learn about what is important to others.

**1. Students identify personal preferences, plans, and values.**

Refer to the sentences that each team created in Part I. Say, “I’d guess not everyone in the first group has the same role model.” Invite each member of the first group to explain whom they would have written about if they had been working on their own. Ask a volunteer from another group to write the responses on the board.

Proceed in a similar manner with the topics covered in each sentence, eliciting responses from the members of each group. Essentially, ask students to discuss what they value in a friend, what their idea of happiness is, and what they will do at the end of the school year.

**2. Students acknowledge differences in their preferences, plans, and values.**

Ask students to consider their classmates' various responses and to note similarities and differences between the responses. Summarise by stating how these responses show that people have different goals and value different things. Comment that this makes sense, since we are all different people.

Say, "Different things are important to different people. This class will help you identify what's important to you, your personal goals, and ways you can reach those goals."

**3. Students consider the importance of working together.**

Make the observation that although each student has individual preferences and values different things, they worked as a team to complete their sentences.

Emphasise the importance of learning to accept one another in order to work together. Say, "It will always be necessary to work with others in life. People may be different from you—they may like different things, come from different places, and have different goals. But as you have seen, people with differences can work together. This course will also help you learn how to work successfully with others."

Remind students that this will happen only if they choose to participate and apply what they learn. State again that the choice to learn is always up to each of them.

## Part III Let's Make a Deal *(15 minutes)*

Purpose: Students mutually create and agree upon a contract that establishes some class guidelines.

**1. Students learn about the need to create guidelines.**

Explain that in order to make sure that everyone is given the same chance to succeed in this class, everyone—including you, the teacher—needs to consider and decide on some guidelines that the class will follow.

Say, "Let's make a deal. I'm willing to do some things that will help us work well together, and I'd like you to agree to do some things, too. Here's what I promise to do. Tell me what you think."

**2. Students listen to the teacher's commitments.**

Make a list of things that you, as the teacher, promise to do. If you wrote observations about classroom behavior during previous class sessions, refer to them as you develop your list. Your list might be similar to the following:

- I'll be on time.
- I'll listen respectfully to what each person has to say.
- I'll treat everyone with courtesy.
- I'll never put anyone down.
- I'll make my best effort to be prepared for each class.

Type or invite a volunteer to write your commitments on the board.

**3. Students negotiate and agree to terms.**

Once you have written your own list, have students brainstorm a list of commitments that they will need to follow in order for the class to work well together. Write their responses on the board. Students may copy items from your list.

Invite students to discuss each statement. Explain that in making a deal, all parties must agree to the terms. Ask questions such as the following to prompt discussion and thinking:

- Can everyone agree to this?
- Does everyone agree that this is important to us?
- Is there anything else we should add?

Guide the class to discuss and formulate a final list of guidelines containing no more than 10 items. If students are having difficulty reaching a consensus, invite explanations from those who seem to maintain the minority opinion. Then, take a quick "yea" or "nay" vote to resolve the issue. Remind students that everyone is welcome to express an opinion, but not everyone has to agree with it.

Have volunteers use the markers to transfer the final list to cardboard or butchers paper. Then, invite each student to sign the list. Afterward, post the list prominently in the room. Refer to specific items on the list as necessary, and remind students of their agreement to these guidelines.

## **Conclusion** *(2 minutes)*

Ask students to recall what this class is about. Ask them how recognising differences in traits, goals, and values can be a benefit when working in teams. Elicit from students the following **key points** that were taught in this lesson:

- Each student in this class has goals, and each student values certain traits and certain people.
- In order to work well together, it's important to acknowledge and accept that everyone values different things and has different ideas.
- We have made an agreement to follow a list of guidelines that we think will help us work well together. We need to help each other follow these guidelines.

## Student Assessment

1. Why is it important to learn to work with others in a group?
2. List three things you can do to successfully work with others in a group.
3. List three reasons why we set rules or guidelines in the classroom.

# LESSON EXTENSIONS

## Using Quotations

“A person who displays good sportsmanship always plays fair and by the rules. They make an effort to treat opponents, coaches, teammates, and referees with respect. Sportsmanship is the golden rule of sports: You should always treat others how you wish to be treated.”

Have students write a paragraph explaining how this statement supports the need for rules and cooperation.

## Addressing Multiple Learning Modes

Divide the class into small groups. Have each group come up with five everyday scenes that can be acted out by two or three people (e.g., buying a movie ticket, getting help on a homework assignment). Have students act out the scenarios while the rest of the class guesses what is happening. Talk about what makes an improv successful (e.g., assigning roles quickly, listening, cooperation). Discuss how these skills can make this class a success.

## Writing in Your Journal

Have students write about an incident in which a lack of cooperation spoiled a plan. Have them include a second paragraph explaining what they might do differently next time. Have students form a pair and pose the problems they faced to their partners. Have them brainstorm solutions, and then reverse roles.

## Using Technology

Have students research a community project of interest to them and list five ways cooperation would be needed in order to complete the project. Have them share their results in small groups.

## Additional Activity

Divide the class into half. Half a group devises a new set of wacky rules for a common schoolyard game. The other half is unknown to the changes. Students start the game, the referee 'buzzes' when students break the rules. Teacher stops at 5 minutes or when students get agitated. Pause and discuss the positives and negatives of what occurred. Share the new rules and play a round of the game.

## Homework

Have students watch a film that portrays the power of teamwork (e.g., *Toy Story 4*, *The Mighty Ducks* , *Cool Runnings*). Have students discuss the role that collaboration played in the film. Have them brainstorm what might have happened if the team in the film did not work together.

# SETTING EXPECTATIONS

4
LESSON

## AGENDA

- Starter
- This Is Your Life
- Can Dreams Be Real?
- Cloud Nine
- Conclusion
- Student Assessment

### Objectives

Students will recognise the importance of having dreams for the future.

Students will identify and explore their dreams and goals for the future.

Students will create visual representations of their dreams.

### Materials Needed

- One copy of the “Cloud Nine” activity sheet for each student, plus extras (Part III)

## Starter *(3 minutes)*

Start the class by offering examples such as the following to illustrate how people have worked to make their dreams come true:

- Did you know that Helen Keller overcame her disabilities to become a world-famous speaker, author, and activist?
- Did you know that in order to start Apple, Steve Jobs and Steve Wozniak sold some of their possessions and built the first Apple computer prototypes in a bedroom?
- Did you know that in 2019 Dylan Alcott OAM held all 4 major singles titles in tennis and gold in Rio in 2016?

These individuals all shared a common trait — a steadfast commitment to their dreams. Helen Keller triumphed over personal challenges, demonstrating unwavering determination. Steve Wozniak and Steve Jobs exemplified sacrifice and resourcefulness as they pioneered their company. Dylan Alcott, renowned for his global sporting achievements as a dual-sport Paralympic gold medallist, has also been honoured with the prestigious title of Australian of the Year. In addition to his athletic prowess, he continues advocacy work reaching audiences in Australia and around the world. Alcott has established The Dylan Alcott Foundation, dedicated to empowering young Australians living with disabilities, to help them gain confidence, fulfill their potential, and achieve their dreams.

Say, “You have to work hard to make your dreams come true, but first you need to have a dream. Today, we’re going to talk about some of your dreams.”

## Part I This Is Your Life *(20 minutes)*

Purpose: Students interview one another about the future.

**1. Students listen to directions.**

Divide the class into pairs. Explain that students will take turns interviewing their partners and being interviewed themselves.

Explain that as interviewers, students are to imagine that they are TV reporters who are preparing brief reports about their partners’ lives. Tell students that when they are being interviewed, they are to imagine that a local TV station is interviewing them on their 100th birthday.

Since everyone will play both parts, all students should write down the following interview questions. As they write, encourage students to consider how they would like to answer each of the following questions:

- What kinds of jobs have you had?
- What other things have you done?
- What was your greatest achievement?
- What advice would you give to teenagers today?
- What is one thing that you would like to do this year?

**2. Students conduct their interviews.**

Set a time limit of four minutes for each interview. Have students take turns interviewing one another. Remind them that when they are playing the role of the reporter, they should take notes that they can use later for a brief report.

**3. Students “broadcast” their interviews.**

Invite about 10 volunteers to present one-minute “broadcasts” on the people they interviewed. Encourage students to add some personal reflections when they report their stories. After they have finished their reports, thank the students for their presentations.

**4. Students reflect on their imaginary lives.**

Invite students to reflect on their responses about their lives. Ask them to consider the following questions: "When you were being interviewed, did your answers reflect dreams that you have? Did they reflect things that you would really like to do in the future?" Encourage students to consider the possibility that the answers they gave could come true.

## Part II Can Dreams Be Real? *(15 minutes)*

Purpose: Students identify and explore their dreams and goals for the future.

**1. Students discuss the concept of dreams.**

Invite volunteers to offer explanations of what dreams are. Through a brief discussion, prompt and guide students to focus on the definition of dreams as hopes or goals for the future. Write this definition on the board. Circle the words “hopes or goals for the future,” and point out that unlike the dreams we have when we sleep, these kinds of dreams can be real.

**2. Students identify their personal dreams.**

Ask, “What are your dreams? Did you talk about your dreams in your interview, or do you have different dreams?”

Invite students to talk about things they would like to do or be in the future. Ask two volunteers to take turns writing the responses on the board.

Encourage every student to respond. Say, “It looks like there are as many dreams written here as there are people in this class. I guess everyone has dreams for the future.” Share with students one of your dreams for the future.

**3. Students reflect on the importance of having dreams.**

Point out to students that keeping their dreams in mind is a good way to feel inspired, especially when they’re faced with an obstacle. That’s why it’s important for them to know what their dreams are. Say, “If you make the effort to think about what you really want to do, you’ve taken the first step toward getting there. As you learn about new things and new options, your dreams may change. That’s okay. The most important thing is to keep envisioning them.”

## Part III Cloud Nine *(10 minutes)*

Purpose: Students draw pictures in order to visualise their dreams.

**1. Students focus on their personal dreams.**

Explain to students that there will be times when they will get so busy with school, family, and life that they will lose sight of their dreams. Tell them that making a note about their dreams on paper is a good way to remember them. Doing this can help their dreams seem achievable even when life, school, and family seem to be taking up all of their time.

As you hand out copies of the “Cloud Nine” activity sheet, ask the students to think of an image that will remind them of one of their dreams. Tell them to draw this image on the activity sheet. Explain that you have extra activity sheets if anyone wishes to draw more than one dream.

**2. Students draw pictures of their dreams.**

Allow five minutes for students to complete their drawings. Ask students to save their drawings and bring them to the next class. Explain that students will create folders in which they will store their work. Their dream pictures will be included in these folders.

## Conclusion *(2 minutes)*

Ask students to name the dreams they have for the future. Have them describe the first time they envisioned these dreams. Ask students to identify some benefits of recognising their dreams. Elicit from students the following **key points** that were taught in this lesson:

- It's important to think about what you want to do or be in the future.
- Always keep your dreams in mind; they can help you to feel motivated and focused when things seem overwhelming.
- You can make your dreams a reality if you are willing to work for them.

## Student Assessment

1. Why is it important to have dreams for the future?
2. List your dreams for the future.
3. List three things you can do this week that will bring you closer to accomplishing your dreams and goals.

# LESSON EXTENSIONS

## Using Quotations

“No matter where you're from, your dreams are valid.”

Allow students to create a vision board for their dreams.

## Addressing Multiple Learning Modes

Review ideas about what it takes to realise a dream. Have students come up with slogans that will encourage them to keep their dreams in mind. Have students use the slogans to make posters for the classroom or for their rooms at home.

## Writing in Your Journal

Jessica Watson (OAM) navigated some of the world’s most remote oceans and survived seven knockdowns and 210 days alone at sea to become the youngest person to sail solo, nonstop around the world, aged 16. On completion of the voyage, Jessica was met by the then Prime Minister who declared her an Australian hero. In a simple speech that won admiration across Australian and around the world, she responded to the Prime Minister by announcing that she disagreed with him, that she didn’t consider herself a hero—just an ‘ordinary person, who had a dream, worked hard at it and proved that anything really is possible’.

List responses of why Jessica was able to realise her dream.  Example - Motivated, driven, belief in her self, support.

## Using Technology

Allow students to research stories about people who’ve realised their dreams. Have them list the important facts about these people.

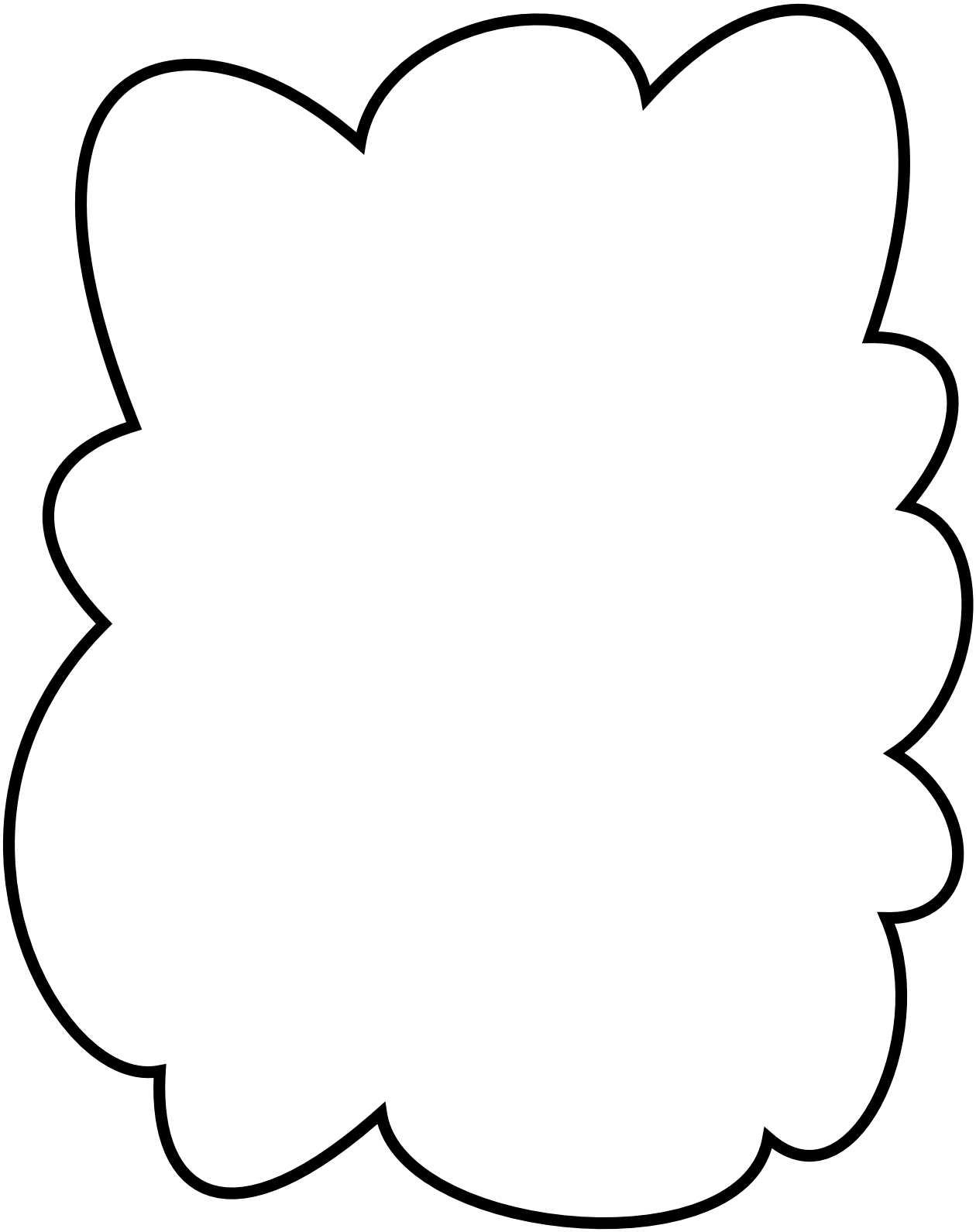
## Homework

Have students interview family members or members of the community about a goal they had when they were younger. Students should find out if their interviewees accomplished their goals and if they experienced setbacks. Have students write about their interviews. Have students share what they learned in small groups.

## Additional Activity

Find an appropriate Australian poem that refers to dreams or Dreamings. In a pair, discuss the meaning and intended audience of the poem.

# CLOUD NINE



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# THE MAYA LIN STORY

**BY JOSHUA GUILD**

What would you do if somebody told you that you couldn't do something because you were too young, or because of your gender? How would you react if people questioned whether you were good enough or smart enough for something because of where your parents were born? When she was just 21 years old, a woman named Maya Lin had to face just such a situation. Remarkably, she was able to overcome the negativity directed at her, using her talent, courage, and strong vision to become one of the most respected architects in the world.

Maya Lin grew up in the town of Athens, Ohio. Her parents were born in China and had both immigrated to the United States. Her father, Henry Lin, was an artist and her mother, Julia Lin, a poet. Both of Maya's parents were professors at Ohio University.

In school, Maya was a good student who excelled in both math and art. She was accepted to Yale University in Connecticut, where she hoped to study sculpture and architecture. Unfortunately for Maya, she had to choose one over the other. She decided to pursue architecture, though she always maintained her love for sculpture.

In the fall of 1980, a national competition was announced seeking designs for a new monument that was to be built in Washington, DC. Nearly 1,500 artists entered the contest to design a monument to honor soldiers who had fought in the Vietnam War. An expert panel of judges sorted through the many entries. In the end, they selected a unique and remarkable design that was unlike any other monument in Washington.

The winning design was not submitted by a famous artist, but by an unknown 21-year-old student named Maya Lin. Maya's proposal featured a long, V-shaped wall made out of polished black granite. The names of the 58,000 Americans killed or missing in action during the Vietnam War were written along the wall. The design was meant to make the viewer think of a massive book. Maya had created it as part of a class project at Yale.

Before the monument was actually built, a group of veterans organized to protest Maya's design. They had hoped for a more traditional monument made out of white marble with statues of soldiers. Many thought that the design's black color symbolized defeat or other negative feelings about the war. People also attacked Maya personally. Some protestors even used sexist and racist slurs, believing an Asian American woman was not capable of creating an appropriate monument for the war.

Throughout all of the controversy, Maya stuck to her vision. Maya defended her design and her ideas about the monument. She believed in herself and her dream. Eventually, with some compromises, the Vietnam Veterans Memorial was built according to her design.

Soon, veterans and people who had lost family members or friends during the war began visiting the monument. Seeing all of the names etched in stone brought tears to many visitors' eyes. Maya Lin was praised for her moving and original design. Today, the Vietnam Veterans Memorial is one of the most visited monuments in the United States.

Following her triumph with the Vietnam Veterans Memorial, Maya became a highly sought-after designer. Several years later, she was hired to create a memorial for the Civil Rights Movement in Montgomery, Alabama. She has also designed works for universities, museums, and a train station.

Throughout her career, Maya has withstood criticism and stayed true to her vision in order to achieve her goals.

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# GIVING AND EARNING RESPECT

1 LESSON

## AGENDA

- Starter
- Whom Do You Respect?
- What Does It Mean?
- This One Says
- Conclusion
- Student Assessment

### Objectives

Students will identify people whom they respect and the reasons they respect them.

Students will define “respect.”

Students will analyse the concept of self-respect.

Students will evaluate their own levels of self-respect.

### Materials Needed

- One dictionary (Parts II and III)
- Folders, one for each student (Part III)
- Markers, old magazines, tape, and other art materials (Part III)

## Starter *(3 minutes)*

Prompt students to think about the concept of respect by asking questions such as the following:

- What does it mean to disrespect somebody? (It means to be rude or to put them down.)
- Imagine that you overhear someone talking about you, and the person is saying that she respects your opinion. How would this make you feel? (I'd feel proud, complimented, embarrassed.)

Write the following questions on the board: "Who do you think deserves respect? Why?" Explain to students that they will be able to answer these questions by the end of this class.

## Part I Whom Do You Respect? *(15 minutes)*

Purpose: Students explore the concept of respect by identifying people they respect and listing reasons why they respect them.

**1. Students identify people they respect.**

Ask students to consider and answer the first question you've written: "Who do you think deserves respect?" Note that their answers may include people they know personally or people they only know about (e.g., celebrities, athletes).

**2. Students list and discuss the reasons why they respect these people.**

Ask students to list the reasons why they respect these people. Encourage them to consider each person separately and to list the different reasons why they respect each one.

Invite volunteers to name one of the people they have listed and to explain the reasons why they respect that person. Write student responses on the board.

Ask volunteers to write students' responses on the board. After everyone has responded, ask the class to consider whether there are any people or reasons for respect that they would like to add.

**3. Students evaluate their criteria for respect.**

Invite volunteers to circle or draw stars next to those reasons for respect that they consider the most important. Facilitate a brief discussion about why students believe those reasons are the most important. Conclude with a brief summary of the discussion.

## Part II What Does It Mean? *(15 minutes)*

Purpose: Students will develop definitions of “respect” and “self-respect.”

**1. Students develop a definition of respect.**

Ask a volunteer to look up the definition of the word respect as it is given in the dictionary. If more than one definition is provided, ask students to decide which definition is most useful.

Ask the class to compare the dictionary definition of respect with the list they created on the board. Ask them whether they believe that the dictionary definition takes into account those characteristics they have listed on the board as reasons why people deserve respect.

As part of this discussion, ask students to consider whether friendship is listed on the board as a reason to respect someone. Lead students to conclude that a person may deserve respect even if they are not a friend.

Tell students to consider what they have discussed and listed on the board, and then create their own specific definitions of respect.

**2. Students draw some conclusions about the concept of respect.**

As a class, create a final definition of respect. Write this definition on the board. Explain that respect isn’t a concrete trait, like eye colour, but more of a feeling that’s open to personal interpretation. Elicit from students that this is why individuals can create their own definitions of respect—it can mean something different to each person. Unlike eye colour, which a person is born with and can’t change, respect is something a person can earn. Each person knows what it takes to earn respect, because they know what they respect in others.

**3. Students consider the concept of self-respect.**

Ask students to review the class definition of respect and to think about any other people who can be added to their lists. Prompt them to consider whether these people demonstrate the traits included in the definition of respect and, if so, whether these people should be added to their lists.

Explain again that if people know what they respect in a person, they know what traits they need to have in order to respect themselves. Tell students to think of it as a circle: If people respect themselves, it’s easier for them to be the kind of people they want to be. If they’re being the kind of people they want to be, it’s easier for them to respect themselves. (You may wish to draw a simple circle diagram on the board to illustrate this point.)

Finally, if individuals act like the kind of people they can respect—if they have self-respect—they will often find themselves respected by others.

Facilitate a discussion with the class about the difference between self-respect and bragging. Be sure students understand that thinking about their strengths isn't bragging about them; it's just considering the traits they have, like their eye colour.

**4. Students consider adding a respect rule to the class guidelines.**

If class guidelines were developed during the previous module, ask students if they feel that the issue of respect should be addressed in the guidelines. If so, facilitate a brainstorming session to generate a respect rule that can be added to the guidelines (e.g., if you put someone down, you must say two positive things about that person).

## Part III This One Says *(15 minutes)*

Purpose: Students create folders decorated with descriptions of the personal traits that they believe make them worthy of respect.

**1. Students listen to directions.**

Distribute one folder to each student. Place markers, magazines, tape, and other art materials you may have in a central place.

As you give the following directions, demonstrate them by writing your own name on a folder and choosing a word for the first letter of your name:

- Choose markers in colours you like, and write your name vertically down the left front side of the folder.
- For each letter of your name, choose a word beginning with that letter that describes you in some way. Choose words that tell what your strengths are, what interests you, or what you value. You can cut words from magazines, look up words in the dictionary, or print the words in any way you like.
- Draw a picture to decorate the back of your folder, or cut one out of a magazine. Choose any picture you like. Remember to choose a picture that says something about you.

**2. Students create their folders.**

Circulate the room while students are working. Discuss students' word and picture choices, and show appreciation for individual efforts.

**3. Students begin using their folders.**

Tell students that they will be using their folders to collect their work during the course. Askstudents to place in their folders the “Cloud Nine” activity sheet, which they completed during theirwork on the *Getting Started* module. If you wish to periodically review the folders for assessmentpurposes, explain this to students. Assure them that you will not share anything in their folders withanyone else.

## Conclusion *(3 minutes)*

Ask students to define “respect” and “self-respect.” Have them explain how someone might earn their respect. Elicit from students the following **key points** that were taught in this lesson:

- Respect can be earned.
- If you know what traits you respect in other people, you know what traits you need to demonstrate in order to respect yourself.
- People who respect themselves often find that others respect them for the same reasons.

## Student Assessment

1. Define “respect.”
2. Name someone who has earned your respect. List three reasons why this person has earned your respect.
3. Why is it important to respect yourself?

# LESSON EXTENSIONS

## Using Quotations

“If you don’t treat yourself with respect, other people will follow your example.”

In small groups discuss the meaning of this quote and why it is important to treat yourself with respect.

## Addressing Multiple Learning Modes

Have students write a radio announcement describing their most recent accomplishments (e.g., cleaning their room, passing a test). These announcements should be 75 words or less, be written in the third person, and include their names and congratulations. Have students share a few each day before class, or as congratulatory posters around the school.

## Writing in Your Journal

Have students choose a word or picture from their folders and write about an incident that supports this description of themselves. Have students share their stories with a partner. Tell them to brainstorm synonyms for the attributes discussed. (Students can list these synonyms on the inside of their folders.)

## Using Technology

Play Aretha Franklin’s 1967 hit “Respect.” Have students discuss whether the lyrics are still relevant today. Have students bring in songs that address the issue of respect. Have students compare and contrast their songs with Aretha Franklin’s song. Ask, “Which images are positive? Which are negative? How do they compare with the class definition of respect?”

## Homework

Have students research and write reports on people who had confidence in themselves long before others believed in them. Help them come up with a list of possibilities (e.g., scientists with untraditional ideas, people who succeeded despite being stereotyped). Have students give oral reports on such people—with props or costumes, if desired—as if these were autobiographies.

## Additional Activity

Students find their own power anthem and read their favourite line aloud to a peer.

# IDENTIFYING STRENGTHS AND WEAKNESSES

2 LESSON

## AGENDA

- Starter
- People Bingo
- Some of Both
- Make Them Work for You
- Conclusion
- Student Assessment

### Objectives

Students will recognise that each individual has personal strengths.

Students will identify their individual strengths and weaknesses.

Students will identify ways in which they can use their weaknesses to their advantage.

### Materials Needed

- Two copies of the “Bingo” activity sheet for each student (Parts I and II)

## Starter *(3 minutes)*

Ask for a volunteer to play a quick game of catch. Tell the volunteer that they may use only one hand to catch. Gently toss a balled-up piece of paper to the student. Then, ask them the following questions:

- Which hand did you use to catch the paper?
- Why did you use this hand rather than the other one? (If the student replies that they are right- or left-handed, ask what this means.)
- If one of your hands is dominant, or stronger, does this mean that your other hand is useless or worthless? Why or why not?

Remind students that everyone has strengths. Point out that everyone also has some weaknesses; however, just like the less dominant hand, weaknesses do not need to be obstacles. Tell students that they will identify their individual strengths and will explore the relationship between strengths and weaknesses.

## Part I People Bingo *(15 minutes)*

Purpose: Students recognise their individual strengths by playing a game involving group interaction.

**1. Students listen to the game's directions.**

Distribute copies of the "Bingo" activity sheet, and allow time for students to review it. Then, give the following directions:

- Move around the room and ask each of your classmates to sign their name in a square that describes one of their strengths. For example, if a square reads "knows how to swim," find a classmate who knows how to swim and ask them to sign that square.
- Your goal is to get bingo. That means that you must fill five squares in a row with names. Completed rows may read across, down, or diagonally.
- A person's name cannot be in any winning row more than once.
- When you have filled a row with signatures, call out, "Bingo!"
- If you sign your name to something, you may be asked to prove it.
- You have five minutes to play.

**2. Students play the game.**

Tell students to begin, allowing them to move freely around the room. After five minutes, quickly poll the class to see how many students are just one square away from bingo. Decide whether to allow an additional minute or two before ending the game.

**3. Students discuss the activity.**

Ask students if they found it difficult to get signatures for the various squares. As volunteers respond, encourage them to support their responses with details and examples. Allow students to challenge one another. For example, if a student has signed their name to the square that reads "speaks more than one language," the student may be asked to say a few words in another language. This often allows students a chance to show off their strengths, and further encourages the class to build trust and a positive rapport.

Summarise the discussion by observing that the activity sheet has 24 different squares on it, each listing a different skill or strength. Point out that everyone has strengths, which is why each student was able to sign their name to at least one square.

In the event a student claims that they felt unable to sign any square on the sheet, remind the class that it's impossible to measure all of the skills and strengths that people have—the sheet listed only 24, which is a small number. If pressed, tell the student that they kept the commitment to be in class today, and that keeping commitments is a very valuable strength.

## Part II Some of Both *(10 minutes)*

Purpose: Students will identify their individual strengths and weaknesses.

**1. Students identify their personal strengths.**

Distribute new copies of the "Bingo" activity sheet. Ask students to reread each square and to consider whether it lists one of their strengths or traits. If so, have them write their name in the square. If not, ask them to put an X across the square.

Point out that students have begun to identify personal strengths. Allow time for students to add additional squares across the bottom of the chart, indicating other strengths or skills they have.

**2. Students identify their personal weaknesses.**

Explain that even the most talented, respected people have weaknesses or areas in which they don't excel. Share a weakness of your own with the class; perhaps you are not a great speller, you can't sing, or you have trouble memorising things. Write your example on the board.

Invite volunteers to provide examples of their personal weaknesses. Write their responses on the board. If students have difficulty offering examples, refer them to the boxes they left blank on the second “Bingo” activity sheet. The list of weaknesses needs to include only a few examples.

Tell students to use the backs of their activity sheets to list some of their weaknesses.

## Part III Make Them Work for You *(5 minutes)*

Purpose: Students identify ways to use weaknesses to their advantage.

**1. Students explore how to turn weaknesses into strengths.**

Refer to the list on the board, and challenge students to convert these weaknesses into strengths. Model the thinking process for them by addressing your own example first. For example, you might say, “I’m not good at spelling, so I have to proofread carefully. But when I proofread, I usually catch other mistakes, too. This makes my writing stronger than it might be if I was good at spelling.”

Ensure that students understand the technique of changing one's attitudes in order to convert a weakness into a strength. Explain that this technique will be useful throughout their lives. Provide examples of situations in which converting a weakness into a strength is especially useful (e.g., when being teased, during an interview).

**2. Students continue brainstorming in small groups.**

Encourage students to brainstorm ways that one of the weaknesses listed on the board can be restated as a strength. If students cannot reasonably convert a weakness, focus the discussion on identifying ways to overcome it.

When the brainstorming session is complete, divide the class into groups of four or five. Explain that within each group, students should brainstorm ways to convert the weaknesses each student has listed on the back of their activity sheet. Remind students that if they cannot find ways to convert a weakness into a strength, they should brainstorm ways to overcome it.

Suggest that each group appoint a scribe to note the strategies created to address their individual weaknesses.

**3. Students share their strategies.**

Invite a volunteer from each group to share some strategies that the group developed. Be sure to affirm students’ efforts and to encourage supporting ideas from other students.

Conclude the discussion by pointing out that knowing what you’re not good at is actually a real strength. Successful people focus on doing what they do best, and make sure to work with others who are strong in the areas in which they are weak. That way, everyone is doing what they do best.

Give examples of this strategy, such as the following:

- Actors often work with business advisors who are paid to manage their finances efficiently.
- Athletes work with coaches who are talented at strategising.
- Doctors specialise in a particular area and work with other specialists to treat patients most effectively.

## Conclusion *(2 minutes)*

Ask students if this process was easy or difficult. Ask them to name a few of their classmates' strengths. Elicit from students the following **key points** that were taught in this lesson:

- Everyone has strengths. It's important to identify your own strengths so that you can focus on using them.
- Everyone also has weaknesses. It's important to identify your weaknesses so you can create strategies for overcoming them or using them to your advantage.
- Successful, respected people can always identify both their strengths and their weaknesses. It's what enables them to focus on doing what they do best, and to work with others who have strengths in areas in which they are weak.

## Student Assessment

1. Why is it important to be aware of your own strengths?
2. List three of your personal strengths (or three things that you are good at).
3. What are some ways you can turn a weakness into a strength?

# LESSON EXTENSIONS

## Using Quotations

“Once we know our weaknesses they cease to do us any harm.”

Have students rewrite this piece of wisdom in their own words, as if passing it on to a friend or classmate.

## Addressing Multiple Learning Modes

Help students use their bingo cards to divide the class into other groups of experts. Have each group write and perform a poem, chant, or cheer to celebrate their area of expertise.

## Writing in Your Journal

Have students write a 50 word sales pitch describing their skills, interests, and experiences. Remind students to use lively, positive language. Have students share their first drafts with a partner for feedback before presenting their pitches/ads to the class.

## Using Technology

Have students create a personalised logo or slogan that characterises their strengths. Have students share their work in small groups, explaining their choices of words and designs.

## Homework

Students create a chart of strategies for compensating for weaknesses.

## Additional Activity

Have students watch the film The Blind Side. Students explain how Michael overcomes obstacles and achieves excellence.

# JUMPING DOUBLE DUTCH

BY LINDAMICHELLEBARON

*We can double dutch turn,*
*turning jumps into dance.*
*Our steps are serious.*
*We don't make them up by chance.*

*Some think jumping is a game.*
*Jumping rope is more than that.*
*Watch us tumble fast and agile,*
*jumping sidewalk acrobats.*

*We can double dutch dance.*
*We can double dutch sing.*
*We can double dutch do about anything.*

*Double ten, twenty, thirty…*
*keeping count to the beat.*
*If you want to see us miss, if I were you,*
*I'd take a seat.*

From *The Sun Is On* by Lindamichellebaron. Reprinted with permission of the author.

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# BINGO

| | | | | |
|---|---|---|---|---|
| Is good at math | Always works hard | Likes to join in activities | Can organise anything | Can write computer code |
| Speaks more than one language | Tells great stories and jokes | Is good at spelling | Plays a team sport | Likes to read |
| Knows how to swim | Can play a musical instrument | FREE SPACE | Has a good memory | Is good at building or making things |
| Likes to make charts and graphs | Likes to figure out how things work | Likes to write | Likes to be in plays | Likes to help others |
| Is a good cook | Keeps a personal diary or journal | Likes to design posters and murals | Is a good artist | Is a great dancer |

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# STAYING HEALTHY

3
LESSON

## AGENDA

- SESSION 1
  - Starter
  - Getting Ahead
  - Creating Energy
- SESSION 2
  - Review
  - Creating More Energy
  - Take Action!
  - Conclusion
- Student Assessment

### Objectives

Students will recognise that diet, sleep, and exercise affect their efforts to achieve a goal.

Students will discuss how a balanced diet affects their health and well-being.

Students will discuss how exercise and sleep affect their health and well-being.

Students will create weekly plans for eating well, sleeping regularly, and exercising.

### Materials Needed

- Session 1: One copy of the “Getting Ahead (A)” and “Getting Ahead (B)” activity sheets cut into

squares, for a total of 32 squares (Part I)

- Session 1: A cap, hat, or small basket to hold the squares (Part I)
- Session 1: One copy of the “MyPlate” activity sheet for each student (Part II)
- Session 2: One copy of the “My Action Plan” activity sheet for each student (Part III)

# SESSION 1

## Starter *(4 minutes)*

Give students the following scenario:

> Sammy purchased an expensive car. He believes the car runs so well that it doesn't require any care. Sammy doesn't wash the car or take care of the engine. He buys the cheapest brand of petrol and doesn't fill the tank regularly. Over time the engine starts running poorly.

Ask, "What do you think will happen to the car?" (It will break down.)

Say, "A car is a machine, and without proper care, the machine breaks down. What do you think happens when the machine is well taken care of?" (It runs well.)

Tell students that the human body runs exactly the same way. If you take good care of it, it will run very well for a long time. If not, it breaks down.

Explain that in today's session, students will learn how to keep their bodies running well.

## Part I Getting Ahead *(30 minutes)*

Purpose: Students identify how diet, sleep, and exercise affect their efforts to achieve a goal.

**1. Students play a game that emphasises the importance of healthy living.**

Before class, cut the two "Getting Ahead" activity sheets into individual squares.

Count the steps from wall to wall.

Explain that the goal of the game is for students to reach the wall on the other side of the room.

Instruct students to line up against one wall. Have them pick a square, read the square aloud, and take the number of steps indicated.

Once each student has drawn and read a square, give the following directions:

- Raise your hand if you had a square that said you consumed junk food or that you drank a softdrink or coffee. All those with their hands up must now take the indicated steps backward.
- Raise your hand if you have a square that says you ate healthy food, did exercise, or had a minimum of 8 hours of sleep.
- Raise your hand if you had a square that said you stayed up late—regardless of the reason. All those with their hands up must now take three steps backward.

Invite students to pick another square. When the squares are gone, collect them in the cap and continue the game. Continue in this manner until most students have reached the other side of the room.

**2. Students make observations about the game.**

Ask questions to help students generate observations about the game:

- What types of things helped people cross the room quickly? (They were helped by eating healthy food, getting a full night's sleep, and getting some exercise.)
- What types of things slowed people down? (They were slowed down by eating junk food, drinking a softdrink and coffee, staying up late, and sitting around watching TV.)
- Why do you think these behaviours might keep people from getting ahead in real life?

Explain that foods high in sugar and caffine give a burst of energy, which the body quickly uses. When this happens, the person feels a drop in energy—they actually end up feeling tired and lethargic.

Ask students to give examples of how sleep and exercise might affect a person's level of energy, mood, and performance.

Explain that eating and sleeping well, along with physical activity, are the factors that enable people to look and feel their best, because these things create energy.

## Part II Creating Energy *(15 minutes)*

Purpose: Students learn what constitutes a balanced diet and how it affects their health.

**1. Students analyse the benefits of a balanced diet.**

Introduce the concept of a balanced diet by asking questions:

- Does the food you eat affect your energy level and your ability to do things well? (Yes.)
- What does it mean to have a balanced diet? (A balanced diet means eating a variety of healthy foods per the recommended quantities.)
- What are some benefits of eating a balanced diet? (Eating a balanced diet allows you to think better; gives your body the nutrients it needs to work and grow, so that your brain can do its job; helps you to look your best; keeps your skin healthy; and makes your hair and bones stronger.)

**2. Students learn about important food groups.**

Distribute copies of the Australian Guide to Healthy Eating. Ask students to explain why they think this diagram is in the shape of a plate. (Students should mention that the design shows them what their own meals should look like.) Then, briefly discuss each section of the chart:

- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties Proteins and carbohydrates are important for creating energy. Half of the grains we eat should be whole (e.g., whole-grain bread).
- Fruits and Vegetables: Vegetables and fruits are high in vitamins and nutrients. They help the body fight infections and diseases. Fruits are also a source of sugar, which gives the body energy when eaten in small amounts. Notice how much space these two sections take up. It is recommended that you consume 2 fruits and 5 servings of vegetables per day.
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans are important sources of proteins, which are considered the building blocks of the body.
- Dairy: A serve from the dairy food group is a cup (250ml) of milk, three-quarters of a cup (200g) yoghurt, two slices (40g) of cheese and half a cup (120g) of ricotta cheese' (Dairy.com.au, 2020)

The Guidelines at the bottom of the poster include the Use small amounts and Sometimes foods. These are recommended in moderation and not a part of the daily five food groups. Remember to drink plenty of water.

**3. Students reflect on the foods they eat.**

Ask students to list on a sheet of paper what they ate yesterday for breakfast, lunch, and dinner. They should also list snacks they may have eaten.

Ask students to compare their lists of foods with those listed on the "Australian Guide to Healthy Eating" diagram, and to circle or add each item of food to the diagram.

Have students analyse their food intake.

Tell students to save their activity sheets for use in the next class.

# SESSION 2

## Part I Review *(8 minutes)*

Display the Australian Guide to Healthy Eating Poster.

Remind students of the following:

- The foods they eat affect their energy levels and their ability to do things well.
- Two other factors can affect their energy levels and their ability to do things well: exercise and sleep.

## Part II Creating More Energy *(20 minutes)*

Purpose: Students identify how exercise and sleep affect their health and well-being.

**1. Students analyse the benefits of exercise.**

Ask students the following questions about exercise:

- What does exercise do to your level of energy and the flow of oxygen to your brain? (Exercise increases your energy. It increases the flow of oxygen to your brain, which makes your mind work more effectively.)
- What does exercise do for your bodily tissues and organs, including muscles and bones? (Exercise strengthens muscles, bones, and other bodily tissues and organs.)
- Does the body work better if it is used more? (Yes. The body is like a machine that works better if it works more.)
- Have you ever noticed that if you are angry or upset about something, going out and doing something often makes you feel better? Why do you think this is? (Exercise relieves the body of tension and stress.)

**2. Students brainstorm a list of physical activities.**

Begin a discussion about exercise by asking students to describe the kinds of exercise or physical activities they enjoy. List responses on the board. Remind students that exercise does not have to be a sport. They can climb the stairs instead of taking an elevator, or walk or ride a bike instead of riding in a car.

Explain that young people have 60 minutes of moderate to vigorous physical activity daily, whether they walk, run, dance, skateboard, etc.

Leave the list of activities on the board. Students will refer to them during the activity in Part III of this session.

Instruct students to engage in stretching exercises. Students are encouraged to share ones they know.

**3. Students recognise the importance of sleep.**

Take a quick poll to determine how long most students sleep each night. Ask for a show of hands from those who sleep about ten hours each night, then from those who sleep nine, eight, seven, or six hours. If these hours seem to reflect the majority of the class, make the observation that most students seem to sleep between six and ten hours per night.

Point out that young people usually need about ten hours of sleep each night, but this can vary from person to person. Ask students to identify techniques for getting a good night's sleep. Prompt students to respond by asking questions such as the following:

- Is the body resting when it is digesting food? (Your body cannot rest when it is busy digesting food. Don't eat heavily before going to sleep.)
- Is it easy or hard to fall asleep when you have a lot on your mind? (It's hard, so you should relax before going to sleep. If you have a lot on your mind, write in your journal or meditate. Do whatever will help you feel that you've done all you can today—you'll have tomorrow to tackle more.)
- Do light and noise stimulate your mind? (Your mind won't be able to relax if you continue to stimulate it; if your mind is awake, so is your body. Sleep in a quiet, dark room.)

**4. Students role-play and reflect.**

Ask students to demonstrate how they'd act in the following situations if they didn't get enough sleep the night before. Read each situation, and then have a student act it out:

- Leave the room, and then come back in and take a seat as though this is your last class of a long school day.
- The elevator is out of service, and you must walk up to the fifth floor.
- Your parent wants you to clean your room.

After each role play, have students describe the energy level, mood, and level of performance demonstrated by the student.

Point out that after a full day of work in school and at home, and activities with friends and family, our bodies need time to rest and mend. This is especially important when our bodies are going through periods of change and growth. Point out that when you have had little sleep you are more likely to be irritable. Ask students if they are more likely to get into an argument or a fight when they are irritable.

## Part III Take Action! *(20 minutes)*

Purpose: Students create individual plans for eating well, sleeping regularly, and exercising.

1. Students create customised food plans.

Have students visit www.eatthismuch.com and enter the appropriate information to create their own customised daily food plans. Have students print out or take note of their results.

When they are finished, distribute copies of the “My Action Plan” activity sheet, and divide the class into groups of four or five students. Explain that students will spend about 10 minutes brainstorming in groups before working individually to fill out the activity sheet. Suggest that members of each group do the following:

- Make lists of foods they like to eat.
- Compare their lists with their customized daily food plans to see how their favourite foods fit into the plans.
- Make a list of the physical activities they like to do.
- Refer to the list of activities on the board for suggestions.

**2. Students make individual action plans.**

Tell students to fill out their copies of the “My Action Plan” activity sheet. Suggest that they use pencils to write so they can adjust their plans as the week progresses. Encourage students to create lists of foods for breakfast, lunch, and snacks so that they can choose appropriate foods from the lists for each meal. The goal is to create a balanced diet. Suggest that students leave the dinner menus open and fill them in at the end of each day.

## Conclusion *(2 minutes)*

Ask students how often they will review their action plans. Have students describe how to live a healthy lifestyle. Elicit from students the following **key points** that were taught in this lesson:

- When you are healthy, you look, feel, think, and do your best.
- The food you eat affects your energy level and your health.
- Exercise increases your energy, strengthens your body, and relieves stress.
- Sleep is essential to good health. The amount of sleep you get affects your mood, energy level, and performance.

## Student Assessment

### SESSION 1

1. List three reasons why it is a good idea to avoid eating foods with too much caffeine or sugar.
2. Name the five food groups?
3. What does it mean to have a balanced diet? Why is it important to have a balanced diet?

### SESSION 2

1. List three positive effects that exercise has on your health.
2. Aside from playing a sport, list four ways you can exercise.
3. List three results of not getting enough sleep.
4. List three things you can do to help yourself sleep well.

# LESSON EXTENSIONS

## Using Quotations

“Tell me what you eat, and I will tell you what you are.”

Have students draw themselves as if they literally appear to be what they eat.

## Addressing Multiple Learning Modes

For one week, have students track the moderate to physical activity they get each day, the number of hours they sleep each night, and the kinds of foods they eat. Have them create graphs showing this information. Have students compare their bar graphs with their personal journals to look for correlations between performance and health habits.

## Writing in Your Journal

Have students keep a daily journal for one week. This journal should include entries about school, friends, and/or home. Students should also note if each day was good or bad. Have students compare their entries with their exercise, sleep, and diet graphs. Discuss the correlations as a group.

## Using Technology

Have students prepare a healthy dish that’s a family favourite or reflects their cultural heritage. Have them bring the dishes in to share with the class. Have students type recipes on a computer to create a class recipe book.

## Homework

Have students research various forms of exercise. They should include noncompetitive exercise from other cultures, like yoga and tai chi. Have students share their research with the class and teach a new exercise.

## Additional Activity

Have students create an exercise program for a friend or family member that can be completed at home with everyday objects.

# GETTING AHEAD (A)

| | | | |
|---|---|---|---|
| I drank a softdrink<br>**5 Steps** | I ate chips<br>**2 Steps** | I drank an energy drink<br>**5 Steps** | I ate biscuits<br>**4 Steps** |
| I ate green beans<br>**7 Steps** | I ate rice & beans<br>**6 Steps** | I ate peanut butter<br>**1 Step** | I drank fresh orange juice<br>**7 Steps** |
| I ate a ham & salad sandwich<br>**9 Steps** | I ate an apple<br>**7 Steps** | I drank a glass of milk<br>**5 Steps** | I ate whole-grain bread<br>**7 Steps** |
| I ate a baked potato<br>**8 Steps** | I ate a bowl of vegetable soup<br>**11 Steps** | I ate ice cream<br>**4 Steps** | I ate a banana<br>**7 Steps** |

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# GETTING AHEAD (B)

| | | | |
|---|---|---|---|
| I stayed up late gaming<br>**5 Steps** | I rode my bike after school<br>**8 Steps** | I watched TV after school<br>**0 Steps** | I went to bed early<br>**10 Steps** |
| I played a game outdoors<br>**10 Steps** | I stayed up late doing homework<br>**5 Steps** | I went for a run<br>**8 Steps** | I stayed up late talking on the phone<br>**5 Steps** |
| I did my homework right after school<br>**10 Steps** | I walked instead of riding in a car<br>**8 Steps** | I stayed up late for no reason<br>**5 Steps** | I mowed the lawn<br>**8 Steps** |
| I ate broccoli<br>**8 Steps** | I ate a balanced dinner<br>**10 Steps** | I ate a chocolate<br>**3 Steps** | I ate a burger<br>**5 Steps** |

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# My Action Plan

Wake-up time: _____

Bedtime: _____

## Breakfast

Cereal, milk, banana, orange juice

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

## Lunch

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

## Snacks

## Dinner

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

## Exercise

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

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# CLARIFYING VALUES

4 LESSON

## AGENDA

- Starter
- This or That
- Mission to Mars
- Being True to Yourself
- Conclusion
- Student Assessment

### Objectives

Students will analyse how their values influence the decisions they make.

Students will identify the people, possessions, activities, and future plans they value.

Students will demonstrate how their values influence their decision making.

### Materials Needed

- One sheet of paper for each student (Part II)
- One copy of the “Mission to Mars” activity sheet (Part II)
- One role-play scenario card for each group of three to four students (Part III)

## Starter *(3 minutes)*

With a sense of urgency, tell students that they have 30 seconds to choose one person and one possession they would take with them to a deserted island. They can assume that their basic needs, such as food, water, and shelter, will be met.

When 30 seconds have elapsed, ask students which person and possession they chose. Encourage students to explain why they made their particular choices.

After students have responded, explain that different individuals value different things. Tell students that knowing what they value will help them make decisions and plans that they are comfortable with.

Tell students that today they're going to spend some time identifying what they value.

## Part I This or That *(5 minutes)*

Purpose: Students analyse how their values influence the decisions they make.

**1. Students listen to instructions.**

Explain to students that they will be presented with a series of choices. Depending on what they choose and where you point, they should either stand up or remain seated.

Demonstrate how this will work by saying, "For example, I will ask if you would rather have X (point up, meaning stand up) or Y (point down, meaning remain seated)."

**2. Students play a game involving choices.**

Beginning with simple choices and moving to more difficult ones, ask students a series of questions such as the following:

- Would you rather wear a uniform or free dress?
- Would you rather be on stage or in the audience?
- Would you rather be an athlete or an artist?
- Would you rather spend time with your family or with your friends?
- Would you rather do something with others or work on something alone?
- Would you rather be healthy but poor, or terminally ill but very rich?

**3. Students reflect on their choices.**

Ask students if they thought the choices became more difficult toward the end. Invite students to give examples of choices that they found difficult to make. Encourage them to explain why these choices were difficult, and to describe how they finally made a decision.

Point out that people make decisions every day. Many decisions are easy to make and seem unimportant. But sometimes the decisions are more difficult, and they require more thought. Explain that what is important to us, or what we value, influences the decisions and choices we make.

Tell students that for this reason, it's necessary for each person to know what they consider to be important. Knowing what we value allows us to make decisions and choices with which we are most comfortable.

## Part II Mission to Mars *(30 minutes)*

Purpose: Students identify people, possessions, activities, and future plans they value.

**1. Students identify people and things that are important to them.**

Give each student a sheet of paper. Demonstrate how to fold, crease, and cut the paper to make 16 squares. First, fold the paper in half from top to bottom, and crease it. Now, fold and crease it from side to side. Then, fold and crease it again from top to bottom, and finally again from side to side. Cut into 16 squares.

Using the 16 squares, students should write a word or two to identify the following:

- Three favourite activities
- Five important people in their lives
- Three goals they have for the future
- Three favourite possessions
- Two things they would like to own someday

Each person, thing, activity, or goal should be written on a separate square.

Tell students to keep the squares in separate stacks on their desks, but to combine the possessions into one stack. In other words, they should have four stacks: activities, people, goals, and possessions.

**2. Students listen to an imaginary story and identify whom and what they value most.**

Explain to students that you are going to read a story. After you read each part of the story, they will be asked to make a decision. They will have 10 to 15 seconds to make the decision. All decisions are final. Discarded squares must be crumpled or torn up.

Read the “Mission to Mars” activity sheet aloud to students. After each part, pause for 10 or 15 seconds before announcing that time is up.

Then, continue to read the story.

**3. Students reflect on their decisions.**

Prompt students to think about and evaluate the decisions they made by asking:

- How did you feel about the decisions you made? Why?
- Which were the hardest ones for you to make?
- Would it have been easier if someone else had made the decisions for you? Why or why not?
- Was anyone surprised by the squares they had left at the end? Do these squares reflect what’s really important to you?
- If you were to play this game again, would you choose to have different squares at the end? Raise your hand if you would.
- If you were to play this game again, would you change some of the things you wrote on your squares? Raise your hand if you would.

End this activity by explaining that we all value different people and things for different reasons; each person lives by different personal rules. Tell students that while it’s important to respect the values and rules of others, it’s difficult to be the person you want to be and to respect yourself unless you live according to your own values and rules.

## Part III Being True to Yourself *(10 minutes)*

Purpose: Students demonstrate how their values influence their decision making.

**1. Students role-play situations in small groups.**

Divide the class into groups of three or four. Explain that each group will role-play a situation involving peer pressure. Tell students that each group must select one person to play the main character. The rest of the group will then try to convince the main character to do something that they don't want to do.

Give each group a notecard with one of the following scenarios:

- Amy loves playing basketball. Two days before a big game, her friends try to convince her to skip practice, and go instead to see a popular new movie.
- Darren made plans to hang out with his best friend. Darren's other friends want him to ditch his best friend and hang out with them.
- Serena's favourite possession is a tablet that her older brother gave to her. It's engraved with the words "Best sister ever!" Her friends want her to trade in the tablet to get the latest model.
- Alan has a dream of being school dux. His friends try to convince him that studying is not important.

Tell students that they have five minutes to work. Circulate among the groups, listening and observing as students role-play their scenarios.

**2. Students reflect on their experiences.**

Ask those students who played a main character if it was hard not to be swayed by their classmates. As students respond, ask them if they would rather have been on the other side of the role play. Invite other students to describe how it felt to try to convince the main characters to do something they didn't want to do.

Acknowledge that being true to yourself is not always easy to do. Explain that when you have a clear understanding of what you value, it becomes easier to be true to yourself. Tell students that this program will help them learn more about their values and their goals, and give them practice in being true to themselves.

## Conclusion *(2 minutes)*

Ask students to define “values.” Have them describe how their values affect the way they choose to live their lives. Elicit from students the following **key points** that were taught in this lesson:

- The things you value influence everything you do.
- Decide on what you value, and make choices and decisions based on that.
- Be respectful of what others value, but always make your own choices.
- Your decisions may be tough, but if you stay true to yourself and what you value, you’ll feel good about whatever you decide.

## Student Assessment

1. Define “personal values.”
2. Why would someone make a decision that goes against what they value? What problems could this cause?
3. Describe a decision you have made in your life, and explain how this decision relates to your personal values.

# LESSON EXTENSIONS

## Using Quotations

“The best things in life aren’t things.”

Ask students if they agree or disagree with this quote. As a class, discuss how valuing only material goods leads to an unhappy life.

## Addressing Multiple Learning Modes

Have students bring in an object that’s important to them. Encourage them to think about objects that reveal something about themselves. Have students explain the importance of their objects in small groups. As a whole class, categorise the objects that students value (e.g., possessions, family relationships).

## Writing in Your Journal

Have students write a letter to someone they value (e.g., a friend, a family member, a public figure), telling this person what they mean to them. Have students discuss why these people are important to them.

## Using Technology

Have students locate the mission statements of several corporations and organisations. Have students analyse the different mission statements and generate a list of company values. What similarities are found? Do all companies stay true to their mission statements?

## Homework

Distribute the “Mission to Mars” activity sheet and have students play the game again, once with a partner and once with someone not in the class. Have students share their observations with theclass. Did the results change the second time around? How did their friends’ and family members’answers compare with their own? Were they surprised by anything they observed?

## Additional Activity

Have students read ‘Have you filled a bucket today?’ by Carol McCloud. Students add 1-2 scenes to the story, illustrate and read to a primary aged student.

# MISSION TO MARS

1. You have volunteered to undergo training to journey into space and take part in an effort to make Mars habitable. You will need to dramatically change your daily routine to begin training for the mission. You have to give up one of your favourite activities to prepare.

2. Because of the mission, you will be away from your normal life for some time. You must lose one of your goals.

3. There is a limited amount of room on the spacecraft that will take you to Mars. You must give up one of your possessions.

4. The engineers have redesigned the spacecraft in order to make it safer, but there is less extra space now. You have to give up another possession.

5. You are given news that in order to make the most out of the mission, you will be on Mars longer and must undergo even more training for the mission. You lose one of your goals, an activity, and something you would like to own someday. And because of how busy you are now, two important people disappear from your life since you are no longer able to maintain relationships as easily.

6. As stress mounts for the impending mission, you find it even harder to make time for the people you care about. Discard two squares containing important people.

7. As you prepare to embark, it becomes more and more clear that the mission will take up decades of your life. You must discard four of your remaining squares. Which will they be?

8. You have returned from the mission and will live out the rest of your life with only this person, possession, goal, or activity.

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# AVOIDING STEREOTYPES

5 LESSON

## AGENDA

- Starter
- Not All Exactly the Same
- What Stereotypes Do
- Getting It Right
- Conclusion
- Student Assessment

### Objectives

Students define “stereotyping.”

Students analyse the effects of applying stereotypes to people.

Students identify ways to avoid stereotyping others.

### Materials Needed

- Pen and one index card for each student (Part II)
- One copy of the “Perceptions” activity sheet for each student (Part III)

## Starter *(3 minutes)*

Begin class by casually holding a whiteboard eraser as you ask students to raise their hands if they agree with this statement: “Erasers are [say the colour of the eraser you are holding].” Ask students who do not have their hands raised to explain why they disagree with the statement. Guide students to conclude that not all erasers are used to clean whiteboards. Some are used to clean pencil markings off paper. These erasers are made of a different material and come in many colours.

Say, “Your response depended on what kind of eraser you thought I was talking about—it depended on your perception of what an eraser is. I influenced your perception by holding a whiteboard eraser. Today, we’re going to talk about people’s perceptions of one another and how they are formed.”

## Part I Not All Exactly the Same *(10 minutes)*

Purpose: Students consider an analogy in order to understand the concept of stereotyping.

**1. Students describe a common object.**

Invite students to describe a pencil. (You may choose another common object, such as an apple, a banana, a folder, or a notebook.) Write students’ responses on the board. Focus on general descriptive words and phrases, such as “long,” “skinny,” “lead point at one end,” “eraser at the other end,” and so on. If students describe specific characteristics, such as colour or material, list these as well.

**2. Students challenge their descriptions.**

Ask students to hold up their own pencils. Choose a distinctive one, such as a mechanical pencil, and ask the student holding it to stand up and show it to everyone. Ask whether this pencil fits the description on the board or whether anything should be added or changed in order to make the description more exact.

Follow this same procedure with other pencils that differ from the description in some way. When you’ve done this a number of times, invite students to draw conclusions about this exercise. Affirm responses that point out the following:

- There are obviously many different kinds of pencils.
- It is difficult to come up with one description that covers the individual characteristics of every single pencil.

**3. Students recognise the concept of stereotyping.**

Reinforce that as more examples and information became available, the class recognised that there were many differences among individual members of the same group. That made it hard to come up with one description or definition that fit them all.

Ask students to develop a description that could include all of the pencils. Afterward, emphasise that students had to come up with a very broad and general list of things that did not include the specific or individual characteristics of every member of the group. Tell students that such a description or definition is an example of a stereotype.

## Part II What Stereotypes Do *(25 minutes)*

Purpose: Students confront and dispel stereotypes about various groups of people.

**1. Students examine stereotypes.**

Give each student a pen and an index card. Ask students to create a list of at least three stereotypes about various groups of people that they have read or heard about, or have seen. Let students know that their cards will remain anonymous, and that they do not have to agree with the stereotypes they write. Remind students to use appropriate language.

Have students write the stereotypes on their index cards in the following format: “I’ve heard that [group of people] are all [stereotype].”

Ask students for their index cards once they have completed their lists. Collect and shuffle the index cards; then, randomly distribute one to every student.

Allow students a few minutes to read their new cards silently.

While this is a serious and sensitive topic, expect the class to laugh when appropriate, as well as to experience the various feelings and hurt that these stereotypes can evoke in people.

Ask students to take turns reading the stereotypes aloud to the class.

**2. Students identify labels as stereotypes.**

When students have finished reading their index cards, ask:

- How did the stereotypes we read make you feel?
- Do you think the stereotypes we read are true?
- Do you think some people treat each other differently because of stereotypes like these?

Point out that using labels for someone can be dangerous, because you're not really responding to the person—you're only responding to a label, or a stereotype.

Explain that stereotypes result from trying to understand a very complex world by focusing on general similarities among people—like the class's description of the pencils. Stereotypes cause problems because they make you overlook the differences among people.

**3. Students recognise problems with stereotypes.**

Ask students to raise their hands if they have ever been treated a certain way because of a stereotype. Then, ask for a show of hands from people who have treated someone else a certain way because of a stereotype. Pause briefly before making the following points:

- People sometimes use stereotypes to make judgments about another person without finding out who the other person really is.
- Believing stereotypes fools people into thinking that they know what someone else is like just because the person looks a certain way, does a certain thing, or hangs out with certain people.
- Stereotypes can also stop people from forming an accurate opinion, as they don't take time to learn the facts.

**4. Students find ways to avoid stereotypes.**

Challenge students to offer suggestions that can help us avoid stereotyping others. Prompt students to generate a list of suggestions, such as the following:

- Don't make a judgment about a person or a situation until you have the facts.
- Focus on individuals and their strengths and interests.
- Make an effort to get to know other people, and let them get to know you.
- Remember that if you think you know someone because they fit a general category or description, then you may be stereotyping the person. Everyone is unique, even if they have a lot in common with a larger group.

Challenge students to offer suggestions on how to avoid being stereotyped by others. Prompt students to generate a list of suggestions, such as the following:

- Focus on your strengths and interests, and make them stand out so that they are what people notice about you.
- Volunteer information about yourself.
- Volunteer to do things or talk with people you don't know very well.

## Part III Getting It Right *(10 minutes)*

Purpose: Students analyse the importance of gathering information before making judgments about people.

**1. Set up the activity.**

Divide the class into groups of four. Ask each group of students to arrange themselves in alphabetical order by their first names. The student whose name is closest to the letter A will be the group leader.

**2. Students write their perceptions.**

Explain that all students are to write one fact about themselves on a piece of paper and hand it to the leader. Caution students to write something about themselves that they are comfortable sharing with the group.

Distribute copies of the “Perceptions” activity sheet. Explain that each group’s leader will read aloud the facts one by one, while the rest of the group uses the worksheet to write their guesses about which classmate is described by that fact.

**3. Students check their perceptions.**

Ask the group leaders to read the facts again. This time, students should indicate which facts they submitted. Students can then complete their activity sheets.

When students have completed their activity sheets, facilitate a class discussion about the accuracy of students’ perceptions. Use questions such as the following to prompt the discussion:

- Did you correctly match the facts to your fellow students?
- How did you feel when you guessed incorrectly?
- How did it feel when someone guessed incorrectly about you?
- Can you think of a situation in which guessing incorrectly could be embarrassing?
- Did anyone answer “I don’t know” for the person being described?

Point out that unless students really knew the people they were guessing about, they probably weren’t sure which facts were true about which people. Explain that when they’re not familiar with a person, admitting that they don’t know all of the facts is better than making a guess based on a label or on other incomplete information.

## Conclusion *(2 minutes)*

Ask students to explain the effects of stereotyping. Ask them to identify ways to avoid stereotyping others. Elicit from students the following **key points** that were taught in this lesson:

- Stereotypes often give people false perceptions of one another.
- Never rely on stereotypes to make judgments about people or situations.
- To avoid stereotyping others, take the time to find out the facts.
- To avoid being stereotyped, focus attention on yourself as an individual.

## Student Assessment

1. Define “stereotype.”
2. List three reasons why stereotypes can be harmful.
3. List three things you can do to avoid using stereotypes.

# LESSON EXTENSIONS

## Using Quotations

“What we see depends mainly on what we look for.”

Divide the class into small groups. Each group picks a movie and devises the belief why it is the best move that everybody should watch. List reasons and discuss points that are open to interpretation.

## Using Technology

Teacher searches for advertisements that have strong stereotypes. Show to class and discuss the impact of these stereotypes.

## Writing in Your Journal

Have students write about an encounter with someone who’s not in their “group.” (This could include a person of a different age, race, ethnicity, or gender.)

## Using Technology

Your class can join the Australia Post program, The Pen Pal Club to write letters to another class from a different area of Australia.

## Homework

Have students watch a TV program or movie showing interactions between people of different cultures. Have students write a one-paragraph summary or review, with emphasis on how the program addressed stereotypes.

## Additional Activity

On the projector, students view an optical illusion for half a second. Students make an observation. Highly likely that many guesses will be incorrect as their mind could not take in every detail. After discussion, view illusion and see which assumptions were correct or incorrect.

# DEVELOPING PERSONAL POWER

6 LESSON

## AGENDA

- Starter
- Short End of the Pencil
- It Comes in Many Sizes and Shapes
- Power Symbols
- Conclusion
- Student Assessment

### Objectives

Students will discover that they have the power to effect outcomes in their lives.

Students recognize that power lies in the decisions they make.

Students create personal symbols that remind them of their personal power.

### Materials Needed

- Drawing paper, colored construction paper, colored markers, scissors, tape, paste, old magazines, and any other art materials you may have (Part III)

## Starter *(3 minutes)*

Draw a number line from 0-10. At 0 write None, at 5 write ‘some’, at 10 write ‘lots’.

Referring to the line on the board, tell students to write down a number that represents the amount of power that they feel they have to do the following:

- Be in school on time
- Wear what they want
- Change someone’s mind about something
- Get good results

After students have added up their numbers, explain the meaning of the score:

- A score above 20 means that you feel you have a considerable amount of personal power.
- A score below 20 means that you underestimate your personal power.

Explain that this lesson will focus on personal power—the power that an individual has to make choices or act.

## Part I Short End of the Pencil *(15 minutes)*

Purpose: Students recognise that they have the power to effect outcomes in their lives.

**1. Students listen to instructions.**

Explain that students will work in pairs to conduct an experiment. Each pair of students must work with only one writing implement and one piece of paper. Ask students to find partners. Then, give the following instructions:

- You cannot talk to your partner from this point on.
- You must work with your partner, without talking, to draw a picture of an animal.
- Both partners must hold the pencil while drawing—one can hold the pencil at the top and the other can hold it at the bottom.
- You have two minutes to work.

**2. Students work on a collaborative drawing.**

Tell students to begin. Move around the room as students work, observing each pair's interactions and ensuring that no one is talking.

When time is up, invite pairs of students to hold up their drawings and describe what they drew. Just for fun, keep track of how many partners disagreed about the kind of animal they drew, and make an observation about this before moving on.

**3. Students reflect on their experiences.**

Encourage students to discuss the experiment, describing the aspects of it they found to be difficult and how they managed to work with their partners. Praise students who solved the communication problem by writing notes to each other.

Focus the discussion on individual decisions by asking questions such as the following:

- Was there a point in the experiment when you decided whether or not to cooperate?
- Did your decision have an effect on the outcome of the experiment for you and your partner?
- Could you have decided the other way? Would it have mattered?

Summarise the discussion by pointing out that each student had the power to make the experiment succeed or fail, because they each had the power to make a decision about cooperating. Tell students that people often have more power than they realise.

## Part II It Comes in Many Sizes and Shapes *(15 minutes)*

*Purpose*: Students recognise that despite the forms power takes, true power always lies in the decisions they make.

**1. Students explore different forms of power.**

Prompt students to think about what gives people power by asking questions such as the following. Encourage students to explain their answers.

- Do you think money gives people power?
- Do you think beauty gives people power?
- What about physical size or age?
- Does education give people power?
- What other things give people power?

Have students brainstorm a list of the sources of power. Write their responses on the board. Afterward, take a quick poll of the class, item by item, noting how many agree that any particular item actually gives people power. Place a star beside the items most students agree on. Note that it seems as though power can come in many different forms.

**2. Students consider people who have power.**

Continue the discussion by inviting students to name two or three people who have more power than they do. Students will most likely name teachers, principals, older siblings, and parents/guardians. Invite students to give specific examples of how these people have more power.

**3. Students trace the source of true power.**

Explore each example given by making statements and asking questions to show students that they themselves hold the true power. For example, if a student believes that a teacher has power because they can make students stay after school, make the following points in sequence:

- The teacher does not have to make a student stay in at lunch.
- The teacher has to make a decision about it.
- To get to that point, a student must have made a decision first.
- What decision must the student have made? (*The student must have decided to break a rule, the consequence of which is staying in at lunch.*)

As you discuss other examples, encourage students to follow a similar path of logic to trace the source of power back to their own decisions.

Ask students if they think that the ability to make choices is a kind of power. As students agree, add this to the list on the board and circle it. Tell students that they will spend time later in this course learning about how to make better decisions.

## Part III Power Symbols *(15 minutes)*

*Purpose*: Students create symbols that remind them of their personal power.

**1. Students discuss the meaning of symbols.**

Briefly discuss the meaning of symbols with students, checking to make sure that they understand how symbols stand for or represent something special to people. Explain that they will now think about and create a symbol that reminds them of their personal power.

Invite students to give examples of symbols that everyone understands, such as the Indigenous Torres Strait Islander, or Australian Flag. To prompt their thinking, draw an international symbol ora familiar street sign on the board. You may also give a familiar hand signal. Encourage students to think of as many different symbols as they can.

**2. Students create personal symbols.**

Invite students to choose whatever art materials they would like to use in their personal symbols. Point out that they may draw, cut and paste, or use a combination of techniques to construct their symbols. Explain that students may either borrow a symbol or create a unique one that has special meaning for them.

Circulate among students as they work, offering encouragement and support. If students seem interested, display their symbols in the room for a while before having students add them to their folders.

## Conclusion *(2 minutes)*

Have students describe the kind of power they have. Ask them how often they have the opportunity to use that power. Elicit from students the following **key points** that were taught in this lesson:

- Personal power lies in the choices that you make.
- Your choices will have an effect on your own life and often the lives of others.
- You alone are responsible for how you use your power.

## Student Assessment

1. List three things in your life over which you have power.
2. List three things that can give you power. How are these things within or not within your control?
3. Describe a situation in which you have exercised power. Explain what kind of power you exercised.

# LESSON EXTENSIONS

## Using Quotations

"We must concentrate on what we can do, and erase 'can't,' 'won't,' and 'don't think so' from our vocabulary."

Ask students to keep track of self-deprecating comments overheard in class during the week. Have students brainstorm ways to turn these comments into positive statements (e.g., "I'm so dumb" becomes "if I keep at this, I'll get it").

## Addressing Multiple Learning Modes

Have students take a walk around the school and observe their surroundings. (You may also have them make these observations a part of their daily routines.) Have students discuss what they like best about their neighborhoods and what they'd like to change. Have students brainstorm ways they can influence their communities. Discuss how effecting change can help them feel powerful.

## Writing in Your Journal

Have students write a paragraph about what they'd change if they had the power of a superhero. How would they make their homes, school, or friendships different?

## Personal Reflection

Have students reflect on a time they made a poor choice. Reflect and write what the outcome would have been if they made a positive choice. If necessary, write an apology.

## Homework

Have students create lists comparing the amount of personal power they have now to the power they had when they were younger. Have students share their work. Discuss how personal power can be taken away if not used responsibly.

## Additional Activity

Have students read “Life Doesn’t Frighten Me” by Maya Angelou. Have students discuss how this poem reflects the use of personal power.

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# UNDERSTANDING NONVERBAL MESSAGES

1 LESSON

## AGENDA

- Starter
- Silent Movies
- Words or Actions?
- Say What?
- Conclusion
- Student Assessment

### Objectives

Students will recognise their ability to communicate without using words.

Students will analyse the importance of the nonverbal messages they send.

Students will practice using nonverbal cues to communicate.

## Starter *(3 minutes)*

As a class, discuss how certain animals communicate nonverbally. Give the following examples:

- Did you know that when a deer shows the white on its tail, it's signaling danger?
- Did you know that when a horse flattens its ears against its head, it's telling you that it's angry?

Invite students to give additional examples of how animals—their pets, for example—communicate nonverbally. Point out that people communicate nonverbally as well. Explain that students will explore how and what they communicate with body language.

## Part I Silent Movies *(15 minutes)*

Purpose: Students recognise their ability to communicate without using words.

**1. Students consider examples of nonverbal communication.**

Ask if anyone knows what a silent movie is. If necessary, explain that when movies were first made, they did not have any sound. The audience never heard the actors speak. Information about the story was shown in writing on the screen between scenes. If there was background music, it was provided by someone who played the piano in the movie theatre as the movie was shown.

Ask students to speculate about how actors could tell a story if they could not be heard speaking. List ideas on the board. After a brief discussion, ask, "Do you think it was easy or difficult for the actors to communicate without using words? Let's try it out."

**2. Students identify use of body language.**

Teacher collates GIFs that reveal emotions. Students identify emotions.

Discuss specific gestures, facial expressions, and body language that is used to identify the emotion.
Follow the same procedure and find GIFs for common expressions. - It's okay - What time is it? - I'm good - Be quiet - I'm sorry.

**3. Students reflect on their experience.**

Ask students if it was difficult to understand what messages were being conveyed when no words were spoken. Say, "We've looked at some obvious examples of nonverbal communication, but these examples show how effective body language can be. It's important to be aware of the nonverbal messages you send, since you might be sending the wrong messages."

**4. Students recognise culture as a factor in interpreting nonverbal messages.**

Ask students if they have ever misread someone's nonverbal messages. Ask students if someone has ever misread their nonverbal messages. Tell students that sometimes those misunderstandings are the result of different cultural norms. Explain that nonverbal cues are interpreted with regard to cultural background.

## Part II Words or Actions? *(15 minutes)*

Purpose: Students begin to understand the importance of the nonverbal messages they send.

**1. Students discuss the importance of body language.**

List some of the ways that nonverbal messages are conveyed by saying the words "facial expressions," "gestures," and "body language."

Say, "Sometimes it's not just what you say, but the way you say it that can send messages to others." Ask students to watch carefully as you demonstrate that point as follows:

- Look a student directly in the eye as you firmly say, "I was late because my car wouldn't start."
- Turn away briefly, then address the student again. This time, look above and to the right of the student and then to the ground as you hesitantly say, "I was late because my car wouldn't start."

Ask the student to explain why you did not seem to be telling the truth the second time. (The student should mention your not looking directly at them and your hesitation to speak.)

Add "eye contact" to your list on the board. Explain that eye contact, or the lack of it, sends a strong message. Ask:

- If you talk to someone and look that person directly in the eyes, what message are you sending? (You mean what you say; you're being honest and sincere.)
- What about if you are listening to someone while looking that person directly in the eyes? (You are giving the person and what they are saying your full attention.)

Remind students that nonverbal messages can mean different things in different cultures. For example, it is disrespectful in some cultures for a child to look an adult directly in the eyes.

**2. Students identify ways in which their words and body language might conflict.**

By asking questions such as the following, begin a discussion about how people can send conflicting messages through their words and body language:

- Have you ever heard someone say that actions speak louder than words? What do you think this means?
- Do you agree? Why or why not?
- Do you think that our body language can send messages that are different from our words? If so, how?

Encourage students to give examples. If necessary, prompt students by demonstrating how words and body language can send conflicting messages by standing with your shoulders slouched and frowning as you say, “I’m really happy to be here today.” Invite students to explain how your words and actions send conflicting messages.

**3. Students draw conclusions about nonverbal communication.**

Emphasise the importance of nonverbal communication by explaining that people send just as many nonverbal messages as verbal ones. Focus attention on the power of body language by saying, “Sometimes, your body may tell a different story than the one coming out of your mouth. When this happens, which one should the listener believe? If you want people to understand you, make sure your words and actions communicate consistent messages.”

## Part III Say What? *(15 minutes)*

Purpose: Students create and perform scenarios in order to practice using nonverbal cues to communicate.

**1. Students create a freeze-frame that involves nonverbal cues.**

Have students work with partners or in small groups of three or four to create 1-2 freeze frames that involve people who are communicating nonverbally. Students add 1 sentence to their freeze frame that either adds or conflicts their actions.

**2. Students present their freeze frames.**

Invite students to present their freeze frames to the class. After each presentation, encourage the class to describe the messages conveyed in the freeze frame. The student performers should explain how well the class explained the messages.

## Conclusion *(2 minutes)*

Ask students to explain the importance of sending nonverbal messages that accurately convey the meaning of the verbal message. Elicit from students the following **key points** that were taught in this lesson:

- Communication happens through actions as well as words, so be aware of your body language.
- If you want to be understood correctly, present the same message with your words and with your body.

## Student Assessment

1. Why is it important to be aware of your body language?
2. Describe a situation in which body language affects how people interpret what you are saying.
3. Describe a situation in which someone else's body language influenced how you viewed that person.

# LESSON EXTENSIONS

## Using Quotations

“It’s not what you say that counts. It’s what you don’t say!”

Have several students illustrate this phrase by making a statement while using body language that conveys the opposite meaning.

## Addressing Multiple Learning Modes

Have students view news publication photos or books of portrait photography. Have them write down a one-sentence impression of what’s happening in each photo.

Then, have students share their responses in small groups and discuss what gave them their impressions.

## Using Technology

Students use Auslan Signbank to learn 5 signs that would assist them in communicating with people of the signing Deaf or Hard of Hearing Community.

## Homework

Have students observe three ads and identify nonverbal messages in each. Suggest that students try viewing some of the ads with the sound turned off.

Have students discuss how important nonverbal communication is to ads.

## Additional Activity

Have students research defence mechanisms in animals or plants. Create a list.

# LISTENING

2
LESSON

## AGENDA

- Starter
- Message Relay
- Listen Up!
- Message Relay Revisited
- Conclusion
- Student Assessment

### Objectives

Students will recognise that good listening skills are important to their success.

Students will identify ways to improve their listening skills.

Students will practice and evaluate the effectiveness of active listening skills.

## Starter *(3 minutes)*

Begin this lesson by presenting the class with the following:

> A man and his son are in a car accident. They are taken to a hospital where the man is kept in the intensive care unit. As his son is wheeled into the operating room, the surgeon walks in and says, “I can’t operate on this boy. He’s my son!” How can this be?

Tell students that you will discuss it at the end of class, so they have the entire class period to think about it. Say, “You may have heard what I said when I told you the story, but good listening means both hearing and understanding. Today we’re going to find out what it takes to listen well.”

## Part I Message Relay *(15 minutes)*

Purpose: Students recognise that listening involves more than hearing, and that good listening skills are important.

**1. Students prepare for the activity.**

Divide the class into groups of six. Select one student from each group to join you at the front of the room.

Explain to everyone that you are going to give the students a message. They will then go back to their groups and whisper that message to one other student. That student will whisper it to another student and so on, until everyone in the group has heard the message. Caution students to listen carefully to the message and repeat it exactly the way they heard it.

**2. Students hear a message and pass it on to others.**

Quietly give the volunteers the following message:

> If you see Missy, tell her to pick up the two poodles and the cocker spaniel as she usually does after school. But today, she must also pick up a shepherd named Sam, four terriers all named Joanne, and a Great Dane named Tiny.

Have students return to their groups to pass on the message. Remind them to whisper the message to just one other student in their group.

**3. Students evaluate results.**

When students have finished, ask the last person in each group to repeat the message for the class. After all students have shared, ask the class how many dogs Missy should pick up after school. (Missy should pick up nine dogs.)

After some debate, read the message again to the class and repeat the question. Invite students to make observations about how successfully the message was communicated. Encourage them to explain why it was difficult to get the details of the message straight.

Conclude the activity by making the observation that there's more to listening well than just hearing. Say, "Active listening requires that you pay attention to what is being said, understand it, and then remember it."

## Part II Listen Up! *(10 minutes)*

Purpose: Students learn how to improve their listening skills.

**1. Students recognise the importance of active listening.**

Point out that it takes at least two people for communication to happen. One person sends a message and another receives it. Write the following equation on the board: "speaker + listener = communication."

Invite a student to help you demonstrate what happens when one of the elements of the equation is missing. Ask the student to give you directions to someplace nearby (e.g. a restaurant, or a store). As the student is speaking, look around the room, make eye contact with another student, pick up something on your desk, bend over to tie your shoe, and so on. When the volunteer is finished, ask:

- Do you think that I heard what you said? Why or why not?
- Do you think that I understood what you told me? Why or why not?
- If I had to follow your directions, do you think that I could get there?

Erase "listener" from the equation on the board. Then, ask if you should erase the word "communication" as well. Ask students to give reasons for their answers.

**2. Students learn ways to improve their listening skills.**

Tell students that there are three simple things they can do to become better listeners and improve their communication skills: focus, confirm, and respond. Write each of these three words on the board as you briefly describe them:

- Focus your attention on the speaker. Let the person know that you are listening. How can you do this? (You can do this nonverbally by nodding and making eye contact. You can also show that you are focusing by not doing something else while the person is talking and by not interrupting.)
- Confirm what you are hearing. You can do this by repeating parts of what the person says or by summarising what's been said. You can also repeat or summarise silently to yourself.
- Respond to the speaker in some way to show that you have heard and understood what has been said. You might ask questions, make comments, or continue the conversation.

Reiterate that being a good listener is an important key to communication. Rewrite and underline your equation on the board.

## Part III Message Relay Revisited *(15 minutes)*

Purpose: In order to use and evaluate the effectiveness of active listening skills, students repeat the opening activity.

**1. Students listen to a brief story and pass it on.**

Tell students that they are going to repeat the activity they did at the beginning of the class. Challenge them to use active listening skills as they listen to a brief story and pass it on to others.

If necessary, review the procedure described for the activity in Part I. Then, divide the class into groups of six and select one member from each group to join you at the front of the room. Quietly share this information with the students who have joined you at the front of the room:

There are 15 passengers on a bus that is heading downtown. At the first stop, four people get off—two women and one man with a baby. At the next stop, four children get off the bus and two men get on. Everyone rides the rest of the way together.

Have students return to their groups to pass the information on. Remind them to whisper the message to just one other student, who in turn will tell another student, and so on. Encourage students to focus, confirm, and respond in order to actively listen to the message.

**2. Students evaluate results.**

Ask the last person in each group to repeat the information for everyone to hear. After they have finished, challenge the class to answer these questions:

- Where was the bus going? (Downtown)
- How many passengers were on the bus in the beginning? (15) At the end? (9)
- Do you think you did better at relaying information this time? Why or why not?
- When you were telling the story, did listeners pay better attention to you? Explain.
- When you were telling the story, did anyone confirm information or respond to what you said? If so, how?
- Was it easier to remember details this time?

**3. Students revisit the story from the beginning of class.**

Reread the story from the beginning of the lesson. Encourage students to offer solutions. (One of the many answers to the riddle is that the surgeon is the boy's mother.)

Make the observation that the story is difficult because it plays on a stereotype. Ask if anyone can identify at least one stereotype. (All surgeons are men.) Point out that the stereotype is further emphasised by the use of only masculine nouns and pronouns in the riddle, which cause us to assume that the surgeon is a man, too. Say, "In addition to listening carefully, it's also important to think about what you hear!"

## Conclusion *(2 minutes)*

Ask students to explain the benefits of having good listening skills. Encourage students to work on their listening skills for the rest of the day to see if it helps them communicate better. Ask students to explain whether they think it will be easy or difficult to develop good listening skills. Elicit from students the following **key points** that were taught in this lesson:

- Being an active listener is a key to good communication.
- To listen actively, focus your attention on the speaker, confirm what you hear, and respond to what is said.

## Student Assessment

1. What is the difference between listening and hearing?
2. List three benefits of being a good listener and three consequences of not being a good listener.
3. List three things you can do to become an active listener.

# LESSON EXTENSIONS

## Using Quotations

“If we were meant to talk more than listen, we would have two mouths and one ear.”

Discuss the importance of this quote.

## Addressing Multiple Learning Modes

Have students count off into groups of three. All ones are “sculptures,” twos are “artists,” and threes are “clay.” Have the “sculptures” strike a pose. The “artists” should describe the pose to their “clay,” who must duplicate the pose. The artists can’t look at the clay until the activity is over. The clay may ask the artist questions but may not look at the sculptures. Demonstrate the role of the artist before beginning.

Discuss what worked, what didn’t, and why.

## Writing in Your Journal

Have students write about a personal experience in which communication went awry due to poor listening.

Brainstorm ways to improve communication in these situations.

## Using Technology

Watch The Big Bang Theory Active Listening-English sub. Students Think Pair Share strategies to improve Sheldon and Amy’s communication in this scene.

## Homework

Have students bring in a news article, poem, or other short selection.

Have students read the selection to a partner, who will summarise it by giving important details.

## Additional Activity

Have a doctor, veterinarian, or salesperson (or anyone else with a job in which communication is key) visit the class and explain how active listening is essential to their work.

Conclude by helping students summarise what they've heard.

# SPEAKING

3 LESSON

## AGENDA

- Starter
- The Latest Word Is...
- Power Check
- In Control
- Conclusion
- Student Assessment

### Objectives

Students will recognise the power of their words.

Students will recognise that people are responsible for what they say.

Students will evaluate and choose words to demonstrate their understanding of the relationship between their words and the consequences.

### Materials Needed

- One copy of the “Check Your Grip” activity sheet for each student (Part II)

## Starter *(2 minutes)*

Begin class today by writing the following equation on the board: “speaker + listener = communication.” Ask students if they recognize it. Confirm responses that point out that the class talked about this equation, and listening skills in particular, during the last lesson.

Circle the word “speaker” in the equation, and tell students that they’re going to focus on this part of the equation and its importance to communication. Leave the equation on the board for use at the end of the lesson.

## Part I The Latest Word Is... *(2 minutes)*

Purpose: Students recognise the power of their words.

**1. Students consider the power of a word.**

Tell students to imagine that they saw a shirt or heard a song they especially liked. Ask how they would describe this particular item to a friend. Get them to focus on a single word, such as “cool,” or another word or phrase that is currently popular among your students.

Then, focus on the power of this word by saying, “It matters what word you use. Everyone knows what this word means because everyone uses it to mean the same thing. Do you think people will ever use a different word for that intended meaning?”

**2. Students discuss the power of language.**

Ask students to describe what their choice of words might say about them.

Lead students to realise that what we say gives people an impression about us. Provide students with some examples other than “cool” (e.g., a common regional saying that people from other areas would find odd, a friend who commonly uses academic words). Explain to students that we have the power to affect what people think about us by using words carefully.

Point out that different words are appropriate in different settings. Explain that it is important to know how to use language that is appropriate for the situation. Explain to students that this lesson will help them learn to use words appropriately.

## Part II Power Check *(15 minutes)*

Purpose: Students recognise that people are responsible for what they say.

**1. Students listen to a story.**

Tell students that you are going to read a short story to them. Explain that they should listen carefully to what the characters say. Read the following story aloud:

> Anthony and Thomas are locking their bicycles one morning. They don't see Mike sitting on the grass nearby. Anthony says to Thomas, "You want to do something after school today?"
>
> "I sort of told Mike I'd do something with him," says Thomas.
>
> "Mike? He's such a jerk," says Anthony. "And he dresses like such a dork!"
>
> "Oh yeah?" says Thomas. "Well, I better be going. Bye!"
>
> Later that day, Anthony waves and runs up to talk to Mike. But Mike walks away, pretending not to see him.
>
> "What's wrong with him?" Anthony says loudly. "What a jerk!"

**2. Students discuss the story.**

Prompt a discussion about the story by asking questions such as the following:

- Why do you think Mike avoids Anthony? (Mike is angry at Anthony because he heard Anthony calling him names and putting him down earlier in the day.)
- Suppose you were there and saw what happened between Mike and Anthony. Would you side with Anthony? Why or why not?
- Who is responsible for what happened—Mike or Anthony? Why? (Students should recognize that Anthony is responsible because of what he said about Mike earlier in the day.)
- What were the consequences of Anthony's words in the beginning of the story? What about his words? (At first, only Thomas and Mike heard Anthony's comment, and it hurt Mike's feelings. Everyone heard Anthony's comment, and it could affect how they see Anthony or Mike.)
- Do you think Anthony realised the power of his words? Explain your answer.
- What about Thomas? How do you think he handled himself? (Thomas did not defend his friend.)
- What do you think would have happened if Thomas had defended Mike?

Conclude the discussion by saying, "You have the power to speak or not to speak. You have the power to choose what you say and to whom you speak, so be careful and think about the consequences of your words. You must take responsibility for them. Remember that the words that come out of your mouth are yours."

**3. Students respond to a personal inventory.**

Distribute copies of the "Check Your Grip" activity sheet. Assure students that they will not be asked to share any answers with the class, so they should respond to each statement honestly.

After students have finished, point out that people often forget how powerful their words can be and how they can affect others. Suggest that students keep this inventory and look at it occasionally as a reminder of the power that their words have.

## Part III In Control *(15 minutes)*

Purpose: Students evaluate and choose words to demonstrate their understanding of the relationship between words and consequences.

**1. Students consider what they have learned about verbal communication.**

Introduce this activity by reminding students of the story about Anthony, Thomas, and Mike. Remind them of the power that Anthony's words had: he used them to hurt Mike's feelings and make Mike look bad in front of others. Ask students to recall how Thomas chose to use his words. (Thomas didn't defend his friend.)

**2. Students apply what they have learned.**

Explain to students that they are going to rewrite the story. Ask students to take out a sheet of paper. Have them follow your directions carefully as they revise the story. Explain to students that the directions will be given one at a time, and that they will have an opportunity to write after each direction is given. Remind them to think about the possible consequences of the words they choose before deciding on a response.

Reread the story from Part II out loud. Give each set of directions below, one at a time. Allow students a minute or two to write their responses; then, ask students to share what they wrote. Discuss how the changes affect the rest of the story; then, go on to the next set of directions.

- Thomas tells Anthony that he is planning to do something with Mike after school. Write a different response from Anthony that won't cause any messes. ("Can I come? Let's talk to Mike." )
- Anthony calls Mike a jerk and says that he dresses like a dork. Write a response from Thomas that would also hurt Mike's feelings and maybe even end their friendship. ("Yeah, he is. Maybe I'll just ditch him after school." )
- Anthony calls Mike a jerk and says that he dresses like a dork. Write a response from Thomas that would let Anthony know that he is responsible for his words and that Thomas likes hanging out with Mike. ("He isn't. If you make nasty comments about Mike behind his back, I wonder what you say about me behind my back." )
- Mike walks away from Anthony, and Anthony calls him a name. Write a response that would have kept Anthony from making things worse. (Anthony could have said nothing. He also could have gone after Mike and asked him what was wrong. Anthony could have figured out that Mike overheard him talking to Thomas and apologized.)

## Conclusion *(3 minutes)*

Refer to the equation on the board, and ask students to identify who they think has the most power in this equation—the speaker or the listener. Elicit from students the following **key points** that were taught in this lesson:

- Words are very powerful, so use them wisely.
- You must take responsibility for your words because they belong to you.

## Student Assessment

1. Describe a situation in which you said something that you wished you could take back. Why did you want to take it back?
2. How does your use of words influence what others think about you?
3. Describe a situation in which the words someone uses have a negative effect. Then, rewrite the situation, making the person use words that have a positive effect.

# LESSON EXTENSIONS

## Using Quotations

“The difference between the right word and the almost right word is the difference between lightning and the lightning bug.”

Have students come up with other word pairs that are near misses and create illustrations of both the “right” and the “almost right” word.

## Addressing Multiple Learning Modes

Have students play password, a vocabulary game that requires teams with two players each. Give a “password” (printed on a card) to one member of each team. Have them take turns giving one-word clues to their partners. Each password is worth 10 points when it’s given out, decreasing one point as each clue is given. There are no penalties for guessing incorrectly.

Have students discuss how they had to be careful with their words in this game.

## Writing in Your Journal

Have students write about a time when someone else’s words hurt them.

## Additional Activity

Create a poster about the power of language to display in a Primary classroom. Students include an example of negative and positive choices that students can use in the playground based on what is circulating in the community at the time.

## Homework

Have students research countries in which freedom of speech is banned. They should identify the consequences for speaking freely in these countries.

Have students report their findings to the class. Explain that having freedom of speech means that we have the responsibility of choosing our words carefully.

## Using Technology

Create a Wordle using positive language choices.

# CHECK YOUR GRIP

**Check whether you agree or disagree with each statement below. Then follow the directions at the bottom of the page to rate how well you understand the power of your words.**

| | AGREE | DISAGREE |
|---|---|---|
| Hearing angry words first thing in the morning can ruin my day. | | |
| Words of praise always make me feel great! | | |
| I know I can upset someone by calling him or her a name. | | |
| Compliments usually embarrass me, but I like them anyway. | | |
| It's sometimes easier to blame someone else than to explain what really happened. | | |
| I hate how it feels when someone puts me down. | | |
| I know it hurts others when I put them down. | | |
| Sometimes I say things that I don't mean. | | |
| It's usually better to say hello than to pretend you don't see someone. | | |
| It's always better to say, "Excuse me," than to say, "Get out of my way." | | |
| I can use words to make someone smile. | | |
| I sometimes find it difficult to say what I mean. | | |
| I can be nice with words. | | |
| I can be mean with words. | | |
| TOTAL | | |

**Add the number of checks in the "Agree" column, and write the total at the bottom. Then match your score with one of the ratings below. Your rating will tell you how well you understand the power of words.**

11–14 = TOTALLY IN TOUCH
7–10 = PRETTY GOOD GRASP OF IT
4–6 = BARELY IN TOUCH
0–3 = DON'T HAVE A CLUE

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# BEING ASSERTIVE

4 LESSON

## AGENDA

- SESSION 1
  - Starter
  - The Split
  - Action/Reaction
- SESSION 2
  - Review
  - More Action/Reaction
  - Pass Me the Comics, Please
  - Conclusion
- Student Assessment

### Objectives

Students will develop definitions and examples of passive, aggressive, and assertive behaviors.

Students will learn how to use assertive behavior to communicate more effectively.

### Materials Needed

- Session 1: Two sheets of newspaper for each pair of students (Part I)
- Session 1: Three pages from a flip chart for students' writing (Part II)
- Session 1: Three dictionaries (Part II)

- Session 2: Three flip chart pages of notes from Session 1 (Part I)
- Session 2: One sheet of butchers paper for each student (Part I)
- Session 2: Sheet of butchers paper for each group of three - four students; colored pencils (Part III)

# SESSION 1

## Starter *(3 minutes)*

Read a book or a magazine as you enter your classroom. If you are already in the room as students arrive, read at your desk. Ignore all attempts by students to get your attention. Let your behaviour send the message that you are totally absorbed in your reading and that you do not want to be disturbed. When everyone is seated, ask:

- Did you all feel welcomed as you came into class today? Why or why not?
- What other messages did I send to you through my behaviour?
- Did anyone feel that I was being rude? Explain.

Tell students that over the next two class periods, they will explore how people communicate different messages through their behavior.

## Part I The Split *(15 minutes)*

Purpose: Students perform a task in order to conceptualise passive and aggressive behaviours.

**1. Students participate in an activity.**

Have students work in pairs to perform a simple task. Give each pair of students a sheet of newspaper; then, give the following directions:

- Each of you must hold one corner of the paper. Whether you hold corners on the same or on opposite sides of the paper is up to you and your partner.
- The paper represents a pizza. Since there are two of you, you must split the pizza between you.
- Each of you has the same goal—to tear off as much of the pizza as you can.

Tell students to begin.

**2. Students make observations about the activity.**

Prompt students to discuss the activity by asking questions such as the following:

- Raise your hand if you ended up with the larger piece. How did your partner feel about that?
- Raise your hand if you ended up with the smaller piece. How did your partner feel about that?
- What did you do during the activity to get the smaller or larger piece?

Call on students to explain what they did, encouraging them to demonstrate their actions.Afterward, suggest that it might be helpful if students repeated the task to refresh their memories.Tell them to think about what they are doing as they divide the paper this time.

**3. Students repeat the activity and observe it more closely.**

Distribute a second set of newspaper sheets to the same pairs of students and have them recreate their actions. Afterward, invite students to now tell how they got either the larger or the smaller pieces. If students have attempted to change the results this time, ask for a show of hands from those who were successful. Call on a few students who raised their hands to explain what they did to change the results.

Summarize the activity by pointing out that everyone uses different behaviours to achieve goals in different situations. Sometimes, these behaviours come out in actions or words.

## Part II Action/Reaction *(25 minutes)*

Purpose: Students work in groups to develop definitions and examples of passive, aggressive, and assertive behaviours.

**1. Students learn about different types of behaviour.**

Tell students that their behaviour can send different messages to people. These messages can, in turn, generate different reactions or responses. Explain to students that they are going to look at three different types of behaviour, the messages they send, and the responses they are likely to get. Write the words “Types of Behaviour” on the board. Tape three pages from a flip chart below this heading, and write at the tops of these pages the words “Passive,” “Aggressive,” and “Assertive.” (You will need to save these pages for use in the next session.) Ask students if they have heard these words before.

**2. Students work in groups to develop definitions and examples.**

Divide the class into three groups and assign each group one of the words. Make sure each group has either a dictionary or access to an online dictionary. Explain that the groups have two tasks:

- They must create a definition of their word that is meaningful to their group.
- They must also generate three or four examples of this kind of behaviour. They may use their experiences with the activity from Part I as examples.

You might wish to time this activity, allowing about 10 minutes for students to complete group work and about five minutes for each group to share their findings, as outlined on the next page.

**3. Students share and explore their definitions and examples.**

Ask groups to share their work with the whole class. Invite one group at a time to explain what its word means, write its word's definition in the appropriate column on the board, and give examples of the type of behaviour it is defining.

After each group has presented, encourage students to ask questions, clarify information, or add examples of their own. Lead students to recognise the following:

- "Passive" means "not active; only acted upon." Using soft or inaudible tones of voice, avoiding eye contact, slouching, and using other methods of acting or speaking that say "I can't," "I don't know," "I don't care," or "Don't look at me" are all characteristics of passive behaviour.
- Ask, "When someone uses passive behaviour around you or toward you, how do you react?"
- "Aggressive" means "ready to start fights or quarrels; very active or bold." Using loud or angry tones of voice, pushing into another person's personal space, using physical or verbal intimidation, and using other methods of acting or speaking that say "Look at me," "Listen to me," "Do it my way," or "Get out of my way" are all characteristics of aggressive behaviour.
- Ask, "When someone uses aggressive behaviour around you or toward you, how do you react?"
- "Assertive" means "clearly and positively; in a confident manner." Using calm and steady tones of voice, maintaining eye contact, keeping a straight posture, and using other methods of acting or speaking that say "I know who I am," "I know what I'm doing," "I'm interested in who you are," or "I respect you as a person" are all characteristics of assertive behaviour.
- Ask, "When someone uses assertive behaviour around you or toward you, how do you react?"

Encourage students to draw conclusions about each of the three types of behaviour. Ask them to identify which behaviour they think would send the most positive message and get the most positive response from others.

Summarise the discussion by stating that passive and aggressive behaviours are more likely than assertive behaviour to lead to negative consequences or reactions from others. In general, assertive behaviour is more effective.

Tell students that they will continue to work on assertive behaviour in the next session. Remember to save the three pages of definitions that are posted on your board for use in the next session.

# SESSION 2

## Part I Review *(8 minutes)*

Tape the three flip chart pages from the last period on the board, under the heading “Types of Behaviour.” Ask students to briefly recall what they did in the last class period.

Distribute pieces of drawing paper, and invite students to think about the three types of behaviour they learned about. Tell students to divide their papers into three parts and make drawings that express how each of these three behaviours “looks” or “feels” to them. Suggest that they use color, images, or words to express their interpretation of each behaviour.

Circulate among students as they work. When they have finished, make a few comments or observations of what you have seen. For example, you might say the following:

- The sections that represent passive behaviours are the least interesting.
- The sections that express aggression are the darkest and most off-putting.
- Those that represent assertive behaviour are the most inviting and appealing.

## Part II More Action/Reaction *(15 minutes)*

Purpose: Students learn how to use assertive behaviour to communicate more effectively.

**1. Students focus on assertive behaviour.**

Ask a student to describe the activity from Part I of Session 1. (Pairs of students divided a sheet of newspaper that represented a pizza.) Ask students to think about how the activity might work if both people involved in dividing the paper used assertive behaviour. Ask:

How might the people act? (They would appear confident, speak calmly to each other, use eye contact and good posture, and be respectful of their partner.)

How do you think the paper might be divided in the end? Why? (The paper would probably be divided fairly equally because the people involved would have negotiated equal shares, since each wanted as much as possible from the split.)

**2. Students identify ways to communicate assertively.**

Focus attention on the flip chart pages displayed on the board. Remind students that passive and aggressive behaviours are more likely than assertive behaviour to lead to negative consequences or reactions from others. Explain that assertive behaviour is the best way to communicate what you want. It is the most effective way to achieve your goals.

Invite students to compile a list of tips for being assertive. Have students write the suggestions in a list. Although your list will include specific actions and words, it should cover the following general ideas:

- Use words that show you are responsible for what you are saying.
- Be sure that your body language and your words are sending the same message.
- Say what you want or need clearly and calmly.
- Think about what the other person wants or needs.
- Use good listening skills and ask questions.

## Part III Pass Me the Comics, Please *(25 minutes)*

Purpose: Through the creation of comics, students identify and apply different types of behaviour.

**1. Students begin the activity.**

Divide students into groups of three or four. Ask students to name a few examples of single-frame comics. (Student responses may include *Family Circus* or *Marmaduke*.)

After groups have been formed, give the following directions:

- Each group will create three single-frame comics, one for each type of behaviour we discussed.
- Draw comics showing how different characters would deal with a problem passively, aggressively, and assertively.
- Each member of the group has an equal say in what will be drawn.
- Afterward, each group will display its comics around the classroom. Students will then walk around and identify the behaviour depicted in each comic.
- Before the period is over, each group will explain its comics.

**2. Students create their comics.**

Give groups about 15 minutes to plan and draw their comics. Suggest that they write notes as they develop each comic. They will use their notes to explain their comics to the class.

If students are in need of ideas, suggest that they review the information about the three types of behaviour displayed on the board. If students seem unable to focus or move along, suggest that they keep their comics simple and to the point.

**3. Students display their comics.**

Ask students to hang their comics on the wall closest to where they are sitting. Have them place a piece of paper by each comic.

After all of the comics are displayed, ask students to walk around the classroom and view the drawings. Instruct students to look at each comic carefully. They should then identify the type of behaviour depicted by the comic and write it on the paper.

**4. Students explain their comics.**

Use the remainder of the class period for groups to explain their comics to the class. Have groups retrieve the papers that they placed near each of their comics. Ask groups how many people were able to identify the behaviours depicted in their drawings. Have groups explain their comics to the rest of the class.

## Conclusion *(2 minutes)*

Ask students to explain why they are more likely to get a positive response from others when they use assertive behaviour as opposed to passive or aggressive behaviour. Ask students to describe passive and aggressive behaviours. Elicit from students the following **key points** that were taughtin this lesson:

- Assertive behaviour is the most effective way to achieve your goals.
- Be assertive by speaking clearly, calmly, confidently, and respectfully.
- Be assertive by sending the same message both verbally and nonverbally.
- Be assertive by using good listening skills.

## Student Assessment

### SESSION 1

1. Define “passive behaviour.” Give an example.
2. Define “aggressive behaviour.” Give an example.
3. Define “assertive behaviour.” Give an example.

### SESSION 2

1. List three ways you can demonstrate assertive behaviour.
2. Why will regularly demonstrating assertive behaviour, rather than passive or aggressive behaviour, make it easier to achieve your goals?
3. Describe a situation in your life in which you used either passive, aggressive, or assertive behaviour. Explain why you were or were not happy with the situation’s outcome and what you would do differently now.

# LESSON EXTENSIONS

## Using Quotations

"I refused to take no for an answer."

Ask students whether this is an example of aggressive or assertive behavior. Have them explain their thinking.

## Addressing Multiple Learning Modes

Have each student choose a person whose contribution has somehow changed their life (e.g., an artist, historical figure, scientist, friend). Have each student create an exhibit or performance that honors their chosen person's achievements.

Have each student write a brief biography that reveals assertive moments in their honoree's life.

## Writing in Your Journal

Have students write about a time when they achieved positive results by being direct and assertive. (If students haven't had much success in this area, have them write about how they could change an existing situation by using assertive behaviour.)

## Using Technology

Have students read the first two paragraph of the transcript of Julia Gillard's Misogyny speech. Students can watch along at this link https://www.youtube.com/watch?v=SOPsxpMzYw4

Have students discuss the role of assertive behaviour in delivering a speech.

## Homework

Have students write letters to a government representative regarding a social issue. Remind students to make their letters assertive in tone.

Have students work with a partner to critique each other's letters and ensure that the letters are assertive.

## Additional Activity

Students read key paragraphs from *'BECAUSE OF HER, WE CAN' National Aboriginal and Torres Strait Islander Women's Conference.* Students find powerful quotes. Design posters, centering these quotes celebrating Aboriginal voices.

https://humanrights.gov.au/about/news/speeches/because-her-we-can-national-aboriginal-and-torres-strait-islander-womens

# EXPRESSING OPINIONS CONSTRUCTIVELY

5 LESSON

## AGENDA

- Starter
- Why a Debate?
- How Will It Work?
- Express Yourself!
- Conclusion
- Student Assessment

### Objectives

Students will recognise that it is possible to communicate productively when disagreeing with others.

Students will participate in a debate, using effective communication skills to express and listen to opinions.

### Materials Needed

- A place to display the rules for the debate (Part II)

## Starter *(3 minutes)*

Begin by sharing with students the following joke about miscommunication. Use gestures and tone of voice to illustrate the story:

> Two students are riding home on the bus one day. Suddenly, one of them points out the window and exclaims, “Look at that dog with one eye!” The other student quickly covers one eye and says, “Where? I don’t see a dog!”

Point out that even when people are communicating well, sometimes misunderstandings can still occur. Say, “This doesn’t happen on purpose, and it isn’t done to mislead or hurt anyone. When misunderstandings happen, remember to laugh. Keep this advice in mind as we put our communication skills to the test today.”

## Part I Why a Debate? *(5 minutes)*

Purpose: Students recognise that it is possible to communicate productively when disagreeing with others.

**1. Students discuss the nature and purpose of a debate.**

Ask students to explain what a debate is. After a few responses, focus on important points by asking questions such as the following:

- Is an argument the same as a debate? (An argument is usually a private, informal discussion between two people about something personal. A debate is more formal in that it has rules and is usually a public event.)
- What is the purpose of a debate? (The purpose of a debate is to give or express reasons for and against something, and present both sides of an issue.)
- What debates have you heard or seen? Can you think of any examples of a debate? (Most students will probably cite candidates running for public office who have debated each other.)
- How would you describe the types of behaviour normally exhibited by participants in a debate? (Participants in a debate are mindful of the debate’s rules, respect differing opinions, and calmly explain their side of the issue.)

**2. Students consider the concept of friendly disagreements.**

Ask students if they think it is possible to communicate effectively even when they disagree with someone. Encourage students to explain their answers, prompting them to give reasons and cite examples.

Guide students to the understanding that assertive behaviours would allow them to communicate effectively in such situations. If necessary, remind them that passive and aggressive behaviourscan sometimes produce negative reactions in other people. Ask students to explain why.

## Part II How Will It Work? *(10 minutes)*

*Purpose*: Students choose a topic to debate and become familiar with rules for the debate.

**1. Students choose a topic.**

Explain that students are going to conduct a debate in class today. Point out that before the class can debate, they must decide on an issue to discuss.

Read the list of statements below one at a time, asking for a show of hands after each one from students who agree and disagree. Ask students to write each statement number on the board, along with the number of students who agree and disagree.

1. Students should not be required to wear uniforms to school.
2. Boys and girls should be allowed to try out for and play on any school sports team.
3. Students who fail classes should not be promoted to the next grade.
4. Schools and libraries should have tighter internet on computers used by young people.
5. Children should be allowed to see any movie they choose, including R-rated movies.
6. Animals should be left to live in their natural habitats, not kept in zoos or circuses.

Explain that the class will debate the topic that has the most even number of students agreeing and disagreeing.

**2. Students review rules for the debate.**

Explain that during the debate, students will need to communicate their thoughts and opinions in the most effective way possible. They will also need to listen carefully to the opinions of others in order to formulate a response. In order to do this, everyone must follow.

## Part III Express Yourself! *(30 minutes)*

Purpose: Students participate in a debate, using effective communication skills to express and listen to opinions.

**1. Students reflect on their experience.**

When the debate is finished, have students discuss their experience. Ask questions such as the following to prompt them:

- How was this debate different from disagreements you have in everyday life?
- What did you find difficult about the debate?
- What behaviours did you find most effective in communicating your opinion?
- What behaviours did you find most frustrating when listening to others?
- Did you change your mind about anything during the debate?
- Was it difficult to remember to use assertive behaviour during the debate? If so, why do you think it was difficult?

## Conclusion *(2 minutes)*

Ask students to explain the benefits of practicing assertive behaviour during disagreements. Ask students to describe effective communication skills. Elicit from students the following **key points** that were taught in this lesson:

- Effective communication skills are necessary when expressing your opinions.
- You can improve your communication skills by using them.

## Student Assessment

1. What are some things you can do to keep a friendly disagreement from becoming an argument?
2. In what ways was the controlled debate different from disagreements you have in your life?
3. What did you find frustrating about the debate? What did you find interesting or helpful?

# LESSON EXTENSIONS

## Using Quotations

“The real art of conversation is not only to say the right thing at the right place, but to leave unsaid the wrong thing at the tempting moment.”

Discuss how choosing words carefully is important to expressing opinions constructively.

## Civics and Citizenship

Have students find a current news article and identify the purpose, implicit/explicit bias and audience of the text.

## Writing in Your Journal

Explain that people often write down notes before important phone calls, especially if the topic is potentially stressful. Have students make notes for a conversation they’d like/need to have.

## Using Technology

Have students watch live Parliament and discuss the communication strategies observed. Take notes about the effectiveness of the communication presented.

## Homework

Have students collect “letters to the editor” from a news source that pertain to a single subject. Have them underline key phrases that give clues to each writer’s tone.

## Additional Activity

Watch an episode of your favourite TV show. Choose three characters, discuss their communication styles.

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# MAKING DECISIONS BIG & SMALL

1 LESSON

## AGENDA

- Starter
- Snap Decisions
- Influencing Decisions
- Dear Source
- Conclusion
- Student Assessment

### Objectives

Students will recognize that the importance of a decision is determined by its consequences.

Students will identify factors that influence the decisions they make.

Students will recognize and use their power to make decisions—even when the decisions are difficult.

## Starter *(3 minutes)*

Read aloud the following paragraph. Ask students to keep count of the decisions you made as you prepared to leave your house for school today:

> The alarm went off this morning and I pushed the snooze button (1). Ten minutes later, I got out of bed (2) and took a shower (3). Then I brushed my teeth (4). For breakfast, I had a glass of juice (5) and a bowl of cereal (6) with bananas (7). I put on these clothes (8) and my black shoes (9). But I changed my shoes (10) before I left the house because I wanted to wear a different pair instead.

Ask various students how many decisions they counted. If students disagree on the number, read the paragraph again, this time marking the count, one by one, as you read. Afterward, say, “It’s pretty amazing, isn’t it? I made at least 10 decisions before I left the house this morning. Some were small and I didn’t think about them much. Some were more important and took more thought. Today, we’re going to look at the types of decisions you make.”

## Part I Snap Decisions *(20 minutes)*

Purpose: Students begin to understand that the importance of a decision is determined by its consequences.

**1. Students participate in an activity in which they make snap decisions.**

Explain to students that they are going to play a game to prompt their thinking about how they make decisions. Tell them that you will toss a ball to a student while asking a question. The student must catch the ball, and then throw it back to you while answering the question.

Begin the game, asking questions that increase in difficulty like the ones below. If students hesitate in tossing the ball back to you, urge them to return it quickly with their answer. Keep the game moving, even if students don’t completely answer the questions.

- On which wrist would you wear a watch or a bracelet?
- What will you do after school today?
- If you were going to see a movie tonight, what movie would you see?
- You have to finish reading a book by next Monday. When will you do it?
- If you found money, would you keep it and not tell anyone, or would you try to find out who dropped it?

**2. Students evaluate their decisions.**

To prompt a discussion about the varying degrees of difficulty in making decisions, ask students if it seemed harder to answer some questions than others. Have them identify which questions seemed easy (the first two), which seemed more difficult (the middle two), and which seemed the most difficult (the last two). Challenge them to explain why.

**3. Students examine the importance of consequences.**

Through discussion, guide students to realise that some decisions are fairly easy to make because they involve personal preferences and have no real consequences. These types of decisions are not worth worrying about.

Write the word “consequences” on the board, and ask students to explain what this word means to them. (Students should respond: the result or outcome of an action; what happens because of something else.)

Have students consider why some decisions might be more difficult to make than others. Offer students an example to prompt their thinking. Say, “Imagine that you go to after-school tutoring to improve your results. What might be the consequences of not attending this tutoring?” (Students might respond: poor responses, more time to spend at home or with friends, no improvement in subject.)

Explain that most decisions have both positive and negative consequences. This is why some decisions are more difficult than others.

Next, ask students to consider why some decisions might be very difficult to make. Ask them what they would do if they found money. Affirm responses that point out that this decision could have many complicated consequences and require more time to be thought through. Assure students that they will talk more about consequences in later lessons.

Close the discussion by reminding students that they make many, many decisions every day. Point out that it’s important to think about how we make some of those decisions. Tell students that in addition to looking at the consequences of the decisions we make, we also need to look at other factors that influence our decisions.

## Part II Influencing Decisions *(10 minutes)*

Purpose: Students identify factors that influence the decisions they make.

**1. Students brainstorm a list of factors that influence their decisions.**

Have the class brainstorm a list of factors that can influence, or affect, the decisions they make every day. (Students might respond: parents, friends, school, laws, television, etc.) Write student responses on the board.

**2. Students recall that they have the power to make decisions.**

Write the following sentence on the board: “Personal power lies in the choices you make.” Ask students if they recall this key point from “Lesson 6: Developing Personal Power” of Confidence Building. Have them identify who is responsible for the choices they make. Lead them to recognize that though many factors may influence them, they have the power to make their decisions. Conclude by making the following points:

- The important thing is to understand why you make the decisions you make, so that you can be sure to make the ones you want.
- When making decisions, remember to think about your goals, values, strengths, skills, likes, and dislikes.

## Part III Dear Source *(15 minutes)*

Purpose: In giving advice to others, students recognise that they always have the power to make decisions—even when the decisions are difficult.

**1. Students write about a difficult decision.**

Tell students to think about a tough decision they must make, one they have already made, or one that someone they know must make. Explain that they will write an anonymous letter asking for advice to a fictitious newspaper columnist called “the Source.” Tell students to sign their letters, but not with their real names.

Give students time to write their letters. If students need prompting, you might give a few examples such as the following:

- Your science results are low, but you really want to be a doctor.
- You want to join a certain sports team or after-school activity, but none of your friends are on the team and everyone hangs out together at the same time that practice is held.
- Your friends, whom you want to impress, are planning to draw graffiti on a wall at the park near your house. They want you to help.
- One of your parents must make a decision about a new job. It could mean that your family would have to move to a different state.

**2. Students offer advice about making decisions.**

Collect all of the letters, row by row; then, redistribute them so that students will not get their own letters. Tell students to read the letters and, as “the Source,” to write a response on the back of the paper. Encourage students to give reasons for their advice.

**3. Students share letters and replies with the class.**

Invite as many students as possible to read aloud their own letters and responses for the remainder of the class session. Ask questions, make observations, or invite responses from others in the class as appropriate.

## Conclusion *(2 minutes)*

Ask students if it is easier to make decisions for others or for themselves. Lead them to recognize that it is often easier to make decisions for others than for themselves. Elicit from students the following key points that were taught in this lesson:

- The importance of a decision is determined by its consequences.
- Many factors may influence your decisions, but you are the one who makes them.
- You have the power to make decisions, so make ones that are right for you.

## Student Assessment

1. Keep a list of all the decisions you make from the time you leave school until you go to bed.
2. Explain the difference between a small decision and a big decision. Why is it important to give more thought to a big decision?
3. Give an example of a big decision you have made. Explain why you made this decision, what its consequences were, and what you would or would not choose to do differently if you had the chance.

# LESSON EXTENSIONS

## Using Quotations

“A man’s judgment is best when he can forget himself and any reputation he may have acquired and can concentrate wholly on making the right decisions.”

Have students give examples of how the desire to protect their reputation can influence the decisions they make.

## Addressing Multiple Learning Modes

Have students choose children’s picture books in which a main character has to make a choice.

Have students read the books they chose to the class, a younger sibling, or a student from a lower grade. Discuss what made the characters act as they did.

## Writing in Your Journal

Have students write about a decision they are proud (or not proud) of. Have them describe how they made the decision, whether making the decision was difficult, and what consequences it had. Tell students that they will share their work.

## Additional Activity

Students explore three TedTalks with the theme of Making Decisions. Write notes on - What common themes or insights did you identify with? How could you apply the principles or tips shared by the speakers to enhance you own decision making process. Share your thoughts with a small group. Listen to their views, ask open ended questions to achieve deeper conversations.

## Homework

Have students keep a list of all the decisions they make during the day. (Tell them they can stop at 50 if they get tired.) When they are finished, students should rank the consequences of each decision ona scale of one to three, with one indicating an unimportant consequence.

## Additional Activity

Students watch an episode of their favourite TV show. Choose 2 characters. Identify one positive decision each character made and elaborate on why it was the correct choice.

# GATHERING INFORMATION

2 LESSON

## AGENDA

- Any Takers?
- A Job Offer
- Mystery Interview
- Conclusion
- Student Assessment

### Objectives

Students will recognise that gathering information is an important part of the decision making process.

Students will recognise that asking relevant questions and actively listening to answers are effective ways to gather information.

Students will practice asking relevant questions in order to gather information and make informed decisions.

### Materials Needed

- A paper grocery bag or cloth sack (Part I)
- One copy of the “Mystery Person #1” and “Mystery Person #2” activity sheets for each pair of students (Part III)

## Part I Any Takers? *(10 minutes)*

Purpose: Students recognise that gathering information is an important part of the decision making process.

**1. Students recognise that gathering information can change their decisions.**

To illustrate how facts and information can change decisions, present students with the following scenario. Explain that if students wish to respond yes to a question, they should stand. If they wish to respond no, they should sit.

- If I offer you $1,000 to go on a shopping spree, will any of you take it?
- There's one thing you should know: you will only be able to spend this money in certain stores. Will you still take it?
- If you take the money, you'll be required to spend half on yourself and half on someone else. Will you still accept it?
- Here are two more conditions: If you take the $1,000, you'll have to spend it by the end of the week. You'll also have to spend it on something that will last longer than one year, like a smartphone, 4K TV, laptop, or video game system. How many of you will still take the money?

Take a tally of the number of students who are standing. Tell students to remain standing, and ask two or three students to briefly explain why they would keep the money despite all the conditions you stipulated. When they have finished their explanations, read the last requirement:

- There's one very important thing I forgot to mention! If you take the $1,000, you'll have to pay me $3,000 by the end of the week. Do you still want the money?

**2. Students explain the reasons for their decisions.**

Invite students who stood and then sat down to explain why they changed their minds. Elicit responses acknowledging that the deal you offered did not actually benefit them in the end because it resulted in students owing you more money than you gave them. Ask students for suggestions on what they could have done to find this out earlier (e.g., asking if there was a catch).

Explain to students that it's very important for them to make sure that they have as much information as possible before making a decision. Assure students that getting information isn't a difficult thing to do; they just need to take the time to ask the right questions.

## Part II A Job Offer *(20 minutes)*

Purpose: Students recognise that asking relevant questions and actively listening to answers is an effective way to gather information.

**1. Students form small groups and listen to directions.**

Divide the class into groups of four or five students, and ask each group to send a student to the front of the room. Explain that the students are to imagine that they have been offered a job, and that they must decide whether to accept it. Ask the students to leave the room for a few minutes. Tell them to think about any questions they may have about the job while they are waiting. Suggest that, in order to determine which questions to ask, they think about what is most important to them (e.g., what they value, what they would like to get out of a job).

While the students are out of the room, explain to the groups that they will be answering questions about the job. Have students write this information for their responses:

- The hours are from 3:00 pm to 4:00 pm, Monday through Friday.
- The job is working as an assistant in the school office.
- An assistant photo copies, changes bulletin boards, and cleans and sets up classrooms.
- The supervisor is very strict but fair.
- Assistants must wear a High-vis vest while working.
- The pay is $8 an hour.

**2. Students ask questions to gather information.**

Have students come back into the room and join their groups. Explain that the students may ask five questions about the job they have been offered. They are to ask one question at a time to each group member. Their goal is to find out as much information about the job as possible.

Tell the groups that they are only to respond to questions and give only the information that is requested. If a student says, “Tell me about this job,” the response should be, “I can only answer a question.” If a student asks a yes or no question (such as, “Is it a good job?”), the response can be either yes or no—nothing more.

Before the groups begin working, remind them that only five questions can be asked and answered.

**3. Students identify effective questions.**

When the class has finished, invite students to report whether they decided to accept the job and explain their decision. Then, read aloud all of the details from the job description. Prompt students to evaluate the effectiveness of the questions they posed to their groups by asking questions such as the following:

- How many of the details were you able to find out?
- Were you missing information that was important to you? If so, what?
- What kinds of questions did you ask?
- What kinds of questions should you have asked?

Encourage students to give examples of questions that were successful in gathering the necessary information. Through questions and comments, guide students to recognise that using who, what, where, when, why, and how questions is very effective when gathering information and details.

Point out to students that sometimes just asking questions may not get them all the information they need. When this happens, they may need to use other methods of research. Remind them that if the decision is important to them, they should take the time to gather information. Explain that they will feel much more confident about making decisions when they know they are making informed decisions.

## Part III Mystery Interview *(15 minutes)*

Purpose: Students practice asking relevant questions in order to gather information and make an informed decision.

**1. Students practice using their information-gathering skills in interviews.**

Have students work with partners to conduct interviews. Give one student in each pair a copy of the “Mystery Person #1” activity sheet, and the other a copy of the “Mystery Person #2” activity sheet. Caution students to keep the details of their identities secret until their interviews.

Explain that students are to take turns interviewing their partners for an article in the school year book about new students. Then, give the following directions:

- As an interviewer, you have five minutes to ask questions. Your purpose is to find out as much as you possibly can about the mystery person in the interview. Remember to ask who, what, where, when, why, and how questions and to take good notes.
- As a mystery person, you have recently transferred to this school. Remember to listen carefully to the questions. If you are asked a question that isn’t answered on your activity sheet, make up an answer that fits your character.

**2. Students make an informed decision.**

When 10 minutes have passed, ask students to suppose that their soccer team needs another member who knows the game and who could be a key player. Ask them if they would invite the person they interviewed to meet the coach and try out for the spot.

Allow a few seconds for students to make a decision; then, call on students to share their decisions and the reasons for them with the class. (Mystery Person #2 has played soccer since the age of four and is probably an excellent player. Mystery Person #1 is probably not interested in soccer because it is not listed as an interest or hobby on the activity sheet.)

## Conclusion *(2 minutes)*

Ask students to summarise what they learned about asking effective questions to gather information. Elicit from students the following **key points** that were taught in this lesson:

- Before making decisions, take the time to get the information you need.
- Asking the right questions and listening to the answers is an effective way to get information.
- Informed decisions are always the best decisions.

## Student Assessment

1. In what ways is gathering information an important part of the decision making process?
2. List three things you can do to gather information.

# LESSON EXTENSIONS

## Using Quotations

“It’s better to be boldly decisive and risk being wrong than to agonize at length and be right too late.”

Ask, “Do you agree or disagree with this statement?” Have students write a paragraph supporting their choice, and hold a mini debate on the subject.

## Math Connection

Watch WooTube Eddie Woo and practise a new math strategy.

## Writing in Your Journal

Have students interview adults they know about important decisions they have made. Remind students to use who, what, when, where, why, and how questions.

## Using Technology

Students play Celebrity Heads or Guess Who.

## Homework

Have the class plan and conduct a poll on factors that influence people’s decisions about what music to buy. (Possible answers might include streaming sites, radio, movie soundtracks, reviews, recommendations, in-store play, price, etc.)

Tally the results in class, and have students create bar graphs to chart the results.

## Additional Activity

Have each student find a news article and list the details that correspond to the following questions: Who? What? When? Where? Why? How? Students should also list how the article is relevant to their lives.

As a class, discuss the details of the articles and how asking the questions helped students discover the articles' relevance and what they were about.

# MYSTERY PERSON #1

**MIKA LEE**

- You were born in Fiji.
- Your birthday is October 2.
- You have no middle name.
- You moved to Australia with your family last year.
- You have one sister and one brother.
- Your sister is older than you, and your brother is younger.
- Most of your relatives live in Australia, but you have an aunt, uncle, and cousins who live in New Zealand.
- Your family has two pets: a dog named Mister and a cat named Spike.
- You speak Fijian as well as English.
- Your favourite foods are spaghetti, fish, and ice cream.
- Your favourite color is orange.
- Your favourite sport is basketball.
- You like to play video games, swim, and ride your bike.
- You would like to be a veterinarian someday.
- You would also like to be a professional basketballer.
- You would like to travel around the world someday.

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# MYSTERY PERSON #2

**JERRY SOLO**

- You were born in Cordoba.
- Your birthday is February 28.
- Your middle name is Rawson, which is your mother's maiden name.
- You are an Australian citizen, but you were born in Argentina. Your family moved back to Australia when you were four years old.
- Your family moved here on account of your father's new job.
- You have one sister.
- Your sister is younger than you.
- Your grandparents and most of your other relatives live near you.
- Your family has no pets.
- You speak English.
- Your favourite foods are burritos, pizza, and steak.
- Your favourite color is purple.
- Your favourite sport is soccer—you have played it since the age of four.
- You also like to play basketball, and you are learning to swim.
- You love to read adventure and mystery stories, go to movies, and cook.
- You would like to be a pilot someday.
- You would also like to be an actor or a chef.

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# IDENTIFYING OPTIONS

3 LESSON

## AGENDA

- Starter
- To Go or Not to Go?
- Many Possibilities
- Finding Options / Guest Speaker
- Conclusion
- Student Assessment

### Objectives

Students will recognise that identifying options is an important part of the decision making process.

Students will explore the benefits of considering multiple options.

Students will generate a list of options in response to a given situation.

Students will practice listening to information and identifying options that are available to them.

### Materials Needed

- A guest speaker who will spend 10 to 15 minutes talking to students about options they might wish to consider when making decisions appropriate to their lives. (Consider topics that are currently issues in your school. For example, you might invite a guidance officer to address handling personal problems; an administrator to address dealing with school rules; a police officer to address issues of personal health, safety, or the use of drugs, alcohol, or tobacco.) (Part

III)

## Starter *(3 minutes)*

Write the words “options,” “choices,” and “alternatives” on the board. Prompt students to begin thinking about the concept of options by asking, “What do these three words have in common?”

Lead students to understand that these three words are synonyms and that they all mean “opportunities to pick what is wanted.” Tell students that they’re going to determine how important options can be when making decisions. (Leave the three words on the board for use in Part II.)

## Part I To Go or Not to Go? *(10 minutes)*

Purpose: Students recognise that identifying options is an important part of the decision making process.

**1. Students listen to a story.**

Ask students to listen as you read the following story aloud:

> Mike is at his father’s house today. He discovers that he has left his hair gel at his mother’s house. He’s upset with himself for forgetting it, since he made plans to go to the school play tonight and doesn’t want to go with bad hair. He fumes about it for a while, and finally decides not to go to the play.

**2. Students identify and discuss options.**

Begin a discussion about the story by asking students if they can understand or sympathise with Mike’s dilemma. Allow some discussion without making any comments other than to encourage students to explain their opinions. Then, focus the discussion on how Mike came to make his decision by asking questions such as the following:

- Why was Mike upset?
- What did Mike decide to do? Why?
- What choices did Mike think he had? (He thought he had only two choices: go to the play with bad hair or stay at home.)
- What else could Mike have done? (He could have borrowed some gel from someone at home or from a friend. He could have asked his father to drive him to the store to buy some gel. He could have asked his mother if she could bring the gel to him. If his mother lived nearby, he could have gone back to her house and picked up the gel.)

Point out that Mike had more choices than he thought he had. Make the observation that Mike did not take the time to consider all of his options before he made his decision to stay home; if Mike had given his situation a little more thought, he might have made a different decision.

**3. Students are reminded of their personal power.**

Circle the words you wrote on the board at the beginning of the class. Then, draw an arrow from the circle and write the words “personal power” after it. Tell students that each time they review options or choices before making an important decision, they are exercising personal power.

## Part II Many Possibilities *(15 minutes)*

Purpose: Students consider multiple options, and then generate a list of options in response to a situation.

**1. Students analyse information and identify decision makers.**

Challenge students to consider a scenario in which someone makes a decision. Remind them to listen carefully and to think about how the decision was made. Then, read the following story out loud:

> Lara and Alec are friends and are working together on a project. They get into a fight because Lara thinks she’s doing all of the work. Lara criticises Alec, and they stop speaking to each other. The project is finished, but the friendship is broken.

To guide students in analysing the information they heard, ask questions such as the following. If students disagree about a point, reread the paragraph aloud.

- Who made a decision in this story?
- What was the decision? (Lara made a decision to criticise Alec. If some students argue that Alec made a decision not to help on the project, point out that the information tells us only that Lara “thinks she’s doing all of the work,” and we don’t really know for sure if Alec is not helping or doing his share.)
- What was the consequence, or result, of the decision? (The friendship is broken.)

**2. Students brainstorm lists of options.**

Organise the class into groups of three or four students. Explain that students will work in groups to list options that Lara could have considered that wouldn’t have resulted in her losing a friend. Remind the class that this is brainstorming, so students should try to think of as many options as they can. Explain that no response is wrong; they are to list the first options that come to mind.

When most groups have finished, have members of each group read one of the options they listed. Summarise the response, and write it on the board. Continue having groups read the options they listed until students feel that they have explored every possibility.

**3. Students review options and select the best ones.**

Guide the class to review the complete list of options and identify two or three that Lara could have done that would not have resulted in her losing a friend. Suggest that students focus on options that seem most reasonable and realistic to them—options that they would consider doing if they were in the same situation.

Point out that like Mike and Lara in the two scenarios they discussed, students will find that some options will come to them quickly and easily. Remind them to avoid making decisions based only on the obvious options, because there are usually other options available. Tell students to always take a minute or two to think beyond the obvious options before making a decision.

Explain that if they just can't seem to think of any options, they should talk to someone; sometimes it helps to get more information or another point of view.

## Part III Finding Options / Guest Speaker *(20 minutes)*

Purpose: Students listen to information and learn about options that are available to them.

**1. Prepare the guest speaker.**

Prior to class, explain to the speaker what students will be doing in this lesson. Be sure that the speaker understands the purpose of their visit and the time limit. Have the guest decide whether to entertain questions and comments during or after the presentation, and ask that they tell students about this preference. Suggest that the guest give some personal information and background before getting into the body of the presentation.

**2. Students listen to the presentation.**

Introduce the speaker to the class. Remind students to listen actively. Encourage them to take notes about what they learn or to write down questions they may wish to ask.

**3. Students respond to what they have heard.**

If time permits, invite students to share their thoughts about what they have heard. To prompt the discussion, ask students to comment about any options they now know about that they had never considered before, options they learned about that they think are unrealistic, or any of their own ideas or suggestions that were generated by the speaker's presentation.

If you do not have time for this discussion during class, you may want to have students write a review of the speaker's presentation as homework.

## Conclusion *(2 minutes)*

Ask students to describe what they can do when they need to identify options. Ask them to explain how identifying their options will affect their confidence about the decisions they make. Elicit from students the following **key points** that were taught in this lesson:

- Ultimately, decisions are always yours to make.
- Before making decisions, especially important ones, take the time to think of as many options as possible.
- If you need more information or help, ask for it.

## Student Assessment

1. Why should you consider several options before making a decision?
2. When you are faced with a decision, what can you do to determine your different options?
3. Describe a situation in your life in which you made a decision without considering all of your options. Looking back, what other options were available? If you had seen these other options at the time, would your decision have been different? Why or why not?

# LESSON EXTENSIONS

## Using Quotations

"When a person acts without knowledge of what he thinks, feels, needs, or wants, he does not yet have the option of choosing to act differently."

As a class, discuss the meaning of this quote.

## Math Connection

Design a town/city on Minecraft and justify your choices.

## Writing in Your Journal

Track your emotions 3 times a day for 3 days. Note any actions that you made. Did you notice any correlations between emotions and decisions or actions?

## Using Technology

Research apprenticeship, TAFE, or University opportunities based on careers you find fascinating.

## Homework

Have students watch their favourite TV show. Have them write a paragraph about a decision the show's main character faced, whether the character considered all of their options, and what the character could have done differently.

Discuss students' work as a class.

## Additional Activity

Plan a two day holiday. List all the decisions required to plan an itinerary for your holiday.

# WEIGHING OPTIONS AND CONSEQUENCES

4 LESSON

## AGENDA

- Starter
- Have Two Tickets
- Make It Easy
- + or -
- Conclusion
- Student Assessment

### Objectives

Students will recognise that weighing options and consequences is an important part of the decision making process.

Students will practice using a simple method that will help them organise and think about options and consequences.

Students will evaluate pros and cons in order to weigh options and consequences before making a decision.

### Materials Needed

- One copy of “The Friends” activity sheet for each student (Part I)
- Two copies of the “Make It Easy” activity sheet for each student (Part II and Conclusion)

## Starter *(3 minutes)*

Write this sentence on the board: “Look before you leap.” Ask if anyone has heard this proverb before.

Tell students that they will explore another step of the decision making process: weighing options and consequences.

## Part I Have Two Tickets *(15 minutes)*

*Purpose*: Students recognise that weighing options and consequences is an important part of the decision making process.

**1. Students prepare for the activity.**

Divide the class into groups of three to five students. Try to mix personalities and friendships within the groups. Then, give the following information:

> Imagine that you and four other people not in this class have been a tight group of friends since grade three. All of you do everything together. You have been waiting for a certain concert for months. When tickets go on sale, each person tries to get as many tickets as possible. None of you are successful, but I am able to get a ticket for each person in the class, plus a few extras. I will give each group two extra tickets and you must decide which two of the four friends not in this class will go to the concert. The decision is up to the group.

**2. Students make group decisions.**

Distribute copies of “The Friends” activity sheet to each group. Tell students that they have five minutes to discuss the list of candidates and make their decisions. Remind students that group members have equal votes, so they must make decisions based on the majority opinion.

**3. Students review their decision making process.**

As students share their group’s decisions, ask them to describe exactly how they reached decisions about whom to include. Direct students to focus on the fact that in order to make their decisions, they considered positive and negative information about each candidate, along with the long-term consequences of that information.

Point out to students that they have just completed a very important step in the decision making process—they weighed options and consequences. Tell students that whether they realise it or not, they do this with every decision they make. In order to become better decision makers, it is important to become aware of how they think through this step.

## Part II Make It Easy *(10 minutes)*

Purpose: Students learn how to use a simple method that will help them organise and think about options and consequences.

**1. Students consider a hypothetical situation.**

Tell students that they are going to imagine another situation in which they will think through options and consequences. Then, read the following paragraph out loud:

> A few of your friends are choosing to miss school tomorrow. They want to take the bus to the city and hang out. One of your friends won't go if you won't go. If you go, you will also miss an after-school activity. If you miss any meetings, practices, or games, you will have to give up the activity. What will you do? Will you skip school tomorrow?

**2. Students make a list of options and consequences.**

Distribute one copy of the "Make It Easy" activity sheet to each student. Explain that this activity sheet will help students organise their thoughts and help them make a decision.

Review the chart and explain that students are to do the following:

- Fill in the decision question to be answered at the top of the chart. (For this exercise, the question is, "Will I miss school tomorrow?")
- List their options in the first column. In this case, students have only two options to consider: yes or no. They do not need to fill in every row.
- List the consequences of each option in the second column.

Tell students that they will discuss the last column a little later. Remind students to think through all the possible consequences of each option, and think about how each option will affect other people. They should also think about long-term effects—a decision may feel good now, but worse later.

## Part III + or - *(20 minutes)*

Purpose: Students evaluate pros and cons in order to weigh options and consequences before making a decision.

**1. Students assign pros and cons.**

Write plus and minus symbols on the board, and explain that these symbols are sometimes used to represent pros and cons. Ask a student to explain what pros and cons are. (Pros are positive characteristics or reasons for something. Cons are negative characteristics or reasons against something.)

Students should now consider each consequence listed on their chart. If the consequence is something positive, or something that they want to happen, students should mark a plus after it in the last column of the chart. If it is something negative, or something that they do not want to happen, they should mark a minus in the last column. Suggest that if a consequence is especially good or bad, students can make a double plus or a double minus symbol after it.

When students have finished, ask them to add up the pluses and minuses for each option, and write the totals in each option box.

**2. Students reflect on the pros and cons.**

Ask students to share the consequences they wrote for each option and the evaluation symbols they assigned to those consequences. Write student responses on the board. The list for option 1 (miss school) might include the following:

- Make friends happy +
- Have fun +
- Get detention –
- Miss test +
- Have to make up test –
- Get behind in class work –
- Miss assignments –
- Anger parents –
- Get grounded –
- Miss out on extra-curricular activity –
- Anger others in activity group–

The list for option 2 (don’t miss school) might include these consequences:

- Disappoint friends –
- Friends might call me names or put me down –
- Be where I'm supposed to be +
- Avoid trouble at school +
- Avoid trouble with parents +
- Avoid trouble with coach +
- Keep up with schoolwork +

**3. Students evaluate pros and cons.**

Have students add up the number of plus and minus signs by each option, and write the totals on the board. It is important that you stay one step ahead of students. If it seems as though option 1 (miss school) is going to have fewer negative consequences, present additional consequences of missing school that you know will be negative for students. Have students identify the option with the most positive consequences and the least negative ones. (Students should say option 2.)

Point out that option 1 has the most negative consequences and the fewest positive ones. Ask students to draw a conclusion about which option seems to be the most logical choice. (Students should say option 2.) Ask them to explain why it is more logical.

**4. Students take responsibility for their decision.**

Explain to students that, in the end, each of them must make the decision for him- or herself. They have considered and weighed the options and their consequences, but there is still one thing they must do: decide.

Give students time to review the information on their own charts and to make a decision. Tell them to write their decision at the bottom of the chart. Remind them that the decision belongs to each individual student and that they alone are responsible for it.

## Conclusion *(2 minutes)*

Ask students to describe techniques they can use to help them make good decisions. Distribute the remaining copies of the "Make It Easy" activity sheet, and suggest that students use the sheet the next time they have a decision to make. Ask students to explain how using these steps will help them to make better decisions in less time. Elicit from students the following **key points** that were taught in this lesson:

- It is important to think through and weigh options and consequences before making decisions.
- You can do this by listing options and their consequences, and then evaluating the pros and cons of each option.
- You alone are responsible for the decisions you make.

## Student Assessment

1. In the decision making process, what does it mean to weigh options and consequences?
2. How can a pro/con list help you make a decision?

# LESSON EXTENSIONS

## Using Quotations

"Once a decision was made, I did not worry about it afterward."

Have students tell whether they think this is a good philosophy.

## Addressing Multiple Learning Modes

Students independently brainstorm 3 decisions they may encounter in the next year. Use the "Make It Easy" worksheet to weigh up decisions.

## Writing in Your Journal

Have students fold a page of their journals down the middle, labeling the left column "To Buy" and the right column "Not to Buy." Have them list reasons for and reasons against buying the latest phone in the columns. Then have them evaluate each reason with a + or –, make a decision, and then write a sentence explaining their decision.

## Using Technology

Show the class a movie, television show, or documentary about heroes from history.

Divide students into small groups, and have them identify the different options available to the heroes and list the positive and negative outcomes of each option. Have students discuss how the heroes shown decided what to do.

## Homework

Have students interview adults about decisions they have made in the past. They should ask the adults if they would have made different decisions had they examined their various options and consequences.

## Additional Activity

Compile a list of people who you could seek advice from and discuss important decisions with.

# THE FRIENDS

- For as long as you can remember, this friend has been to your birthday parties. He is always there to listen when someone needs a friend. He is the only one in your group of friends who has never been to a concert, and he doesn't really enjoy music. He wants to go to this concert because he doesn't want to miss out on any fun.

- This friend is a great storyteller and tells hilarious jokes. This is her favourite band, and she has been talking about the concert for months. She is always fun to be with, but she shoplifts every time you go somewhere. Part of the reason she can't wait to go to the concert is because she is excited about the items she will steal from vendors there.

- This friend is very responsible, and everybody's parents love her. If she goes to the concert, you can all stay out later. Parents feel that if this friend goes to the concert, you will all be safe. She is also somewhat of an outsider; she isn't always fun to be with. Lately, she has been spending less time with the group.

- This friend has the most money in the group, and always spends it on his friends. You know that if he goes to the concert, he will buy you souvenirs and food. This friend also has an early curfew. If he goes to the concert, you can't attend the after-party.

**FINAL ANNOUNCEMENT**

These two people will go to the concert:

1.

2.

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# MAKE IT EASY

| **Question:** | | |
|---|---|---|
| **OPTIONS** | **CONSEQUENCES** | **+ or –** |
| **1.** | | |
| **2.** | | |
| **3.** | | |
| **4.** | | |
| **Decision:** | | |

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# AGAINST ALL ODDS

**Liberty Franklin leads the Boys & Girls Clubs as its Youth of the Year.**

When she was younger, Liberty Franklin would come home after school to a dark apartment and find her alcoholic mother sobbing. She never met her father and lost her only picture of him. Her older brothers were in and out of jail, and her older sister was a drug addict.

Liberty, now 17, grew up with a lot of pain. But she didn't let it bring her down. "I weighed things out," she says. "I decided I wanted a better future for myself."

How did she pursue this? In sixth grade, when her friends began drinking, Liberty began going to the local Boys & Girls Clubs for help with her homework. There, she says, "the staff members took me under their wing. At the club, I was able to get away from the drug peddling and violent gangs on the street and the negative things in my family."

**"At the club, I was able to get away from the drug peddling and the violent gangs."**

At the club, she tutored children and helped organize events like Breakfast With Santa and a back-to-school clothing drive. She also joined a leadership group for girls, where they talked about things "like peer pressure and family life," Liberty says. She gained confidence, enough to speak honestly to her mother and persuade her to stop drinking. "Now she's in her third year of sobriety," Liberty says proudly.

Liberty also began taking more responsibility at home. To help out financially, she worked as a bank teller and fast-food cashier even as she kept up with her schoolwork.

Now a senior at Everett High School, she's ranked as one of the top students in her class. This spring she will be the first one in her family to graduate from high school.

For her leadership and academic efforts, in September Liberty was named the Boys & Girls Clubs' National Youth of the Year and was given a $10,000 scholarship.

As the representative of 3 million club members, she has met the President and will travel around the country to discuss important youth issues with business and government leaders.

Liberty says her goal is to help boys and girls overcome obstacles such as poverty, crime and family problems.

"All I've done is to avoid the cycles of negativity. Little did I know I was leading my life by example," she says. "Now I'm proving to my peers that they can do it, too."

—Nancy Vittorino

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# MAKING A CHOICE

5 LESSON

## AGENDA

- Starter
- The Five Steps
- What's Best for All?
- What's Best for Me?
- Conclusion
- Student Assessment

### Objectives

Students will recognise that decision making is a process.

Students will collaborate with each other to make a decision about their school.

Students will demonstrate the decision making process and make a personal decision.

### Materials Needed

- Butchers paper (Part I)
- One copy of the “Make It Easy” activity sheet for each student (Part II)

## Starter *(3 minutes)*

Students pair up and play Charades. Students have 2 minutes to get as many correct responses as possible. Tell students that today they will continue building their confidence and strengthening their skills by making more decisions.

## Part I The Five Steps *(10 minutes)*

Purpose: Through a review of the steps used to make decisions, students recognise that decision making is a process.

**1. Students review the process of decision making.**

Guide students in conducting their own review of what they have learned about decision making. Prompt students by suggesting that they do the following:

Think about what they would say if they were going to teach someone who is not in this class how to make a decision.

Look through the activity sheets in their folders to help them recall what they have done in previous sessions.

**2. Students outline what they have learned.**

Through questions, comments, and a few revisions, guide students to write an outline on the board that identifies these five basic steps of the decision making process:

1. Define the problem.
2. Gather any information you may need—ask questions.
3. Identify options available to you—think of as many as you can.
4. Weigh the pros and cons of the options and the consequences.
5. Decide.

**3. Students recognise decision making as a process.**

Through discussion, encourage students to describe as many details about each of the steps as they can recall. Help students reach a consensus that this outline represents a process that they can follow whenever they need to make a decision.

Ask for a student to make a poster that presents the five steps of the decision making process. Display the poster in the room.

## Part II What's Best for All? *(20 minutes)*

Purpose: Students collaborate with each other in using the five steps of the decision making process to make a decision about their school.

**1. Students prepare for the activity.**

Decide whether you wish to have students work as a class or in smaller groups for this activity. If you prefer to have everyone work together as a class, write a few questions such as the ones below on the board, and have the class choose one question to discuss and make a decision about. Choose topics that are of interest to your students.

If you prefer, divide the class into two or three smaller groups. Keep groups large enough to ensure that a number of opinions will be represented. You might assign each group a question, or list a number of questions on the board and allow each group to choose one.

The following are possible topics/questions that groups can consider:

- Should the process to elect school leaders be changed?
- Our school can support only five after-school programs. Which programs should it support?
- What should be done about students in our school who are caught writing graffiti and committing other acts of vandalism?
- Should girls and boys be allowed to play on the same sports teams?

**2. Students use the decision making process to make a decision.**

Distribute copies of the “Make It Easy” activity sheet, and suggest that students use them to organise their thoughts and ideas.

If the class is working in smaller groups, give students a time limit (perhaps 10 minutes) to discuss and make a decision. Try to leave enough time at the end of this activity for each group to share briefly the options they considered as well as their final decision.

## Part III What's Best for Me? *(10 minutes)*

Purpose: Students practice using the decision making process to make a personal decision.

**1. Students reflect on decisions they are currently dealing with in their own lives.**

Explain that students will have the opportunity to make one more decision before they leave class today. Ask them to think about what is happening in their lives. Suggest that they think about relationships with friends, what might happen in the future, or anything else that they need to make a decision about. Or students may want, instead, to reconsider a past decision that had negative consequences.

**2. Students work through the decision making process.**

Tell students to make their own pro/con lists to help them organise their thoughts. If students need information, suggest that they make a list of questions and write down whom they need to ask. Explain that they have the remainder of the class period to think about options and consequences, and to evaluate the pros and cons for each.

Tell students that they do not need to actually make their decision today—especially if they need to gather information. The goal is to at least start the process.

## Conclusion *(2 minutes)*

Ask students if they think that people who are successful in life are good decision makers. Ask them to explain their answers. Elicit from students the following **key points** that were taught in this lesson:

- Use all the steps of the decision making process when making decisions that are important to you: define the problem, gather information if needed, identify options, weigh options and consequences, and decide.
- The best decisions are thoughtfully made, so take the necessary time to make them.

## Student Assessment

1. List the five steps of the decision making process.
2. What makes a decision thoughtful?
3. Write a scenario in which all the steps of the decision making process are used.

# LESSON EXTENSIONS

## Using Quotations

“Nobody ever did, or ever will, escape the consequences of his choices.”

Have students create an acronym that will help them remember the five steps of the decision making process (e.g., “CROWD” for “consequences, research, options, weigh choices, decide”).

## Addressing Multiple Learning Modes

Have students write about a choice that seemed completely out of their hands. Have them write about available options that might have yielded a different outcome.

Have interested students anonymously address unresolved concerns to “the Source,” as in Lesson 1.

## Writing in Your Journal

Have students write about a recurring choice that’s difficult to make (e.g., withstanding peer pressure to smoke, resisting tempting alternatives to doing homework).

## Using Technology

Have students watch a tourism advertisement and discuss in small groups the persuasive techniques that have been used.

## Homework

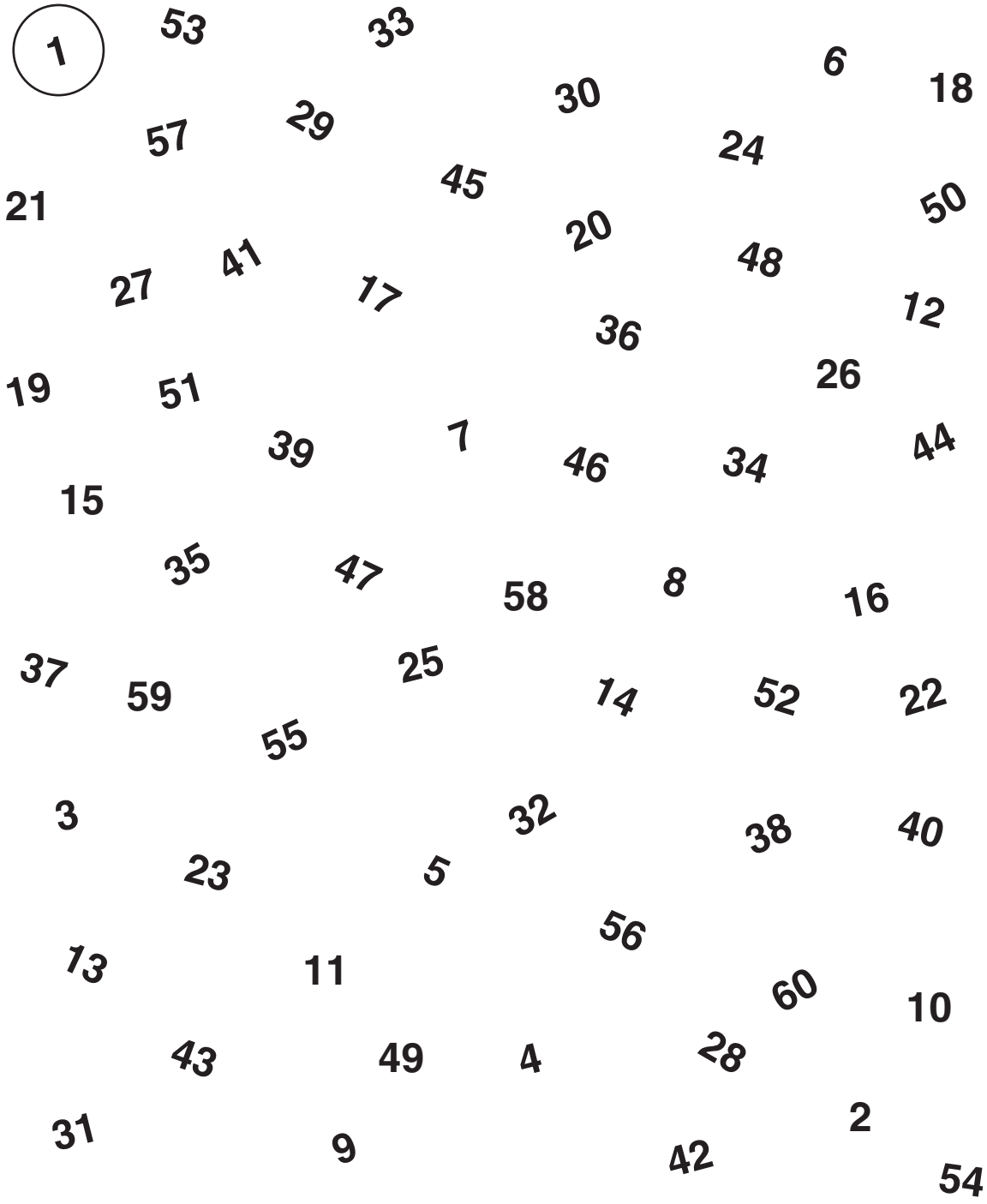
Have students create posters with advice about a choice that could be difficult to follow through on (e.g., saying no to smoking, doing homework daily). They should include three consequences of following (or not following) the advice.

Display the finished posters around the classroom.

## Additional Activity

Have students watch their favourite TV show and write about a character's decision.

# CIRCLE ME!

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# DEFINING GOALS

1 LESSON

## AGENDA

- SESSION 1
  - Starter
  - Noise or Not?
  - Features
- SESSION 2
  - Review
  - More Features
  - Goaltenders
- Conclusion
- Student Assessment

### Objectives

Students will recognise the importance of having goals.

Students will recognise that meaningful goals need to be personal and realistic.

Students will recognise that goals have consequences and must have deadlines.

Students will list goals and use specific criteria to evaluate them.

### Materials Needed

- Session 2: One copy of the “Valid Goals” activity sheet for each student (Part III)

# SESSION 1

## Starter *(5 minutes)*

Ask students to describe what they would do if they wanted to get a place on a team. Example: Attend training, turn up for all events, be prepared, have a positive attitude.

Tell students that in this lesson, they're going to talk about the meaning and importance of goals, and how to take specific actions to reach a goal.

## Part I Noise or Not? *(20 minutes)*

Purpose: Students recognize the importance of having goals.

**1. Students prepare for the activity.**

Explain that the class is going to conduct an experiment. Divide the class into four groups, and have members of each group sit together. Then, read the following directions while demonstrating each one:

- Members of group 1 will make sounds by stomping their feet on the floor, one foot after the other.
- Members of group 2 will make sounds by continuously snapping their fingers.
- Members of group 3 will slap their hands against their thighs.
- Members of group 4 will rub the palms of their hands together.
- At the count of three, all four groups will begin making their sounds and continue until I say stop.

**2. Students create sounds.**

Give students about 30 seconds to make their sounds. Try not to show any reaction to what is happening. If the sounds begin to fade or stop, however, tell students to keep going. When time is up, call for students to stop.

**3. Students reflect on their experience.**

Engage students in a discussion about what they have just done by asking:

- What was the purpose of this activity? (to make different sounds)
- What do you think we accomplished during this activity? (Some students may respond that one thing they accomplished was to make a lot of noise. If some argue that they made music, point out that music is usually made from a pattern or rhythm of sounds, and encourage students to analyse whether their sounds could really be called music.)

Say, “You followed my directions very well. But in doing so, we accomplished absolutely nothing because we didn’t have a meaningful goal in mind when we started. Let’s see what happens if we use the noises to create the sound of thunder.”

**4. Students repeat the activity, this time with a goal in mind.**

Explain that to make the sound of a rainstorm, students will make the same sounds, but in a different manner. Tell them that this time you will act as the conductor. You will make one of the sounds, and then point to a group. That group should repeat the sound, and continue making it until you give them a new sound. Remind students to watch your directions carefully, and then silently do the following:

- Rub the palms of your hands together and point to group 1. Repeat these actions for group 2, then group 3, and finally group 4.
- Snap your fingers and point only to group 1. The other groups should continue rubbing their hands together.
- While snapping your fingers, point to group 2, then group 3, and finally group 4. (Everyone should now be snapping their fingers, which should sound like raindrops hitting the ground.)
- Slap your hands against your thighs and point to each group in turn.
- Stomp your feet and point to each group in turn. (It should now sound like thunder.)
- Reverse the order of the actions (slap thighs, snap, rub palms) so that it sounds as if the storm is stopping.

**5. Students compare and contrast the activities.**

Call on students to describe the difference between the two versions of the activity they just performed. Guide students to understand that the second time, the group had a definite purpose or goal in mind and made sounds in a specific order at a specific time in order to accomplish that goal.

Explain that goals are important because they provide a reason for doing things. Meaningful goals give focus and direction to people’s lives. They help people achieve their objectives and allow them to realise their dreams.

## Part II Features *(20 minutes)*

Purpose: Students learn that meaningful goals need to be personal and realistic.

**1. Students define “goal.”**

Ask students to explain what the word “goal” means to them. Write their ideas on the board.

Through discussion, guide students to create their own definition and focus on synonyms that are meaningful to them. (Students should respond that a goal is something that they want toaccomplish by a certain time. Synonyms might be “target,” “purpose,” and “objective.”) Write the results on the board, and suggest that students make a note of them. Make a note of the results yourself for use during the next class period.

**2. Students recognise that goals are personal.**

Ask students to recall their discussion about dreams earlier in the course. Prompt them to recall what they drew and why.

Remind students that everyone in the class has dreams, and that these dreams are as different from one another as the people who have them. Tell students that just like their dreams, their goals are personal. Only they can decide what their goals should be, only they can work for their goals, and only they can change their goals.

Write the word “goals” on the board and draw a circle around it. Then, draw four lines radiating from the circle (two lines on the left side and two on the right) to make a semantic map. On the top left line, write the phrase “are personal.”

**3. Students identify realistic and unrealistic goals.**

On the lower left line of the semantic map, write the phrase “are realistic.” Ask students what they think this means. (Students should mention that realistic goals are practical or have a good chance of being achieved.)

Ask students what they think an unrealistic goal might be. (Students should mention that an unrealistic goal is not practical or does not have a good chance of being achieved.) Then, invite students to give some examples of unrealistic goals or expectations. Prompt their thinking by giving a few examples of your own:

- I’m going to become an Olympic athlete by the end of the month.
- I want to buy a sports car, but I haven’t saved money for it.

As students respond, ask them to explain why these examples are unrealistic. Have them suggest changes that would make these goals more realistic. Model this by adjusting your own examples:

- I’m going to become an Olympic athlete within the next 10 years.
- Buying a sports car is not a realistic goal until I have saved thousands of dollars. I will set up a savings account at my bank tomorrow so I can eventually buy the car.

Help students focus on changing unrealistic goals in order to match a reasonable time frame. Say, “Setting your sights high is not the same as being unrealistic. For example, is it unrealistic for a 14-year-old who likes math to want to become an engineer? No! Being unrealistic means that the goal is not in line with your personal values, strengths, interests, or time frame.”

Draw attention back to the semantic map on the board, and point out the two remaining empty lines on the right side of the map. Explain that in the next class period, students will discuss two more aspects of meaningful goals: consequences and deadlines.

# SESSION 2

## Part I Review *(5 minutes)*

On the board, recreate the semantic map that you used in the last session to record the different aspects of goals. For this class period, write the word “goals” and draw a circle around it. Then, draw four lines radiating from the circle.

Ask students to recall what they learned about goals in the last class period. Challenge students to come to the board one at a time, and write words that describe the different aspects of a meaningful goal. As they do, call on other students to tell more about each aspect listed. Students should be able to fill in two lines with the phrases “are personal” and “are realistic.”

Remind students that today they will be exploring two additional aspects of meaningful goals—consequences and deadlines. Fill in the two right-hand lines on the semantic map with the phrases “have consequences” and “have deadlines.”

## Part II More Features *(20 minutes)*

Purpose: Students recognise that goals have consequences, and must have deadlines in order to be useful.

**1. Students recognise the connection between goals and consequences.**

Ask students to answer the following questions:

- Is getting a good report card a goal?
- Is getting a part-time job a goal?
- Is getting a car a goal?

Affirm that the answer to each of these questions could be yes. Point out that these examples could be goals, but that they have very different consequences. Ask students to describe the positives and negatives of achieving the goals?

Point out that when setting goals, it is important to consider their consequences. Explain that setting positive goals will yield positive results and that setting negative goals will yield negative results.

**2. Students focus on the importance of deadlines.**

Draw attention to the line on the semantic map labeled “have deadlines.” Then, ask questions such as the following to begin a discussion about deadlines and how they motivate people:

- If your room must be cleaned before you may watch TV tomorrow, when will you do it? (I will doit tonight, or before or after school tomorrow.)
- What determines when you will clean your room? (It's determined by the time or deadline by which it needs to be cleaned.)
- Does the deadline motivate or prompt you to get the job done?
- What would happen if you didn't have a deadline?

**3. Students recognise that deadlines must be realistic.**

Ask students if they can recall the definition of the word "goal" that they developed during the last class period. Write the definition on the board, and circle or add a reference to time frames. For example, if your definition was, "A goal is something you want to accomplish by a certain time," circle the words "by a certain time." If your definition did not mention time frames, add a reference to them now.

Emphasize the fact that deadlines help motivate people to get things done. Acknowledge the fact that sometimes it's easy to lose sight of a goal if it doesn't have a deadline. Say, "If a goal is important, set a deadline for accomplishing it. Later, we're going to learn how some goals need to be broken down into different parts, each with its own deadline."

## Part III Goaltenders *(15 minutes)*

Purpose: Students list goals and use specific criteria to evaluate their meaningfulness.

**1. Students list their goals.**

Distribute copies of the "Valid Goals" activity sheet. Explain that students should think about three things they want to accomplish in the next week. Offer ideas such as the following:

- Think about goals you may have in your classes—assignments that need to be completed or tests that are coming up.
- Think about goals you may have at home—projects you are working on or jobs for which you are responsible.
- Think about goals that you may have with friends—existing relationships that need to be worked on or new ones that you would like to start.

**2. Students evaluate their goals.**

When students have finished listing three of their goals, have them review each one and measure it against the following criteria:

- Is this a personal goal? Does it mean something to you? Is it something you want to accomplish?
- Is this goal realistic? Is it in line with your values, strengths, and expectations?
- Are the consequences of this goal positive? Will it result in something that you want to accomplish?
- Does this goal have a deadline? Can it realistically be accomplished in the time you have set?

Tell students to write yes or no in response to each question in the center columns of the activity sheet.

**3. Students revise their goals to make them meaningful.**

Tell students that if they have answered no to any questions about a goal, they should fill in the right column of the activity sheet. Either they can explain that the goal is unimportant or unrealistic and that it will be abandoned, or they can adjust it to meet the criteria of a meaningful goal.

Circulate among students as they work, answering questions or offering suggestions and encouragement as needed. Be careful not to make judgments about the goals that students list.

## Conclusion *(3 minutes)*

Ask students to name the distinguishing aspects of a meaningful goal. Ask them to explain the impact that setting goals will have on the realisation of their dreams. Elicit from students the following **key points** that were taught in this lesson:

- Meaningful goals are personal and realistic; they should reflect your values, strengths, and interests.
- Positive goals will have positive consequences.
- Set deadlines to motivate you to achieve your goals and realise your dreams.

## Student Assessment

### SESSION 1

1. Why are some goals important?
2. Give one example of a realistic goal and one example of an unrealistic goal.

### SESSION 2

1. Define “personal goal.”
2. Give an example of a meaningful goal. What makes this goal meaningful?
3. Why are deadlines an essential part of the goal-setting process?

# LESSON EXTENSIONS

## Using Quotations

“The tragedy of life doesn’t lie in not reaching your goal. The tragedy lies in having no goal to reach.”

Discuss this quote. Have students explain why they agree or disagree. As a class, brainstorm ways in which having goals can lead to a more fulfilling life.

## Addressing Multiple Learning Modes

Have students create a poster or online vision board.

## Writing in Your Journal

Have students write about a goal they had when they were younger. Did they achieve it? Why or why not?

Have students share their writing with a partner. If they didn’t achieve their goal, is it still worth pursuing? How could they redefine the goal to make it achievable?

## Using Technology

Students research a TED Talk that intrigues, collate key points and share with others.

## Homework

Have students write a letter to someone they look up to requesting advice on how to accomplish goals.

## Additional Activity

Research a celebrity that you are a fan of and how they have achieved their goal.

# VALID GOALS

**List three goals in the left column. Evaluate them, one by one, by answering yes or no to each question. If the answer "no" ever occurs, revise the goal to make it valid.**

| Goals | Is it personal? | Is it realistic? | Are the consequences positive? | Does it have a deadline? | Revised Goals |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

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# STEPPING STONE GOALS

2 LESSON

## AGENDA

- Starter
- Step This Way
- Break It Down
- On Your Way
- Conclusion
- Student Assessment

### Objectives

Students will recognise that a long-term goal can be broken into a series of steps, or smaller goals.

Students will identify short-term and medium-range goals and become aware of their importance to achieving long-term goals.

Students will set stepping-stone goals for themselves.

### Materials Needed

- One copy of the “Step This Way” activity sheet for each group of three to four students. (Before class, cut each activity sheet into one set of six squares. You will need one set for each group of students.) (Part I)
- Two copies of the “On Your Way” activity sheet for each student. (Part III)

## Starter *(3 minutes)*

Ask students to raise their hands if they have ever taken a bus somewhere. Then say, “Imagine that you are on a bus and the bus driver announces, ‘Ladies and gentlemen, I don’t know exactly where I’m going, but I’ll drive around for a while. If I come close to where you want to get off, just let me know.’” After students have reacted, ask:

- Would you want to be on this bus?
- What do you think of this bus driver?
- Say, “Today, we’re going to talk about how important it is to make a plan that will help you get to where you want to go.”

## Part I Step This Way *(20 minutes)*

Purpose: Students recognise that a long-term goal can be broken down into a series of steps, or smaller goals.

**1. Students prepare for the activity.**

As a whole class, arrange the “Step This Way Squares” squares in an order that will enable them to achieve the final goal. Experiment with different arrangements before making a final decision. Number squares from 1-6, with six being the long-term goal.

**2. Students determine steps in a sequence.**

Through discussion, guide students to settle on this sequence of events:

1. Decide that you want to be on the basketball team.
2. Start practicing, and find out when tryouts are.
3. Find someone who can help you improve the skills you’re having trouble with.
4. Eat well and make sure to get a lot of rest the week before tryouts.
5. Try out for the basketball team.
6. Be chosen for the basketball team.

**3. Students reflect on the activity.**

Model an evaluation of this long-term goal by verbally reinforcing the criteria that students have previously used. Ask them to identify each criterion you use. You might say the following:

- If I really liked playing basketball, I would want to be on the team (personal).
- This goal is something I could work for and achieve in the future (realistic).
- I would enjoy being on the basketball team and being involved in other activities (consequences).
- I could prepare for it over the next year (time frame/deadline).

Point out that all long-term goals can be broken into smaller steps, and that each of these is another goal in itself. Explain that long-term goals can sometimes seem impossible to achieve because they are far in the future, but making a plan to achieve a dream can help it come true.

## Part II Break It Down *(15 minutes)*

Purpose: Students identify short-term and medium-range goals and become aware of their importance to achieving long-term goals.

**1. Students evaluate another long-term goal.**

On the board, draw five large boxes in a row, connected with arrows from left to right. In the last box on the right, write, “Buy a new phone.”

Ask students to evaluate this goal and decide whether it is valid. If necessary, prompt students to add a deadline or time frame (e.g., by end of semester). Then, above the box, label it as a long-term goal.

**2. Students make a plan to achieve the goal.**

Invite the class to brainstorm a plan of action for achieving this goal. Guide students to formulate a series of steps and write them in the boxes you have drawn on the board. Encourage them to erase and rearrange the order of steps as their plan evolves. If needed, add another box or two. However, through questions and comments, help students to keep their plan brief and practical. The final plan may resemble the following:

- Discuss with parents.
- Shop for models and prices.
- Choose the one I want.
- Earn and save the money.

**3. Students identify short-term and medium-range goals.**

Point out that students have just created an action plan by setting stepping-stone goals. Explain that there are three different kinds of stepping-stone goals:

- Short-term goals, which are steps that you want to take in a short time frame (e.g., today, tomorrow, or within the next week)
- Medium-range goals, which are steps that will take a little more time (e.g., a week, a month, or more)
- Long-term goals, which are what you hope to accomplish in the future (e.g., buying a new phone or making the basketball team next year)

Ask students to identify which steps in their plan on the board are short-term goals, and label those boxes. Then, do the same for medium-range goals.

Tell students that whenever they feel like giving up on a long-term goal, they should make a plan with stepping-stone goals. The plan will give them direction. It will help them find a way to do whatever they wish to do. Remind students that if they need information in order to build a plan, all they need to do is ask questions.

## Part III On Your Way *(10 minutes)*

Purpose: Students set stepping-stone goals for themselves in order to begin working on a long-term goal.

**1. Students prepare for the activity.**

Distribute one copy of the “On Your Way” activity sheet to each student. Give students time to read over the directions. Then, answer any questions they might have. Tell students that they may not need to use all six boxes in the chart; they should use as many as their goal requires.

They should review the “Valid Goals” activity sheet, which they completed in the last class period. You might also suggest that they think about things they would like to accomplish in the future at home, at school, in sports, in the holidays, in high school, or when they are adults.

**2. Students work independently to establish and evaluate their goals.**

Before students begin working, remind them to evaluate their goals and make sure they are valid. As students work, circulate through the classroom and ensure that students have set appropriate goals. Watch for goals that are unrealistic or impossible for students to achieve. By asking questions or offering comments, help students modify or change such goals.

## Conclusion *(2 minutes)*

Ask students to explain the concept of stepping-stone goals. Elicit from students the following **key points** that were taught in this lesson:

- Every long-term goal, even one that seems impossible at first, is made up of smaller goals that can be achieved one at a time.
- Create stepping-stone plans to achieve long-term goals and dreams.

## Student Assessment

1. Define “short-term goal.” Give an example.
2. Define “medium-range goal.” Give an example.
3. Define “long-term goal.” Give an example.

# LESSON EXTENSIONS

## Using Quotations

“A journey of a thousand miles begins with a single step.”

Have students investigate items of interest in Guinness World Records and suggest what the “first step” toward beating these records might be. As a class, discuss how such large goals may seem frightening, but are manageable when broken down into smaller steps.

## Addressing Multiple Learning Modes

Have students write a goal setting parody to the tune of a hit song.

## Writing in Your Journal

Have students keep a diary of achievements and setbacks as they work toward a desired goal.

## Using Technology

Create a bucket list.

## Homework

Select 1 item on your bucket list. Write short-term, medium-range, and long term goals as to how you will achieve it.

## Additional Activity

Research the United Nations Sustainable Development Goals. Select one goal, share key information with two peers.

# STEP THIS WAY

| | |
|---|---|
| Decide that you want to be on the basketball team. _____ | Eat well and make sure to get plenty of rest the week before tryouts. _____ |
| Find someone who can help you improve the skills in which you're having trouble. _____ | Be chosen for the basketball team. _____ |
| Start practicing, and find out when tryouts are. _____ | Try out for the basketball team. _____ |

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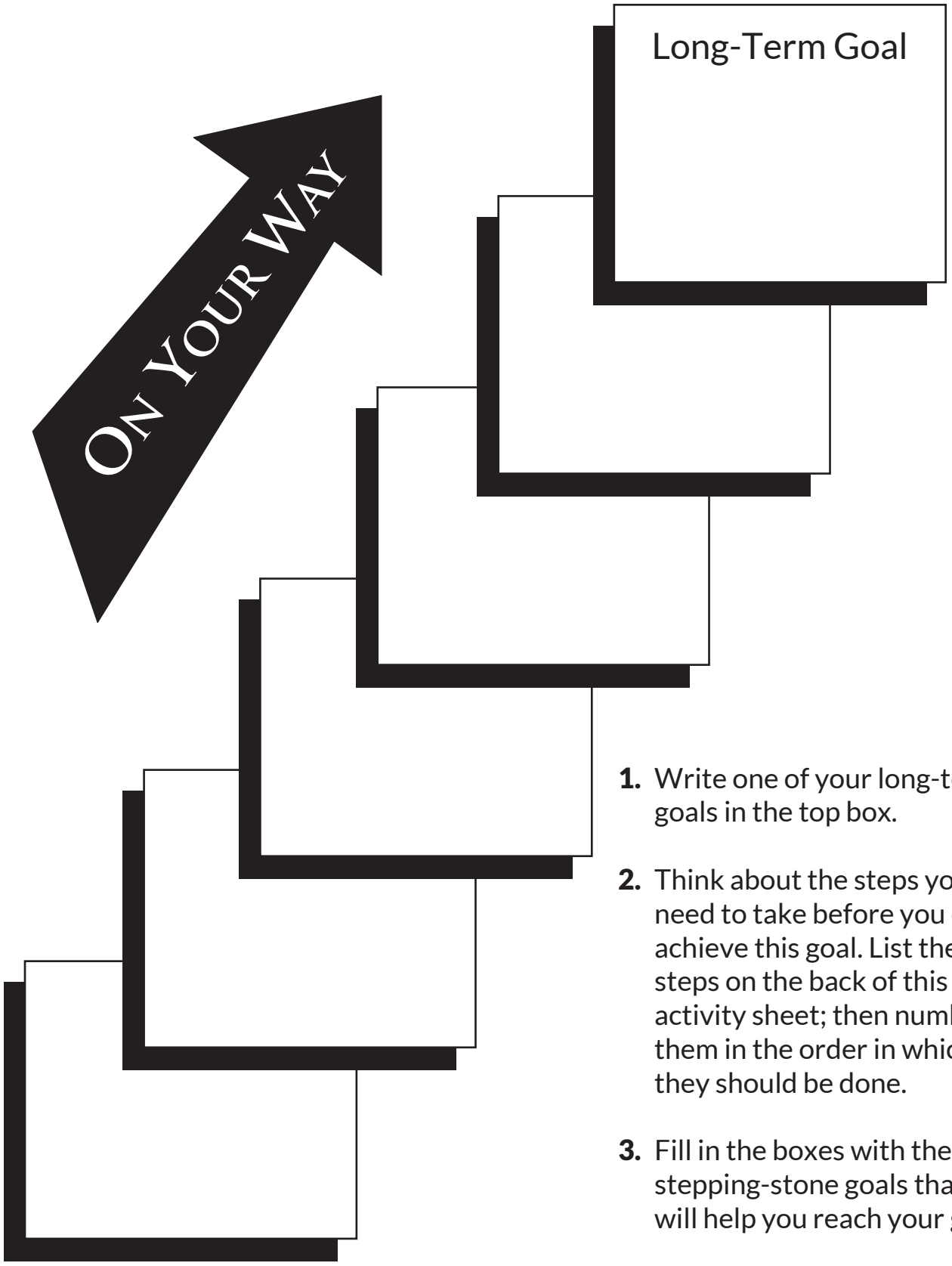


1. Write one of your long-term goals in the top box.

2. Think about the steps you need to take before you can achieve this goal. List the steps on the back of this activity sheet; then number them in the order in which they should be done.

3. Fill in the boxes with the stepping-stone goals that will help you reach your goal.

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# TAKING ACTION

3
LESSON

## AGENDA

- Starter
- No Follow-Through
- The 15-Letter Pitfall
- How Do I Rate?
- Conclusion
- Student Assessment

### Objectives

Students will define “procrastination.”

Students will recognise that taking action is a necessary step toward achieving a goal.

Students will identify personal obstacles to taking action, and then plan to act on an immediate goal.

### Materials Needed

- Butchers paper, pencils, and coloured pencils or markers for each student (Part I)
- A dictionary (Part II)
- One copy of the “A Self-Survey” activity sheet for each student (Part III)

## Starter *(3 minutes)*

Begin class with a word problem: “If three birds are sitting on a tree branch and two decide to fly away, how many birds are left sitting on the branch?”

Give students time to respond. Then, explain that there are three birds left. Two have decided to do something, but until they actually fly away, nothing has happened. They are still sitting on the branch.

Say, “In today’s class, we’re going to see why setting goals and making plans are only half the job, and how procrastination can affect you.”

## Part I No Follow-Through *(15 minutes)*

Purpose: Students express their understanding of the concept of procrastination and recognise that taking action is a necessary step in achieving a goal.

**1. Students prepare for the activity.**

Explain that students are going to create comic strips. First, they will work together for about five minutes to generate ideas. Then, they will work individually or with a partner to create their strips.

Decide whether you will have students work together as a class or in smaller groups for the first part of this activity.

**2. Students brainstorm ideas for their comics.**

Challenge students to think of examples of procrastination that could be illustrated as a comic strip. Tell them that the title of their comics will be “No Follow-Through.”

To prompt ideas, suggest that students think of some consequences of not following through on a plan of action. You might start the brainstorming yourself by giving examples such as the following:

- A comic about the three birds sitting in a tree could be illustrated in two frames. The first frame might show three birds sitting on a branch. One bird says, “I’ve got to get going now.” Another bird says, “Me too.” A clock on the tree reads 1:00. The next frame might show the same three birds in exactly the same place, but the clock now reads 3:00.
- You might draw a one-frame comic with a picture of a face covered by hair. The person says, “I planned to get my hair cut a few weeks ago.”
- You might draw a one-frame comic that shows a couch potato in front of a TV saying, “I really want to get an A on the assignment that’s due tomorrow.”

**3. Students draw their comic strips.**

Circulate among students as they work, and encourage students who seem to be having difficultyto work in groups. A student who likes to draw or who draws well, for example, could team up with someone who is better at generating ideas or writing captions.

## Part II The 15-Letter Pitfall *(15 minutes)*

Purpose: Students develop a definition of “procrastination.”

**1. Students define “procrastination.”**

Write the verb “procrastinate” on the board. Prompt students as a group to discuss and formulate a definition of the word. Have students write ideas on the board, and then summarise the ideas as a definition.

At the same time, have a student look up the word in the dictionary and read the definition aloud to the class. (Merriam-Webster defines “procrastinate” as “to put off intentionally the doing of something that should be done.”) Challenge students to consider the dictionary definition in light of their own definition and to make adjustments as they see fit.

**2. Students focus on the meaning of “procrastination.”**

Challenge students to think of synonyms for procrastinate. Encourage them to spin off ideas in order to generate a long list of words. Your list might include “delay,” “postpone,” “put off,” “defer,” “stall,” “hold off,” “shelve,” “suspend,” “hang back,” “wait,” or “avoid.”

Help students make observations about the list by asking what all of these words seem to have in common. (They all refer to avoiding action.)

Draw attention to the board as you point out that procrastinate is a verb. Then, ask:

- What is a verb? (Students should say that a verb is an action word.)
- What verb is illustrated by all of your comics? (Students should say that they illustrate the verb “procrastinate.”)
- How do these comics illustrate the meaning of this verb? Choose one to talk about.
- Do you think that procrastinating helps us achieve our goals? Explain your answer.

Erase the letter “e” at the end of procrastinate and add the suffix “-ion.” Ask students to pronounce the word and define it. (Students should say that it means “the act of procrastinating.”) Say, “Procrastination is a 15-letter pitfall. It keeps people from achieving their goals.”

**3. Students reflect on taking action.**

Direct students' attention to the list of synonyms on the board. Challenge students to create a list of antonyms for "procrastinate." Your list might include "act," "do," "go," "move," "work," "play," "function," "operate," "produce," "use," "follow through," "pursue," "carry out," or "achieve."

Point out that the act of setting goals is only the beginning—one has to do something about them. Say, "You can make the best action plan in the world. You can set the most realistic goals with the most realistic deadlines and look success right in the face. But if you do nothing—if you don't follow through—you won't accomplish anything."

## Part III How Do I Rate? *(15 minutes)*

Purpose: Students identify personal obstacles to taking action, and then plan to act on an immediate goal.

**1. Students assess their ability to follow through on their goals.**

Tell students that they are going to fill out a questionnaire that will help them see how well they follow through on their goals. As you distribute copies of the "A Self-Survey" activity sheet, assure students that their answers will be confidential and that you will not be asking anyone to share information from this activity sheet with the class.

Remind students to keep these activity sheets in their folders. Suggest that when they are feeling discouraged about their goals, they should take another look at this survey.

**2. Students reassess their goals and plan to act.**

Ask students to take out their copies of the "Valid Goals" activity sheet, which they completed in Lesson 1 of this module. Have them review the list of things they wanted to accomplish that week.

Ask for a show of hands from students who accomplished all three goals listed on their activity sheets. Suggest that students take the time to either pat themselves on the back for a job well done or select one goal to work on now. Tell them to write down something they will do by the end of the day to accomplish this goal.

If time permits, encourage students to talk about difficulties they have with setting goals or following through on plans. Guide the discussion so that students will focus on advising and consulting with other students rather than looking to you for answers.

## Conclusion *(2 minutes)*

Ask students to define "procrastination." Ask them to explain how procrastination can affect their goals. Elicit from students the following **key points** that were taught in this lesson:

- Setting appropriate goals is not enough. You must follow through by taking action.
- Procrastination is a 15-letter pitfall—it can keep you from achieving your goals.

## Student Assessment

1. Give an example of a time when you procrastinated. What were the consequences?
2. What are some things you do to procrastinate?
3. Why is it important to take action?

# LESSON EXTENSIONS

## Using Quotations

“Discipline is remembering what you want.”

Have students offer examples of how remembering their goals might prompt them to avoid procrastination.

## Addressing Multiple Learning Modes

Have students work in small groups to create acrostics of the word “procrastination.” Each group should write a strategy for avoiding procrastination for each letter of the word (e.g., “P” is for “put your goals first”).

Have each group share its acrostic with the class.

## Writing in Your Journal

Have students choose one question from the “A Self-Survey” activity sheet that they answered yes to and describe one incident in which their lack of follow-through was a problem. Have them devise a plan for handling the situation differently next time.

## Math Connection

Have students track for one week how much time they spend procrastinating. Have them create charts or graphs listing their tasks and showing their level of procrastination.

As a class, discuss how the amount of time one spends procrastinating is directly related to the amount of stress one feels when forced to finish a task with a quickly approaching deadline.

## Homework

Have students write a one-page article about an accomplishment they or someone else made inschool or in their community. Students may want to include quotes, photos, or drawings about the accomplishment.

Have students share their articles as oral reports or include them in a class newsletter.

## Additional Activity

Create a wordle with the key terms from this lesson.

# A SELF SURVEY

| When you say "I will," but then you **don't**, is it because… | No | | Yes | |
|---|---|---|---|---|
| | Never | Sometimes | Usually | Always |
| 1. you're afraid that you won't be good enough? | | | | |
| 2. a family member will put you down? | | | | |
| 3. you just wanted to please someone else? | | | | |
| 4. friends will think you've become weird? | | | | |
| 5. you've said "I will" to too many things already? | | | | |
| 6. you have trouble saying no to some people? | | | | |
| 7. you're not sure you can? | | | | |
| 8. you wanted to, but nobody else did? | | | | |
| 9. you didn't want to do it in the first place? | | | | |
| 10. you just didn't do it? | | | | |

*If you answered yes to five or more questions, chances are you're too hard on yourself! Ease up and stop worrying so much about what others think. Your opinion counts, too! Have a little more confidence in yourself.*

*If you answered no to more than five questions, keep going for it! You might want to check that your competitive side doesn't get the best of you.*

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# PERSEVERING

4
LESSON

## AGENDA

- Starter
- The Magic Word
- Make a New Plan, Stan
- Conclusion
- Student Assessment

### Objectives

Students will recognise that they do not need to abandon a goal when they meet obstacles or difficulties.

Students will define “perseverance” and discuss its importance.

Students will revise stepping-stone goals in order to overcome an obstacle and achieve a goal.

### Materials Needed

- Objects eg. cones, balls, hoops. Materials/Blindfolds for a quarter of your class. (Part I)

## Starter *(3 minutes)*

Give students an example or two of fictional characters who exemplify perseverance. Choose characters from books, movies, or television who would currently be well known by your students. Call on students to tell what they know about the characters before making your point. Elicit responses that indicate the obstacles that the characters overcame.

Explain that in today's class, students will learn that they don't have to give up on something that is important to them just because they have run into an obstacle. They can find ways around it in order to keep striving for their goal.

## Part I The Magic Word *(10 minutes)*

Purpose: Students define "perseverance" and discuss its importance.

**1. Students define "perseverance."**

Write the verb "persevere" on the board. Prompt students to discuss and formulate a definition of "persevere." Have students write ideas and definitions on the board.

At the same time, ask a student to look up the word in the dictionary and read the definitions aloud to the class. (Merriam-Webster defines "persevere" as "to persist in a state, enterprise, or undertaking in spite of counterinfluences, opposition, or discouragement.") Challenge students to consider the dictionary definition in light of their own definition and to make adjustments as they see fit.

Ask students if they think that perseverance would help them achieve their goals. Call on individuals to explain their answers.

**2. Students reflect on the obstacles they may face as they strive to achieve a goal.**

Point out that no one can accurately predict the future, so it's hard to know exactly what might happen when we make an action plan to achieve a long-term goal. Explain that when students meet an obstacle, their first reaction should not be to give up; it should be to persevere—to keep trying.

Invite students to brainstorm factors that could become difficulties or obstacles to achieving a long-term goal. Prompt students by mentioning obstacles such as the following:

- Time: One stepping-stone goal may take more time than you thought, or there may be othersteps you need to take that you didn't know about at first.
- Expenses: Something may cost more than you anticipated, or you may need things that youdidn't even know about at first.
- Interest: You may lose interest for a while, or you may choose to do something else temporarily.
- Illness: You may get sick, or you may have to postpone everything for a while because of a health problem.
- Distractions: You may have friends who distract you from your goals.
- Other changes: Your family may move, you may change schools, or individuals who are important to your plan may end their involvement for some reason.

Through discussion, elicit from students the idea that they can overcome these obstacles by revising their stepping-stone goals or by making a new action plan. Remind students that if they persevere, they will overcome obstacles and they will succeed.

## Part II Make a New Plan, Stan *(15 minutes)*

Purpose: Students revise stepping-stone goals in order to overcome an obstacle and achieve a goal.

**1. Students set stepping-stone goals.**

Divide the class into groups of four or five students. Assign a long-term goal to each group, and have them make a plan for achieving it. Choose goals such as the following:

- Make a sports team.
- Get the lead part in the school play.
- Sing and play in a rock band someday.
- Go to university/college or get an apprenticeship.

Give students about five minutes to work out an action plan for achieving their goal.

**2. Students revise their plans.**

After students have completed their plans, explain that they have run into an obstacle. Suggest the following obstacles to overcome:

- You make the varsity team, but break your arm.
- You win the lead part in the play, but you get laryngitis.
- You are in a band whose members can't play their instruments very well.

Encourage students to make new action plans based on the difficulties they have encountered. Give them another five minutes to work out their new plans.

When students have finished, invite students from each group to share their new action plans with the class. Encourage other students to offer additional suggestions for overcoming the obstacles presented to each group.

## Conclusion *(2 minutes)*

Ask students to explain how they can ensure that their goals are realistic. Ask students to define "persevere." Elicit from students the following **key points** that were taught in this lesson:

- To overcome obstacles on the road to achieving a long-term goal, revise your action plan.
- Successful people don't give up—they persevere.

## Student Assessment

1. Explain why perseverance is vital for achieving your goals.
2. Describe a situation in your life in which you faced an obstacle and overcame it.
3. Think of an obstacle that could come between you and your long-term goal. Write down ways that you can overcome or avoid this obstacle; then, revise your plan in a way that lets you still achieve your long-term goal.

# LESSON EXTENSIONS

## Using Quotations

“Success is failure with the dirt brushed off.”

Have students create posters or collages to illustrate this idea.

## Addressing Multiple Learning Modes

Have students reflect on the goals they have written previously and make changes now that they are more knowledgeable.

## Writing in Your Journal

Have students make a list of the goals they achieved in the past week and how it felt to make those goals happen.

## Using Technology

Explain to students that many editors are rejected by publishers before they sell a book! Have students research information about people from various fields who struggled and eventually achieved their goals.

## Homework

Read Langston Hughes’s poem “Mother to Son” aloud. In it, a mother tells her son that “life for me ain’t been no crystal stair,” advising him to keep on trying even when life gets hard. Have students devise interview questions for their parents/guardians about obstacles they’ve overcome.

## Additional Activity

Have students plan a class goal to celebrate the end of term.

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# DEVELOPING A POSITIVE ATTITUDE

1 LESSON

## AGENDA

- Starter
- Attitude Power
- Positive versus Negative
- Make a Plan
- Conclusion
- Student Assessment

### Objectives

Students will identify positive and negative attitudes and their consequences.

Students will analyse the effects of positive and negative environments.

### Materials Needed

- Pencils and paper (Part I)
- Butchers paper, markers/crayons, and various art supplies (e.g., glitter, glue, stickers) (Part III)

## Starter *(5 minutes)*

Begin class differently by welcoming students in a different way. Eg. (Positive or negative welcome). High fives, playing music, ignoring students, saying names incorrectly."

Ask students to describe how they feel about what you said. Encourage them to describe the messages sent by your body language and tone of voice, and the effect your words had on their image of you and their expectations for today's class.

## Part I Attitude Power *(15 minutes)*

Purpose: Students create positive and negative environments in order to become aware of the power of their attitudes.

**1. Students prepare for the activity.**

Explain to students that they are going to experience how their attitudes can affect their ability to succeed. To begin, ask two students to wait outside the classroom. Then, divide the class into two teams—the "Cans" and the "Cannots."

Remind students that attitude is a state of mind. Explain that each team is going to create an atmosphere that will affect someone's state of mind. Tell students that the two students will be given one minute to write all of the words they can think of that begin with the letter "B."

**2. Students create positive and negative environments.**

Tell the "Cans" that their task is to create a positive environment in order to create a positive attitude in one of the students. Ask if anyone can explain how this might be done. (Students might respond: making supportive, encouraging comments such as, "You can do it! Lots of words begin with B! Good word!" They will speak with enthusiasm, sincerity, and energy.)

Tell the "Cannots" that their task is to create a negative environment in order to create a negative attitude in the other student. Ask if anyone can suggest how this might be done. (Students might respond: making discouraging comments such as, "B is a hard letter! There are hardly any words that begin with B! This is impossible!" They will speak in whiny, complaining tones of voice.) Tell the "Cannots" that they should not use insults during the activity; they should instead focus on making the task seem difficult.

Ask the students to come into the room. Give each a pencil and a sheet of paper, and have each sit with one of the teams. Explain that the students have one minute to write as many words as possible that begin with the letter B.

**3. Students reflect on their experiences.**

Guide students to draw conclusions after completing this exercise by asking questions such as the following:

- How many words did each team produce?
- Which team was more successful? Why do you think that team was more successful?
- Students, how did your teammates affect your thinking and your ability to succeed?

## Part II Positive versus Negative *(15 minutes)*

Purpose: Students identify positive and negative attitudes and their consequences.

**1. Students explore the concepts of positive and negative attitudes.**

Explain to students that an attitude is a way of acting or behaving that shows what someone is thinking or feeling. It is a state of mind. Write the word and its definitions on the board.

Prompt students with questions and comments to explore the idea that in addition to genuine attitudes, people can sometimes "affect" or "put on" different attitudes. Ask students why they think people might do this. (Students might respond: to make others think a certain way about them, to pretend to be something they are not.)

**2. Students identify attitudes.**

Ask students to give examples of different attitudes that people can have. Write ideas on the board. Monitor the list. Through questions and comments, guide students to make observations about the kinds of attitudes that are listed. If the list reflects mostly negative attitudes, invite students to add some positive ones. Your list might include such words as "friendly," "unfriendly," "bored," "enthusiastic," "tough," "cool," "superior," or "fun."

Go back over the list and have students decide whether each attitude is either positive or negative. Place a plus or minus sign after each word to reflect students' responses. If students disagree on whether an attitude is positive or negative, allow them to support their positions with reasons or examples.

**3. Students identify the consequences of positive and negative attitudes.**

To focus the discussion on the consequences of positive attitudes, ask questions such as the following:

- How do you think the student assigned to the “Cans” group felt? (Students might respond: good, successful, powerful, assertive.)
- Was the student's attitude positive or negative at this point? (Students should respond that it was positive.)
- What do you think enabled the student to have and project a positive attitude? (Students might respond: focusing on their strengths, having confidence in their ability to succeed, feeling energetic and upbeat.)
- How do you usually react to people who have positive attitudes? (Students might respond: like them more, have more confidence in them.)
- How do you think people react to you when you have a positive attitude?

Repeat the questions, this time focusing on the consequences of negative attitudes.

Conclude the discussion by explaining that attitudes are powerful; they make things happen. Tell students that a positive attitude motivates people and increases their ability to succeed.

Lead students to the understanding that in order to keep a positive attitude, they should focus on their strengths and have confidence in their ability to succeed.

## Part III Make a Plan *(15 minutes)*

Purpose: Students create plans for transforming their negative attitudes.

**1. Students brainstorm ways to positively respond to situations.**

Draw a three-column chart on the board.

As a class, brainstorm situations in which students might exhibit a negative attitude. (Students might respond: while studying for a test, after losing a game, after being in trouble.) Write their suggestions in the first column on the board. Then, have students identify the negative attitudes they might have toward these situations. Write these suggestions in the second column.

Discuss the situations students listed. Explain to students that, more often than not, it’s a negative response to a stressful situation that brings about the most harm. Have students identify how having a negative attitude can make the situations they identified worse. (Students might respond: having a negative attitude while studying for a test might affect their ability to retain the knowledge, having a negative attitude after losing a game might cause them to avoid playing the game in the future.)

Tell students that it is important to maintain a positive attitude. As a class, brainstorm techniques for developing a positive attitude. Be sure to include the following:

- Make encouraging affirmations, like “I can handle this” or “I’m ready for this test.”
- Write down the things for which you are grateful.
- Focus on the first step you have to take, instead of worrying about the larger goal.
- Listen to positive music.

Have students identify ways they can respond more positively to the situations in the first column. Write their suggestions in the last column on the board.

**2. Students create their own plans for positively responding to situations.**

Distribute butchers paper, markers/crayons, and art supplies to each student. Have students draw three columns on the poster paper, and then write in the first column five situations in which they exhibit a negative attitude. In the second column, they should write the negative responses they currently have to these situations. Finally, in the third column, they should write techniques for changing these negative attitudes into positive ones.

When they have finished writing, have students decorate their posters and share them with the class.

## Conclusion *(2 minutes)*

Ask students to explain how attitude can affect a person’s actions. Elicit from students the following **key points** that were taught in this lesson:

- Attitudes are powerful; they influence outcomes by affecting our actions.
- A positive attitude motivates people and increases their ability to succeed.
- To keep a positive attitude, focus on your strengths and have confidence in your ability to succeed.

## Student Assessment

1. Describe what someone with a negative attitude looks and sounds like. Then, describe what someone with a positive attitude looks and sounds like.
2. Why is it important to have a positive attitude?
3. What can you do to keep a positive attitude?

# LESSON EXTENSIONS

## Using Quotations

“Always bear in mind that your own resolution to succeed is more important than any other.”

Discuss the quote as a class. Have students brainstorm some of their goals.

## Addressing Multiple Learning Modes

Students review the top 10 hit songs in different categories of music. Students evaluate if any of these songs convey positive messages.

## Writing in Your Journal

Have students write about an incident that felt discouraging when it was happening. Then, have them write a second paragraph, examining the incident from a more positive perspective.

## Using Technology

Students research times in history when inner courage helped people struggling to survive.

## Homework

Watch an episode of your favourite TV show or read a chapter of your current book. List the positive and negative attitudes characters say to each other.

## Additional Resources

Research and copy three inspirational quotes.

# BEING ACCOUNTABLE

2
LESSON

## AGENDA

- Starter
- The Blame Game
- Me, Myself, and I
- Owning Up to It
- Conclusion
- Student Assessment

### Objectives

Students will recognise the importance of accountability in their lives.

Students will define “accountability.”

Students will explore the positive consequences of being accountable for their actions.

Students will demonstrate an understanding of accountability.

### Materials Needed

- Deck of playing cards (Part III)

## Starter *(5 minutes)*

Ask for a show of hands from students who have maintained good attendance records in school so far. Congratulate these students, and thank them for their quick response. Then, ask for a show of hands from students who have pretended to be sick at some point this year in order to avoid going to school.

Pause briefly, and then acknowledge that few of us have a problem owning up to actions that are praiseworthy, but it's often more difficult to own up to actions that are not commendable or are mistakes. Explain that taking responsibility for our actions is the topic for today.

## Part I The Blame Game *(15 minutes)*

Purpose: Students recognise the importance of accountability in their lives.

**1. Students consider a dilemma.**

Ask students to think about what they would do in this situation:

> You and a few friends walk home after playing football in the park. You start tossing a ball back and forth to each other. Suddenly, the ball goes sailing through a neighbour's window. What do you do?

**2. Students brainstorm actions and their consequences.**

Invite students to speculate on what they could do next. Write their responses on the board. If necessary, prompt students to think beyond the impulse to run away. As students suggest options, follow up with questions in order to elicit the consequences of each one, as well as options that haven't been considered. For example, ask such questions as the following:

- If you did that, what would happen next?
- Would that result in a positive or a negative outcome for you?
- What if the neighbour saw what happened?
- What if someone who was there tells a different story?

Continue writing responses. Draw arrows to connect courses of action to their respective consequences. For courses of action that do not involve taking responsibility, draw convoluted paths whose courses aren't very clear.

If students do not mention taking responsibility for their actions in some way, guide them to consider and discuss such options now. Your paths for these options should be shorter, more direct, and easier to follow than the convoluted paths.

**3. Students evaluate their responses.**

Invite students to compare and contrast the paths of action on the board and to draw conclusions about them. Students should recognise that admitting a mistake, or taking responsibility for their actions, is a more direct and honest approach that is more likely to result in positive consequences.

Ask students to identify options listed that could be considered excuses in some way. Then, ask if students would agree that excuses are just ways to deflect blame onto something or someone else, usually to avoid admitting a mistake or taking responsibility for one's own actions.

Point out that it's easy to start playing the "blame game." Tell students to avoid this trap because it destroys motivation and can become a goal in itself—a goal that produces negative results.

## Part II Me, Myself, and I *(10 minutes)*

Purpose: Students define "accountability" and explore positive consequences of being accountable for their actions.

**1. Students define "accountability."**

Write the word "accountable" on the board, and ask students to explain what they think it means. Prompt ideas by asking students if they think it would be a compliment to be described as accountable.

Through questions and prompts guide students to conclude that "accountable" can be defined as "being responsible for one's actions or work." Point out that the words "accountable" and "responsible" are synonyms, or words that have similar meanings.

**2. Students explore the consequences of accountability.**

Say, "If you are accountable for your actions, people will think that you are trustworthy." Write the word "trustworthy" on the board. Ask students to explain what this word means. Then, guide students to understand that "trustworthy" means "being reliable."

Challenge students to identify and discuss other consequences of being accountable, responsible, and trustworthy. Invite a student to write responses on the board. Through questions and comments, prompt students to generate a list that includes consequences at home, at school, and in their relationships with peers.

**3. Students draw conclusions.**

Focus attention on the list, and ask questions such as the following to help students draw conclusions about the consequences of being accountable for their actions:

- Of the consequences listed, which would you say are negative? (There should not be any. If students identify some as being negative, challenge them to explain their answers, and ask if any other students support this thinking.)
- If the consequences are all positive, is choosing to be accountable a good or bad decision? (Students should respond that the decision is a good one.)
- Do you think it is difficult for people to be accountable for their actions? Why?

Tell students that whenever they are in a situation in which they must account for their actions, they should ask themselves, "Who is responsible for my actions?" The answer should always be, "I am."

## Part III Owning Up to It *(20 minutes)*

Purpose: In order to express an understanding of accountability, students create and act out solutions to dilemmas.

**1. Students prepare for the activity.**

Divide the class into four groups by having students each draw one card from a deck of playing cards. Stack the deck so that the groups are evenly divided. Have groups form in the corners of the room by card suit (i.e., all the hearts in one corner, all the diamonds in another, and so on).

Explain that each group will be given a dilemma to solve. As a group, students are to discuss possible solutions, and then choose a solution to act out for the class. Tell them that each group will have two minutes for its performances.

**2. Students create solutions to their dilemmas.**

Explain that the hearts and the diamonds will each work on the following scenario:

> You borrowed a laptop and headphones from a friend. While you were eating, you spilled softdrink all over the laptop. While you were trying to clean up the mess, you sat on the headphones and broke them. Now, your friend wants everything back. What will you do?

The hearts will work on excuses, or responses, in which they are not accountable for their actions. The diamonds will work on responses that show accountability.

Have the clubs and the spades work on the following scenario:

> You have a big project due tomorrow. The assignment was given two weeks ago, and your teacher has been checking every other day to make sure that everyone is working on it. You've reported that you've chosen your topic and have begun to work on it, but you really haven't. This project will count toward most of your grade, and there's no way you can finish it in one night. What will you do?

Tell the clubs to work on excuses. Have the spades work on responses that show accountability.

**3. Students act out their solutions.**

Invite the clubs to perform their solution, followed by the spades. Then, do the same for the hearts, followed by the diamonds. If time permits, prompt a brief discussion of the performances by asking questions such as the following:

- How did you feel when the performers gave excuses?
- How did you feel when the performers were accountable for their actions?
- Which responses did you find to be more reliable?

## Conclusion *(2 minutes)*

Ask students to explain why being accountable is a strength. Elicit from students the following **key points** that were taught in this lesson:

- Being accountable for your actions means taking responsibility for them, whether the actions are positive or negative. After all, your actions belong to you.
- Being accountable and reliable shows that you are a mature person, worthy of trust and respect.

## Student Assessment

1. Define what it means to be accountable for your actions.
2. In what ways can being accountable be difficult? What are some ways you can overcome these difficulties?
3. List three benefits of being accountable for your actions.

# LESSON EXTENSIONS

## Using Quotations

“He who upsets something should know how to put it back again.”

Discuss how this proverb relates to everyday life.

## Addressing Multiple Learning Modes

Ask, “How are players kept accountable in team sports?” Divide the class into small groups. Have each group research rules and the penalties for breaking rules in a sport of their choosing.

Have groups present to 1 other group.

## Writing in Your Journal

Have students describe a situation in which they got into trouble and tried unsuccessfully to explain their way out of it. Have them describe how owning up to their mistakes would have affected the outcome. Students may also write about a time when they were accountable for their actions and how that made them feel.

## Using Technology

Have students research greeting card sites on the internet. Have them look for examples of apology cards, and then design their own for situations in their own lives.

Discuss how apologising for our mistakes is a form of accountability.

## Homework

Lack of accountability is a big theme in sitcoms; small deceptions often turn into major disasters. Have students watch their favourite sitcom and write a paragraph that includes the main plot, whether the main characters were accountable for their actions, and the consequences the characters faced.

Have students report their findings in class. Make a list of the sitcoms' problems and how they were resolved. Discuss the behaviour observed.

## Additional Activity

Students devise a list of professions. Add what each profession is likely accountable for. Eg. Doctor – keeping a clean and hygienic space to protect the safety of patients and to diagnose accurately. A barista – to ensure all drinks are made with accurate requests, in a timely and hygienic manner.

# HANDLING STRESS

3 LESSON

## AGENDA

- Starter
- Where Does Stress Come From?
- What Does It Look Like?
- Putting Stress to Rest
- Conclusion
- Student Assessment

### Objectives

Students will identify sources of stress in their lives.

Students will identify behavioural and emotional signs of stress.

Students will identify methods for managing or eliminating stress.

### Materials Needed

- One sheet of butchers paper for each student, drawing supplies (Starter, Part I)
- One copy of the “Stress Factors” activity sheet for each student (Part III)

## Starter *(5 minutes)*

Announce that you will start today's class with a pop quiz. Ask students to take out a sheet of paper and a pencil. In fairly quick succession, ask the following three questions:

- How many continents are there?
- What is the distance between the earth and the sun?
- You have just entered a room full of people and dogs. There are a total of 72 legs in the room. How many people and how many dogs are in the room?

After telling students that time is up, ask if they feel stressed after this experience. Assure them that the quiz was not real. Explain that situations like a surprise quiz can make a person feel nervous, scared, tense, upset, and even angry. These feelings are signs of stress. Explain to students that today they are going to talk about how to recognise and handle stress.

## Part I Where Does Stress Come From? *(20 minutes)*

Purpose: Students draw pictures that illustrate stress and identify its source in their lives.

**1. Students draw representations of stress.**

Ask students to think about what stress feels like. Distribute sheets of drawing paper, and give students a few minutes to draw a picture of stress.

After a minute or two, ask students if they have drawn their pictures in a setting. If they haven't, suggest that they add to their drawings to show where the stress is taking place.

**2. Students identify sources of stress.**

Focus students' attention on what they have drawn. Direct them to choose a word that describes their pictures of stress and write it down. Have them label where their drawings take place, and write one or two words that tell what causes the stress.

Explain that stress is tension, or feelings of pressure or anxiety. Point out that stress can happen when people, events, or situations make us feel powerless or out of control. Say, "Let's take a look at your examples."

Draw three columns on the board, and label them "Feelings," "Places," "Causes." Ask students to share the words they wrote to describe their pictures. Write responses under the "Feelings" column on the board. Then, ask students to name where their pictures take place. Write these responses in the "Places" column. Proceed in a similar manner with the causes of stress that students have identified.

**3. Students make observations.**

Have students review the list and identify major sources of stress common in all their lives. Write their responses on the board. Through questions and comments, guide students to identify such sources as the following:

- School (homework, tests, and grades)
- Parents (expectations for behaviour and achievement)
- Friends and peers (pressures for behaviour, relationships, and conformity)

Point out that many of these things are not stressful in themselves, but they become sources of stress because of how we perceive them. Tests, for example, are usually stressful when we are not prepared for them. If we are prepared, we might feel a little nervous, but we would probably not feel stressed about it.

Explain to students that if they can identify what causes them to feel stress, then they can learn how to deal with it, and even turn it into something positive rather than negative.

## Part II What Does It Look Like? *(10 minutes)*

Purpose: Students identify behavioural and emotional signs of stress.

**1. Students identify behavioural signs of stress.**

Point out that in their pictures, students drew what stress feels like. Challenge students to analyse their pictures and describe how these feelings might reflect on their outward appearance. (Students might respond: hyperactivity, fidgeting, nail biting, laughing or talking too loudly, becoming pushy and aggressive, becoming very quiet and withdrawn, cracking knuckles, doodling instead of paying attention.)

Explain that these behaviours are all physical signs of stress. Make the observation that everyone reacts differently to stress, both physically and emotionally.

**2. Students identify emotional signs of stress.**

Direct students' attention to the "Feelings" list on the board, and explain that emotional signs of stress cannot be seen so easily. Challenge students to add other emotional signs of stress if the list is not inclusive. Your list should reflect such signs as feeling angry, nervous, worried, afraid, troubled, pressured, tense, anxious, upset, powerless, frustrated, and so on.

Explain that certain behaviours and feelings are clues to stressful situations. Tell students that these clues will tell them when a stressful situation is occurring. Once they recognise this, they can begin to deal with the stress. Explain that there are things they can do to reduce or relieve feelings of stress in these situations.

## Part III Putting Stress to Rest *(15 minutes)*

Purpose: Students learn about and choose methods for managing or eliminating stress.

**1. Students identify personal stress factors.**

Hand out copies of the "Stress Factors" activity sheet. Direct students' attention to the "Stress Creators" column, and ask students to check the factors that apply to them. Have them add other factors that cause them to feel stress at the bottom of the column.

After a few minutes, point out the "Signs of Stress" column. Ask students to check behaviours that apply to them and list other personal reactions to stress at the bottom of the column.

**2. Students brainstorm ways to handle stress.**

Prompt students to think about ways to keep from feeling stressed. Through questions and comments, guide students to review what they have learned about the importance of health and physical fitness and how it relates to their general well-being. (Students might respond: the food you eat affects your energy level. If you are eating poorly, you will not be able to deal with everyday pressures and problems very well. The amount of sleep you get affects your mood, energy level, and performance. If you do not get enough sleep, you're probably getting stressed out more often than you should be. Exercise increases your energy, makes you physically and emotionally stronger, and relieves tension and stress. More exercise equals less stress.)

Ask students to brainstorm relaxation techniques that can help them gain control of themselves in stressful situations. (Students might respond: count slowly backward from five. Take three deep breaths as you bend over to tie a shoe or pull up a sock. Take one step backward. Stretch. Take a moment to gather yourself, think, and regain your calm. Call up a friend and vent. Talk about the situation with someone you trust and ask for advice. Read a poem, a favourite book, or a magazine. Make an action plan to avoid the stress—plan to study for your tests, for example.)

Remind students that stress comes from our reactions to a situation, not from the situation itself. Therefore, we should always recognise stressful situations and be prepared to deal with them.

**3. Students choose ways to handle stress.**

Draw attention back to the "Stress Factors" activity sheet and give students time to fill in the center column. Emphasise that students should choose things that they can and will do. Suggest that they keep this activity sheet in their folders and refer to it occasionally. Also, suggest that students update the sheet periodically.

## Conclusion *(2 minutes)*

Ask students if stressful situations are unusual. Ask them to identify ways to deal with stress. Elicit from students the following **key points** that were taught in this lesson:

- Recognising what causes stress is the first step in dealing with it.
- Our behaviours and feelings are clues to stressful events or situations. It is important to listen to them.
- You have the power to reduce or relieve stress in your life.

## Student Assessment

1. List some of the physical and emotional signs that someone is under stress. List as many of each as you can.
2. List three things that you can do to relieve stress.
3. Describe something in your life that causes you stress and three things that you can do to help reduce this stress.

# LESSON EXTENSIONS

## Using Quotations

"I am convinced that life is 10% what happens to me and 90% how I react to it."

Have students brainstorm a list of stressful events that have occurred today. Have students assign a stress level to each event (from one to 10, with 10 being the most stressful), and share their answers with the class. Discuss the idea that the same event can trigger different reactions in people.

## Addressing Multiple Learning Modes

Have students read pages 347–348 of *Speaker's Sourcebook II* by Glenn Van Ekeren for 10 suggestions for reducing stress. Divide the class into small groups and assign each group one of the techniques. Have the groups prepare and present a role play in which middle schoolers put their techniques into action.

Have students rehearse their role plays and share them with the class.

## Writing in Your Journal

Discuss writing as an opportunity to vent frustrations and clarify problems. Have students use their journals for this purpose at least once during the week.

## Using Technology

Have students research sayings that help them manage stress.

Have students design posters that incorporate their chosen quotes or proverbs. Display the posters around the classroom.

## Homework

For one week, have students keep a list of situations that made them feel stressed and what they did to relax (e.g., they got into trouble, and then called a friend to let off steam).

Have the class create a graph of the most frequently used stress relievers and discuss what worksbest.

## Additional Activity

Invite a guest speaker (e.g., a gym teacher or guidance officer) to demonstrate stress-reducing exercises and answer questions about handling stress.

Have students make a list of steps they can take to reduce their stress.

# STRESS FACTORS

## Stress Creators

- ☐ tests
- ☐ trouble in the family
- ☐ secret activities
- ☐ fear of danger
- ☐ arguments
- ☐ confrontations
- ☐ divorce
- ☐ friendships
- ☐ personal values
- ☐ problems at school
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

Can Lead To . . .

## Ways to Reduce or Relieve Stress

_____

_____

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## Signs of Stress

- ☐ headaches
- ☐ anger
- ☐ eating or sleeping too little
- ☐ eating or sleeping too much
- ☐ lack of energy and interest
- ☐ intolerance
- ☐ frustration
- ☐ isolation
- ☐ poor concentration
- ☐ tension
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

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# MANAGING YOUR TIME

4
LESSON

## AGENDA

- Starter
- Work It Out
- Priorities
- Time's on Your Side
- Conclusion
- Student Assessment

### Objectives

Students will recognise the ability to manage time by creating to-do lists.

Students will recognise the importance of prioritising activities in order to manage their time.

Students will apply time-management skills to their own lives.

### Materials Needed

- One copy of the “Sam’s Schedule” activity sheet for each student (Part I)
- One copy of the “Your Schedule” activity sheet for each student (Part III)

## Starter *(5 minutes)*

Prompt students to begin thinking about the concept of time by commenting on how many minutes have passed since class began. Say, “One minute doesn’t sound like much time, does it? But a lot can happen in a minute. Do you know that light can travel 17,987,520 kilometers in a minute?” (The speed of light is 299,792 km/second.)

Ask students to imagine that they will be paid ten cents for every minute they are in your class. Ask how much each student would have at the end of the day.

Lead students to the realisation that minutes can really add up. Tell students that they’ll learn how to manage their time so that those minutes add up.

## Part I Work It Out *(20 minutes)*

Purpose: Students recognise the ability to manage time by creating to-do lists.

**1. Students read a story.**

Distribute copies of the “Sam’s Schedule” activity sheet. Ask one or two students to read aloud the paragraphs about Sam at the top of the page.

Point out that Sam has a lot to do this weekend and that he values his promises. Tell students they’re going to help Sam manage his time, and they are going to find out if he can get everything done.

**2. Students organise a to-do list.**

Direct attention to the list of directions at the side of Sam’s list. Read them aloud, giving additional information about each one:

- Under “Things to Do” on Sam’s list, write down all the tasks Sam wants to complete this weekend.
- Under “Priority,” assign each task a rating of one if it absolutely must be done this weekend. Assign the task a rating of two if it’s important, but could be done at another time, if necessary. Assign the task a rating of three if it really does not need to be done this weekend.
- List the tasks that Sam could do each day that would allow him to keep his promises and get things done.
- Be sure to put a star by the tasks that have been assigned a number one for most important.

Give students time to complete the activity sheet. If students are having difficulty setting priorities, remind them that Sam values his promises.

**3. Students share their lists.**

Ask students to name the tasks that they listed in Sam's "Things to Do" column. Write their responses on the board. There should be eight tasks listed on the board: cut three lawns, go to the movies, clean his room, clean the bathroom, wash his parent's car, babysit, shop for a present, and make changes on his assessment for school.

Invite students to share their ratings for each task. Encourage students to explain the reasoning behind each rating. Try to reach a general consensus on the ratings. They should recognize, however, that cutting the lawns and completing the schoolwork are most important, followed by helping his parent. They should also identify the shopping task as one that could be done some other time.

Ask students to share the schedules they worked out for Sam, identifying the priority-one tasks that they marked with a star. Ask students if they think that it is possible for Sam to do everything he wants to do this weekend.

## Part II Priorities *(10 minutes)*

Purpose: Students recognise the importance of prioritizing activities in order to manage their time effectively.

**1. Students define "time management."**

Tell students that they should now have a good idea of what time management is. Ask students to define "time management." (Students might respond: identifying tasks that need to be done, identifying the most important tasks, arranging tasks in a manner that allows them to be completed by a certain time.)

Explain that in Sam's case, students reduced Sam's level of stress. By making a to-do list, they helped him manage his time and accomplish everything he wanted to get done.

**2. Students define "priorities."**

Point out to students that when they identified the most important things that Sam had to do, they were identifying his priorities. On the board, write, "A priority is something that is more important to you than something else."

Ask students to decide, from among the following pairs of tasks, which they would do first and why:

- Work on a project that's due next week, or work on an assignment that's due tomorrow
- Invite a friend to spend the night, or talk to a parent about inviting the friend to spend the night
- Keep a promise to take a younger brother or sister to the park, or talk to a friend on the phone

Tell students that identifying priorities may seem like a difficult thing to do, but will be easier if they take the time to think about their values and tasks.

## Part III Time's on Your Side *(15 minutes)*

Purpose: Students apply time-management skills to their own lives.

**1. Students work in pairs to identify their tasks.**

Hand out copies of the “Your Schedule” activity sheet. Explain that students are going to do for themselves what they did for Sam.

Ask students to work with partners to tell each other what they need to do tomorrow. Tell them to think about everything, including such things as eating breakfast, going to school, doing chores, spending time with family or friends, going to training, watching a favourite TV show, or studying for a test.

Explain that as students tell about their days, their partners will write their answers on the activity sheet. Give students about five minutes to complete this step. Alert them when it’s time for them to change roles.

**2. Students prioritise their tasks.**

Ask students to work independently to prioritise their tasks and make their own to-do lists, using what their partners wrote on the “Your Schedule” activity sheet. Before they begin, ask students to recall the rating system that they used for Sam. If necessary, write brief summaries of the ratings on the board.

**3. Students schedule their time.**

As students complete their prioritising, tell them to fill out a schedule of events for the next day. Remind them to star the number-one priority tasks on their schedules.

When they have finished, ask students if they think that they can accomplish everything they want to do. Point out that if they cannot, they should be able to identify those tasks that can be done another day. (These are the number three priorities.) Suggest that students place a question mark after these tasks on their schedules as reminders that they are the least important.

Emphasise that it’s not important how many tasks students have to do, or how quickly they do them, but rather that they complete them in a way that makes them feel proud.

## Conclusion *(2 minutes)*

Ask students to explain the benefits of effectively managing their time. Elicit from students the following **key points** that were taught in this lesson:

- In order to manage your time well, think about and identify the tasks that you want to complete.
- When you have a lot of things to do, make a to-do list and identify your priorities.

## Student Assessment

1. List three of the steps toward good time management.
2. Make and prioritise your to-do list for the upcoming weekend.

# LESSON EXTENSIONS

## Using Quotations

“Time is the scarcest resource and unless it is managed, nothing else can be managed.”

Have students discuss why time could be called a “resource.” Have them brainstorm other things they might be able to manage once they have a handle on their use of time.

## Addressing Multiple Learning Modes

Create a crossword including terms they have learned in this lesson and other words relating to time.

## Writing in Your Journal

Students create an acrostic poem about time and perspective.

## Using Technology

Have students find songs with time as a theme.

Have students compare the lyrics to these songs. Have them consider why time was important to the writer of each song. Create a playlist of the class’s favourites or have students make up lyrics of their own.

## Homework

For one week, have students estimate the amount of time they need to complete their homework, and then record how long it actually took them to complete each assignment.

Have students report the accuracy of their estimates. Discuss their work styles (e.g., working while watching TV) and remind the class that people work at different paces. Explain the importance of these estimates in budgeting time.

## Additional Activity

Have students create weekly calendars. Have them write their schedules on the calendars, and then block off time for studying.

# SAM'S SCHEDULE

Sam is 16 years old and wants to run a yard-care service this summer. He has already started by promising to cut lawns on Saturdays for three people in his neighbourhood. Sam charges $20.00 to mow a lawn and bag leaves and grass. It takes about an hour and a half for Sam to tend to each yard.

This weekend, Sam has a few other activities to complete. On Saturday night, Sam is going to the movies at 7:00 with two of his friends. He's also promised to help his parent by cleaning his own room and the bathroom, washing the car, and babysitting his little sister for a few hours on Sunday. Sam wants to buy a present for his best friend's birthday next week. Also, his teacher told him that if he makes some changes on his assessment and hands it in on Monday, he can increase his result.

Sam's head is spinning! Can he get everything done this weekend?

**HELP SAM MAKE A PLAN.**

- List all his tasks.
- Number the tasks in order of their importance.
- Make a schedule of tasks for each day of the weekend.
- Put a star by the most important tasks.

| | *Sam's To-Do List* | |
|---|---|---|
| | *Things to Do* | *Priority* |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |
| | | |
| | *Schedule* | |
| | *Saturday* | *Sunday* |
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# YOUR SCHEDULE

**Fill in tomorrow's date, and then list all the tasks you need to complete. Remember to prioritise the tasks and star the most important ones in your schedule.**

| | |
|---|---|
| | *My long-term goals:* |
| | |
| | *My short-term goals:* |
| | |
| *Priority* | *Things to Do:* |
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| | *Schedule for the Day:* |
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# TAKING THE INITIATIVE

5
LESSON

## AGENDA

- Starter
- Different Views
- Self-Start
- Listen Up!
- Conclusion
- Student Assessment

### Objectives

Students will discover the benefits of seeking assistance from others.

Students will recognise that initiative affects the ability to seek assistance and gather information.

Students will listen to a guest speaker and consider how initiative makes a difference in life.

### Materials Needed

- An assortment of about 20 small objects, such as pencils, chalk, paper clips, rubber bands, erasers, socks, toy or puzzle parts, doll clothes, yo-yos, nails, keys, shoelaces, old jewelry, and other common items that are easily identified (Part I)
- A sheet or length of material to cover the objects on display (Part I)
- A guest speaker who will spend 10 to 15 minutes talking to students about the importance of initiative and how it has helped them. (If possible, bring in a high school student who can talk to

your class about how they became involved in a school activity, project, or sport and what has happened as a result.) (Part III)

## Starter *(5 minutes)*

Ask students if they know why Orville and Wilbur Wright are famous. (Students should say that they are the brothers who designed and flew the first engine-driven airplanes in 1903.) Tell students that before that time, all airplanes were gliders, or planes that flew without engines. Explain that people thought the Wright brothers were a little crazy. In fact, the Wright brothers were not successful in their first four years of attempts.

Ask students what might have happened if the brothers had gotten frustrated and shelved their ideas. After a few students respond, tell students that they're going to see how important it is for them to find ways to make what they want happen, no matter the obstacles.

## Part I Different Views *(15 minutes)*

Purpose: Students discover the benefits of seeking assistance from others.

**1. Students prepare for the activity.**

Before class begins, display the assorted objects you have gathered on a table at the back of the room. Be sure that each item is clearly visible. Cover the objects with a sheet or piece of material so that students are not able to see them as they arrive for class.

**2. Students view the objects.**

Begin the activity by giving the following directions:

- You will have one minute to view the objects at the back of the room.
- You cannot bring anything with you when you go to view the objects.
- After you have observed the objects, you are to sit down and make a list of everything you saw on the table.
- You must be seated and facing front when you are not viewing the objects.
- You cannot talk to anyone or share notes.

Send small groups of students, one group at a time, to the back of the room to view the objects. Be sure that groups are small enough so that students can easily look at all the objects. Monitor the time, keeping students quiet and moving at one-minute intervals.

**3. Students reflect on their experiences.**

Invite students to compare notes with each other, adding to their lists of objects. Then, begin a general discussion by asking questions such as the following:

- How many total objects do you think are on the table?
- How many of you were able to list all of the objects the first time?
- How many additional items did you add after talking with a few peers?
- Do you think that you now have all the objects listed? Why or why not?
- What conclusions can you draw from this experience?

Guide students to the understanding that everyone observes things differently. Explain that people often remember different things about the same experience. Point out that we can always benefit from the assistance of others. We can learn from each other and work together to get the information we need.

## Part II Self-Start *(10 minutes)*

Purpose: Students recognise that initiative affects the ability to seek assistance and gather information.

**1. Students define "initiative."**

Ask students how they would feel if someone were to tell them that they were a person with initiative. Encourage students to explain their feelings.

Write the word "initiative" on the board. Through questions and comments, guide students to understand that initiative is the ability to get tasks started or done without needing to be told to do so. Point out that the verb "initiate" means "to start or to begin to do."

**2. Students explore the concept of initiative.**

Prompt students to think about the importance of initiative by asking questions such as the following:

- Do you think the Wright brothers made an effort to talk to other people who knew about airplanes and engines? Why?
- Were you more successful in remembering and listing the objects in the back of the room when you worked alone or after talking with peers? Why?
- Would you have taken the initiative to talk with others about what they remembered if I hadn't told you that you couldn't talk to each other?

Remind students that only they know when information or assistance could help them. In order to get it, they need to take the initiative. Explain that they need to make the effort and ask questions. Tell students that sometimes they may not ask the right person or they may not ask the right question. When this happens, they need to try again.

## Part III Listen Up! *(20 minutes)*

Purpose: Students listen to a guest speaker and consider how initiative can make a difference in life.

**1. Prepare your guest speaker.**

Prior to class, talk with your speaker and explain what students will be learning in this lesson. Be sure that the speaker understands the purpose of their visit and the time limit.

Explain that you will invite students to ask questions when the speaker has finished their presentation. Suggest that the speaker give some personal information before getting into the body of the presentation, and describe any long-term goals that may be involved in the topic of the presentation.

**2. Students listen to the presentation.**

Introduce your speaker to the class. Tell students that they will be able to ask questions or make comments after the speaker has finished. Suggest that as the speaker is talking, they write down any questions that they may want to ask.

**3. Students respond to the speaker.**

Invite students to ask any questions they may have. If students seem reluctant, prompt their participation by asking a question yourself or by making an observation about a specific action that was taken that illustrated initiative on the speaker's part. You might also ask students to speculate about how the speaker's life might be different if they had not taken a specific action.

Be sure to thank your speaker for sharing their time and experiences with your class. If time permits, encourage students to share their thoughts about the speaker's presentation after the speaker has left.

## Conclusion *(2 minutes)*

Ask students to define “initiative.” Ask students how having initiative is helpful in achieving goals. Elicit from students the following **key points** that were taught in this lesson:

- Initiative is the ability to get started or to finish something on your own.
- Take the initiative to ask questions when you want or need information or assistance.

## Student Assessment

1. In Part I of this lesson, did your partner remember any information that you did not remember? What information? What did this show you about working with others?
2. How might a lack of initiative hurt you?
3. Why is taking initiative important in achieving your goals?

# LESSON EXTENSIONS

## Using Quotations

"Originality is unexplored territory. You get there by carrying a canoe—you can't take a taxi."

Explain what is meant by this quote.

## Addressing Multiple Learning Modes

Have students research and write brief biographies about scientists and inventors.

Have students create a list that demonstrates what we owe to the initiative of the scientists and inventors discussed.

## Writing in Your Journal

Have students write a note seeking support with a tough assignment or a problem that's been worrying them.

## Using Technology

Have students research what is required when applying for a patent.

## Homework

Have students watch a movie that involves a character using initiative. Discuss whether it was successful.

## Additional Activity

Have students identify new startups and who they could share these projects with. Eg. ShareWaste connects people who wish to recycle their kitchen scraps with people in their community who are composting or worm farming. They could share the program with those living in apartments who do not have the space for a compost bin.

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# GETTING ORGANISED

1
LESSON

## AGENDA

- Starter
- The Paper Flow
- What? When?
- Create a System
- Conclusion
- Student Assessment

### Objectives

Students will examine ways to organise information and materials for their school subjects.

Students will identify the importance of planning and scheduling study time.

Students will create systems for organising their work.

### Materials Needed

- One copy of the “Organisation Checklist” activity sheet for each student (Part III)
- One copy of the “My Study Week” activity sheet for each student (Part III)

## Starter *(3 minutes)*

Ask students to think about the order in which they do things in the morning.

Ask questions such as the following:

- Would you fix your hair before getting into the shower? Why not?
- Would you put on your shoes before putting on your pants? Why not?
- Would you butter your bread before putting it in the toaster? Why not?

Point out that what have become our everyday habits are really ways in which we organise ourselves. Explain to students that in this lesson they will learn habits of organisation that can help them study and learn more successfully.

## Part I The Paper Flow *(15 minutes)*

Purpose: Students examine ways to organise information and materials for their school subjects.

**1. Students examine their personal organisation habits.**

Ask students to name the classes they are taking. List these classes on the board. Have students describe how they keep track of information, assignments, and materials for each class. Elicit their reasons. Ask students who keep notebooks or binders to explain why they are helpful organisational tools.

Point out whenever possible the various organisational tools that students already have in place. Emphasise that one important tool is to keep notebooks for each class or a binder with different sections for each class.

**2. Students learn how to organise notebooks and binders.**

Ask students to describe and show how their notebooks/binders are organised.

Point out individual differences. For example, some students may find that keeping a notebook works best for some subjects. Others may find that keeping a binder works best because binders allow papers to be easily removed or inserted. Some students might even wish to use a combination of both notebooks and binders.

Help students understand that when work is completed, it's often a good idea to keep the work so it may be reviewed later. Other times, work needs to be cleaned out. Ask for suggestions on how students might clean out their notebooks or binders. (Students might respond: go through the notebooks and binders, and identify material that might be helpful when reviewing for tests or working on projects; find a place to keep these materials at home—on a bookshelf, for example. Loose papers could be filed in subject folders.)

Summarise your discussion by writing the following points on the board:

- Students should have a notebook or a section in a binder for each subject.
- Students should have a place to write assignments and notes, and a place to keep completed homework and handouts.

## Part II What? When? *(15 minutes)*

Purpose: Students evaluate the importance of planning ahead and scheduling study time.

**1. Students assess their personal time management habits.**

Review the list of classes written on the board. Continue your discussion about organisational methods. Ask questions such as the following:

- How do you keep track of assignment due dates or test dates for each of your classes?
- How do you plan your studying so that everything you need to do gets done on time?
- What are some ways you can improve your time management skills?

Acknowledge responses that offer suggestions on how to plan ahead. Tell students that planning ahead is another important part of getting organised. If students have not mentioned making a schedule or a to-do list, remind them of the techniques they learned a few sessions ago in "Lesson 4: Managing Your Time" of Module 4: Managing Personal Resources.

**2. Students consider how to plan their study time.**

Share the following study tips with students:

- Decide on the best time of day to do homework.
- Study at that same time every day.
- Plan and schedule exactly what you need to accomplish.
- Write down your study schedule and stick to it!
- Work on the most difficult subjects first, before you get tired.

## Part III Create a System *(15 minutes)*

Purpose: Students identify organisational systems that work best for them.

**1. Students organise their notebooks or binders.**

Discuss how students might use their notebooks or binders to plan and organise their classwork. Through questions and comments, guide students to point out that if their notebooks or binders are organised by class, and if each class section includes daily assignments and notices of upcoming tests, then they can transfer this information to a daily or weekly schedule. This becomes their to-do list.

Distribute copies of the "Organisation Checklist" activity sheet. Focus attention on the first section of the activity sheet, titled "About Notebooks and Binders."

Group students in pairs. Tell them to look through any notebooks or binders that they have with them to see how well they are organised. Tell students to fill out the first half of the checklist, and to reorganise their notebooks and binders if they need to. Remind them to list anything they need to do or materials they may need to help them organise, such as additional notebooks, a binder, paper, and pencils.

**2. Students make a schedule.**

Focus students' attention on the reminders at the bottom of their checklists. Tell students to read through them as you distribute copies of the "My Study Week" activity sheet.

Suggest that at the beginning or end of each day, students go through their notes for each class, enter upcoming assignments and tests in their notebooks or binders, and write up a schedule of what needs to be done. Model suggestions on the board (e.g., "English—Monday: read pages 50–60, work on rough draft").

Remind students to keep their schedules in their notebooks. Suggest that they use a schedule like this, adapt it, or make up one of their own that works better for them.

## Conclusion *(2 minutes)*

Ask students to name useful methods for organising their notebooks and binders. Ask them to explain why their organisational systems may change occasionally. Elicit from students the following key points that were taught in this lesson:

- It is important to have a system for planning and organising classwork.
- Organise your work; keep a notebook or binder with information and materials for each class.
- Plan ahead; make a schedule to organise your study time.

## Student Assessment

1. Think of the space in which you usually do homework. With what you learned today in mind, how can you set up this space to keep yourself organised?
2. Why is it important to make and maintain a weekly schedule?

# LESSON EXTENSIONS

## Using Quotations

“Getting your house in order and reducing the confusion gives you more control over your life. Personal organisation somehow releases or frees you to operate more effectively.”

Discuss this quote as a class. Have students identify ways they can organise their homework/study time more effectively. Then, have them describe how such organisation can free them to do other things.

## Addressing Multiple Learning Modes

Have students brainstorm a list of materials needed for studying at home. Have them look through an office supply catalog for organisational ideas that can be made by using materials found at home.

Have students find or create containers for pencils, file folders, etc., that will keep their personal study areas organised. Have them decorate their containers.

## Writing in Your Journal

Have students identify one area of their lives in need of organisation. Have them write a plan for organising this area in their journals.

## Using Technology

Students create a class Google Slides where each student designs one slide about motivation and inspiration, encouraging them to persist with keeping on top of their study. Students can look through this when they need encouragement.

## Homework

Have students make two checklists, one for home and one for school, of items that they routinelyneed to carry between school and home (e.g., textbooks, pens). Have them also make a list of two“study buddies” in each of their classes whom they can call for clarification on an assignment.

Plan rewards for students who come prepared every day for a week. Give these rewards at various intervals.

## Additional Activity

Students create a class Google Docs for all students to share and access tips and inspiration about organisation.

# ORGANISATION CHECKLIST

## About Notebooks and Binders

Do I have…

- ☐ notebooks, folders, or a binder for my classes?
- ☐ a separate notebook or a separate section for each class?
- ☐ a place in front to write assignment notes and due dates?
- ☐ a place for homework?
- ☐ a paper in each notebook for notes and classwork?

Things I need to get organised:

_____ _____

_____ _____

_____ _____

_____ _____

## About Study Schedules

Be sure to…

- ☐ decide on a time to study each day.
- ☐ make a schedule for what you need to do.
- ☐ note specific assignments.
- ☐ follow through on your plans!

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# MY STUDY WEEK

| SUBJECTS | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
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# FOLLOWING INSTRUCTIONS

2 LESSON

## AGENDA

- Starter
- Do This, Do That
- Active Versus Passive
- Instructions for What?
- Conclusion
- Student Assessment

### Objectives

Students will examine the importance of understanding instructions.

Students will apply active listening and reading to following instructions.

Students will practice clarifying written and verbal instructions.

### Materials Needed

- One copy of the “Test Yourself” activity sheet for each student (Part I)

## Starter *(3 minutes)*

Ask students to imagine that they are taking a multiple-choice test. The test has a separate answer sheet for marking their answers.

Ask, “If the instructions for the test say that answers must be marked in pencil, what will happen if you use a pen or a marker?” (Students might respond: if a machine that reads only pencil marks is being used, an answer sheet filled in with pen or marker cannot be scored.) Point out that the result is the same as if the student had handed in a blank answer sheet.

Explain that it can be very disappointing not to do well on an assignment or a test, but it can be even more disappointing if the poor performance is the result of not following instructions.

Tell students that in this lesson they will examine ways to improve on following instructions.

## Part I Do This, Do That *(15 minutes)*

Purpose: Students examine the importance of understanding instructions.

**1. Students test their ability to follow instructions.**

Distribute copies of the “Test Yourself” activity sheet. Explain that this activity sheet will allow students to check their ability to follow instructions. Allow students three minutes to complete the activity sheet.

**2. Students evaluate their results.**

When time is up, have students exchange their activity sheets with a partner for grading. Explain that students are to give one of two grades: a 10 if the instructions were followed correctly or a zero if they were not.

After a minute, ask students to raise their hands if they gave their partner’s activity sheet a 10. Call on one of these students, and ask them to hold up the activity sheet. Ask the class if they agree with this score.

Have students evaluate their work. Ask questions such as the following:

- Should there be any other writing on the paper besides the name? (No)
- Should a corner be torn? (No)
- Should there be two holes in the paper connected by a line? (No)
- What did you need to do in order to follow the instructions correctly? (Read through all of the directions before starting to follow them.)

Through questions and comments, help students conclude that the last instruction is to ignore directions three through nine; therefore, an activity sheet with a grade of 10 should only have the person's name written on it and a crease down the center from top to bottom.

**3. Students draw conclusions about the importance of following instructions.**

Ask students to think of other examples of when it's important to read through instructions first. Point out that simply reading or listening to all instructions first can save time and eliminate the need to do all or part of a task over again. Emphasise that it's important to understand instructions in order to follow them correctly.

Have students reevaluate the results they assigned and adjust them if necessary before returning the activity sheets to their partners.

## Part II Active Versus Passive *(5 minutes)*

Purpose: Students apply active listening and reading to help them understand and follow instructions.

**1. Students define the concepts of active and passive listening.**

Ask students if they know the difference between active and passive listening or reading. Ask them to give examples of each.

Have students recall what they learned about active listening in lesson 2 of Module One: Communication. Through questions, comments, and prompts, help students understand the following:

- Active listening or reading is paying close attention, thinking about what we are hearing or reading, and making connections to what we are learning. We listen actively when we listen to and ask questions of our friends. We read actively when we are interested in what we are reading. We must listen and read actively when we need to know or understand something.
- Passive listening or reading is hearing or reading without paying attention, thinking, or making connections. When we listen to music, we often listen passively, especially when we are doing something else. When we read while watching television, we are reading passively.

**2. Students apply the concepts of active listening to following instructions.**

Discuss the need to be active readers and listeners when given a set of instructions. Invite students to support their opinions with reasons.

Explain that in order to understand instructions, students must read or listen actively. Sometimes, it may be necessary for them to read instructions more than once, it's always important for them to ask questions to clarify something they don't understand.

## Part III Instructions for What? *(25 minutes)*

Purpose: Students practice using written and verbal instructions.

**1. Students brainstorm activities with simple instructions.**

Ask students to brainstorm a list of simple things that they know how to do or make. Explain that students will be writing instructions for these activities, so they should be activities that can be done easily.

Offer suggestions such as sewing on a button, making scrambled eggs, folding a paper airplane, playing a simple card game, tying a knot, fixing a slipped bicycle chain, riding a skateboard, or changing a lightbulb. Discuss the appropriateness of the activity in terms of ease (i.e., how easy or difficult it would be to instruct someone to perform the activity).

**2. Students write instructions.**

Tell students to choose an activity, reminding them that a simple activity will work best. Then, give students about five minutes to write down step-by-step instructions for doing the activity.

If students have chosen activities that are difficult, suggest easier ones. When most students have finished, tell them to think about whether they will give their instructions verbally or in writing.

**3. Students exchange instructions.**

Have students work with partners to give each other their instructions, without naming their activities. Remind students to listen or read actively and to ask for clarification if they need it. Set a time limit of about five minutes for this step, alerting students when it's time to change roles.

When time is up, ask for a show of hands from students who think they would be able to successfully complete the task they've learned. Invite students to name the activities they chose to teach to their partners. In order to prompt students to discuss their experiences, ask questions such as the following:

- How many of you chose to give instructions verbally? Why?
- How many of you listened to or read through all of the instructions before responding?
- Was it important to get clarification for some instructions? If so, how did you do this?
- Which was easier—to give instructions or to receive them? Why?

## Conclusion *(2 minutes)*

Ask students why it is important to read or listen to instructions actively rather than passively. Elicit from students the following **key points** that were taught in this lesson:

- It is important to understand instructions in order to follow them correctly.
- Always read or listen to instructions actively, not passively.
- If necessary, read instructions more than once and ask questions to clarify verbal instructions.

## Student Assessment

1. Describe the difference between passive listening/reading and active listening/reading.
2. Give an example of a time when you listened/read passively and a time when you listened/read actively.
3. List three advantages of listening/reading actively

# LESSON EXTENSIONS

## Using Quotations

“You're off to great places, Today is your day! Your mountain is waiting, So...get on your way!”

Discuss this quote.

## Addressing Multiple Learning Modes

Have students make cookies, pizza, or other simple dishes of their choosing. They must read through the directions once and be able to list the steps, verbally or in writing, before beginning. (This activity requires supervision, and presents an opportunity to involve parents.)

Have students take a photo of their cooking. Discuss the process they needed to follow to make the food.

## Writing in Your Journal

Have students recount a time when not following instructions had negative results.

## Using Technology

Have students visit www.ehow.com, a site that contains user-submitted instructions for a wide variety of activities.

Have students choose and follow the instructions for an activity on the site.

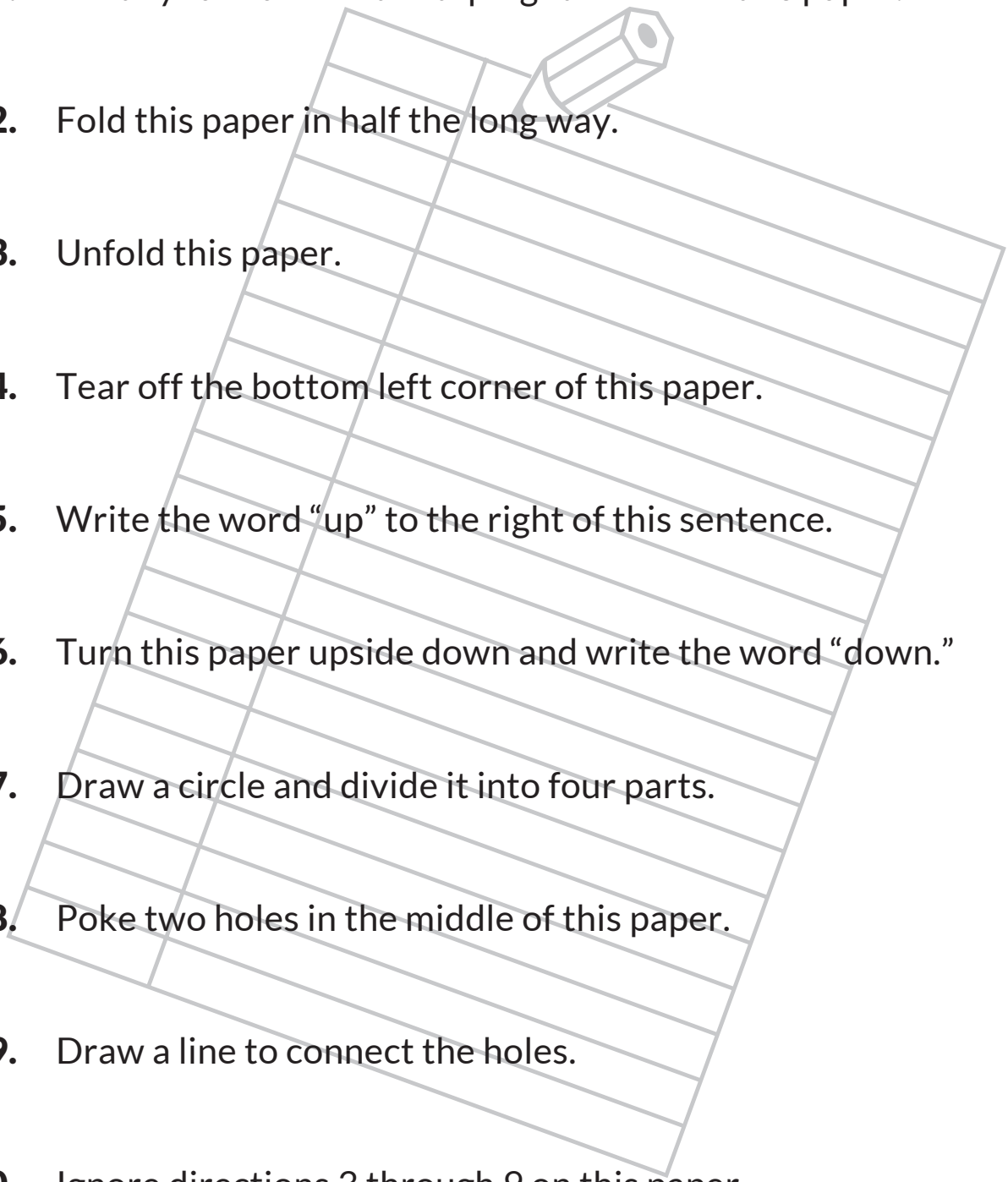
## Homework

Read the instructions for a magic trick. Practice and perform to a peer.

## Additional Activity

Find three new recipes you wish to cook. Plan a shopping list.

# TEST YOURSELF



1. Write your name in the top right corner of this paper.
2. Fold this paper in half the long way.
3. Unfold this paper.
4. Tear off the bottom left corner of this paper.
5. Write the word "up" to the right of this sentence.
6. Turn this paper upside down and write the word "down."
7. Draw a circle and divide it into four parts.
8. Poke two holes in the middle of this paper.
9. Draw a line to connect the holes.
10. Ignore directions 3 through 9 on this paper.

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# USING APPROPRIATE RESOURCES

3 LESSON

## AGENDA

- Starter
- People, Places, and Things
- The Internet
- One Who Knows
- Conclusion
- Student Assessment

### Objectives

Students will identify appropriate reference materials and resources.

Students will listen to a guest speaker in order to learn more about accessing information.

### Materials Needed

- A device that can connect to the internet, a dictionary, and a textbook (Starter and Part I)
- A copy of an atlas and one or more volumes of an encyclopedia (Part I)
- A guest speaker who will spend 10 to 15 minutes telling students about sources of information and how to access them (If possible, have a school or public librarian talk about what resources are available to students at their library, how a library is organized, and how to use a card catalog or computer to find books.) (Part III)

## Starter *(3 minutes)*

Display a device that can connect to the internet, a dictionary, and a textbook on your desk. Then, ask questions such as the following:

- Which of these three resources would you use to find out what movies are playing at your favourite theater? Why? (Students should say the laptop.)
- How else might you find out this information? (Students should say by calling the theater.)
- How would you know what number to call? (Students should mention looking the number up in the phone book or on the internet.)

Point out that it's important to be able to go to the right sources to get information. Say, "Today we will be examining ways to get the information you need."

## Part I People, Places, and Things *(15 minutes)*

Purpose: Students identify appropriate reference materials and resources.

**1. Students recognize the importance of resources.**

List the following topics on the board:

- What someone with nyctophobia suffers from
- Homework assignment for this class
- Northernmost country in South America

Tell students to imagine that they don't have internet access and must supply information about each of the topics on the board. Ask them if they can. Point out that students would need time to find out more about these topics in order to give answers. Explain that it would be unlikely that anyone knows all of these things offhand.

**2. Students identify dictionaries and encyclopedias as resources.**

Refer to the list on the board, and ask volunteers to tell which resource they would use to find out what a nyctophobe suffers from. (Students might respond: a dictionary or an encyclopedia.)

Through questions and comments, discuss these points with students:

In addition to spelling, identifying parts of speech, and definitions, a dictionary also gives information about places and people. All of the words in a dictionary are arranged in alphabetical order.

An encyclopedia is a collection of articles that give detailed facts and information about a variety of topics. The articles are arranged in alphabetical order within separate books, called volumes.

**3. Students identify people as resources.**

Refer to the list on the board. Ask students to tell how they would find out about the homework assignment for this class. (Students might respond: they wouldn't know; they would have to ask you, since the assignment hasn't been given.)

Emphasize that teachers, librarians, parents, classmates—anyone who has experience or knowledge to share—can be a resource. These are people who can answer students' questions and direct them to other resources.

**4. Students identify atlases as resources.**

Ask students what resource they would use to find out which is the northernmost country in South America. (Students should suggest using an atlas.) Through questions and comments, make sure that students can identify an atlas as a book with maps of states, countries, continents, and the world.

Invite students to look through the resources you've displayed and ask any questions they may have.

## Part II The Internet *(10 minutes)*

Purpose: Students examine computers and the internet as resources.

**1. Students share information about the internet.**

If it has not already been mentioned, point out that the internet is another source of information. Ask students to explain how they have previously used the internet. Encourage students to describe experiences other than visiting social networking sites or playing games.

Tell students that many places have internet access, either for free or for a nominal charge. If they do not have internet access at home, they can log on at a public library or a school computer lab.

**2. Students learn to distinguish reliable sources of information on the internet.**

Ask students, "How many of you have used the internet for research or school projects before? Why did you go to the internet for information?" Through discussion, guide students to the realization that there is information available online for almost any subject. Have students describe how they find information online. (Students should respond: use a search engine, visit a reliable site of which they are already aware.)

Tell students that the internet isn't always reliable. There are no editors on the internet, no one to ensure that the information posted to a site or message board is correct. Ask, "How can we know that the information we find online is reliable?" Allow students to offer some suggestions, and then provide them with the following tips for distinguishing between reliable/unreliable sources on the internet.

You may wish to have students write these tips down:

- Know the site you are visiting. If you're looking for information about careers, for example, be sure to visit a site dedicated to careers.
- Pay attention to the end of the site's address (e.g., ".com," ".gov," ".edu," ".org"). Usually, sites ending in ".gov," ".edu," or ".org" are reliable.
  However, you should always check to see who wrote the information on the site and judge if this person or organization is reliable.
- Look at the site's "About Us" section, if it has one. If the site describes the organization behind it and you feel that the organization is trustworthy, then the information is likely reliable. If it isn't clear who published the information, then it's probably not reliable.
- Look for grammar and spelling mistakes on the site. If the site is very poorly written, then it likely isn't reliable.
- Decide whether the site is trying to sell you something. Many websites are used by companies to sell products. If it seems that the information on the site is trying to get you to buy something, don't use that site for research.
- Remember that some online encyclopedias, like Wikipedia, can be edited by anyone. If you use a site like Wikipedia for research, be sure to double-check the information.

Say to students, "Making sure that the sources you find online are reliable is very important." Explain that when students are performing research online, they should always back up their information with print sources, like books or news articles.

## Part III One Who Knows *(20 minutes)*

Purpose: Students listen to a guest speaker in order to learn more about accessing information.

**1. Prepare your guest speaker.**

Prior to class, explain to your speaker the purpose of their visit and the time limit. Emphasize that your speaker should focus on what resources are available to students and who can help students utilize these resources, in addition to discussing how to use these resources. Have your guest decide whether to entertain questions during or after the presentation. Suggest that your guest give some personal background before getting into the body of the presentation.

**2. Students listen and respond to the presentation.**

Introduce your speaker to the class. Suggest that students take notes. If your speaker has elected to answer questions during the presentation, monitor the time in order to assist your guest in completing the presentation.

After the presentation, invite students to ask any questions they may have or to share their thoughts about what they have learned.

## Conclusion *(2 minutes)*

Ask students to name resources they can use to get information. Elicit from students the following **key points** that were taught in this lesson:

- It's important to go to the right sources to get the information you need.
- You can get information from reference books, people, and the internet.
- You can find reference books and use computers in libraries.

## Student Assessment

1. List three situations in which you would need to look up information.
2. List five resources that can help you get information about people, places, or things. Explain the advantages and disadvantages of each resource.

# LESSON EXTENSIONS

## Using Quotations

“Research is formalized curiosity. It is poking and prying with a purpose.”

As a class, discuss the importance of maintaining focus on a topic while performing research. Have students brainstorm what might happen if they do not keep their topics in mind while researching.

## Addressing Multiple Learning Modes

Divide students into teams. Have them locate the answers to 20 trivia questions of your own creation, citing where they found the answer to each question.

Have teams report on their successes. The team with the most correct answers wins. You might also honor teams for ingenious research ideas or collaborative strategies. Discuss the most used and the most effective sources.

## Writing in Your Journal

Have students select and research a topic in which they are interested. Have them keep a log of their research (with dates, sources consulted, phone numbers, etc.), just as professional researchers do. (Note that they should always be able to retrace their steps if they need more details.)

Have students discuss their efforts in small groups. Have them identify the strategies that were most efficient, yielded the best information, etc.

## Using Technology

Have students query their favourite search engines (e.g., Bing, Yahoo, Google) about a topic. Then, have them sift through the results to filter the reliable sites from the unreliable ones.

Have students discuss which characteristics helped them filter their results.

## Homework

Have students choose a resource to investigate (e.g., atlas, dictionary, encyclopedia, thesaurus, newspaper, magazine, the internet, other people).

Have students create “advertisements” showing the different advantages of the resources they’ve chosen.

## Additional Resources

Have students speak to parents and community members about resources specific to their fields (e.g., TV crews rely on local production guides, maps, contact lists).

Have students create a class chart listing examples of career-specific resources.

# TAKING NOTES

4 LESSON

## AGENDA

- Starter
- Easy as One, Two, Three
- Go!
- Conclusion
- Student Assessment

### Objectives

Students will identify important details in note taking and recognise their significance.

Students will learn strategies for taking effective notes.

Students will practice and evaluate note-taking skills.

### Materials Needed

- 1 A4 paper for each student and a Writing Implement. (Part 1)

## Starter *(3 minutes)*

Ask students to take out a sheet of paper and write today's day, date, and the name of this class in the top right corner. Ask the following questions:

- If you put this paper in your folder right now and looked it over next week, would it remind you about what happened in this class today? (*Students should say no.*)
- Would it remind you of any homework that was assigned? (*Students should say no.*)
- Would it help you recall important information we discussed? (*Again, students should say no.*)

Point out that if the paper contained notes, the answers would be different. Notes are an important way to remember and learn. Explain that learning how to take notes will become more and more important, as note taking is necessary in school and on the job. Explain to students that they will learn about taking notes that work for them.

## Part I Easy as One, Two, Three *(20 minutes)*

Purpose: Students learn strategies for taking effective notes.

**1. Students learn how to take notes that are easy to use.**

Students fold down a portrait A4 piece of paper into 3 sections. Label Section 1, Section 2, Section 3. Explain that you are going to give students some tips on taking effective notes. Tell students to write these tips on the paper.

The teacher's notes that follow correspond to the outline on the activity sheet. Refer students to section 1. Explain that they are to write each of the following tips in Section 1. Tell them that these tips will help them take notes that will be easy to use:

- Write the subject, the day, and the date at the top of each page. (Explain that this keeps notes organized and in order.)
- Leave lots of space between sentences. (Explain that this will give students room to add to their notes or write questions.)
- Use abbreviations and symbols for words. (Explain that this will enable students to write faster. You might make a list of common symbols on the board. For example, "b/c" for "because," "=" for "equals" or "is," an arrow for "results in" or "produces.")
- Don't worry about writing complete sentences or spelling correctly, unless asked to do so or unless misspelling would lead to confusion.

**2. Students learn how to take notes that are important.**

Ask students to write in section 2 these tips, which will help them identify what's important when taking notes:

- Write down only the topic, main ideas, and important details—not every word that's said or read.
- Write down questions the teacher asks. Find the answers when you are studying later.
- Copy information that's displayed on the board.
- Star, circle, or underline anything that the teacher repeats or tells you is important to remember.

**3. Students learn how to review notes.**

Refer students to section 3. Explain that notes are important for review and study. Tell students that the following tips will help them know when to review their notes:

- Read over your notes at the end of the day when you are studying. Answer questions in your notes. Fix notes that don't make sense.
- Plan ahead and be prepared for your classes. Check your notes for homework and assignment due dates.
- Save your notes and review them before quizzes and tests.

Tell students to keep their activity sheets in their folders and read them occasionally to remind themselves of how to organise and use their notes. Doing this will help them become more successful students.

## Part II Go! *(15 minutes)*

*Purpose*: Students will practice and evaluate note-taking skills.

**1. Students exchange information with partners.**

Ask students to find partners. Explain that each student will give verbal directions to their partner on how to get to a certain place from school. Tell students not to say the name of the place; they can only give directions.

Tell students that when they give directions, they should concentrate on how they get from school to their chosen places, and think through the routes step by step. Tell students that as they listen to their partners' directions, they are to take notes in order to pass on the directions later.

Give students about six minutes to exchange information. Halfway through the allotted time, tell students to change roles.

**2. Students evaluate information.**

When time is up, ask students to quickly review their notes to make sure they are complete. Then, have students retell the directions to their partners and, if they know it, the name of the destination. Students should use their notes when giving back directions to their partners.

Tell students to evaluate how well their partners took notes on the directions. Have them award a score of 10 if they are able to reach the destination successfully, five if they are in the neighbourhood, and zero if they become totally lost.

**3. Students reflect on their abilities.**

Ask those who received a score of 10 to share their notes. Invite a few students who received lower scores to describe how they got off track.

Explain that taking good notes takes practice. Point out that if students continue taking notes, they will get better at it.

## Conclusion *(2 minutes)*

Ask students to describe three characteristics of effective note taking. Elicit from students the following **key points** that were taught in this lesson:

- Taking notes in your classes and when you read will help you become a more successful student.
- Take notes that are easy to use.
- Review your notes when you study each day and when you prepare for tests.

## Student Assessment

1. Why is it important to take good notes?
2. List three things you can do to make sure your notes are on target.
3. Read a news or magazine article and take good notes on it.

# LESSON EXTENSIONS

## Using Quotations

“Practice is the best of all instructors.”

Have students discuss how this applies to note taking.

## Addressing Multiple Learning Modes

Obtain a large, detailed photo or painting of a city scene. Divide the class into three groups, and have each take notes on the scene. Group one should take notes as if they are police investigating a crime. Group two are filmmakers checking out a movie location. Group three are tourists.

Have the groups compare notes. Discuss the differences between the groups’ notes.

## Writing in Your Journal

Have students write about one way in which they plan to improve their note taking.

Have students review their notes one week later to see if they’ve met their goals.

## Using Technology

Find an age-appropriate video on www.youtube.com about a topic of interest to your students. Have students view the video and take notes on it.

Discuss as a class the different notetaking methods that students used during the video.

## Homework

Have students look through old notes that they’ve written, and have them identify ways they could improve their note-taking skills.

## Additional Activity

If students need additional reinforcement, teach relevant lessons from *Note Taking Made Easy!* by Deana Hippie.

Allow students to experiment with various note-taking methods. Have them discuss what works best for them and why.

# WRITING REPORTS

5 LESSON

## AGENDA

- Starter
- Prepare
- Put It Together
- Report
- Conclusion
- Student Assessment

### Objectives

Students will recognize the importance of focusing on a topic and gathering information for writing a report.

Students will identify ways to paraphrase and organize information in a report.

Students will conduct interviews in preparation for writing reports.

## Starter *(3 minutes)*

Write the following four sentences on the board:

- Put the second slice of bread on top of the one with peanut butter and jelly.
- Take the bread, peanut butter, and jelly out of the refrigerator.
- Pour a glass of water and enjoy.
- Spread the peanut butter and then the jelly on one slice of the bread.

Direct attention to the board. Challenge students to order the steps. Invite students to come to the board and number the sentences in the correct order.

Congratulate those who identify the proper sequence. Explain that organizing information or thoughts in a meaningful way is an important skill. In this lesson, students will learn how to organize information when writing reports.

## Part I Prepare *(10–15 minutes)*

Purpose: Students recognize the importance of focusing on a topic and gathering information when writing a report.

**1. Students share their experiences with writing reports.**

Explain that choosing a topic is the first step in writing a report. Point out that the more focused a topic is, the easier it will be to write about. For example, writing about bears in Alaska is easier than writing about animals in Alaska, and writing about a favourite movie is easier than writing about movies in general.

Ask students to name topics on which they've written reports. Ask them how they decided on the topic. (Students might respond: topics were assigned or were chosen because of interest.)

Suggest that students who have difficulty getting started on reports might wish to take notes during class today.

**2. Students review how to research and take notes.**

Tell students that the second step in writing a report is gathering information about the topic. Review what students have learned about using appropriate resources. Ask questions such as the following:

- If you were going to write a report about where chocolate comes from, how would you go about getting information? (Students might respond: go to the library. Get books or articles about chocolate. Look in an encyclopedia or on the internet. Ask a teacher, parent, or librarian to help you find information.)
- If you were going to write a report about how students in your class feel about school uniforms, how would you go about getting information? (Students should mention conducting a survey or interviewing students.)

Explain that the third step in writing a report is to take notes while gathering information. Point out that what students have learned about note taking should be applied to researching and gathering information. Remind students of the following:

- They should write down where they get their information.
- They should also check the spelling of names of people, places, or things carefully in order to spell them correctly in the report.

## Part II Put It Together *(15 minutes)*

Purpose: Students identify ways to paraphrase and organize information in a report.

**1. Students define "paraphrasing."**

Write the word "paraphrasing" on the board. Ask students to explain it. If necessary, explain that "paraphrasing" means "summarizing text or a quote in one's own words."

Explain that students can use facts, ideas, and information from their sources, but they should express them in their own words. Point out that in addition to citing sources, it is important not to copy someone else's sentences and paragraphs when writing reports. This is called "plagiarism," and it is a form of cheating. Tell students that plagiarism involves passing off another's words or ideas as their own.

Answer any questions students have about paraphrasing. If necessary, read a sentence or short paragraph from a book and ask students to paraphrase, or retell in their own words, the most important ideas or information they heard.

**2. Students identify ways to organize information.**

Tell students that the fourth step in writing a report is organizing information. Explain that this is the step in which the writing begins.

Ask for suggestions on how students might organize their writing in a report. If necessary, remind students of how they ordered the sentences on the board at the beginning of class. Through questions and comments, prompt students to recall that their organization had a beginning, a middle, and an end. Explain that these three parts are called the “introduction,” the “body,” and the “conclusion” of the report. List the three parts on the board.

Have students discuss the three parts of a report. Prompt them by asking questions such as the following:

- Which part of the report do you think will be the largest? (The body will be the largest because it could have two or more paragraphs.)
- Why? (This is where most of the information will be.)
- What will happen in the first part? (The topic will be introduced.)
- What will happen in the last part? (A final paragraph will restate or summarize the main points.)

**3. Students identify how to finish reports.**

Explain that the fifth step in writing a report is making or organizing any visuals, such as maps, charts, or pictures. Point out that some reports may not need visuals, but others may be more effective with them.

Tell students that they may need to compile a list of all the sources of information used in the report. Ask if anyone knows what such a list is called. (Students should respond: a bibliography.) Suggest that each teacher may have special instructions for how the sources are to be listed in the bibliography.

Remind students to double-check their assignment before handing in a report. Sometimes, visuals and bibliographies are part of the assignment, but are forgotten.

## Part III Report *(15–20 minutes)*

Purpose: Students conduct interviews in preparation for writing reports.

**1. Students prepare questions for their interviews.**

Tell students that they will conduct interviews in preparation for writing a short report. The report will be about a classmate’s favourite book, movie, or TV show. Give the following directions:

- To begin, choose a topic and write it at the top of a sheet of paper.
- List five questions you will ask. Be sure to include the following questions: Who? What? Why? Remember to leave plenty of room between questions so that you can take notes during the interview.
- Do not ask questions that will get you only a yes or no answer.

Give students a few minutes to write their questions. Check to make sure all students are finished before having them begin the interviews.

**2. Students interview one another.**

Divide students into pairs. Allow each student five minutes to interview their partner (using the questions they wrote) and take notes on the answers.

Give students a one-minute warning before they must change roles. When five minutes have passed, tell them to switch roles.

**3. Students review their notes.**

When the interviews are finished, have students review their notes for clarity. Ask if students have written the name of the person they interviewed and noted the interview topic. Give students a few minutes to clarify information.

Explain that students will use the information they have gathered from their interviews to write reports that will be due for the next class.

## Conclusion *(2 minutes)*

Ask students to review the steps of writing a report. Ask them to review how to organize their writing, and to explain what paraphrasing is. Elicit from students the following **key points** that were taught in this lesson:

- When preparing to write a report, choose a topic and use appropriate resources to gather information about it.
- Organize your report into three parts: the introduction, the body, and the conclusion.
- Always paraphrase information in order to write the report in your own words.

## Student Assessment

1. How do you choose a topic for a report?
2. List the steps in writing a report.
3. Explain the process of organizing information for a report.

# LESSON EXTENSIONS

## Using Quotations

"Diamonds are nothing more than chunks of coal that stuck to their jobs."

Have students describe the report-writing steps that take ideas from the "coal" to the "diamond" stage.

## Addressing Multiple Learning Modes

Have students use web graphic organizers to generate specific topic ideas. They may use topics from science or social studies class or from subjects they know well, such as their favourite types of music or a typical day in their lives.

Share sample webs on the board to demonstrate different ways of organizing the same material.

## Writing in Your Journal

Have students write about their usual approaches to report writing, and then describe one new technique that will help them on their next report.

Have students discuss their journal entries in small groups.

## Using Technology

Have students view news programs and note the structure of the host wraparounds and segments (i.e., tell them what you're going to tell them, tell them, and then tell them what you've told them).

Have students write a paragraph summarizing/paraphrasing the introduction, body, and conclusion of one show segment. Have them share their reports with the class.

## Homework

Have students use their notes from the peer interviews in Part III of this lesson to write reports about their partners.

Have students share their reports in small groups.

## Additional Resources

Have students select a topic from *99 Jumpstarts for Kids: Getting Started in Research* by Peggy J. Whitley and Susan W. Goodwin. Have them read the directions for their selected topics, perform research, and write brief reports.

Have students present their reports to the class.

# TAKING TESTS

6
LESSON

## AGENDA

- Starter
- Get Ready
- Study!
- During the Test
- Conclusion
- Student Assessment

### Objectives

Students will review organisational skills.

Students will identify ways to study and prepare for tests.

Students will apply organisational skills to test taking.

Students will identify test-taking strategies.

## Starter *(3 minutes)*

Prompt students to think about the importance of preparation. Ask, “If you were going to run a marathon, what things might you do to get ready for it?” Have students focus on such things as running every day to get in shape, eating well, and getting plenty of sleep the night before the marathon.

Point out that preparation is often the key to success. This is true for taking tests, as well. Explain to students that in this lesson they will learn strategies that will make taking tests less intimidating.

## Part I Get Ready *(10 minutes)*

Purpose: Students review organisational skills.

**1. Students recall how to plan ahead.**

Ask students if they would prefer taking a surprise quiz or knowing about the quiz in advance. Have them explain their answers.

Discuss with students how to plan ahead, and the advantages of doing so. Ask questions such as the following:

- If one of your teachers told you that you would have a quiz or a test next week, what would you do with this information? (Students might respond: make a note of it in the notebook for that class, schedule time to study, read the material.)
- Would you do all of this the night before the test? Why or why not? (Students might respond: doing this the night before is stressful; there wouldn’t be enough time to get it all done.)

Emphasise that students should never wait until the last minute to study. Tell them that they should begin organising and reviewing material several days before a test. Explain that doing this will give them time to finish assignments, read material, review notes, and get any information or help that they may need.

**2. Students recall the importance of reviewing notes.**

Prompt students to recall what they have learned about taking notes. Ask questions such as the following:

- Why is it important to review notes? (Students should mention that reviewing notes will allow them time to fill in missing information while they still remember it or to ask questions about things they don’t understand.)
- What could you do if you are missing notes or information you need? (Students might respond: borrow notes from a classmate, get missing information from the teacher or a classmate.)

Tell students that when reviewing notes for a test, they should underline important terms, facts, or points that they need to remember. When reading material from a textbook, they should take notes on important information. Explain that doing this will help them learn the material and organise it for a final review.

## Part II Study! *(20 minutes)*

Purpose: Students identify ways to study and prepare for tests.

**1. Students identify ways to prepare for tests.**

Explain that before leaving school the day prior to test day, students should make sure they have everything they need for studying. Write this checklist of questions on the board:

- Do I know what material will be covered on the test?
- Do I have the notes I need?
- Do I have the books I need?
- Do I have all the equipment I need?

**2. Students identify strategies for studying.**

List the following study steps on the board and discuss them:

- Review notes and homework from classes and books.
- Make a master list of important information on a sheet of paper or on index cards. Include terms and definitions, names of people and places, and descriptions of events. Include information that your teacher has pointed out as important to remember, or has indicated will be on the test.
- Use your master list to quiz yourself.
- If you need extra practice, have someone else quiz you.

Elicit and write other strategies that students have successfully used. Remind students to devise systems that work best for them. Suggest that those who have difficulty remembering numbers may have a master list full of dates and figures, but someone else's list may be full of terms and definitions. Assure students that they know their strengths and skills best.

**3. Students learn strategies for memorisation.**

Point out that it is often necessary to memorise something in order to do well on a test. Ask students to give examples of items that may need to be memorised. (Students might respond: events and dates, spelling, meanings of words, formulas or procedures.)

Explain that people can often memorise something just by reviewing it. Other times, people need to use tricks to help them remember. Ask if anyone can share strategies for memorisation. To prompt suggestions, offer strategies such as the following:

- A slogan can help you remember how to spell words: "'i' before 'e' except after 'c.'"
- Mnemonics can help you remember sequences, such as the order of the planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune): "my very energetic mother just served us nachos."

**4. Students review the relationship between health and performance.**

Recall that when students discussed the preparations for running a marathon at the beginning of class, they discussed food and sleep. Ask how these factors could affect someone's performance on a test.

Affirm responses that point out that getting enough sleep the night before a test and eating well the day of the test are important. Emphasise that students who have slept and eaten well will perform their best.

## Part III During the Test *(15 minutes)*

Purpose: Students apply organisational skills to test taking and identify strategies to use when taking tests.

**1. Students apply their skills to test taking.**

Begin a list of test-taking strategies on the board:

- Follow instructions.
- Plan ahead.

Remind students that they have already covered these topics. Ask students to explain how they could apply these skills to taking tests. (Students might respond: reading or listening to instructions carefully, understanding them, and following them; planning how to use the time allotted during the test.)

**2. Students identify strategies for taking tests.**

Ask students to share strategies they know for planning ahead and completing tests on time. Offer the following tips:

- Quickly look over the test to see what kinds of questions are asked. Explain that this will enable students to identify parts of a test that may take more time.
- Check the clock and your progress every so often.
- If you finish before time is up, use the remaining time to check your answers.

Continue the list of test-taking strategies on the board:

- Read through the test and answer the easy questions first. (Point out that an easy question is one that students know the answer to.)
- Answer the questions you are not sure of next. (Point out that if students have a choice of answers, they should eliminate the ones they know to be wrong, and then select the best answer.)
- Answer the most difficult questions last. (Point out that if students spend most of their time thinking about one or two questions, they may not have time to answer questions they know.)

Tell students that taking tests will not seem nearly as difficult if they have a plan of action. Point out that the most difficult tests they will ever take are the ones they are not prepared for.

**3. Students reflect on learning from their mistakes.**

Point out that if a student does not do well on a test, they can do something about it. Ask students to describe what they can do in this situation. (Students might respond: they can review what went wrong, learn from their mistakes, and make changes before the next test.) Suggest that students could ask themselves questions such as the following:

- Was I tired? If so, I will get more sleep next time.
- Did I study? If I didn’t, I will study next time.
- Did I have all of the information I needed?
- Do I need to go over the test with the teacher to find out what happened?

## Conclusion *(2 minutes)*

Ask students to explain why preparing for tests is important. Elicit from students the following **key points** that were taught in this lesson:

- To prepare for a test, plan ahead and review your notes and homework.
- To study for a test, make a master list of important information from your notes and test yourself.
- During a test, follow instructions, plan ahead, and answer the easiest questions first.

## Student Assessment

1. List three strategies for studying for a test.
2. List three mnemonic devices that work for you.
3. List three things you can do to help you while you are taking a test.

# LESSON EXTENSIONS

## Using Quotations

“Worry is like a rocking chair: it gives you something to do but it doesn’t get you anywhere.”

Have students brainstorm alternatives to worrying that will help them pass tests.

## Addressing Multiple Learning Modes

Have students use the information they learned in this lesson to tutor other students on test-taking strategies.

Have students design an evaluation form for feedback from their pupils on the strategies they found helpful.

## Writing in Your Journal

Have students make a plan for improving their test performances in one subject. Have students evaluate their efforts to figure out whether their plans were helpful.

## Using Technology

Have students visit https:// www.thoughtco.com/how-to-studyfor-a-test-quiz-or-exam-3212082 for tips on avoiding test anxiety.

Have students work in small groups to make posters of tips that could work for them.

## Homework

Students create a master list and study cards for an upcoming exam.

## Additional Activity

Have students brainstorm reasons why they might get stressed. Have them make web graphic organisers to show different ways to alleviate or handle stress.

# LEARNING HOW YOU LEARN BEST

7 LESSON

## AGENDA

- Starter
- My Place
- Try This!
- Think About It
- Conclusion
- Student Assessment

### Objectives

Students will discover that they learn in different ways.

Students will compare and contrast their organisational strategies to those of other students.

Students will identify studying and test-taking strategies that could work for them.

### Materials Needed

- Sheets of paper, one for each student (Part I)

## Starter *(3 minutes)*

Ask for a student to demonstrate how to fold a paper airplane. Ask if someone else can demonstrate the same task in another way.

Point out that it's not necessary for people to do things exactly the same way to accomplish the same task. Say, "What's important is that you use a way that works for you in order to complete a task successfully. Today, we're going to find ways for you to discover how you learn best."

## Part I My Place *(15–20 minutes)*

Purpose: Students discover that they learn in different ways.

**1. Students imagine a special place.**

Have students think of a place they enjoy where they can relax, be comfortable, and think. Explain that this might be a place they have been before, a place they would like to visit, or a place they imagine. Ask, "Where is this place? What does it look like?"

Place a stack of paper on your desk as you tell students to form a clear picture of their special places in their minds.

**2. Students create representations of their special places.**

Ask students to draw or write something that represents or describes their special places. Prompt their imaginations by suggesting that they might do one of the following:

- Draw a picture or a diagram of it.
- Draw something they particularly like about the place or how it feels to be there.
- Draw a map to show where it is.
- Write a poem or a paragraph that describes the place itself or how it feels to be there.
- Write a short story about something that happens there.
- Compose a song about it.

Tell students to help themselves to the paper on your desk. Then, give them time to work.

**3. Students share their work.**

Ask students to discuss what they created. Invite students to display their creations on a wall or bulletin board. Tell students to look at them during or after class today.

Point out the different styles of expression that students used to complete this task. Explain thatjust as we all express ourselves in different ways, we all learn in different ways, too. We learn by ourselves and we learn when working with others. We learn by reading and we also learn by listening, watching, and doing. We learn by taking notes; we also learn by making graphs, charts, and maps. Tell students that the important thing is to find ways of learning that work for them.

## Part II Try This! *(10–15 minutes)*

Purpose: Students compare and contrast their organisational strategies with other students in order to learn from each other.

**1. Students compare notebooks and binders.**

Divide the class into small groups of four or five students. Ask students to take out any class notebooks or binders they have with them and share with one another how the material for their classes is organised.

Tell students to focus on how others organise such materials as assignments, notes, and homework. Tell them to also observe how others plan ahead and schedule their study time. Explain that in order to discover methods that might also work for them, students should listen carefully and ask each other questions.

If students seem reluctant to begin, appoint one student from each group to explain how their materials are organised and tell others to follow in sequence.

**2. Students compare strategies.**

Ask students questions such as the following in order to guide a discussion about their different organisational strategies:

- Were there similarities in how notebooks are organised among the members of your group? If so, describe them.
- Were there differences? If so, describe them.
- Did you discover a better way to organise your own notebook?

Ask students to describe new strategies they identified. Encourage them to implement these ideas. If necessary, point out that some strategies might work better for some classes than others. Ask students to explain why they think this might be true.

Remind students that their work is their responsibility. Point out that if they take the time to find and use strategies that work for them, they will become more successful students.

## Part III Think About It *(15 minutes)*

Purpose: Students identify studying and test-taking strategies that could work best for them.

**1. Students focus on homework skills.**

Have students take out a piece of writing paper. Demonstrate how to fold the paper into three sections, from top to bottom. In the top section, have them write the phrase “About Homework.”

Have students list in this section at least three things that they do now or that they think help them the most to get their homework done. Explain that they are to list only those things that they actually do and that work for them.

Give students a few minutes to work. Then, ask them to think about some things that they do not currently do, but that they think might help them complete their homework more effectively. Remind students that when you asked them to think about a special place, they chose a method of expressing what they were thinking about. Tell them that the methods they chose show which learning option they might prefer. When possible, they should use the methods they chose and a learning option to complete their homework. Tell them to add these methods to their lists and draw a box around them.

**2. Students focus on studying for and taking tests.**

Direct students’ attention to the middle section of their papers and have them write “About Studying for a Test.” In the bottom section, have them write “About Taking Tests.”

Follow the same procedure as described in the step above, addressing each section and topic separately. Be sure to have students list things they currently do, then list other things they might do in order to complete these tasks more successfully. Circulate as students work, reminding them to draw boxes around strategies they think would help them do better.

**3. Students reflect on the activity.**

Ask students to share what they have listed in each of the boxes. Encourage them to write down homework and study strategies that might be effective for them. Explain that practicing various study methods with notes before a test will help them prepare for it. Suggest that students add strategies to their lists when they get ideas from other students.

Listen carefully to the suggestions the students are offering, and then jot down ideas or practices such as the following to cover important skills that students may have overlooked:

- Planning ahead and not leaving large assignments or studying for tests until the last minute
- Following instructions for assignments and tests carefully
- Gathering necessary information and materials
- Using appropriate resources when needed
- Taking meaningful notes
- Reviewing notes and homework when studying for a test

## Conclusion *(2 minutes)*

Ask students to describe the learning strategies that work best for them. Ask them to explain how knowing a variety of methods for studying can be useful. Elicit from students the following **key points** that were taught in this lesson:

- We all learn in different ways.
- Try different strategies in order to find the ones that work for you.
- Using these strategies will help you become a more successful student.

## Student Assessment

1. List three things that you do not currently do that will help you to do your homework.
2. List three things that you do not currently do that will help you with studying and taking tests.

# LESSON EXTENSIONS

## Using Quotations

“The more that you READ, the more things you will KNOW. The more that you LEARN, the more places you'll GO!”

Create a poster of this quote and deliver to other classmates.

## Addressing Multiple Learning Modes

At the conclusion of a topic, students form pairs, develop and create a study game.

## Writing in Your Journal

Have students write about the best class they ever attended. Have them describe what the lesson was about and how it was taught. They can discuss if the lesson included a preferred learning option.

## Using Technology

Have students use computers to prepare study guides for an upcoming test.

Have students share their work in small groups, discussing where their ideas came from (e.g., highlighted in notes, teacher said it was important, chapter heading) and which items seemed important enough to be included in the guides of several people.

## Homework

Have students bring evidence that they have been actively studying to class on the day of a test (e.g., a study guide, a mnemonic device, flash cards, a web organiser).

## Additional Activity

Students compile a playlist of their favourite study songs.

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# DEFINING PROBLEMS BIG & SMALL

1 LESSON

## AGENDA

- Starter
- Scale of Difficulty
- Name It
- Solutions, Please
- Conclusion
- Student Assessment

### Objectives

Students will recognise that they already possess the ability to solve many problems.

Students will understand the importance of defining a problem before acting on a solution.

Students will identify a problem and propose solutions.

### Materials Needed

- An item to toss back and forth (Part I)
- A dictionary (Part II)

## Starter *(3 minutes)*

Ask students if they enjoy riding roller coasters. Have them describe what they like and don't like about roller coasters. Ask, "Are all roller coasters the same? Are there some roller coasters that you feel more nervous about riding than others?" (Students will probably say that some roller coasters are more frightening than others.)

Explain that some roller coasters are small and easy to ride, while others are bigger and require more thought before one decides whether to ride them. Explain that problems are similar to roller coasters in that some are small and easy to solve, while others are bigger and require more thought before we can solve them.

Explain that in this lesson students will discuss the kinds of problems they might face and a process for finding solutions.

## Part I Scale of Difficulty *(10 minutes)*

Purpose: Students recognise that they already possess the ability to solve many problems.

**1. Students play a game in which they solve problems.**

Tell students that they are going to play a game. Explain that you will state a problem and then toss the item you brought to school to a student. That student must catch the item and toss it back while giving a solution.

Begin the game. State problems such as the following:

- What does 12 plus 4 equal?
- Your shoe is untied.
- How do you avoid a puddle in your path?
- You need to know the time, but your watch is broken.
- Your locker is jammed.
- You're supposed to go home after school to babysit today, but you have to complete detention.

If students hesitate in tossing the item back to you, urge them to return it quickly and answer with the first thing that comes to mind.

**2. Students evaluate their solutions.**

When all students have had a chance to solve a problem, ask them if they thought that some of the problems were easier to solve than others. Ask students to identify which problems were more difficult and to explain why.

Explain to students that the last few problems were more difficult because they had to think about a number of different ways to solve the problems before choosing a solution.

## Part II Name It *(15 minutes)*

Purpose: Students understand the importance of defining a problem before acting on a solution.

**1. Students define the word "problem."**

Write the word "problem" on the board. Ask students to discuss and formulate a definition of the word. Write responses on the board.

Ask students to decide on a single definition that works best for them. (Students might define "problem" as "a question, condition, or situation that must be solved in order to do something successfully.")

**2. Students learn how to identify problems.**

Point out that it's important to identify a problem before one can go about solving it. Present an example such as the following in order to illustrate this point:

- If the pedals on your bicycle won't move, what must you do before you can fix them? (Students should mention that they need to figure out what the problem is—something may be caught in the chain or maybe the chain is jammed or needs oil.)

Explain to students that once they have identified a problem, they can decide if they can solve the problem themselves or if they need help.

**3. Students learn how to identify solutions.**

Refer to the first problem above. Ask students how they might fix the bicycle if they discovered the problem to be something caught in the chain. (Students should respond: clean and then oil the chain.) Ask them to describe how they might respond if they found that a piece of the chain is damaged or broken. (Students should mention: take the bicycle to someone who knows how to fix or replace the chain.)

Point out to students that there are always a number of ways to solve a problem, but first they must identify the problem. Ask, "What can you do when you need help solving a problem?" (Students should mention asking someone for help.)

## Part III Solutions, Please *(20 minutes)*

Purpose: Students identify a problem and propose solutions.

**1. Students take part in an activity.**

Divide the class into four groups. Ask each group to go to a different corner of the room. Quietly give the following instructions, without letting the other groups hear you:

- Group 1: Your task is to move all of the chairs to the left side of the room.
- Group 2: Your task is to move all of the chairs to the right side of the room.
- Group 3: Your task is to put all of the chairs in straight lines in the middle of the room.
- Group 4: Your task is to put all of the chairs in a circle in the middle of the room.

Allow students to work against each other for a few minutes. When the frustration level becomes high, end the activity. Ask all students to help with putting the room back in order.

**2. Students identify the problem.**

Help students identify the problem they faced in the activity by asking questions such as the following:

- Why couldn't your group complete this task?
- What were the other groups trying to do?

Call on students  to give their ideas. Then, have students from each group explain their assigned tasks.

Help students come to the conclusion that the problem arose because each group was trying to accomplish a different task at the same time.

**3. Students offer solutions.**

Ask students how they might solve this problem and still complete all four of the assigned tasks. (Students might respond: the groups must take turns completing their tasks.)

Through questions and discussion, guide students to conclude that it is necessary to do the following in order to solve the problem:

- Identify the problem.
- Talk to others and get information about what they are doing and why.
- Decide on a solution.
- Work together in order to complete one task at a time.

Emphasise that students should never feel that they must solve problems by themselves. Point out that asking for assistance with problems is a great way to solve them successfully.

## Conclusion *(2 minutes)*

Ask students to explain why it is important to identify a problem before acting on a solution. Elicit from students the following **key points** that were taught in this lesson:

- Always identify problems before acting on solutions.
- Once the problem has been identified, decide if you can solve it yourself or if you need assistance.

## Student Assessment

1. List three reasons why some problems are more difficult than others.
2. Define “problem.”
3. Describe a problem you have faced in your life. Identify the problem, the solution you decided on, and the outcome.

# LESSON EXTENSIONS

## Using Quotations

“Recognizing the problem is half of the solution.”

Have students think of a problem they faced. Ask students to describe the moment they identified the problem they were facing, how they felt about it, and how they went about solving it.

## Addressing Multiple Learning Modes

Have students think of problems that they have been grappling with and write them down anonymously. Have students fold their papers up and drop them into a bag. Then, invite each student to pick a problem out of the bag, and come up with suggestions of whom to ask for help with solving it (e.g., teacher, doctor, psychologist, parent/guardian).

Discuss the resources that students suggested for each problem.

## Writing in Your Journal

Have students write about a recent problem they had that they felt they could not solve to their satisfaction.

As students continue working on this module, have them apply the steps of the problem solving process to their unsolved problems, keeping notes of each step in their journals.

## Using Technology

Have students visit news websites and find and print articles about conflicts between countries, groups, or individuals.

Divide students into small groups. Have the groups read each member’s article, discuss it, and identify the core problem behind the conflict.

## Homework

Ask students to interview adults about recent problems they had and how they solved them.

## Additional Activity

Watch an episode of a television show, list the conflict involved and discuss if the characters solved the problem or not. What were the steps they took towards resolution?

# IDENTIFYING OPTIONS

2 LESSON

## AGENDA

- Starter
- Recycle It
- The Two-Foot Race
- Count the Ways
- Conclusion
- Student Assessment

### Objectives

Students will review the decision making process and learn that they can use this process to solve problems.

Students will gather information and explore options in order to solve a problem.

Students will identify options that generate possible solutions to problems.

### Materials Needed

- One copy of the “How Could I Do This?” activity sheet for each student (Part III)

## Starter *(3 minutes)*

Ask students to list all of the possible ways that they could get home from school. Tell them to include all means of transportation, all possible routes, and any other ways that they can think of.

Ask students to recall the definition of the word “option,” which they discussed in “Lesson 3: Identifying Options” of Module Two: Decision Making. (Students should respond: a chance to pick what is wanted.) Explain that the class is going to review the decision making process and see how it applies to problem solving.

## Part I Recycle It *(10 minutes)*

Purpose: Students review the decision making process and learn that they can use this process to solve problems.

**1. Students review the decision making process.**

Ask students to describe the decision making process. Invite students to describe how they would go about making a decision or a choice. To prompt their thinking, ask them to describe what they would do before choosing a mobile phone or another high-priced electronic item to buy.

Through questions and comments, help students identify the basic steps of the decision making process. Summarise the discussion by outlining the process on the board:

1. Gather information.
2. Identify as many options as possible.
3. Weigh the pros and cons of each option.
4. Make a decision.

**2. Students apply the decision making process to solving problems.**

Point out that students can use the steps outlined to answer the question, “What should I do?” Explain that they can also use the process to answer the question, “How should I do it?” Point out that when they answer these questions, they begin to solve their problems.

Suggest that students look through past notes for this class to see if they have written the steps of the decision making process that are outlined on the board. If they haven’t, give them time to do so now.

Circle the first two steps on the board, and explain that today, students will see how these two steps apply to problem solving.

## Part II The Two-Foot Race *(20 minutes)*

Purpose: Students gather information and explore options in order to solve a problem.

**1. Students participate in and observe a demonstration.**

Clear a path from one wall to another that is wide enough to allow two teams to move across the room at the same time. If you need more space, ask students to move chairs and desks aside. Ask four students to join you at the front of the classroom.

Divide the students into two teams. Explain that the teams will race each other across the room. Emphasise that there is only one rule: only two feet from each team can be on the floor during the race.

Give the teams time to work out a strategy. Have the rest of the class think silently of possible options for solving this problem. Tell them to observe the methods that each team uses to finish the race. When the teams are ready, have them begin the race.

**2. Students discuss options for running the race.**

Congratulate the winners. Ask students to describe the methods that the teams used to finish the race. Write their responses on the board. Then, ask the teams if they discussed other ways to finish the race. If they did, list those as well.

Challenge students to think of other options for how the teams could have run the race. Remind them of the “two feet” rule. Write student responses on the board. Encourage students to think of all possibilities, regardless of how silly or impractical they seem. (Students might respond: one team member stands on the other’s feet and they walk together; each team member holds one foot up, then both join arms across one another’s shoulders and hop; one member holds the other’s feet and “walks” them across on their hands; one team member never starts, but sits with their feet up while the other member runs.)

If students don’t suggest having only one member run the race, suggest that option now.

**3. Students review the list of options.**

Have students review the list and identify options that they think would work best. Prompt them to give reasons for their choices. After some discussion, place a star beside the two options that students agree would work best and allow them to win the race. Then, ask students to identify which of these options they would choose. If all students choose the option of having only one member run the race, congratulate them on their excellent decision making and problem solving abilities.

**4. Students review steps of the decision making process.**

Direct attention to the first two steps of your outline on the board. Ask, “Why was it important foryou to know about the race’s rule? Would the teams have been able to successfully finish the race if they didn’t know the rule?” Explain to students that without this information, they would not have been able to solve the problem. Point out that it’s important for them to take the time to get information they need about a problem.

Point to the list of options on the board as you discuss the importance of identifying and considering as many options as possible. Explain that people often get their best ideas when they consider things that seem impossible. Remind students that what may seem to be an “impossible” option might open up winning ideas that they may never have considered.

Save the list of options on the board for use in the next lesson.

## Part III Count the Ways *(15 minutes)*

Purpose: Students identify options that will generate possible solutions to problems.

**1. Students identify options.**

Distribute copies of the “How Could I Do This?” activity sheet. Explain that students are to think about both of the problems presented and list as many ways as possible to solve them.

Tell students to number the options they list for each problem. Point out that they may want to list options in ways other than writing (e.g., by drawing). Suggest that they use the back of the activity sheet if they need more room.

Tell students to be very specific with the options they list. Explain to students that listing “ask someone for a ride” as an option for getting to their babysitting job is less helpful than listing specific people to ask.

Give students most of the time allotted for this activity to work on their options. Remind them to list all options, even those that seem picky or farfetched.

**2. Students share the options they listed.**

Ask students to share the options they listed for the first problem. Keep an informal count of the different options suggested. Help students split the general option “ask for a ride” into at least four specific options:

- Ask your parents for a ride both ways.
- Ask your parents for a ride one way.
- Ask the people you will be sitting for if they can give you a ride both ways.
- Ask the people you will be sitting for if they can give you a ride one way.

Tell students to save their activity sheets for use in the next lesson. (Remember to write the list of options for use in the next session as well.)

## Conclusion *(2 minutes)*

Ask students to identify why it is important to list as many options as possible when trying to solve a problem. Elicit from students the following key points that were taught in this lesson:

- Knowing how to make decisions will help you solve problems.
- Take the time to get the information you need about the problem.
- When solving problems, identify as many options as possible before deciding on a solution.

## Student Assessment

1. How is the decision making process similar to problem solving?
2. List three ways that listing different options can help you solve a problem.
3. Imagine that you sit down to watch your favourite TV show and your TV doesn't work. List five options for dealing with this problem.

# LESSON EXTENSIONS

## Using Quotations

"Two roads diverged in a yellow wood/…I took the one less traveled by,/And that has made all the difference."

Ask students to think of a time when they chose a less popular option or one that didn't seem as if it would work out. What happened? Have students write about the results of their decisions.

## Addressing Multiple Learning Modes

Have each student create a plan for spending a $50.00 gift card.

Have students present their detailed plans to the class. Have students discuss the various options for spending their money (e.g., saving it, budgeting it).

## Writing in Your Journal

For one week, have students keep track of the problems that they encounter and possible solutions for them.

## Using Technology

Have students search for follow-up articles about the conflicts they found during the "Using Technology" extension in Lesson 1 of this module.

Divide the students into groups. Have the groups list possible solutions to each conflict.

## Homework

Have students find games that centre around problems (e.g., board games, sports, video games).

Have students bring in the game or a description of the game and the options that it provides players.

## Additional Activity

Have students list three world problems and suggest creative solutions that could solve them.

# HOW COULD I DO THIS?

**List all of the ways that you could solve these problems. Number the options for each one.**

**PROBLEM 1:** You've been offered a great babysitting job on Saturday mornings that pays well, but it's in another neighborhood. How might you get there?

**PROBLEM 2:** You get to school and realize you forgot to charge your phone last night. You know you'll need to use it after school. What do you do?

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# CONSIDERING PROS AND CONS

3 LESSON

## AGENDA

- Starter
- The Two-Foot Race Revisited
- Get Out the Scale
- Add Them Up
- Conclusion
- Student Assessment

### Objectives

Students will recall and review the problem solving process.

Students will identify ways to evaluate the pros and cons of different options.

Students will list pros and cons and weigh options in order to choose the best solutions to problems.

### Materials Needed

- List of options from the previous lesson (Part I)
- Copies of the “How Could I Do This?” activity sheet for students who may have been absent during the previous lesson (Part III)
- One copy of the “Find Solutions” activity sheet for each student (Part III)

## Starter *(3 minutes)*

Present a brainteaser for students to solve. Say, “Last week, I bought a new coat and a hat, and paid $150 total. The coat cost $100 more than the hat. How much did the hat cost?” Give students a minute to work together and think of a solution. (Students should say that the coat cost $125 and the hat cost $25.)

Ask students to explain why the hat could not have cost $50. (Students should say that if the hat were $50, then the coat would have cost $100—only $50 more than the hat.) Explain that most students probably had to work through a few combinations before they came up with one that worked. Tell students that most problems require thought, just like this brainteaser. Explain to students that in this lesson they are going to continue talking about how to solve difficult problems.

## Part I The Two-Foot Race Revisited *(10 minutes)*

Purpose: Students recall and review the problem solving process.

**1. Students recall the race from the previous lesson.**

Ask students to recall the race from the previous lesson. If necessary, use questions such as the following to prompt their thinking and guide the discussion:

- What was the problem that needed to be solved in order to successfully complete the race?
- How did the winning team solve the problem?
- Were other methods or options considered? If so, what were they?
- Write student responses on the board. Quickly check through your list of options from the last lesson and prompt students to add those that have not been mentioned. Ask students to identify the option they thought was the best solution to the problem.

**2. Students review the problem solving process.**

Discuss each option. Ask students to give reasons why they chose one option over another. Point out that they have just completed a very important step of the problem solving process—they considered the pros and cons of each option before identifying a winning solution.

Have students list the steps of the decision making and problem solving process, which they noted in the last lesson. Students should list the following:

1. Gather information.
2. Identify as many options as possible.
3. Weigh the pros and cons of each option.
4. Make a decision.

Circle numbers three and four on the board, and tell students that they will focus on these steps during the rest of this lesson.

## Part II Get Out the Scale *(15 minutes)*

Purpose: Students identify ways to evaluate the pros and cons of different options.

**1. Students recall what they know about pros and cons.**

Write the following words and symbols on the board: “pros +” and “cons –.” Ask students to define “pros” and “cons.” (Students might respond: pros are positive factors or reasons for something; cons are negative factors or reasons against something.)

Discuss why it is important to consider pros and cons for options. If necessary, remind students that when they consider the pros and cons for options, they are weighing the options in order to determine their positive and negative aspects.

**2. Students brainstorm pros and cons.**

Indicate the list of options on the board, and ask students to give both the positive and negative aspects for each one. After each suggestion, ask if students can think of any others. Keep count of the number of pros and cons suggested by using + and – symbols after each option. For example, while discussing the option of having teammates stand on each other’s feet as they walk across the room, you might mark two + symbols to represent pros such as the following:

- It would satisfy the rule for the race.
- It would be challenging to do or fun to try.

You might mark four – symbols to represent the following cons:

- It would be very difficult to get across the room quickly.
- It would be difficult for teammates to keep their balance.
- It could hurt the teammate whose feet are being stood upon.
- The team would probably lose the race.

**3. Students weigh pros and cons.**

When your list is complete, ask students to identify the option that has the most pros and the fewest cons. (The winning option will probably be the one in which only one student crosses the floor, because it is most likely to have no – symbols.)

Acknowledge that in this case, the pros and cons are easy to identify. Explain that sometimes the problem is more difficult to solve because the options are not easy to identify and the pros andcons are not so obvious. Ask students what they might do in such a case. (Students mightrespond: ask for help from someone who has experienced the problem, consult a trusted adult.)

## Part III Add Them Up *(20 minutes)*

Purpose: Students list pros and cons and weigh options in order to choose the best solutions to problems.

**1. Students review their lists of options.**

Have students take out their completed “How Could I Do This?” activity sheets from the previous lesson. Pair students who were absent with students who completed the activity sheet.

Ask students to look over both problems and the options they listed on the activity sheet. Tell them to cross out any options that are completely unrealistic.

**2. Students write pros and cons.**

Distribute copies of the “Find Solutions” activity sheet. Explain that students will use this activity sheet to write reasons for and against the options they listed on the “How Could I Do This?” activity sheet.

Tell students to list reasons for and against their options for both problems. Point out the column in which they should mark a + symbol if the reason is a pro and a – symbol if the reason is a con. Remind students to weigh options by adding up the + and – symbols, and then circle the best solution for each problem.

Circulate among students as they work, offering suggestions or assistance where needed.

**3. Students share solutions.**

Ask students to share their solutions to the first problem. If time permits, encourage them to review how they made this decision or why they decided against another option.

Ask students to share their solutions to the second problem. Have them identify the biggest obstacle they needed to overcome in order to find a solution. Ask students if considering pros and cons helped them arrive at a solution they think could work well.

## Conclusion *(2 minutes)*

Ask students to explain why considering pros and cons is helpful when solving difficult problems. Elicit from students the following **key points** that were taught in this lesson:

- When solving difficult problems, make a list of your options.
- Take the time to think through pros and cons for each option, and then weigh them before deciding on the best solution.

## Student Assessment

1. How can writing a pro/con list help you make a decision?
2. Think of a problem you're currently facing, and write down five options you have for solving it. Write a pro/con list for each of the five options. At the end of each pro/con list, indicate which option you would pursue.

# LESSON EXTENSIONS

## Using Quotations

“He who builds according to everyone’s advice will have a crooked house.”

Discuss this quote as a class. Invite students to draw an illustration inspired by the quote. Have students share their drawings with the class.

## Addressing Multiple Learning Modes

Have students create a plan for a community park that has been allotted only a limited amount of space.

Have students describe the pros and cons of the park, its location, and its layout.

## Writing in Your Journal

Have students think of a problem that doesn’t have an easy solution. Have them make a list of options for solving this problem.

Discuss what students should do based on their lists. Ask students if they think they can trust their lists.

## Using Technology

Pick a current controversial news story. Have students follow the story by watching, listening to, or reading the news for one week.

Have students list and weigh the pros and cons for each of the views surrounding this story. Have them share their work in small groups.

## Homework

Ask students to interview workers about the pros and cons of their jobs.

Have students discuss the pros and cons of each job and identify the jobs they like best.

## Additional Activity

As a class, discuss the qualities that real friends should possess. Select a character from a TV show. Create a pro and con list for the character's friendships. Discuss how evaluating friendships can be useful in real life.

# FIND SOLUTIONS

**List pros and cons for each option you listed on your "How Could I Do This?" activity sheet. Mark a + or – sign after each one. Then, find the option with the most + signs and the fewest – signs, and circle your solution.**

| PROS AND CONS PROBLEM 1 OPTIONS | + or – | PROS AND CONS PROBLEM 2 OPTIONS | + or – |
|---|---|---|---|
| | | | |

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# FINDING SOLUTIONS

4 LESSON

## AGENDA

- Starter
- Tall Towers
- Let the Contest Begin
- It's Personal
- Conclusion
- Student Assessment

### Objectives

Students will gather information they need in order to complete a task.

Students will collaborate with others and use problem solving skills in order to complete a task.

Students will apply problem solving skills to their own lives.

### Materials Needed

- 15 sheets of paper (stock white or newsprint) for each group of five students (Part II)
- One metre of masking tape for each group of five students (Part II)

## Starter *(3 minutes)*

State that students have been working on solving problems for the last three lessons. Ask, “If you had a difficult problem to solve, would you feel more comfortable solving it now than you would have at the beginning of the year?”

Ask students to explain their answers. Acknowledge that knowing how to do something usually makes us feel more able and confident about doing it. Explain that today students will continue strengthening their problem solving skills by solving more problems.

## Part I Tall Towers *(10 minutes)*

Purpose: Students gather information they need in order to complete a task.

**1. Students consider a challenge.**

Begin the activity by telling students that they are going to participate in a contest to see who can build the tallest tower. Explain that everyone will use the same materials and will have the same amount of time to work.

Ask students to help you clear space for the contest by moving all chairs and desks to the front, back, and sides of the room. Tell students to leave as much open floor space as possible for the contest.

Stand back and allow students to work. If necessary, remind students not to block the door of the classroom or to pile chairs or desks dangerously high.

**2. Students ask questions in order to gather information.**

Ask students if they are ready to begin. (Students should answer no.) Have students identify the first thing they should do when faced with a problem. (Students should respond: gather information.)

Tell students to ask you questions about the contest’s rules, which are listed below:

- Students will work in teams of five to build towers.
- Each group will be given 15 sheets of paper and some masking tape. These are the only materials that can be used.
- Towers must be freestanding—they cannot be taped to desks or any other objects.
- There will be 10 minutes allotted for work.
- The tallest structure that can stand on its own will win.
- The winning group does not have to participate in cleanup.

## Part II Let the Contest Begin *(25–30 minutes)*

Purpose: Students collaborate with others and use problem solving skills in order to complete a task.

**1. Students form groups and organise tasks.**

Divide the class into groups of five. Give each group 15 sheets of paper and a strip of masking tape. Suggest that students discuss options and then try them out in order to consider pros and cons before using the tape.

**2. Students build towers.**

Start the contest and observe students as they work. After 10 minutes have passed, announce that time is up. Have the class decide on the winning tower or towers, and then instruct students to put the room back in order. Observe their ability to work together.

**3. Students discuss the activity.**

Ask students to describe the winning strategies. Through questions and comments, guide students to describe what worked and what didn't work. If necessary, help students realise that the towers with the strongest bases were most successful.

Point out that students used all the steps of the problem solving process in order to solve this problem. Ask students to explain how each step was used. (Students should mention the following: They gathered information when asking questions about the contest. They identified options when considering how the tower could be built. They considered pros and cons when they tried the options. They made a decision when they chose an option and built the tower.)

Have students identify the skills they relied on in order to participate in this contest and build the towers. Through discussion, help students realise that in addition to decision making and problem solving skills, they also used goal setting, planning, and time management skills, as well as their abilities to follow instructions and work together as a team.

## Part III It's Personal *(10–15 minutes)*

*Purpose*: Students apply problem solving skills to their own lives.

**1. Students reflect on their lives.**

Explain that students will begin to solve one more problem before they leave class today. Ask them to think about what is happening in their lives. Suggest that they think about the following:

- Problems they may have with friends
- Problems or obstacles they are facing in trying to reach a goal
- A past problem

**2. Students identify a problem.**

Tell students to take out a sheet of paper and identify the problem they would like to solve or specify the unsolved problem from their past. Remind them to take their time and properly identify their problems. Remind them that identifying a problem accurately is often half the battle.

Have students begin to list possible options they could employ in order to solve the problems they identified. Explain that they have the remainder of the class period to think about the problems, list options for solving them, and weigh pros and cons for each option before deciding on a solution.

Assure students that they do not need to work out the problem before the end of class—especially if they need to gather any information. Invite students to talk with you if they need help.

## Conclusion *(2 minutes)*

Ask students if they think that successful people are usually good problem solvers. Invite students to explain their answers. Elicit from students the following **key points** that were taught in this lesson:

- Use all the steps of the problem solving process when facing a problem: gather information that's needed, identify as many options as possible, weigh the pros and cons for each option, and decide on the best solution.
- The best solution to a difficult problem is a thoughtful one, so take the time to think it through.

## Student Assessment

1. Describe a problem you have faced this week. It does not have to be a big problem. It can be something like a test you took in school or a game in which you competed. Describe how you used or did not use the problem solving process. If you did use any of the steps, were you aware of it at the time?
2. List three skills you have learned in this course that can help you solve problems. Explain how each skill can help you.

# LESSON EXTENSIONS

## Using Quotations

“There are no problems we cannot solve together.”

Divide students into groups of three. Have students describe a problem they are facing to their groups. The groups should then use the steps of the problem solving process to find possible solutions for each of their members.

## Addressing Multiple Learning Modes

Have small groups of students mime various problems for the class.

After each group performs, have the other groups guess the problem being portrayed and propose solutions for it.

## Writing in Your Journal

Have students write a short paragraph about help they have received with solving a problem.

Have students discuss the help they received and identify if it was helpful.

## Using Technology

Students solve the secret pattern on https://www.mathplayground.com/break_the_code.html “

Students explain the effective and ineffective strategies they used.

## Homework

Have students identify in class an issue or problem in their communities that they feel a local parliamentarian can help them with.

Have students write a letter to their local parliamentarian about the problem they identified. Encourage students to bring their letters into class to read aloud. Mail the letters.

## Additional Activity

Select an activity from *Team Challenges: 170+ Group Activities to Build Cooperation, Communication, and Creativity* by Kris Bordessa, which provides teachers with a variety of creative problem solving exercises.

Divide students into groups and present them with the activity you selected. When they are finished, discuss how students used their problem solving skills in the activity.

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# UNDERSTANDING CONFLICTS

1 LESSON

## AGENDA

- Starter
- So What?
- Conflict Webs
- They're Everywhere
- Conclusion
- Student Assessment

### Objectives

Students will understand that recognising and appreciating differences among themselves is a form of respect called "tolerance."

Students will explore positive and negative aspects of conflict.

Students will define "conflict."

Students will identify conflicts and the people involved.

### Materials Needed

- News articles or letters to the editor, one for each group of four or five students. (Clip or print brief news articles focusing on different types of conflict; for example, include articles on a war, a debate in your city council, a protest, or issues involving your local community.) (Part III)

## Starter *(3 minutes)*

Point out that there are many different types of conflict, some with sources very difficult to imagine and understand. Some of these causes, however, are not worth fighting over.

## Part I So What? *(15 minutes)*

Purpose: Students understand that recognising and appreciating differences among themselves is a form of respect called “tolerance.”

**1. Students observe visible differences among themselves.**

Divide the class into groups of five or six students. Have members of each group seat themselves in a circle. Say, “Every person in this classroom is unique in some way. There are differences that are obvious and differences that are not so apparent.” Tell students that they are going to perform an experiment to see if what you said is true.

Ask for the tallest person in each group to raise their hand. Indicate that these students will begin a chain reaction within their groups by observing the person to their right and reporting one detail that is visibly different between them.

Model the activity before having students begin. Point to a student and say, for example, “My hair is long and yours is short.”

Remind students to respect each other and not put anyone down. Have students begin. Circulate through the room as groups work, making sure that they are not focusing on personal or sensitive traits. Make suggestions if needed.

**2. Students become aware of invisible differences.**

When students have finished, tell them to now turn to the person on their left and share a possible difference that cannot be seen. Model this by pointing to a student and saying, for example, “I live in a yellow apartment building; do you?” or “I have two sisters; do you?”

**3. Students define “tolerance.”**

When students have finished, begin a discussion about this activity by asking:

- Is it true that every person in this classroom is unique?
- Is it true that some differences are obvious and some are not? Give examples.
- What would this class be like if everyone were exactly the same?

Remind students that since each one of us is a unique individual, it makes sense that we look different, think differently, believe differently, have different likes and different strengths, and so on. Point out that these differences make us who we are and that the world would be a very boring place if we were all exactly the same.

Write the word “tolerance” on the board, and ask students to explain what it means. Help students to understand that “tolerance” means “respect for differences among people.” Say, “Tolerance allows us to appreciate one another, learn from each other, and work together.”

## Part II Conflict Webs *(15 minutes)*

Purpose: Students explore positive and negative aspects of conflict.

**1. Students create word webs.**

Write the word “conflict” on the board and circle it. Ask students to raise their hands if they have ever been in a conflict. Point out that it seems that everyone (or almost everyone) has. Explain that this makes sense, as conflict is a natural part of life.

Invite students to suggest words or phrases that come to mind when they think about conflicts. Write each suggestion on the board, connecting it to the circle with a line in order to form a word web. (Students’ responses will most likely reflect negative words, such as “anger,” “quarrel,” “fighting,” “yelling,” “hitting,” and so on. Encourage students to also include positive words, such as “difference of opinion,” “debate,” “compromise,” “problem solving,” etc.)

**2. Students draw conclusions from their webs.**

Ask students to point out which words and phrases in the web might indicate tolerance. Have students discuss how tolerance impacts conflict. Discuss the idea that tolerance doesn’t necessarily mean agreeing with another person’s views, but does mean respecting their right to those views.

Ask students, “Does conflict always produce negative results?” Through discussion, guide students to realise that conflict is a natural part of life and that it does not always have to produce negative results. Point out that when conflict is handled in a constructive manner, it can produce positive results. Conflict has the potential to bring about much needed change. Explain that students will be exploring ways to handle conflicts constructively in this module.

**3. Students define “conflict.”**

Challenge students to develop a definition of the word “conflict” that makes sense to them. If students have difficulty verbalizing a definition, ask them to refer to the word web, or use the word in a sentence.

Write words, phrases, and examples on the board. Then, guide students to formulate a definition that reflects the idea that conflict is the struggle between two or more opposing forces or ideas. Point out that this definition reflects neither positive nor negative results—just the fact that conflicts involve disagreements or clashes.

## Part III They're Everywhere *(15 minutes)*

Purpose: Students identify conflicts and the people involved.

**1. Students read an article about a conflict.**

Divide the class into groups of four or five students, and give each group an article that you have clipped or printed from a news publication or magazine. Explain that each group should have a reader who will read the article aloud to the group and a recorder who will take notes about the group's discussion.

Explain to students that they are to read their articles, discuss them, and identify what the conflicts are and the people involved in them. Tell students that they do not need to resolve the conflicts—they are simply to tell what the conflicts are about and identify the parties involved.

**2. Students report their findings.**

When students have finished, invite the recorders from each group to identify the conflict their group discussed and the people involved. After each recorder has responded, invite the other students to answer the following questions:

- Did you feel that you had enough information to identify the conflict and the people involved? Explain your answer.
- Did your article describe positive or negative behaviours? Give examples to support your answer.
- Do you think this conflict had or could have positive or negative results? Explain.

Point out that it is often difficult to answer these questions, since the issues in a conflict are not always clearly presented. Explain that when this happens, it is up to us to get the information we need before we pass judgment or get involved.

## Conclusion *(2 minutes)*

Ask students if the people in the articles they discussed showed tolerance toward others. Encourage them to support their opinions with reasons. Elicit from students the following **key points** that were taught in this lesson:

- Tolerance is important because it shows respect for the differences among people.
- Conflict is a natural part of life.
- Conflict does not have to be negative; it can produce positive results.

## Student Assessment

1. Define “tolerance.”
2. Define “conflict.”
3. List five possible positive results of conflict.
4. List three examples of conflict you have seen recently, either in the movies or on TV. Who was involved? What was the conflict about?

# LESSON EXTENSIONS

## Using Quotations

“Peace is not the absence of conflict, but the ability to cope with it.”

Have students discuss the meaning of this quote.

## Addressing Multiple Learning Modes

On a piece of paper, draw nine dots in a 3 x 3 grid. The challenge is to connect the nine dots with only 4 straight lines, without lifting the pencil from the paper. Following is a description of the solution . . . don’t read on until you’ve tried it!

*Starting in any corner, draw a diagonal line to the opposite corner. Second, make a horizontal line from that dot to the dot at the other side of your square, but continue onward the length of a fourth invisible dot. Third, draw diagonally, through two middle dots, again continuing your line to the next imaginary dot. Finally, draw a vertical line through the two remaining dots.*

## Writing in Your Journal

Discuss why we tolerate weaknesses in people we care about. What can students learn from accepting and tolerating their best friends?

## Using Technology

Play protest songs for students. Explain that songwriters often write songs protesting war.

Ask, “Is war ever necessary?” Discuss this question with students. Identify the positive and negative consequences of recent wars or conflicts.

## Homework

This week, have students note situations in which they hear people speaking rudely to each other(e.g., in stores, while waiting in line). Have them include the time of day, the place, the people involved,and what the conflict seemed to be about. Tell them that they should not get involved in the conflicts.

Have students present their findings to the class. Ask, “Did you find people to be mostly polite or mostly rude?”

## Additional Activity

Show students a photo of *Guernica* by Pablo Picasso. Explain to students that this enormous work was painted in protest of Francisco Franco’s dictatorship in Spain. Picasso directed that it be returned to Spain when the country became a democracy, which happened after Franco died.

Discuss the painting with students. Have them make a list of adjectives that describe how the painting makes them feel.

# IDENTIFYING EMOTIONS IN CONFLICTS

2 LESSON

## AGENDA

- Starter
- Under the Surface
- Scale of Emotions
- For Example
- Conclusion
- Student Assessment

### Objectives

Students will recognise that many underlying feelings and emotions are involved in conflicts.

Students will recognise the relationship between emotions and behaviors.

Students will identify emotions and behaviours involved in a personal conflict.

### Materials Needed

- One copy of the “Sometimes I Feel…” activity sheet for each student (Part I)
- One copy of the “Scale of Emotions” activity sheet for each student (Part II)

## Starter *(3 minutes)*

Ask students if they know who Indira Gandhi was. Explain that she was the prime minister of India from 1966 to 1977. She was elected again in 1980, but was assassinated during that term. Tell students that she once said, “You can’t shake hands with a clenched fist.”

Write Gandhi’s words on the board and invite students to explain what she meant. Have students make a fist. Focus on the image of a clenched fist, and explore the feelings that this image represents.

Say, “Emotions—and the behaviors they produce—are important elements of conflicts. Today, we’re going to talk about how emotions and behaviours contribute to conflicts in negative and positive ways.”

## Part I Under the Surface *(20 minutes)*

Purpose: Students recognise that anger is a general word that describes many different underlying feelings and emotions.

**1. Students consider an analogy.**

Ask a student to draw a picture on the board of an iceberg floating in water. If the picture does not show the portion of the iceberg that is below the waterline, have another student add it to the picture.

Through discussion and adjustments to the picture, guide students to arrive at something that looks like a large inverted V, with about 1/8 of the image above the line that represents the surface of the water. Point out that the largest part of an iceberg, about 7/8 of it, remains hidden from view beneath the water.

Explain that conflict is like an iceberg, and that we often only see the anger and the blame that follow—the smallest part of the picture. At the top of the iceberg, write the words “anger” and “blame” on the board. Point out that these two emotions are usually the most visible elements in conflicts.

**2. Students expand their vocabulary of feelings.**

Ask students to think about times when they felt angry and to name underlying feelings that contributed to that anger. Suggest that they think of words that could complete the following sentence: “I felt angry because I was…” Without commenting, write student responses in the portion of the iceberg below the waterline.

Comment that the picture can get more complicated than what is shown on the board. Distribute copies of the “Sometimes I Feel…” activity sheet and give students time to read through the words. Suggest that as students read, they should place a minus sign by emotions that could intensify feelings of anger.

When students have finished, invite them to add more words below the waterline on the board.

**3. Students draw conclusions.**

Point out that all of the feelings listed on the board may give rise to anger when one is involved in a conflict. Ask students to explain why it might be important to identify the causes of anger when involved in a conflict.

Affirm responses that point out that recognising what causes anger can help people understand why they are angry. Say, “If you take the time to think about why you are feeling angry, then you can begin to understand the conflict that you are in and work toward resolving it in a constructive manner.”

Ask students if they have ever noticed how their moods can affect their reactions. For example, explain how someone might say something that bothers them one day, but if the same person were to say the same thing another day, it wouldn’t affect them at all. Invite students to share similar experiences. Point out that it’s important to understand that mood affects our perceptions and feelings.

## Part II Scale of Emotions *(20 minutes)*

Purpose: Students recognise the relationship between emotions and behaviours.

**1. Students identify behavioural cues.**

Recall the image of the clenched fist that students discussed at the beginning of class. As students answer the following questions, ask them to demonstrate their responses:

- How would you expect someone with a clenched fist to look?
- How would you expect that person to sound?
- How would you expect that person to act?

Encourage students to brainstorm other ways that people might look, sound, and act when they become involved in a conflict. Afterward, point out that these behaviours are similar to those demonstrated by people when they are feeling stressed. Ask, “Why do you think this is?” (Students might respond by saying that conflict is stressful.)

Explain that feelings and behaviours are linked, and that together, they can cause us to communicate various verbal and nonverbal messages. Point out that if someone clenches their fist, we can tell immediately that the person is either angry or tense.

Ask students the following questions:

- What clues would tell you whether a person with a clenched fist is feeling angry or tense?
- What message would be sent if the person opened their fist?

**2. Students identify emotions in different situations.**

Distribute copies of the "Scale of Emotions" activity sheet to students. Tell students to think of the lowest note as a time when they are relaxed and calm, and to think of the higher notes as times when they are increasingly stressed and, finally, in conflict.

Have students fill in the activity sheet with words that describe feelings they typically have when involved in each of the four situations. Suggest that students use the "Sometimes I Feel…" activity sheet to identify a variety of feelings.

**3. Students learn how emotions affect conflict.**

Ask students to observe how the feelings they wrote became more stressful as they worked their way up the scale of emotions. Ask students to share emotions they wrote for each situation on their activity sheets.

Point out that as emotions and behaviours become more heated, conflicts become more intense. Ask students if they recall the example about taking tests and feeling stress, which they discussed in "Lesson 3: Handling Stress" of Module Four: Managing Personal Resources. Remind them how they concluded that tests themselves aren't stressful—it's one's personal reaction to the test that causes the stress.

Explain that conflict works the same way. Then, share the following information with students:

- In a conflict, we don't necessarily oppose another person. Rather, we oppose something that has been said or done and then have an emotional reaction to it.
- Our emotional reactions are ours; only we can own them and only we can deal with them.
- We have the power to deal with our emotions and behaviours in a conflict, just as we can deal with emotions and behaviours in stressful situations.
- We have the power to get control of our emotions before a conflict escalates.

Assure students that they will be exploring ways to control their emotions and behaviours and ways to keep conflicts from getting out of control in later lessons.

## Part III For Example *(5 minutes)*

Purpose: Students identify emotions and behaviours involved in a personal conflict.

**1. Students accept an assignment.**

Explain that students are to complete the following assignment as homework. Ask them to make a note of this assignment in their notebooks or folders for this class. Give them the following directions:

- Think about a conflict that you have recently been involved in or witnessed.
- Write about the minor conflict, briefly explaining what it was about and who was involved. You may change the names of the people involved.
- Identify the emotions involved and how the people sounded, looked, and acted. Remember that anger and blame are often the most obvious emotions involved in conflict situations. Look beyond the anger and blame, and identify feelings that may have been beneath the surface and contributed to the conflict.

Tell students that you will not be sharing their work with others, nor will you be asking them to share it. Answer any questions that students may have about the assignment, and then remind them that it is due for the next lesson. Suggest that students use the two handouts from this lesson to help them with their writing.

**2. Students work on the assignment.**

Allow students the remainder of the lesson to begin the assignment. As students are working, circulate through the classroom to ensure that everyone knows the requirements of this assignment.

## Conclusion *(2 minutes)*

Invite students to explain why the picture of the iceberg represents conflict. Elicit from students the following **key points** that were taught in this lesson:

- Emotions and behaviours contribute to the intensity of conflicts.
- Our emotions and behaviours belong to us; only we can control them.
- Anger, along with the blame it produces, is only the tip of the iceberg in many conflicts; the feelings under the surface are the ones that really affect behaviour.
- Recognising the feelings that cause anger can help us understand why we are angry.

## Student Assessment

1. How can recognising the feelings that cause anger help you when you are involved in a conflict?
2. What are some emotions that might lie beneath the surface during a conflict?

# LESSON EXTENSIONS

## Using Quotations

“Remember, no one can make you feel inferior without your consent.”

Write the words “ignored,” “yelled at,” and “insulted” on the board. Ask students to describe their reactions to each of these actions. Discuss how certain reactions can impact the intensity of a conflict.

## Addressing Multiple Learning Modes

Select a brief clip from a movie or TV show portraying a conflict between two people. Play this clip in class with the sound turned off.

Have students guess the emotions that the people in the scene might be experiencing. Then, play the scene again with the sound turned on.

## Writing in Your Journal

Ask students to keep a daily chart for the duration of this module. Students will note each day’s weather (e.g., sunny, cloudy, rainy) and the general mood they experienced that day.

At the end of each day, students should note what their overall attitudes were for that day. They should assess if the weather affected their moods.

## Using Technology

Divide students into groups. Have each group brainstorm songs to include on a short playlist that expresses one of these emotions: anger, love, conflict, joy, happiness, or sadness. Remind students that the lyrics of the songs they choose should be appropriate for school.

Have groups share their playlists with the class, or plan a day when students can play selections from their playlists.

## Homework

Have students write about a recent disagreement they had with someone else.

Have students discuss the emotions they experienced before the conflict, during the conflict, and after the conflict.

## Additional Activity

Display photos of some of Van Gogh's paintings, particularly the *Wheat Field* series, *Starry Night*, and *Cypresses*. Point out Van Gogh's bold and swirling brush strokes.

Ask students what they think Van Gogh was feeling when he painted these pictures. Ask, "How did Van Gogh's paintings make you feel?"

# SOMETIMES I FEEL...

## A
adventurous
affectionate
afraid
aggressive
amazed
annoyed
anxious
apologetic
apprehensive
ashamed

## B
bashful
betrayed
bold
bored
brave

## C
calm
cautious
cheerful
comfortable
competent
confident
confused
curious

## D
decisive
depressed
determined
disappointed
disgusted
distressed

## E
ecstatic
embarrassed
energetic
enraged
enthusiastic
envious
excited
exhausted

## F
friendly
frightened
frustrated

## G
grateful
greedy
guilty

## H
happy
helpless
hopeful
horrified

## I
impatient
incompetent
indecisive
indifferent
insecure
inspired
insulted
intimidated
irritated

## J
jealous
joyful

## L
lazy
listless
lonely

## M
marvelous
mischievous
miserable
moody

## N
negative
nervous

## O
optimistic
overwhelmed

## P
peaceful
perplexed
petrified
positive
proud
puzzled

## R
regretful
relaxed
resentful
restless

## S
sad
satisfied
secure
serene
shocked
shy
silly
skeptical
sleepy
sluggish
sullen
surprised
suspicious
sympathetic

## T
tense
timid
tranquil
trusting

## U
uncomfortable
undecided

## W
wary
whimsical
worried

## Z
zealous

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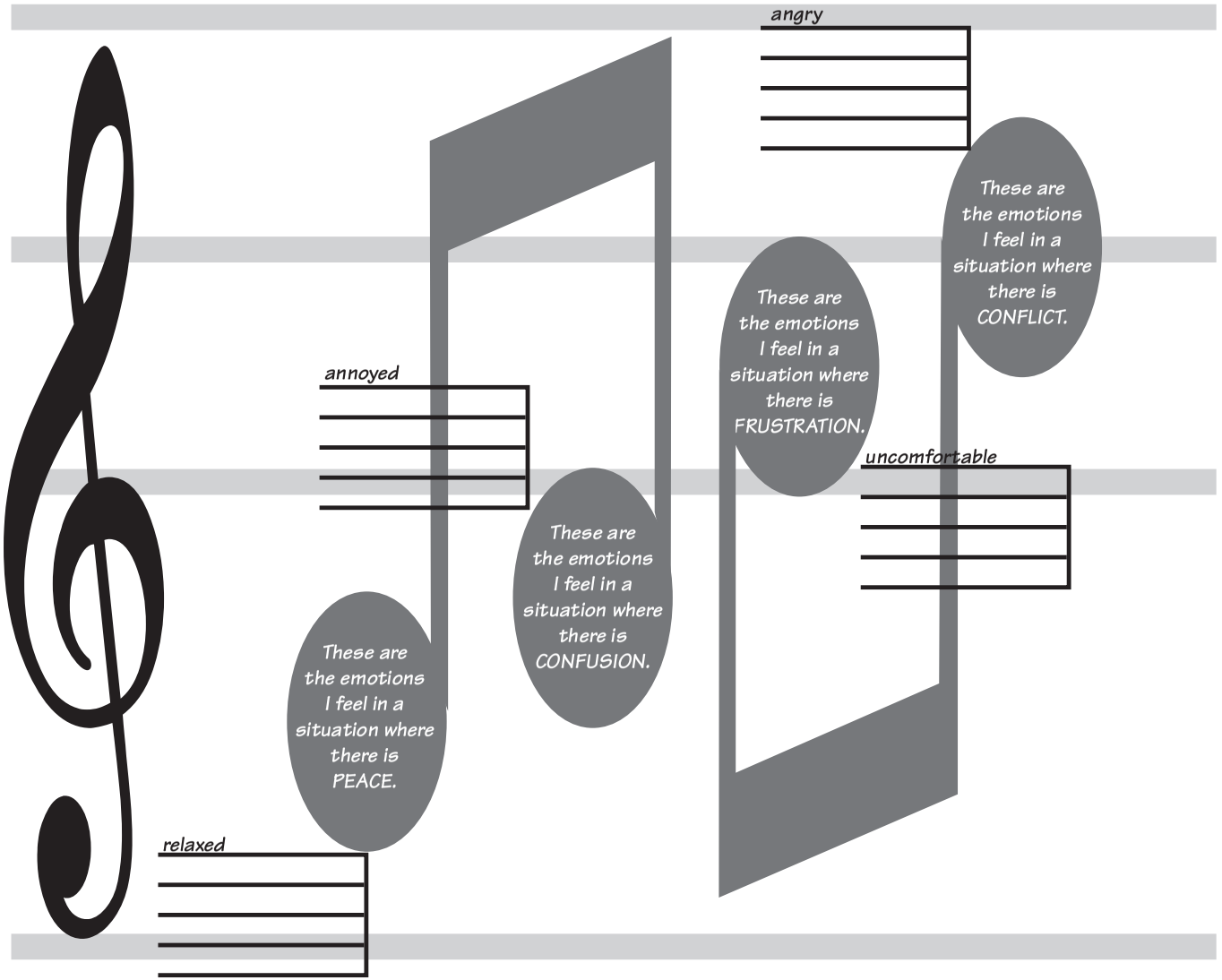
# SCALE OF EMOTIONS

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# CONTROLLING EMOTIONS IN CONFLICTS

3 LESSON

## AGENDA

- Starter
- Personal Power Revisited
- Antidotes for Anger and Its Friends
- Change History
- Conclusion
- Student Assessment

### Objectives

Students will recognise that they have the power to control their emotions and behaviours.

Students will identify ways to reduce the effects of anger and other negative emotions.

Students will apply methods of controlling emotions and changing reactions to conflict situations.

### Materials Needed

- Students' homework assignments from the last lesson, in which they identified a conflict and the emotions involved (Part III)

## Starter *(3 minutes)*

Begin class today by giving students conflicting instructions in quick succession. You might ask students to seat themselves alphabetically by their last names, change your mind and have them seat themselves alphabetically by their first names, and then change your mind again and ask them to take their usual seats.

Afterward, ask students the following questions:

- Were you getting frustrated or feeling stressed?
- Were you beginning to feel angry with me?

Explain that you wanted students to experience stress, anger, and frustration. Say, “Today, we’re going to revisit ways to handle stress, frustration, and anger—feelings that can lead to conflict.”

## Part I Personal Power Revisited *(15 minutes)*

Purpose: Students recognise that they have the power to control their emotions and behaviours.

**1. Students review personal power.**

Ask students if they recall the lesson earlier in the course in which they discussed personal power (Confidence Building, “Lesson 6: Developing Personal Power”) and made symbols as reminders of their power. Invite students to recall what they learned in that lesson. Through questions and prompts, guide students to recall the following:

- Everyone has the power to make choices.
- The choices one makes will affect one’s own life and often the lives of others.
- Each individual is responsible for the choices that they make.

Point out that personal power can be exercised during conflicts, because conflicts always involve making choices and decisions. Tell students that they have the power to make choices about controlling their emotions and the behaviours those emotions produce.

**2. Students listen to a scenario.**

Have students listen carefully to this hypothetical scenario:

> Andre tells you that Patrice said something about you that isn’t true. Andre says that someone in maths class told him about it. Andre also says that this person said that Patrice is calling you a spoiled brat. You go ballistic. You decide to get even by spreading rumors about Patrice!

Say, “I’m going to read the scenario again. This time, when I reach the point where your emotions and behaviours get out of control, call out, ‘Freeze’!” (Students should stop you after the sentence, “You go ballistic.”)

**3. Students reflect on emotions, behaviour, and choices.**

Invite students to brainstorm emotions that are involved in “going ballistic” in this scenario. If necessary, challenge them to look beyond anger and explore feelings that are under the surface by asking, “But why are you feeling so angry?” (Students should respond: because I feel betrayed, insulted, annoyed, confused, disappointed, embarrassed, resentful, shocked, surprised, etc.)

Turn the focus of the discussion to choices by asking the following questions:

- As a result of these feelings, what did you decide to do in the scenario?
- What else could you have done?

Invite students to give as many suggestions as possible.

## Part II Antidotes for Anger and Its Friends *(15 minutes)*

Purpose: Students identify ways to reduce the effects of anger and other emotions.

**1. Students identify strategies for controlling emotions.**

Explain that there are several strategies we can use to control our anger before we make decisions. Invite students to identify strategies that they know about. Write their suggestions on the board. (Students might respond: slowly count backward from 10, take three deep breaths, write down what you are feeling, talk to a friend.)

If necessary, remind students what they learned about handling stress in “Lesson 3: Handling Stress” of Module Four: Managing Personal Resources, and have them find the “Stress Factors” activity sheet from that lesson in their folders. Through questions and prompts, have students review this activity sheet and discuss how the information applies to conflicts. Focus students’ attention on the centre column, where they wrote ways to reduce or relieve stress. Invite students to write suggestions that would apply to handling anger and other emotions.

Challenge students to think of other strategies that could help people to control their emotions and curb the destructive behaviours that intense emotions tend to promote. Add these to the list on the board. Your list might reflect the following:

- Slowly count backward from 10.
- Take three deep breaths as you bend over to tie a shoe or pull up a sock.
- Take a step backward and stretch the muscles in your shoulders and your face.
- Walk away.
- Laugh.
- Pinch yourself.
- Stomp your foot on the floor twice.
- Think of something positive about the other person involved.
- Take a time out to gather your thoughts and regain your calm.
- Talk to a friend and vent.
- Go to a quiet place and write about the situation you are experiencing.

**2. Students reflect on the importance of cooling down.**

Point out that all of these suggestions are ways to make a person stop, think, and cool down before deciding on what to do. Explain that this cooldown time is very important. Invite students to explain why they think it is important. Through discussion, guide students to realise that cooldown time will keep them from saying or doing things that they cannot take back and may regret later, that could escalate the conflict and make it worse, or that could result in negative consequences.

Refer to the list on the board and point out that doing just one of these things will relax the body and the mind and relieve tension, thus diffusing the intensity of emotions. Say, “You can get control of yourself in conflicts. There are always options to consider and choices to make. You are capable of thinking about them and choosing wisely.”

## Part III Change History *(15 minutes)*

Purpose: Students apply methods of controlling emotions and changing reactions to conflicts.

**1. Students revise the scenario.**

Explain that students are going to change history. Tell them to take out writing materials. Then, reread a shorter version of the scenario that you discussed earlier:

> Andre tells you that Patrice said something about you that isn’t true. Andre says that someone in maths class told him about it. Andre also says that this person said that Patrice is calling you a spoiled brat. You go ballistic.

Ask students to describe what they would do next. Ask them to identify decisions they can make to change the ending. Tell students to write a new ending for this scenario based on these decisions.

**2. Students share their revisions.**

Invite students to share what they wrote. Encourage other students to express support or ideas of their own.

Comment on similarities and differences that you observe among the new endings. For example, you might point out the number of different ways that students used to cool down. You might also point out that most students made similar decisions after cooling down.

**3. Students rewrite the conflicts they described.**

Ask students to take out the conflicts they wrote about, which you assigned as homework during Part III of Lesson 2. Ask students if they think cooldown time would have helped in these situations. Have them add a short paragraph to their writing, explaining what the people involved could have done to cool down and how it would have affected the conflict. If a student describes someone in the conflict as calm and in control of their emotions, have the student write about what might have happened if the person hadn't been calm and in control.

If time permits, have students complete this assignment in class. Otherwise, have students complete this assignment as homework.

## Conclusion *(2 minutes)*

Ask students to reflect on the list of ways to cool down and to identify strategies that would work for them. Suggest that they make a note of these strategies and use them the next time they feel themselves involved in a conflict. Elicit from students the following **key points** that were taught in this lesson:

- You have the power to control your emotions and the behaviours they produce.
- There are strategies to control anger when you reach your limit. Use them.
- In conflicts, there are always options to consider and choices to make. You are capable of thinking about them and choosing wisely.

## Student Assessment

1. List three things that make you angry. Why do they make you angry?
2. How can knowing why you are angry be helpful to you?
3. List three strategies for cooling down.

# LESSON EXTENSIONS

## Using Quotations

“Conflict is inevitable, but combat is optional.”

Discuss the meaning of this quote as a class. Tell students that conflict doesn’t always have to result in arguments or fighting. Ask students to describe how controlling emotions in a conflict can prevent it from escalating.

## Addressing Multiple Learning Modes

Have students make a paper fortune teller with different conflict-solving strategies inside.

## Writing in Your Journal

Have students write a letter to someone who has made them angry. Have them read it and then rip it up.

Have students describe how they feel now that they have written, read, and ripped up their letters.

## Using Technology

Have students create a “Cool Down Card” that would fit inside a pencil case, phone, or pocket. Design a card that can be used to assist you to cool down. This card may include a picture of someone or something you care about, a goal you wish too achieve, a cool down strategy, or kind words to yourself.

## Homework

Explain to students that “mensch” is a Yiddish word that means “wonderful person.” Tell students that everyone knows derogatory words to call others. Ask, “Do you know any complimentary words you can use to describe others?”

Have students brainstorm a list of complimentary words in any language. Tell them to list as many as they can.

## Additional Activity

Show students paintings by David Hockney, Andrew Wyeth, Jean-Michel Basquiat, and Keith Haring.

Have students discuss how these works make them feel.

# USING COMMUNICATION SKILLS EFFECTIVELY

4 LESSON

## AGENDA

- Starter
- I Said This, but I Meant That
- I-Messages
- Try Them
- Conclusion
- Student Assessment

### Objectives

Students will recognise how miscommunication can escalate a conflict and even create new conflicts.

Students will apply assertive behavior skills to conflict situations.

Students will apply communication skills to conflicts in their own lives.

### Materials Needed

- One copy of the “Act Two” activity sheet for each student (Part I)
- One copy of the “I-Messages” activity sheet for each student (Part II)

## Starter *(3 minutes)*

Draw a tic-tac-toe grid on the board and place an “X” in one of the squares. Without saying anything, point to a student and indicate that they should come to the front of the room. Hand the student a marker and look toward the game board. Play the game silently. If you win, smile broadly and raise your fists in victory. If you lose, frown as you cross your arms and sulk.

Thank the student, and ask them to be seated. Ask the following questions:

- What just happened here? (You and a student played a game of tic-tac-toe.)
- How did this happen if I never said a word? (You used gestures, or nonverbal cues, to challenge the student, and you both knew how to play the game.)
- Was I excited or disappointed at the end? How could you tell?

Remind students of the power of communicating assertively, both verbally and nonverbally. Say, “Today we’re going to explore how miscommunication affects conflicts and how you can communicate more effectively to resolve conflicts.”

## Part I I Said This, but I Meant That *(20 minutes)*

Purpose: Students recognise how miscommunication can escalate a conflict and even create new conflicts.

**1. Students role-play a scenario.**

Distribute copies of the “Act Two” activity sheet to students. Give students time to read through the activity sheet. Then, ask for students to play the roles of the parent and Sam, using only the first part of dialogue (the words that were actually said).

**2. Students discuss the scenario.**

Begin a discussion about the layers of miscommunication in this scenario by asking the following questions:

- Where did this conflict really begin? In other words, what was Act One? (staying at a friends house)
- How did Sam react to the parent's anger at the beginning of Act Two? (aggressively)
- Why do you think Sam reacted this way? (because the parent was angry and Sam felt defensive)
- Why didn't Sam say what he really meant? (because Sam was embarrassed)
- What did Sam do after realising that he forgot to call home? (blamed the other parent)
- What will the consequence of this miscommunication be? (The parent is going to call the other parent.)
- Do you think this conflict is over? Why or why not? (No; if the parent calls another parent, another conflict will begin.)

**3. Students role-play other versions of the scenario.**

Ask two other students to play the roles of the parent and Sam, this time using the second set of dialogue (what the characters meant).

When they have finished, ask where the communication in this version fails. (After the parent's line, "Did you forget that you had a dentist appointment?") Explain that at this point, communication falls apart because at times, Sam and the parent are no longer talking about the same things.

Ask for two more student to play the roles of the parent and Sam. Explain that when the parent gets to their second line ("Did you forget that you had a dentist appointment?"), you will ask the students to freeze and improvise a completely new ending to the scenario—one in which the characters say what they mean and avoid creating a new conflict.

If necessary, guide the Sam character to explain why he was late, and the parent character to remind Sam of the importance of calling home if he is delayed for any reason.

**4. Students reflect on the importance of communication.**

Point out that it is not always easy for us to say what we mean, and that we often say things we don't mean. Say, "In the case of Sam, when he caught himself misspeaking, he stuck to it. What else could he have done?" (Students might respond: he could have corrected himself.) Ask, "How would this have changed things?" (Students should say that the communication between Sam and the parent could have improved.)

Say, "Communicating effectively by saying what you mean can be difficult, but the more you work at it, the easier it gets."

## Part II I-Messages *(15 minutes)*

Purpose: Students will apply assertive behaviour skills to conflict situations.

**1. Students recall the importance of assertive behavior.**

Point out that in the last version of the scenario, Sam and the parent were demonstrating more assertive behavior. They were speaking and acting assertively, and were able to communicate more effectively as a result.

Ask if anyone can recall how to be assertive, rather than passive or aggressive. Through questions and prompts, guide students to review the following criteria that they learned earlier in the year (see “Lesson 4: Being Assertive” of Module One: Communication):

- Make eye contact.
- Speak calmly, clearly, and confidently.
- Use words that show you are a responsible person.
- Say what you mean in a respectful manner.
- Be sure that your body language and your words are sending the same message.
- Listen to the other person and think about what they are saying.

Remind students that assertive behavior is usually the most successful way to communicate, especially in conflicts. Say, “Effective communication is the key to resolving conflicts.”

**2. Students apply assertive communication skills to conflicts.**

Tell students that when they are feeling upset or angry, they can use “I-messages” to help them be assertive. As you distribute copies of the “I-Messages” activity sheet, explain that I-messages can help students take responsibility for their feelings and begin discussions that will help resolve conflicts.

Give students time to read through the example on the activity sheet. Point out the following about each part of the I-message:

- It begins with “I,” not “you.” It also starts with a statement of feelings. Beginning this way ensures that the speaker and the listener are focusing on the emotions of the speaker rather than an accusation directed at the listener. Accusations do not encourage dialogue; they trigger conflicts because the listener feels as if they are being attacked, and therefore often refuses to listen. (Write “begin with ‘I,’ not ‘you’” on the board.)
- The second part is a factual description of the action that evoked certain emotions in thespeaker. It simply states the problem or what happened. Notice that it does not containaccusations or insults, such as “when you are inconsiderate.” Such words will only escalate aconflict. (Write “describe the behaviour” on the board.)
- The last part of the message explains why you are experiencing certain emotions. This part lets the listener know how and why the behaviour affected the speaker. Again, it is important to focus on what is important to you, and not on accusing or blaming the other person. (Write “explain how the behaviour affected you” on the board.)

**3. Students use I-messages to express their feelings.**

Invite students to fill out the remainder of the activity sheet. Suggest that students refer to the “Sometimes I Feel…” activity sheet from Lesson 2 for help. Remind them that the “Sometimes I Feel…” activity sheet lists an entire vocabulary of feelings.

When students are finished, ask students to share what they wrote. As they respond, have them express themselves in an assertive manner. If time permits, invite other students to role-play the person receiving the message, describe how they would react to the message, and explain why. Point out that practicing such messages out loud will help prepare students to deliver I-messages more effectively.

**4. Students discuss how I-messages demonstrate assertive behaviour.**

Have students describe assertive behaviour. Ask, “Can using I-messages help you to behave more assertively? How?” (Students should say that using I-messages allows them to speak calmly, clearly, and confidently, and say what they mean in a respectful manner.)

## Part III Try Them *(10 minutes)*

Purpose: Students apply communication skills to conflicts in their own lives.

**1. Students reflect on conflicts in their own lives.**

Ask students to think about a conflict that they have been in recently, or one in which they are currently involved. Tell them to think about the details of the conflict, and to think about how they reacted. Remind them to also think about the other person in the conflict.

**2. Students choose a conflict to address.**

Give students the remainder of the class period to write I-messages that explain how they felt and why. Tell them to be sure that they identify the conflicts before writing their I-messages.

Remind students that when they deliver their I-messages, it is very important to be assertive—to speak calmly and clearly, and to control their emotions. If they can do this, then they will be able to listen actively to the other person's response, and continue a dialogue that will resolve the conflict.

## Conclusion *(2 minutes)*

Ask students to look again at the "Act Two" activity sheet and to identify the I-messages they find. (Both the parent and Sam used forms of I-messages in their "meant" dialogues.) Elicit from students the following **key points** that were taught in this lesson:

- Speaking and acting assertively helps us communicate more effectively— especially in conflicts.
- Speaking calmly and controlling our emotions helps us express ourselves assertively and resolve conflicts.
- Good communication is the key to resolving conflicts.

## Student Assessment

1. List three reasons why miscommunication occurs.
2. Imagine that you are trying to read, but another person nearby is being very loud. Describe an aggressive way to ask that person to be quiet, not using an I-message. Then, describe how you could assertively ask that person to be quiet, using an I-message.
3. List three reasons why using I-messages is an effective way to communicate.

# LESSON EXTENSIONS

## Using Quotations

“Kindness is more important than wisdom, and the recognition of this is the beginning of wisdom.”

As a class, discuss how kindness and understanding can help resolve a conflict, while forcing one’s opinions can often escalate it. Have students brainstorm times when they could have used kindness to resolve a conflict.

## Addressing Multiple Learning Modes

I-messages focus attention and conversation on the speaker and their feelings. Have students draw I-messages. Ask them to fold a piece of drawing paper in half. Have students reflect on a conflict they have had and draw the way that they saw the conflict on one half and the other person’s perspective on the other half.

Discuss how seeing both sides of a conflict can help to resolve it.

## Writing in Your Journal

Have students write about an experience they had in the past week where they were able to avoid an argument or conflict.

Discuss how students were able to accomplish this. Ask, “Was avoiding this argument or conflict easy or difficult?”

## Using Technology

Have students search online for information on internet etiquette. Discuss common breaches of internet etiquette and how they are perceived (e.g., typing in all capital letters is seen as shouting).

Discuss how sending an email, text, or instant message can often escalate a conflict, as emotions are difficult to convey online. Tell students that following proper internet etiquette can help them express themselves online.

## Homework

Have students research and list 5 strategies for effective verbal communication.

## Additional Activity

Choose a piece of art that communicates an ideal without relying on words. Describe what this artwork is expressing.

# ACT TWO

**Read what each person says. Also, read the text beneath the dialogue to find out what each person meant to say.**

**PARENT:** (*upset, angry*) Where have you been?
(*You're over an hour late, and I've been really worried.*)

**SAM:** (*defensively*) At a friend's house.
(*I was at Zekes' house and we were having fun so I didn't check the time.*)

**PARENT:** (*confused*) But I told you to be home! What have you been doing?
(*Did you forget that you had a dentist appointment?*)

**SAM:** (*insulted*) I told you! I was at Zeke's house!
(*Don't you believe me?*)

**PARENT:** (*frustrated*) Why?
(*Please just explain why you are so late.*)

**SAM:** (*anxiously*) Because Zeke got the new game that you wouldn't buy for me
(*Well, I should save for it myself but I don't want to do my chores to get money.*)

**PARENT:** (*wary*) That is not right, you should have had enough sense to call.
(*And you have spent all your money.)*

**SAM:** (*resentfully*) Well, Zeke's mother was going to drive me home!
(*I forgot to call. That's what I should have done.*)

**PARENT:** (*angry*) That's it! I'm going to call Zeke's mother about this! I had to cancel your dental appointment!

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# I-MESSAGES

**I-messages are a great way to explain yourself when you are upset. When you use them, people are more likely to listen to you and to respond without becoming angry and defensive. Read the example, and then try to write your own I-messages.**

## EXAMPLE

Someone in your household often forgets to give you your messages.

I feel *upset*

when you *don't give me my messages*

because *they are important to me.*

1. **A classmate has started calling you by a nickname that you dislike.**

   I feel _____

   when you _____

   because _____

2. **Your teacher hasn't called on you all week, even though you've raised your hand.**

   I feel _____

   when you _____

   because _____

3. **One of your friends often borrows your things and doesn't return them.**

   I feel _____

   when you _____

   because _____

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# CREATING A WIN-WIN SITUATION

5 LESSON

## AGENDA

- Starter
- Who Loses?
- Who Wins?
- Me First?
- Conclusion
- Student Assessment

### Objectives

Students will recognise the dynamics of win-lose and lose-lose situations.

Students will recognise the benefits of win-win situations.

Students will practice resolving conflicts.

### Materials Needed

- Index cards (Part III)

## Starter *(3 minutes)*

Ask students to define “conflict.” (Students should respond: conflict is the result of two or more opposing forces or ideas.) Ask students to analyse how a common conflict situation—a sporting event—gets resolved.

As students respond, prompt them to go beyond describing the sporting event, and express the understanding that the conflict, or game, ends when one side wins and the other side loses.

Write the words “Win-Lose” on the board. Explain that this same idea is often applied to other conflict situations in life—when someone wins, someone else generally loses. Explain to students that today they will discover that this is not the only, or the best, option when resolving conflicts.

## Part I Who Loses? *(15 minutes)*

Purpose: Students recognize the dynamics of win-lose and lose-lose situations.

**1. Students brainstorm win-lose situations.**

Write the words “football” and “tennis” under the heading “Win-Lose” on the board. Invite students to name and write a few other examples of win-lose situations. Your list might include the names of other sports, as well as board games, card games, computer games, races, spelling bees, contests, and so on.

Make the observation that most people enjoy playing games and competing in contests. Explain that because we have so much experience with games, a win-lose approach to a conflict is a familiar one.

Ask students if they think that personal conflicts should be handled in the same manner as a game or a contest. Affirm that they should not, and then cross out the win-lose column on the board.

**2. Students consider lose-lose situations.**

Begin another column on the board with the words “Lose-Lose” at the top. Ask what students think a lose-lose situation is. (Students should respond: nobody wins; both sides lose.)

Prompt students to think about situations in which everyone loses by offering the following example: “Suppose I borrowed your baseball glove and forgot to return it. You get angry and tell everyone that I stole your glove from you. Why would this be a lose-lose situation?”

Elicit from students the fact that now both the owner and the borrower of the glove areexperiencing negative consequences—one person has lost something and the other is the victim ofrumors. Point out that neither one is a “winner” here. Both have lost. Explain that in lose-losesituations, people can get so focused on making sure the other person doesn’t win that they don’tcare if they themselves lose. All they care about is that the other person loses, too

Invite students to identify who wins and who loses in the situations below. As students respond, ask them to explain their thinking.

- Someone calls you a name, so you puncture that person’s bicycle tyre. A teacher sees you and reports you.
- You go to the same store every day to buy a snack after school. One day, the manager wrongly accuses you of shoplifting. You start yelling at the manager and knocking items off the shelves. The manager calls the police.

**3. Students evaluate lose-lose situations.**

Point out that each situation above resulted in negative consequences—and further conflict. Ask students to identify the behaviour that prompted each lose-lose situation. Write their responses on the board under “Lose-Lose.” (Students should respond: getting angry, getting even, wanting someone else to lose, blaming someone else.)

Ask if anyone thinks that lose-lose situations are good solutions to problems. Cross out this column on the board. Explain that lose-lose situations are the easiest ones to avoid. Ask students if they can explain why. (Students should respond: because people can control their emotions and behaviours in these types of situations.)

## Part II Who Wins? *(15 minutes)*

Purpose: Students recognise the benefits of win-win situations.

**1. Students evaluate win-win situations.**

Begin another column on the board with the words “Win-Win.” Ask what a win-win situation might be. (Students should respond: one in which nobody loses; both sides compromise.)

Remind students that it’s common for people to look at conflicts from a win-lose point of view. Suggest that to resolve conflicts, we need to change the way we look at a situation and choose what’s best for everyone, not only ourselves.

**2. Students identify win-win solutions.**

Outline each of the three lose-lose situations described in Part I again. After each one, askstudents how these situations could be handled differently so that everyone involved wins. Askquestions to elicit the following suggestions from students:

- The student could ask you to return the baseball glove. Then, you could apologise for forgetting to return it, and the student would no longer be angry and would not spread rumors about you. Once the glove is returned, both parties will feel okay about it.
- Rather than puncturing the bicycle tyre, you could deliver an I-message. Once your feelings have been expressed and the other person knows how you feel, you can talk about the situation without adding fuel to the fire.
- You could keep calm and explain to the manager that you have not stolen anything. You might respectfully ask the manager why they believe you are shoplifting. After that, you can empty your pockets and allow the manager to search your backpack.

Prompt students to conclude that when everybody wins and nobody loses, there will be no conflict; everybody involved will leave the situation feeling satisfied. Acknowledge that finding win-win solutions will not always be easy, but if students apply problem solving skills, use effective communication skills, and identify options and consequences, they will find them.

Remind students that taking the time to think through a problem and being responsible for their feelings, words, and actions will help them resolve—and even avoid—conflicts.

## Part III Me First? *(15 minutes)*

Purpose: Students work in teams to solve a problem and reach a successful resolution.

**1. Students participate in a game that requires a win-win resolution.**

Divide students into two even teams. Have teammates sit together in a circle on opposite sides of the room. Give each student two index cards, and then tell the class to write in large letters “me first” on one card and “work together” on the other. Explain that in this game, students will earn points by choosing either to work together with their opposing team or to put their own interests first. Explain the point system to the class:

- If one team says “me first” and the other team says “work together,” the team that said “me first” gets three points and takes one point from the team that said “work together.”
- If both teams say “work together,” they both get two points.
- If both teams say “me first,” they both lose two points.

Appoint one person from each team to be that team’s speaker. Tell students that on your signal, they are to silently vote by holding up either their “me first” or “work together” cards. The speaker will count the votes. When both teams have finished, have the speakers say their teams’ choices.

Play several rounds of the game. After the first few rounds, encourage students to trust each other in order to find a win-win solution. Help them realise the need to find such a solution to the game.

**2. Students discuss the activity.**

Have students return to their seats, and then begin a discussion by asking them questions such as the following:

- What happened when both teams approached the problem from a win-lose perspective (i.e., by saying “me first”)? (Students should mention that they lost points.)
- How did it feel when you said “work together,” but the other team said “me first”?
- Were you afraid that the other team would say “me first” if you said “work together”?
- What happened when you decided to work toward a win-win solution (i.e., by saying “work together”)? (Students should mention that it was easier to earn points for their teams.)
- Why was trust important to finding a win-win solution to the game? (Students should respond that trust was important because each team had to believe that both teams were working toward the common good.)

Explain that the teams were most successful when they realised that they could both achieve their goals, and decided that they could easily divide the points instead of struggling in vain over them.

Ask students to describe how this activity relates to finding win-win solutions in real life. Tell students that the most ideal way to resolve a conflict is to find a win-win solution. Point out that, as in the game, win-win solutions often require that both parties involved lose a little in order for both to benefit.

## Conclusion *(2 minutes)*

Urge students to look for win-win solutions when they are in a conflict. Ask students to summarise why this is the best approach to take. Elicit from students the following **key points** that were taught in this lesson:

- Examine conflicts from a win-win perspective.
- Use problem solving skills to find win-win solutions to conflicts.
- In order to avoid or resolve conflicts, take the time to think through the problem and be responsible for your feelings, words, and actions.

## Student Assessment

1. Define “win-lose,” “lose-lose,” and “win-win.” List an example of each type of resolution.
2. List three advantages of achieving a win-win resolution.
3. List three strategies for achieving a win-win resolution.

# LESSON EXTENSIONS

## Using Quotations

“Better bend than break.”

Explain that compromise is often the way problems are solved. Ask students to describe how the argument would end if both parties did not reach a conclusion and "break" and how they would feel.

## Addressing Multiple Learning Modes

Students create posters to be displayed around the school creating a positive environment. Eg. Treat people with kindness, giving respect will earn respect, make someone happy today.

## Writing in Your Journal

Have students write themselves an apology letter that they would like to receive from someone who hurt them. The letters should identify the conflict in detail.

As a class, discuss how this exercise helped students define the issues of the conflicts they wrote about.

## Using Technology

Have students create a montage of ways to treat others with kindness.

## Homework

Have students clip or print articles that involve conflict from news publications or magazines.

Have students create win-win resolutions to the conflicts.

## Additional Activity

Have students create a conflict resolution bingo game. Some examples could be Stay Calm, Listen, Take a Break

# RESOLVING CONFLICTS

6
LESSON

## AGENDA

- Starter
- Put It Together
- When to Walk Away
- Practice
- Conclusion
- Student Assessment

### Objectives

Students will discuss strategies that they have learned for resolving conflicts.

Students will identify situations in which the best option is to remove themselves from the conflict.

Students will analyse conflict situations and make decisions about how to resolve them.

### Materials Needed

- One index card for each student (Starter)
- One copy of the “Cover All Bases” activity sheet for each student (Part I)
- List of procedures and resources for conflict resolution that are in place in your school (Part II)
- One copy of the “Dilemmas” activity sheet for each student, cut into four individual scenarios (Part III)

## Starter *(5 minutes)*

As students enter the classroom, give each one an index card. Tell students to write what they have learned about conflict resolution over the last five lessons. Ask students to write about recent conflicts in their lives and how they handled these situations differently as a result of their new knowledge.

## Part I Put It Together *(15 minutes)*

Purpose: Students review techniques that they have learned for resolving conflicts.

**1. Students discuss their ideas regarding conflict resolution.**

Ask students to list ideas that they think are important to remember when dealing with conflict situations. Have students write their responses on the backs of the index cards they used during the starter. Explain that it is not necessary to write responses in any particular order.

Have students stand and read the backs of their cards. Ask a student to write responses on the board. If more than one student mentions a particular idea, have the volunteer underline it on the board. If possible, call on everyone to express an opinion.

**2. Students organise their thoughts.**

Say, “We can see from what’s written on the board that you all have learned a lot about dealing with conflicts. It would be helpful to have all of this information organised somehow, wouldn’t it?”

Distribute copies of the “Cover All Bases” activity sheet. Give students time to scan the activity sheet, and then ask if they think these steps represent the ideas that are written on the board. Begin a discussion by asking questions about each step:

- Why is the first step so important? Can you think clearly when you are angry?
- Why is it important to identify what is causing you to feel angry (step two)?
- Have you ever been in a conflict in which you didn’t understand what was happening (step three)?
- How does step four represent a crossroads in the process?
- Why is step five key here?
- Can you listen effectively when you are talking (step six)?
- Why are win-win results the best results (step seven)?

## Part II When to Walk Away *(10 minutes)*

Purpose: Students identify situations in which the best option is to remove themselves from the conflict.

**1. Students discuss the role of decision making in conflict resolution.**

Direct attention back to the activity sheet and ask students to identify the shortcut on the road to reaching a resolution (Students should mention that in step four, they can choose the option to walk away.)

Explain to students that there will be times when they must face a problem head-on and deal with it, but there will be other times when the best decision is to just walk away.

Point out that the class hasn't spent much time examining this option before, but it will be discussed now, as sometimes it is the best decision to make.

**2. Students identify conflicts from which to walk away.**

Invite students to give examples of situations in which choosing to walk away and avoid further conflict is the best decision to make.

As students respond, listen for them to make certain points. As they are made, write them on the board. If necessary, use questions and comments to guide students to recognise that they should walk away from the following situations:

- Conflict in which they cannot gain control of their emotions or behaviors.
- Times when another person involved in a conflict is getting out of control.
- Situations that are escalating out of control.
- Situations that become physical or violent.

Explain that each person has the power to control their own feelings and actions, but we do not have the power to control anyone else's. Acknowledge that the goal in these situations should be to avoid making the problem worse, and that the best way to do this is to walk away from the conflict.

**3. Students explore other options for handling out-of-control conflicts.**

Begin a discussion by asking students what else they should do when a conflict gets out of control. Encourage them to give other examples of such conflicts, as well as suggestions for dealing with them.

Affirm responses that reflect the understanding that when a conflict turns violent and personal safety is threatened, or when such a conflict is brewing, students need to alert adults to the situation.

Ask students if they know about school procedures or resources available to them if conflicts escalate. As students respond, verify or clarify the information they give. Tell students to make a note of this information.

Be sure that students understand that when a conflict is escalating and threatens to become violent, they should walk away and get help. Point out that this is not a matter of being disloyal to anyone; it is simply a matter of safety for themselves and for others.

Suggest that students keep the “Cover All Bases” activity sheet in their folders or notebooks and review it from time to time. Emphasise that using these strategies will help them with resolving conflicts.

## Part III Practice *(20 minutes)*

Purpose: Students analyse conflict situations and make decisions about how to resolve them.

**1. Students work in small groups to discuss situations.**

Divide the class into four groups. Give each group one of the scenarios from the “Dilemmas” activity sheet. Explain that they are to discuss the scenario as a group and decide on a course of action that will best resolve the conflict.

Give the groups five minutes to make their decisions. Circulate among students as they work, offering suggestions or comments as needed.

**2. Students share resolutions.**

Ask students to share their resolutions. Explain that groups can either appoint a spokesperson to report the group’s decision or members of the group can role-play the scenario.

After each group has finished, invite others to ask questions or make comments about how the dilemma was resolved. If necessary, ask questions or make comments yourself that will help students recognise that they can either support a group’s decision or suggest another solution.

## Conclusion *(2 minutes)*

Ask students to describe how they will handle conflicts that arise in their everyday lives. Elicit from students the following **key points** that were taught in this lesson:

- You have the power to control your feelings and actions, but you do not have the power tocontrol the feelings and actions of others.
- There are situations in which choosing to walk away to avoid further conflict is the best decisionto make.
- When a conflict becomes physical or violent, walk away and seek help.

## Student Assessment

1. When is it best to walk away from a conflict situation?
2. Describe a conflict in which you have been involved. Using the steps to conflict resolution, analyse how you acted. Would you behave differently now? If so, how?

# LESSON EXTENSIONS

## Using Quotations

“I do desire we may be better strangers.”

Explain to students that it is often best not to respond to someone who is angry. In these cases, it’s best for you to excuse yourself and leave the situation.

Brainstorm with students a list of times when it is better to just walk away and not get involved.

## Addressing Multiple Learning Modes

Have students brainstorm a list of tips for walking away from conflicts (e.g., leave, seek help from an adult, ask a friend to escort you away). Divide students into small groups. Have the groups create posters showing a few of these tips. Display the posters around the classroom.

## Writing in Your Journal

Have students review their notes for this module. Have them write about which lessons they enjoyed the most and which skills they found most useful.

## Using Technology

Students collaborate on Google Slides and create a class document – *Tips for Conflict Resolution.*

## Homework

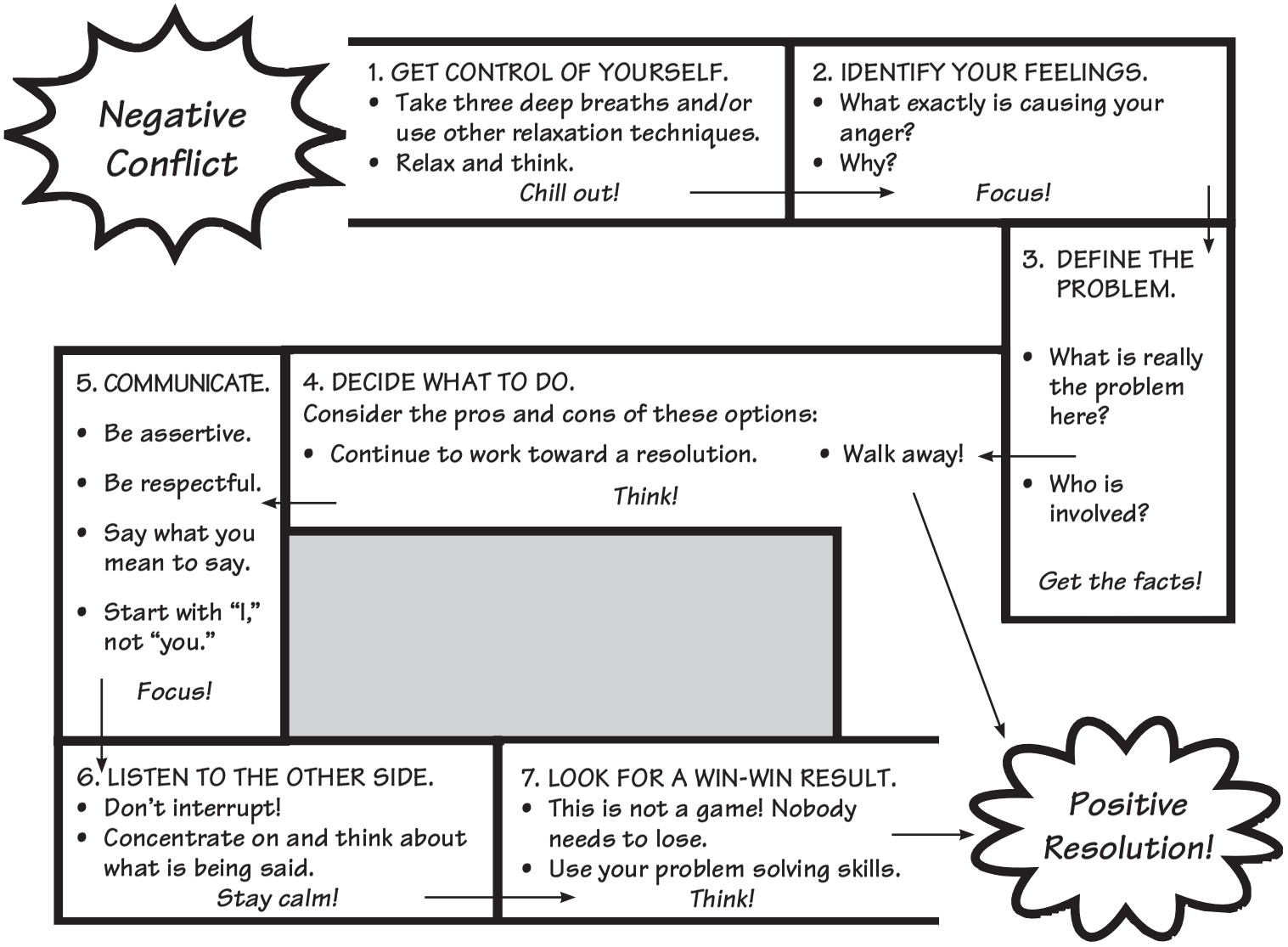
Have students write a paragraph in response to the following question: What would you do if your best friend asked you to hide something they had stolen?

## Additional Activity

Have students research the peaceful protest strategies used by Mahatma Gandhi and Martin Luther King, Jr.

Discuss reasons why Gandhi and King chose to protest peacefully rather than resort to violence to solve their problems.

# COVER ALL BASES

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# DILEMMAS

1. You are playing soccer with your classmates during lunch. Some players are pushing and shoving each other during the game. As everyone walks back to class, someone throws a punch at you. What do you do?

2. Your friend is in a bad mood because she got grounded for a week. You are talking about going to a movie, when she suddenly starts yelling at you. The next thing you know, you're in an argument. What do you do?

3. Your brother has been teasing you all afternoon. You throw a pillow at him and tell him to back off. He throws the pillow back at you and knocks your glasses off your face. What do you do?

4. You hear that someone is accusing you of stealing a jacket. This person lost a jacket that looks just like yours. This person hangs around with a group of people that you try to avoid. What do you do?

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# ADAPTING TO CHANGE

1 LESSON

## AGENDA

- Starter
- Different Now
- Change and Stress
- Changing the View
- Conclusion
- Student Assessment

### Objectives

Students will recognise both positive and negative reactions to change.

Students will learn that they have the power to accept and adapt to change.

Students will visualise potential changes in themselves and their lives.

### Materials Needed

- Items to change your appearance for this class (e.g., glasses, hat) (Starter)
- Two sheets of drawing paper for each student (Part III)
- Coloured markers and pencils (Part III)

## Starter *(3 minutes)*

Change your appearance for class today. Choose a change that will be noticeable to your students.

As students enter the classroom, greet them as usual. When everyone is seated, ask if anyone notices a change in your appearance. Invite students to respond to your new look.

Explain that life is full of changes. Sometimes we create the changes ourselves, and sometimes we respond to them. Tell students that in today's lesson you'll be discussing different types of changes and how people respond to them.

## Part I Different Now *(15 minutes)*

Purpose: Students recognise both positive and negative reactions to change.

**1. Students identify and evaluate reactions to change.**

Ask students to think about their reactions to your new look. Then, begin a discussion about changes in appearances by asking the following questions:

- How do people sometimes react to a change in another person's appearance? (Students might respond: ignore it, like it, dislike it, compliment the person, laugh at the person.)
- How do you think the person who has made the change feels? (Students might respond: self-conscious, anxious, uncertain, excited, proud, happy, sad.)

Write student responses on the board. Then, challenge students to review the responses listed and mark those they consider to be positive with a + sign, and those they consider to be negative with a – sign.

Point out that students have identified both positive and negative reactions to change. Tell students that changes affect people in different ways. Explain that sometimes we feel ambivalent about change, while other times we struggle to adjust to changes in ourselves and in others.

Continue the discussion by asking how tolerance and respect affect reactions to changes in people. Remind students that they have control over how they respond to people. Then, have them identify responses that do not show tolerance or respect for others.

**2. Students make a change in their classroom.**

Explain that students are now going to think about a different kind of change. Announce that you have decided to adjust the seating in the classroom for the rest of the session.

Ask students to seat themselves in a specific manner (e.g., alphabetically if students are seated randomly, in size order, or by eye colour).

Give students time to change seats and settle themselves. Then, say, “I noticed some very different reactions from people in this room.”

**3. Students react to the change.**

Invite students to tell how they feel about the new seating arrangement. Encourage them to consider both positive and negative reactions. Write student responses in a second list on the board, asking whether you should place a + or a – sign after each one. If students are uncertain about how to categorise a response, write an “A” after it for “ambivalent.”

Ask students to compare this list with the other list on the board. Ask if they notice any similarities. (Students should respond: both lists include positive and negative reactions; reactions to this change are very similar to the reactions to changes in the other list.)

## Part II Change and Stress *(10 minutes)*

Purpose: Students learn that they have the power to accept and adapt to change.

**1. Students identify changes that take place over time.**

Point out that changes in life are not always visible and don’t always happen suddenly. To prompt students to think about such changes, say, for example, “When I was your age, I was 15 cms shorter and wanted to become a pilot.”

Through discussion, guide students to identify changes that are invisible or that happen over a period of time. Use questions and comments if necessary to prompt students to identify such changes as likes and dislikes, opinions, feelings, thinking, learning, goals, age, physical build, friends, and family structures. Encourage students to give examples of the changes they mention.

**2. Students recognise that change can be stressful.**

Point out that all changes—ones that we can see, ones that we make ourselves, ones that we can’t see, and ones that happen over time—can be difficult to handle at times. Then, ask students if they think that change can be stressful. Encourage them to explain why.

As students respond, guide them to review what they learned about stress:

- Stress is tension, or feelings of pressure or anxiety.
- Stress can happen when people, events, or situations make us feel powerless and out of control. Some changes can make us feel this way.
- Change does not cause stress—our feelings cause stress.

Emphasise that some changes can cause us to feel stress, and that this stress can sometimes lead to conflict. Then, remind students that they have the power to handle stress, control their feelings and behaviors, and even avoid conflicts. Explain that this power enables them to accept changes in their lives and adapt to them.

**3. Students recall the power of positive attitudes.**

Point out to students that change is a natural part of life and that they cope very well with many changes every day. Ask students to describe how they cope with change. Invite other students to add comments or give suggestions of their own. If it doesn't come up in discussion, ask students how a positive attitude can affect how they accept and adapt to change.

Summarise your discussion by saying, "Change can be negative if you respond to it negatively. But if you respond positively by understanding your feelings and keeping them in control, positive things will result from change. Remember what we learned about the power of a positive attitude, because it comes into play here."

## Part III Changing the View *(20 minutes)*

Purpose: Students visualise potential changes in themselves and their lives.

**1. Students work on an art project to visualise changes in their lives.**

Set out sheets of drawing paper and a supply of coloured markers and pencils. Explain that students are going to draw "Now" and "Later" pictures.

Give students the following instructions:

- Begin by drawing a large pair of eyeglass frames on each sheet of paper. Draw a frame that reflects what you would like to wear now. Then, draw another pair that you might like to wear later.
- You will picture your world today in one pair and your world four years from now in the other pair.
- In the lenses of your "Now" glasses, draw a picture of yourself, a picture of your school, a favourite thing, and a goal you have for this year—things that reflect you now.
- In the lenses of your "Later" glasses, draw how these things might change in four years.
- You may include symbols or words in your pictures if you wish.

**2. Students compare pictures.**

Give students most of the remaining class time to work. To close this activity, have students look at the differences in the pictures they drew. Ask for a show of hands from students who drew changes in themselves. Observe that it seems as though all of them expect to continue to grow and change over the next four years.

If time permits and students are willing, invite them to share their pictures and identify some of the changes they drew. Focus the discussion on the changes their pictures represent by asking, for example, “What changes did you need to make in order to get that?”

## Conclusion *(2 minutes)*

Ask students if they think that successful people are able to accept and adapt to changes in their lives. Encourage students to explain their answers. Elicit from students the following **key points** that were taught in this lesson:

- Change is a natural part of everyone’s life.
- Changes in life can be stressful, but you have the power to adapt to them.
- Keeping a positive attitude will help you accept and adapt to changes in your life.

## Student Assessment

1. List three changes you have made in the past year.
2. Describe a positive and a negative response to change.
3. List a positive change that you want to make in yourself, your school, and your community.

# LESSON EXTENSIONS

## Using Quotations

“Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same but get better.”

Have students make lists of things in their lives they want to change and lists of things they don’t want to change. Discuss how to make change happen and how to cope with change.

## Addressing Multiple Learning Modes

Ask students to draw outlines of their hands and list five ways to handle stress. Have them place one of these methods on each finger in their drawings. Provide markers and crayons so students can decorate their outlines.

Ask students to share their outlines with the class. Display their outlines around the classroom.

## Writing in Your Journal

Have students imagine that their best friends have changed and no longer like the activities or music they do. It seems as though they and their friends have different values. Have students write about how they would feel in this situation.

Have students discuss how they would react to such a change and if they would find it stressful.

## Addressing Multiple Learning Modes

Give each student a short comic strip. Have students describe what is happening in the comic strip. Then, have students change, add, or delete one thing about the comic strip.

Have students trade comic strips and write about how adding or deleting something impacted the outcome.

## Homework

Have students interview someone outside of class about the most significant change (either positiveor negative) the person has ever had to handle.

Have students discuss those changes (not whom they interviewed) and how they would have dealt with the same situations.

## Additional Activity

Ask students to brainstorm ways to anticipate, accept, and adapt to change.

# HANDLING PEER PRESSURE

2 LESSON

## AGENDA

- Starter
- How Hard Is It?
- But I…
- Deal with It
- Conclusion
- Student Assessment

### Objectives

Students will discuss peer pressure in their lives.

Students will define the concept of peer pressure.

Students will recognise the importance of staying focused on personal values, beliefs, and goals.

Students will create solutions to a dilemma that involves peer pressure.

### Materials Needed

- Five small paper cups and one lolly or chocolate (Starter)
- One copy of the “True or False” activity sheet for each student (Part I)

## Starter *(3 minutes)*

Before class, number the bottoms of five small paper cups from one to five. Place the cups upside down in numerical order on a desk. Hide a small prize, such as a lolly or chocolate, under one of the cups.

To begin class, explain that there is a prize under one of the cups. Ask a student to come to the front of the room. Tell the student that at your signal, they are to pick up the cup that they think is concealing the prize. Tell the rest of the class that they should feel free to call out what they think the student should do.

Allow some time for everyone to call out their advice before having the student begin. After the student has chosen a cup, ask, “Why did you choose that one?”

Without making a comment, allow the student to respond. Then, say, “Today we’re going to talk about how hard it can be to stay focused on what you want to do when everyone else is telling you what they want you to do.”

## Part I How Hard Is It? *(15 minutes)*

Purpose: Students discuss peer pressure in their lives.

**1. Students fill out a questionnaire regarding peer pressure.**

Distribute copies of the “True or False” activity sheet. Explain that students are to read each statement, and then check whether the statement is true or false for them. Point out that when they have finished, they are to look back over the statements and circle ones that they think are difficult for teenagers to live by.

**2. Students respond to individual statements.**

When students have finished, begin a discussion about the statements on the activity sheet by asking for a show of hands from students who circled number one. If some have circled it, ask students to explain why they think this can be difficult to do.

Proceed in a similar manner with the other statements, making note of and writing on the board recurring responses that indicate students’ unwillingness to go against their peers, stand out, or sacrifice popularity.

## Part II But I… *(15 minutes)*

Purpose: Students define the concept of peer pressure and recognise the importance of staying focused on personal goals and values.

**1. Students define “peer pressure.”**

Write the words “peer pressure” on the board. Ask students to explain what these words mean. Through questions and comments, guide students to understand that peers are friends and other people their own age, and that pressure is an influence or force to make someone do something. Therefore, peer pressure is the influence students feel from others their own age to act a certain way.

**2. Students identify examples of peer pressure.**

Refer to the list of responses on the board from Part I, and ask students if they think these responses reflect peer pressure. Encourage students to explain their answers; suggest that they use examples from the completed activity sheets to support their opinions.

Ask students if they think that peer pressure is positive or negative. Challenge students to give examples of negative peer pressure, and then challenge them to give examples of positive peer pressure. (Students might provide the following positive examples: studying rather than cheating; staying away from drugs; working out problems rather than giving up; trying new things; joining a new group; being fair; resolving conflicts without violence; playing by the rules.)

Point out that peer pressure is only a problem when it is negative. Say, “Peer pressure becomes negative when it threatens or conflicts with your values, beliefs, or goals. It produces conflict within you and can make you feel powerless and stressed. This conflict is between what others think you should do, and what you know you should do.”

**3. Students consider ways to deal with negative peer pressure.**

Point out that dealing with negative peer pressure can be very difficult. Ask students if they have any ideas about what they can do when confronted with negative peer pressure. Through discussion, guide students to identify the following tips:

- Keep your personal values and beliefs in mind.
- Stay focused on making decisions that are based on those values and beliefs.
- You alone have the power to make decisions.
- Keep your personal goals in mind.
- Stay focused on making decisions that will help you reach your goals.
- You alone have the power to control your words and actions.

Acknowledge that students deal with peer pressure every day, and that this will continue to be an issue throughout their school years and beyond. Emphasise that learning to recognise negative peer pressure and staying focused on their values and goals will help them overcome negative influences in their lives.

## Part III Deal with It *(15 minutes)*

*Purpose*: Students create solutions to a dilemma that involves peer pressure.

**1. Students consider a dilemma.**

Divide the class into four groups. Ask everyone to listen carefully as you present the following dilemma:

> Tatiana invites Lisa, a new friend, home after school. Nobody else is home. They decide to play some games on the computer, which is okay, but Tatiana is not supposed to use the internet without permission. If she does, she will lose computer privileges and probably get grounded. Lisa wants to visit some websites. Tatiana says, “Nah, let’s play some more.” But Lisa says, “So what’s the big deal? Everybody does it. My other friends and I do it all the time.” What happens next?

**2. Students create endings for the dilemma.**

Explain that groups one and two will work out endings to this dilemma that result in negative consequences for Tatiana. Groups three and four will work out positive endings.

Tell students that they will have five minutes to create endings within their groups. Explain that they will share their endings with the class, and can either appoint a spokesperson to read their endings or have students role-play them.

**3. Students share their endings with the class.**

Invite representatives from each group to read or perform their endings. When all groups are finished, begin a discussion by asking questions such as the following:

- Who had to deal with peer pressure in this dilemma? What was the pressure?
- What conflict did this cause in Tatiana?
- How were the endings presented by groups one and two similar?
- How were they different?
- How were the endings presented by groups three and four similar?
- How were they different?
- If you had been Tatiana, what would you have done?

## Conclusion *(2 minutes)*

Ask students if they think they have a responsibility to avoid placing negative peer pressure on others. Encourage a few students to explain their answers. Elicit from students the following **key points** that were taught in this lesson:

- Peer pressure can be both positive and negative.
- Peer pressure becomes negative when it conflicts with what you know you should do.
- Overcome negative peer pressure in your life by staying focused on your personal goals and values.

## Student Assessment

1. Define “peer pressure.”
2. Describe a situation in which you gave in to negative peer pressure.
3. List three examples of positive peer pressure and three examples of negative peer pressure.
4. Why is it important to stay focused on your goals and values?

# LESSON EXTENSIONS

## Using Quotations

“The best years of your life are the ones in which you decide your problems are your own. You realize that you control your own destiny.”

As a class, discuss the importance of making your own decisions and how this can impact your quality of life (e.g., more confidence, happiness).

## Addressing Multiple Learning Modes

Have students create collages showing things they value. To make their collages, have them select pictures that represent what they believe and value.

Have students share their work with their partner,

## Writing in Your Journal

Have students describe a time when peer pressure affected them in a negative way and a time when it affected them in a positive way.

Have students identify which values they compromised when they were affected by negative peer pressure and which values they hold as a result of the positive effects of peer pressure.

## Using Technology

Have students create a peer pressure crossword using key terms from this lesson.

## Homework

Have students reflect on a time when they felt peer pressure to do something that conflicted with their values. Have students write the internal conflict that they experienced.

## Additional Activity

Have students discuss three ways friends can be a positive influence.

# TRUE OR FALSE

**Check whether each statement is true or false for you.**

| | TRUE | FALSE |
|---|---|---|
| 1. I would participate in an activity that involved people I didn't know. | | |
| 2. I would not cheat on a test, even if everyone else was doing it. | | |
| 3. I sometimes think people who are unpopular are nice. | | |
| 4. I would speak out about something, even if I thought others would disagree. | | |
| 5. I would help someone if they needed it, even if this person wasn't a friend. | | |
| 6. I like to meet people who are different from me. | | |
| 7. If two of my friends aren't speaking to each other, I can still be friends with both of them. | | |
| 8. I would wear a favourite shirt to school, even if nobody else wears shirts like this. | | |
| 9. I would join a popular group, even if they did things I don't agree with. | | |
| 10. I would not lie for a friend, even if he or she wanted me to. | | |
| **TOTAL** | | |

**Now, go back and circle the statements that you feel are the hardest ones for people your age to do.**

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# GETTING ALONG

3
LESSON

## AGENDA

- Starter
- Over, Around, Under, or Through?
- Tools for Success
- Tips from Us
- Conclusion
- Student Assessment

### Objectives

Students will participate in an activity in which they use a variety of skills in order to overcome obstacles and achieve goals.

Students will identify skills they learned and used in the activity.

Students will collaborate to create posters for display in their classroom or school.

### Materials Needed

- Fifteen paper plates (Part I)
- Four sheets of butchers paper (Part III)
- An assortment of pencils, markers, old magazines, scissors, glue, and tape (Part III)

## Starter *(3 minutes)*

Write the words “next year” on the board. Elicit students’ responses to the phrase. Prompt as many students as possible to identify both positive and negative feelings. Then, make the observation that because the future is unknown, thinking about it can cause us to experience a mixture of emotions.

Tell students, “Everyone is naturally concerned about what is to come, but with what you have learned in this class, you should feel confident about your abilities to face new challenges and overcome obstacles. Today, we’re going to talk about some of the skills you have developed that will help you succeed in the future.”

## Part I Over, Around, Under, or Through? *(20 minutes)*

Purpose: Students participate in an activity in which they use a variety of skills in order to overcome obstacles and achieve goals.

**1. Students prepare for the activity.**

Have students move all chairs, desks, and tables to the sides of the classroom. When they have finished, divide the class into two teams. If you have an uneven number of students, ask for a student to act as a referee.

Place 15 paper plates in a straight line across the center of the open space, leaving about 30 cms of space between the plates. Be sure to leave enough space on either end of the row of plates for teams to line up. Use tape to secure the plates to the floor.

Show teams where they will line up at either end of the row, and then provide them with the following directions:

- Both teams must begin at the same time.
- The goal is for every student on a team to reach the other side of the room by stepping only on the plates.
- If a student steps on the floor, they must move to the back of the line.
- The team that moves from one end of the row of plates to the other first wins.

**2. Students work in teams to achieve their goals.**

Allow students time to work out a strategy.

When they are ready, have the teams line up on either side of the row of plates and tell them to begin. When students become frustrated, stop the activity.

**3. Students work in teams to achieve another goal.**

Explain that the teams will now repeat this activity. Tell students that the rules will stay the same, but that this time, they must work out strategies that will enable them to move down the row of plates as they meet members of the other team.

If necessary, straighten the plates before repeating the activity. When the teams are in place, tell them to begin. Remind your referee, if you have one, to be sure that the teams do not step on the floor. Suggest that students observe how others accomplish the task in order to work out winning strategies. Students should discover that they can get around each other by holding onto each other's shoulders and stepping on a plate with one foot. They can also squat down with both feet on the plate as the other student steps over.

Give students as much time as possible to work their way across the plates. It will be a slow process, but allow students to work out the procedure themselves. Make comments only to keep order or to settle disputes about stepping on the floor.

Declare the first team to reach the other side to be the winner.

## Part II Tools for Success *(10 minutes)*

Purpose: Students identify skills they learned and used in the activity.

**1. Students identify the skills and abilities they learned and used.**

Begin a discussion about the activity just completed by asking students to name some skills they used to successfully move across the plates. Through questions and comments, guide students to recognise how they used the following skills during this activity:

- Teamwork: the ability to work together despite differences; the ability to cooperate with each other in order to achieve a common goal
- Self-reliance: the ability to work with a positive attitude, manage stress, and take the initiative to work toward a goal
- Communication: the ability to communicate effectively by speaking and listening; the ability to send messages both verbally and nonverbally
- Decision making: the ability to consider different options and their consequences, and to make choices in order to reach goals
- Problem solving: the ability to define a problem and work through options in order to arrive at a solution
- Goal setting: the ability to make decisions about reaching short-term, medium-range, and long-term goals

**2. Students recognise their potential.**

Point out that these skills are tools for success and that using these skills will enable students to overcome obstacles and achieve goals. Ask students how these skills will be useful to them next year and when they have a job.

Remind students that it is not necessary to be a straight-A student nor popular in order to develop and use these skills successfully. Say, “Getting along successfully is a matter of using the skills you have. If you use them, they will become stronger and they will develop more fully as you grow and change.”

## Part III Tips from Us *(15 minutes)*

Purpose: Students collaborate to create posters for display in their classroom or school.

**1. Students create posters to summarise what they have learned in this class.**

On the board, write, “If you want to succeed, remember to…” Explain that students are to work in groups to create posters with a number of tips that will finish this sentence. Tell them not to forget to include specific tips about getting along with others. Encourage students to focus on five to 10 things that they think would be important for people their age to remember.

Divide the class into four groups. Give each group a piece of butchers paper, pencils, and markers. Set out a stack of magazines, scissors, glue, and tape.

Tell students that they may illustrate their posters with words, slogans, drawings, or pictures cut from magazines. They may also use their own writings and drawings.

**2. Students display their work.**

If groups have not completed their work when time is up, suggest that they find time to complete their posters after class today. Display completed posters in your classroom or elsewhere in your school. Be sure that students have signed and dated their posters before displaying them.

## Conclusion *(2 minutes)*

Ask students if they were aware at the beginning of class today of how many skills they have developed in this course. Invite students to comment. Elicit from students the following **key points** that were taught in this lesson:

- You have learned many skills in this class that will help you overcome obstacles and achieveyour goals.
- If you use these skills, you will strengthen them and they'll enable you to get along well in the years to come.

## Student Assessment

1. List three obstacles you have overcome in the past year.
2. List three skills or abilities you have used to overcome these obstacles.
3. How can you use these skills or abilities in the future?

# LESSON EXTENSIONS

## Using Quotations

“One reason we don’t attain our goals is that we often focus on how far away we are from feeling satisfaction rather than how far we’ve come.”

Have students write about a moment of success they had during the school year. As a class, discuss how focus and a positive attitude can help students attain their goals.

## Addressing Multiple Learning Modes

Have students list the skills that they have gained during this course.

Have students choose one skill and illustrate (write, draw, dance, sing, etc.) how it will be useful to them in the future.

## Writing in Your Journal

Ask students to write about how they have used the following skills during the past year: teamwork, self-reliance, communication, decision making, problem solving, and goal setting.

## Using Technology

Have students research about a person who has overcome obstacles.

Have students prepare short presentations on how the person they chose overcame obstacles and achieved their goals.

## Homework

Have students consider and write about the obstacles that they anticipate facing on their way to achieving their goals.

## Additional Activity

Have students discuss the Dr.Seuss quote “It’s not about what it is, It’s about what it can become.”

# PLAYING BY THE RULES

4 LESSON

## AGENDA

- Starter
- Pen Pass
- Not a Surprise
- Students' Court
- Conclusion
- Student Assessment

### Objectives

Students will discuss the importance of learning rules in order to participate successfully in school and in life.

Students will recognise that learning about and following rules are matters of personal responsibility.

Students will conduct mock trials in order to determine responsibility and resolve conflicts.

### Materials Needed

- Two pens or pencils (Part I)
- One copy of the "Court Cases" activity sheet for each student, cut into four strips (Part III)

## Starter *(3 minutes)*

Begin class by presenting the following dilemma:

> Suppose you belong to a drama group. One of the rules is that everyone must come to practices in order to take part in the performance. The “star” rarely shows up for practices, but some people think they need the “star” in order to be successful. Should this person be allowed to participate in the performance? What do you think?

Encourage a few students to explain their answers. Take a poll of students to see how many agree that it’s fair that the “star” shouldn’t be allowed to participate. Comment on the results.

Tell students that today they are going to discuss why learning about and following rules is important for everyone.

## Part I Pen Pass *(10 minutes)*

Purpose: Students become aware of the importance of learning the rules in order to participate successfully in school and in life.

**1. Students participate in a group activity.**

Have students sit with you in a circle. Sit with your legs crossed in some manner, either at the knees or ankles. Don’t be obvious about this or call attention to it in any way.

Tell students that you are going to pass two pens around. Explain that the goal is for students to pass the pens on to the person sitting next to them correctly. Say, “Pay attention to what I do, because you have to copy it exactly in order to pass on the pens correctly.”

Take one pen between your thumb and middle finger and pass it to the left with the tip pointing away from the student. Then, pass the other pen in exactly the same manner to the right.

As each student passes on the pens, say whether or not they did so correctly. If students have passed on the pens in exactly the same manner and have their legs crossed as you do, then they have completed the task correctly. Don’t stop the activity to discuss right or wrong methods; just have students continue passing the pens.

**2. Students discuss the activity.**

Invite students who passed the pens correctly to explain the trick. Then, begin a discussion by asking:

- How did you feel when you didn't pass the pens correctly? (Students might respond that they felt confused or frustrated.)
- Why was it frustrating? (Students might mention not understanding what they were doing wrong.)
- Was it even more frustrating when you figured out what you were supposed to do? Why? (Students might say, "If I had known about crossing my legs in the first place, I could have done it correctly.")

Say, "Would you have crossed your legs from the beginning if you had known? Of course you would have. It's important to know the rules of a game if you're going to play it well, and it's frustrating to find out that the reason you failed is that you didn't know the rules."

Ask students what they needed to do in order to figure out how to pass the pens correctly. Prompt them to recognise that the rules were not explained in detail, nor were they written out; students needed to observe and follow what you and others were doing.

Explain that the same idea can be applied to school and to life in general. Point out that it's important to know what the rules are in order to follow them successfully. Say, "Let's talk about rules—ones that you know about and ones that you don't know about—and how you can figure them out."

## Part II Not a Surprise *(15 minutes)*

Purpose: Students recognise that learning about and following rules are matters of personal responsibility.

**1. Students discuss general rules they know.**

Point out to students that they know about many rules and can anticipate many rules that are common sense.

Engage students in a discussion about "common sense" rules they know and how they can find out more about these rules. Prompt the discussion by asking such questions as the following:

- What about showing up for practices if you are a member of a drama group? Would you consider showing up for practices to be a "common sense" rule?
- How would you find out more about this rule? For example, how would you know what to do if you must miss practice for any reason?
- How would you find out about the consequences for not attending practices?

Invite students to give other examples of common sense rules and continue the discussion in a similar manner. Prompt them if necessary to point out common sense rules about such things as showing up for school; being on time; using appropriate language in school; not pushing, shoving,or fighting others; respecting others; respecting what belongs to others; and so on. Be sure todiscuss ways that students can find out more about specific rules, and about the consequences for choosing not to follow them.

**2. Students discuss responsibility and accountability.**

Focus attention on personal responsibility and accountability by asking questions such as the following:

- Why do you think some people choose not to follow rules? Who is responsible for their decisions?
- Is it hard to follow rules when others are not following them? Why?
- What might happen if everyone did not follow rules? Give an example.

Guide students to acknowledge that if they decide not to follow a rule, they are personally responsible for the decision and must be prepared to accept the consequences.

**3. Students reflect on the importance of following rules.**

Remind students that rules are a necessary part of life at all ages—at home, at school, on the job, and when they are living on their own. Emphasise that it is their responsibility to learn more about the rules that affect them in order to follow these rules successfully.

Working with examples that the class has previously discussed, explain how playing by the rules will help students become successful:

- Being where you are supposed to be on time shows others that you are a reliable person.
- Using appropriate language and behaviour shows that you respect yourself and others.
- Learning about and following rules show that you are a responsible person.

## Part III Students' Court *(20 minutes)*

Purpose: Students conduct mock trials in order to determine responsibility and resolve conflicts.

**1. Students prepare role plays.**

Divide the class into four groups. Give each group one of the scenarios from the "Court Cases" activity sheet. Explain that each group is to read its scenario, and then prepare it as a mock court case for the class.

Tell groups to first choose members to play the roles of the people involved in the dispute. Explain that the rest of the group members will be the panel of judges.

Give groups about three to five minutes to prepare their role plays. Students involved in the dispute should work independently to prepare their arguments. At the same time, the judges will discuss the case among themselves and decide how they will resolve it.

**2. Students role-play the situations.**

When the groups are ready, invite the Case #1 group to perform its scenario. After it has finished, call on members of the audience to tell whether they agree or disagree with the judges' decision and to explain why. Prompt students to point to details of the case to support their opinions.

Continue in this manner with the remaining three cases. If time permits, engage students in a discussion about the similarity among the judges' decisions in all four cases.

Before dismissing students today, tell them to be sure to bring their folders with all of their work for this course to the next class session.

## Conclusion *(2 minutes)*

Ask students if they could relate to any of the people involved in the court case disputes. Invite a few students to respond. Elicit from students the following **key points** that were taught in this lesson:

- Rules are a necessary part of life.
- It is your responsibility to learn about rules that affect you.
- It is up to you to decide whether you will follow rules. You must accept the consequences if you decide not to follow them.

## Student Assessment

1. List three rules that you follow every day.
2. List the consequences that you would suffer if you did not follow these rules.
3. Define "accountability." Why is it important?

# LESSON EXTENSIONS

## Using Quotations

“Only you can control your future.”

Ask students to describe the meaning of this quote. Ask students to give examples of how obedience can lead to success and security.

## Addressing Multiple Learning Modes

Students think pair share, jobs that they could start doing, eg. offering to walk a pet or mow lawns.

## Writing in Your Journal

Have students write about what the world would be like without rules, and which rules they would like to abolish.

## Using Technology

Have students research and create a list of internet safety rules. As a class, discuss the importance of following these rules, and have students add to the list.

## Homework

Have students write a list of rules that they would impose if they were the principal of a school.

## Additional Activity

Have students review the school’s code of conduct.

Have students discuss the code of conduct, the need for it, and whether they believe that students adhere to it.

# COURT CASES

**CASE #1**

Kevin was babysitting one afternoon at a neighbour's house. He left his mobile phone at home, and wanted to call a friend who was visiting relatives in another country. He asked if it was okay to use the phone, and the neighbour said yes. Kevin didn't say he would be making an international call.

Kevin ran up a large bill on the international call. The neighbour says that Kevin owes him an afternoon of babysitting to pay for it. Kevin says that he doesn't owe anything because he had permission to use the phone.

**CASE #2**

Megan brought some firecrackers to school. She gave a few firecrackers to Julia and dared her to light one in class. Julia said that she would only set it off if Megan set one off too.

Julia set off a firecracker, but Megan didn't. Julia was suspended from school. Julia claims that Megan is the one who should be suspended, since she brought the firecrackers to school. Megan claims that since Julia lit the firecracker in class, she is the one who should be suspended.

**CASE #3**

Robert's soccer team supplies uniforms and shoes for the players. They are supposed to be worn to practices and games. Robert doesn't like them.

At the first practice, Robert said he forgot his uniform and shoes. The coach let him play anyway. At the second practice, Robert said his uniform was in the wash, and his shoes were in his mother's car. The coach benched him. When Robert showed up without his uniform and shoes the third time, the coach sent him home.

Robert claims that the coach didn't warn him and that the coach is unfair. The coach says that if Robert won't wear his uniform and shoes, then he can't play.

**CASE #4**

Keisha finished her math test early. She was bored and began drawing and writing on a page of her notebook. She kept looking at her friend in the next row. Her friend finally looked at Keisha and mouthed, "What are you doing?" Keisha held up her notebook and her friend bent toward her to look. The teacher failed both girls.

The teacher claims that the girls were cheating. The girls claim that they weren't doing anything wrong.

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# PRESENTING YOURSELF

5 LESSON

## AGENDA

- Starter
- Looking Back
- Me Today
- Dear Stranger
- Conclusion
- Student Assessment

### Objectives

Students will review information they have learned about themselves.

Students will identify categories of personal information and write current information about themselves.

Students will write letters in which they present information about themselves in order to achieve an imaginary goal.

### Materials Needed

- Students' folders with notes and activity sheets from this course (Part I)
- One copy of the "Star Power" activity sheet for each student (Part II)

## Starter *(3 minutes)*

Ask students to imagine that they have a pen pal whom they have never met. Call on students to name some things that they would want to know about this person. As students respond, write their answers on the board.

In addition to physical characteristics, prompt students to identify such personal information as age, birth date, favourite subjects in school, hobbies, interests, and so on.

Say, “When people don’t know you, it’s important to focus on the characteristics that will give people information about who you are. What you look like on the outside is always interesting information, but who you are on the inside is what really matters. Today, we’re going to talk about characteristics that make you unique.”

## Part I Looking Back *(15 minutes)*

Purpose: Students review information they have learned about themselves.

**1. Students recall personal information they have identified.**

Have students take out their folders for this class. Explain to students that they are going to review what they have learned about themselves and the power they have to succeed.

To begin a review of what students have learned about themselves, ask the following questions about the information they wrote about themselves at the beginning of the course.

- Who can find copies of the “Cloud Nine” activity sheet—the first activity sheet that you completed in this class? Does the picture you drew then still represent a long-term goal or dream you have for the future? If not, think about what you might draw now.
- Who can find the “Bingo” activity sheet? Does it still represent your talents and strengths? Have you developed other talents and strengths during your time in this course?
- Can you find your papers from the “Valuable Squares” activity? Are your values the same, or have they changed?

**2. Students recall skills they have developed.**

Invite students to continue to browse through their folders. Encourage them to make observations and comments about specific skills they have focused on during the course, such as communicating effectively, making informed decisions, setting stepping-stone goals, handling stress, managing time, using resources, taking notes, solving problems, conflict resolution, and so on.

Point out that in every Overcoming Obstacles class, students have learned more about themselves and developed a variety of skills that will help them achieve their goals.

Have students think about ways that they have changed and skills that they have developed during their time in this course.

## Part II Me Today *(15 minutes)*

Purpose: Students identify categories of personal information and write current information about themselves in each category.

**1. Students discuss different kinds of information.**

Have students recall the discussion from the Starter about what they might want to know about a pen pal they have never met. Explain that in the future, students will be asked to present information about themselves to people they don't know.

Say, "Someday, you may be asked to fill out an application to join a group or take part in an activity. You will certainly be asked to fill out applications for schools and for jobs. These applications will ask for information about you. They will ask for the kinds of information that you have learned about yourself throughout this course. They will also want to know other kinds of information—just as you would wish to know other kinds of information about a pen pal you have never met."

Invite students to suggest the kinds of information that they think people might want to know about them.

**2. Students write information about themselves.**

Distribute copies of the "Star Power" activity sheet. Ask students if they think that this activity sheet summarises the different kinds of information they just discussed. Point out that this activity sheet lists categories of information that show who a person is and what they have accomplished.

Explain that you will go over each category and give students time to fill in information about themselves. Suggest that students refer to their previously completed activity sheets, which they just reviewed.

Guide students to complete the "Star Power" activity sheet. Suggest that if students need more room to write, they can number the categories and write information on the back of the activity sheet. Ask the following questions about each category:

- Personal Facts: What is your name? How old are you? When and where were you born?
- Education: What grade are you in? What school do you currently attend? What other schools have you attended?
- Strengths and Talents: What are your favourite subjects in school? What are your best subjects in school? What else do you do well?
- Hobbies and Interests: What do you enjoy doing outside of school?
- Life Experiences: What activities do you participate in? What special responsibilities do you have (or have you had)?
- Goals and Dreams: What have you achieved this year? What are you planning to do next year? What else would you like to do in the future?

Point out that students have just made an outline of important facts and information about themselves. Explain that these categories organise the information and allow students to present themselves in a positive manner.

Say, “It is important to put your best foot forward and present yourself positively if you want to achieve your goals. Take the time to think about your strengths, abilities, interests, and achievements as you grow and change in the years to come.”

## Part III Dear Stranger *(15 minutes)*

*Purpose*: Students write letters in which they present information about themselves in order to achieve an imaginary goal.

**1. Students focus on an imaginary situation.**

Ask students to take out writing materials. Tell them to imagine that they have a chance to achieve one of their wildest dreams. All they have to do is write a letter that explains why they should be chosen for this opportunity. Suggest that students use information from the “Star Power” activity sheet to introduce and describe themselves to a person they don’t know, but who can grant their wishes.

**2. Students compose their letters.**

Give students the remainder of the class time to write their letters. If time permits, invite students to read their letters aloud.

## Conclusion *(2 minutes)*

Remind students that they discussed some keys for success at the beginning of the course—confidence, perseverance, a positive attitude, and the willingness to work and learn. Ask students how far they think they have come in acquiring these characteristics. Elicit from students the following **key points** that were taught in this lesson:

- Every student has the power to achieve their goals.
- Present yourself positively by focusing on facts and information that describe your strengths, abilities, interests, and achievements.

## Student Assessment

1. List two ways that you are different now than you were at the beginning of the course.
2. List three skills you have developed during this course.
3. What is one goal you have for the future? Explain how you will use your skills to help you achieve this goal.

# LESSON EXTENSIONS

## Using Quotations

Have students find a quote that represents who they are. Ask them to write one or two sentences explaining why they chose that quote.

Have students share their quotes. Then, have them discuss how they think they might change in the future.

## Addressing Multiple Learning Modes

Have students write an autobiography or create a time line detailing what they imagine their lives will be like through the age of 30.

Ask students to share their work with a partner.

## Writing in Your Journal

Have students write about their favourite lessons or activities from this class and identify the most valuable skill they have learned.

Have students discuss their favourite moments from the Overcoming Obstacles course and share the most valuable skills they've learned.

## Using Technology

Have students browse the Overcoming Obstacles website at www.overcomingobstacles.org and read the testimonials posted, along with the history of the Community for Education Foundation.

If appropriate, have students send an email describing their favourite activities from the course and the skills they've learned to info@overcomingobstacles .org.

## Homework

Have students create “me bags” by decorating and filling a bag with pictures and objects that represent who they are and who they want to be.

Divide students into groups. Have them present their bags to their groups.

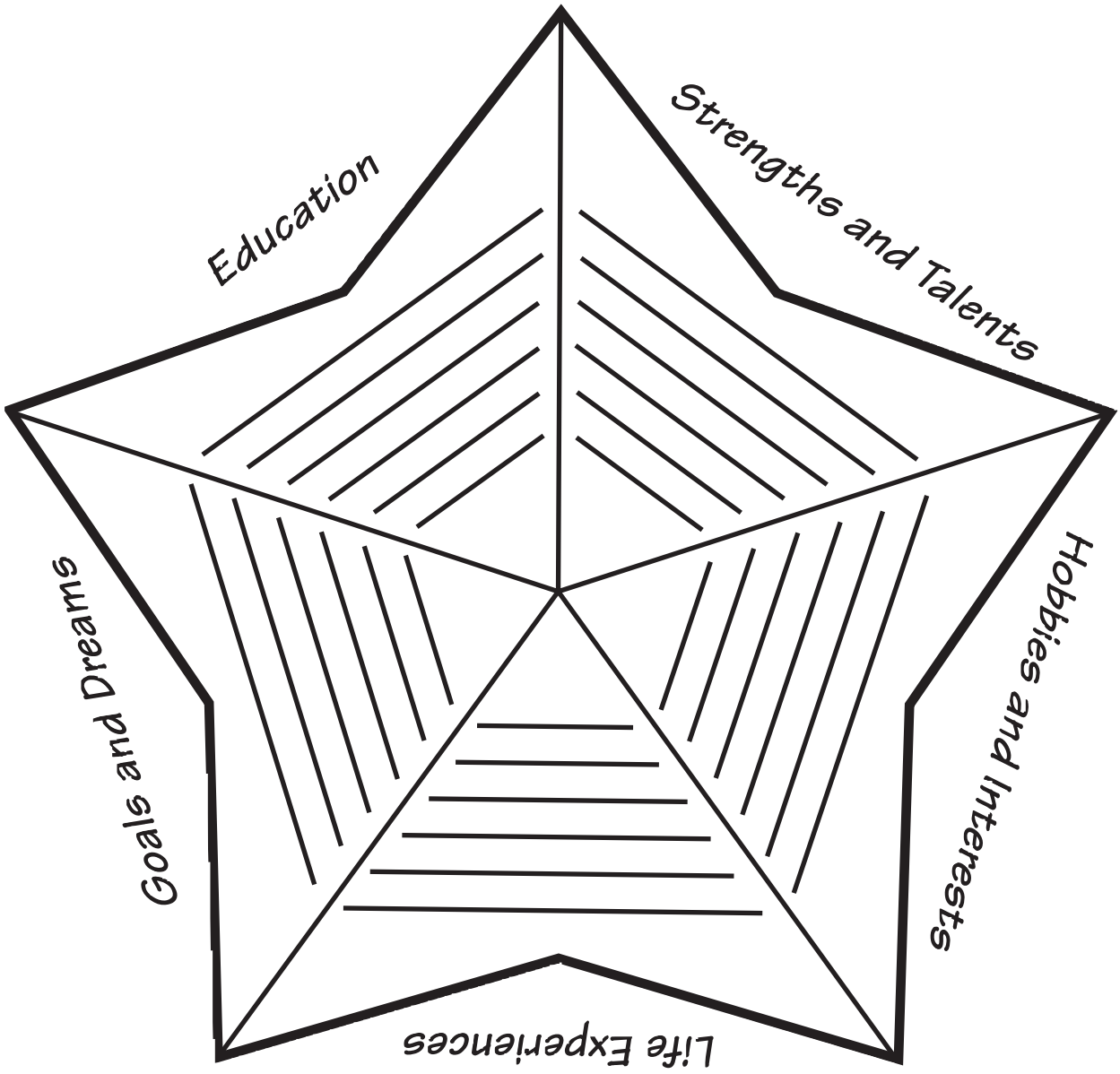
## Additional Activity

Have students read *Oh, the Places You’ll Go!* by Dr. Seuss.

Ask students to discuss how a positive attitude about the future can affect their lives.

# STAR POWER

*Personal Facts:*

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# INTRODUCTION

## AGENDA

- About Service Learning
- Service Learning: A Closer Look
- Scheduling
- Organizing the Work
- Time and Resource Management—The Paper Trail
- Planning—A Guide and Checklist

## About Service Learning

Motivated young people who have been prepared for life in the world beyond school are most likely to succeed when they begin their first jobs or start college. The key to this preparedness is ensuring that they learn the skills necessary for success in a context that is relevant to them. Providing such an experience while they are in school can be a challenge.

A service learning project is an opportunity to address this challenge. Students put their life skills into practice as they work to fulfill a goal that has relevance and meaning to them. Neither the size nor the scope of the service learning project is critical to its worth—rather, it is the dedication and commitment that students make to fulfilling the project's goals that make it successful. The opportunities in a service learning project for students to apply and practice their communication, time management, goal setting, and decision making skills are of paramount importance.

Many experts consider adolescence to be the ideal time to foster the desire to help others. During adolescence, young people tend to be idealistic and think about ways to make a difference in the world. Developing and carrying out a service learning project satisfies many needs, including the need to belong, the need to be recognized, the need for diverse experiences with clear boundaries and structure, and the need for self-exploration. Students who participate in service learning projects are impacting the world in which they live in a manner of their own choosing. These students experience the powerful feelings of connectedness and satisfaction that come from working with others to fill a need in their communities.

Organizing a class of adolescents into a goal-oriented, detail-focused project team may seem like a daunting task. This module provides a comprehensive plan for developing a successful service learning project. It outlines the steps, lists the materials and tools, and offers suggestions and resources that will help you engage your students in a meaningful project.

We suggest that you read the entire module and all the lessons before you start this project in your classroom. Do some preliminary planning. Discuss what you have read and what you plan to do with others in your school. By doing these things, you will give yourself the firm foundation you need to launch your service learning project.

## Service Learning: A Closer Look

### DEFINING "SERVICE LEARNING"

Service learning is an educational process through which students learn by participating in a project that meets a need in their communities. It should be integrated into and enhanced by specific academic courses within your school's curriculum. In a service learning project, academic skills are applied to meet a community need. "Service" and "learning" are complementary—the service aspect makes the learning relevant to students' lives and increases student motivation.

### SERVICE LEARNING VS. COMMUNITY SERVICE

Many students equate service learning with community service. The commonalities between the two start and end with the word “service.” The major distinction between the two is that service learning is facilitated by a teacher and carried out by students who are actively learning; the learning and the service are equally important. Community service is carried out by a group of people who are contributing to the improvement of their surroundings. Clarifying the two terms for your students will allow them to gain an appreciation for service learning and to recognize how this project will allow them to apply the skills they are learning in school.

### THE BENEFITS OF SERVICE LEARNING

Students, schools, and communities all benefit from service learning projects. The table on page 3 lists a few of those benefits. Throughout the service learning experience, you and your students will discover many more benefits than those listed.

## Scheduling

A service learning project is completed through a three-step process:

1. Planning and preparation
2. Action
3. Reflection

It is a simple design that’s fairly easy to execute, particularly if you choose the method of scheduling that works best for you and your students. Two scheduling possibilities are outlined below.

### WEAVING A SERVICE LEARNING PROJECT INTO THE OVERCOMING OBSTACLES CURRICULUM

The service learning project is designed to integrate with the Overcoming Obstacles curriculum. The project enables students to apply and demonstrate the skills taught in the various modules and lessons. In this way, Overcoming Obstacles becomes a project-based curriculum in which the skills taught are immediately applied to an experience outside of school, resulting in more effective learning, a better understanding, and an internalization of the skills.

In weaving the service learning project into the course, it is preferable that the project’s topic be identified early. This requires a certain degree of initial interest and commitment from your students. Some classes become a cohesive group from the outset, and the necessary level of commitment naturally results. In other cases, it takes more time. Don’t worry and don’t force it—if you’re weaving the service learning project into the curriculum, your commitment, momentum, and enthusiasm will carry you through until the group becomes cohesive and develops interest in the project.

### BENEFITS OF A SERVICE LEARNING PROJECT

#### STUDENTS

- Students form or strengthen connections to their communities.
- Students learn tolerance by working with different people, organizations, or causes.
- Students practice teamwork by joining efforts with others to create a positive impact on their communities.
- Students apply their academic knowledge and skills to the project; these skills become increasingly relevant to their lives, making school more exciting.

### COMMUNITY

- The community develops a sense of pride in students involved in the project.
- Community members, who may not have the opportunity otherwise, experience positive interaction with young people.
- The community sees that the school uses resources effectively.

### SCHOOLS

- When a school supports the efforts of the community, it will experience an improvement in community relations.
- Service learning empowers and motivates students to make a positive impact in their schools.
- Teachers who strive to make education relevant to students' lives and assist them in positively impacting their communities foster a better rapport with their students.

#### CONCLUDING THE OVERCOMING OBSTACLES CURRICULUM WITH A SERVICE LEARNING PROJECT

The service learning project complements the Overcoming Obstacles curriculum, as students must apply the skills they've learned during the course. This scheduling method can be useful if your students need a more substantial amount of time to develop a group identity or to become comfortable with the Overcoming Obstacles classroom environment.

#### THE BOTTOM LINE IN SCHEDULING

Whether your class undertakes the service learning project simultaneously with or at the conclusion of the course, the steps of the process outlined throughout this module are the same. Choose the schedule that allows your students to benefit the most from the service learning experience.

## Organizing the Work

Just as you have some flexibility in scheduling the project, there are options for organizing students to carry out the work. Consider your students as individuals and as a group, and choose the method of organization that works best for your class.

### WHOLE-CLASS PROJECT

Enlisting the entire class to work on one big project can foster a strong sense of teamwork and commitment in a classroom. Whole-class projects may be larger in scope than projects in which students work individually or in small groups.

The most effective way to organize a whole-class project is to encourage students to form small groups, each of which is responsible for one aspect of the project. This encourages interaction between students who may not normally work together without causing them to feel that they are being separated from their friends. Many teachers find it easier to track the details for one big project than for a variety of individual or small-group projects.

Whole-class projects have a way of internally addressing the issue of individual responsibility. While each small group is responsible for one aspect of the project, each student is accountable to the larger group, which is depending on the completion of the smaller tasks. This helps to keep commitment and interest high even when students are encountering obstacles. The tracking sheet introduced in this section demonstrates the “paper trail” that each student will create in order to detail their work. This system of documentation allows students to assume appropriate responsibility for the completion of the project.

### SMALL-GROUP OR PARTNER PROJECTS

Encouraging partners or small groups of students to work on different projects is an excellent way to address differing student interests. If students cannot agree on a whole-class project, small-group projects can mean the difference between commitment and resentment.

However, small-group projects usually necessitate limiting the scope of each one. Tracking the progress of many small-group projects can be difficult for the teacher because more projects mean more details. It is also important to consider that small-group projects will not generate a sense of teamwork within the whole class.

On the other hand, strong facilitation and thorough preparation can result in groups that compare notes and work collaboratively to help one another address issues and pitfalls as they arise.

### INDIVIDUAL PROJECTS

Individual student projects may arise out of a student’s journal writings or meetings with a teacher in which the student expresses a commitment to a particular project topic. An individual project can be especially empowering for students who feel that one person can’t make a difference. It can foster an increased sense of responsibility and commitment to a goal.

The drawbacks of individual projects are essentially the same as those outlined for small-group projects: limited scope and limited opportunities to practice teamwork skills. While this can actually make it easier for you to assess the projects, tracking the details may be difficult.

## Time and Resource Management—The Paper Trail

Setting up record-keeping systems before the planning stages begin is crucial. In a process that has many steps, having good records of what's been done, by whom, and when will help you and your students to feel more in control and more relaxed.

Included in this module are activity sheets that you can use to create your "paper trail." Descriptions of each are below.

### THE CONTRACT

Formalizing students' participation in the project with a written contract is a proactive way to ensure that they will be seriously engaged in the process. While the project should be fun and interesting, it is also a serious undertaking. A service learning project is reciprocal, meaning that people are expecting the students to follow through on the service that they've agreed to provide. In that respect, it's like a job (a parallel you may wish to highlight); when people agree to provide a service, they often formalize that agreement with a written contract.

A sample contract is provided in this module, but the contract that you use must be pertinent to your students' projects. One way to ensure relevance is to guide students to write their own contracts. Most importantly, the contract should state the students' agreement to undertake the project seriously, to meet commitments fully and on time, and to see the project through to its completion. Contracts should be signed by students, by you, and by another student acting as a "witness." File one copy of the signed contract and give another copy to the student who signed it.

### TIME MANAGEMENT

A blank tracking sheet is included with this module. This sheet will allow you and your students to stay organized, keep track of the work that's been done and that needs to be done, and adhere to a schedule. In addition, this tracking sheet will help students to practice crucial time-management skills, such as keeping a personal schedule and accounting for their work. The sheet should also help you to easily evaluate your students' work throughout the process instead of assessing them only at the project's completion. After all, the process is as important as the result—during the planning of the project, students must regularly demonstrate the life and job skills that they've learned throughout the Overcoming Obstacles lessons.

There are several options that exist for tracking students' progress. Project journals may be used, for example. Weekly progress reports can also be used in conjunction with the tracking sheet; the reports may also eliminate the need for the sheet. Whether you choose to use a tracking sheet or not, students should be reminded of how to create and use a to-do list in order to complete tasks.

## Planning—A Guide and Checklist

The remainder of this module details the steps to facilitating a service learning project. It includes lessons that you can use to help your students complete these steps. It also includes activitysheets that you can copy and distribute to aid students with completing the project.

As mentioned previously, the goal of this module is to provide you with a step-by-step guide to navigating the service learning project process. We have created a checklist/guide that corresponds to each step outlined in the module. Although it does not offer the detail and resources that you'll find within the module, it is a useful tool for charting your class's progress and judging where you are—and where you are headed next—in the service learning process. We've designed the checklist so that it can be photocopied and slipped into your plan book or hung on a bulletin board near your desk.

# GETTING STARTED

## AGENDA

- Choosing a Topic
- Project Examples
- Methods for Eliciting Student-Generated Topics
- Choosing a Project Topic
- Establishing Groups

## Choosing a Topic

It is crucial for students to feel that the project is relevant to them. This fact should determine how the class is organized for the project and how the project topic is chosen. Be sure to consult school and district policies regarding projects, field trips, and student service activities—they may be relevant to the feasibility of certain projects.

This section describes methods for choosing a project topic, along with the pros and cons of each method.

### TEACHER-GENERATED TOPICS

If you know that you'll be facing especially stringent limitations on time and/or resources, generating a list of preapproved topics is one way to ensure that students are able to complete their projects. Offering possible ideas can also be used to inspire your group to create a list of its own.

If your class's service learning project is to be chosen from a list of topics that you generate, it is necessary that you do research. Look over the list of suggested topics on the next page, speak to other teachers, or contact local volunteer organizations for information on projects that other student groups have taken on. Before adding a topic to the list, consider your time and resource limitations, and determine whether a project is within the scope of those limitations.

### DISTRICT-GENERATED TOPICS

Some school districts consider service learning projects to be a part of their curricular (or extracurricular) goals. In some cases, this translates to plans, resources, and support that are already in place. There may be a list of potential projects that has been established and approved at the district level.

Though it's important to be attuned to students' choices, if plans and support are in place for a district-selected project, use them. There are ways of creatively introducing a preapproved project that will leave students feeling empowered and committed to the process (e.g., bring in a video clip that supports the need for a project to address a certain issue, play topic "Jeopardy" to reveal preapproved projects, record a plea for support). District personnel may be willing to speak to your students about the importance of the project they are undertaking and offer them encouragement.

### STUDENT-GENERATED TOPICS

Though this process requires a fairly well-developed level of communication among students, a student-generated project topic is ideal. When students choose to take on a project of their own creation, a strong sense of ownership is fostered, leading to greater student commitment to the project.

Because the best scenario includes students generating a list of project topics that interest them and then choosing the one(s) in which they're most interested, the success of this approach also depends on the initial commitment of students to take the process of generating and choosingtopics seriously. If this is a potential issue in your classroom, bear in mind that student-chosenprojects are the most empowering and successful, even if the choices themselves are generated by another method.

## Project Examples

Encouraging your students to work on a service learning project of their own choosing is the best way to ensure that the project is relevant to them.

Some examples could be:

1. Students collect toys for foster children.
2. Students raise money for a non-profit organisation
3. Students clean up local parks.
4. Students create greeting cards for children in the hospital.
5. Students perform a play for senior citizens.

## Methods for Eliciting Student-Generated Topics

A topic may be generated as a result of a catalytic event that takes place in the school or in the community, or an issue may emerge from an intense class discussion. Sometimes, the class must engage in a deliberate process in order to generate an appropriate project topic. The following are strategies to help students consider potential service learning project topics and methods to help you implement these strategies in your classroom.

### MOTIVATION THROUGH INSPIRATION

The work of others who have done service learning projects can provide you with a variety of resources to help the class generate topics.

To introduce your students to potential service learning projects, use articles, videos, and guest speakers who can share their community service experiences. Look for information on projects completed by public figures, including athletes and entertainers. Showing students what others have accomplished can inspire and enable them to generate at least one project idea that they'd be interested in trying themselves.

Research information about local organisations and events that align with service learning projects.

### TACKLING THE TOUGH QUESTIONS

Many of your students may never have been asked to offer their opinions on their school, their communities, or the portrayal of young people in the popular media. Pose questions such as the following to your students in order to generate discussions about these topics:

- What do you think are the “hot” issues in your community and in your school?
- What things do you wish were different in your community and in your school?
- How do you think people perceive your community and your school?
- How do you want people to perceive your community and your school?
- How do you think most people perceive adolescents? Do you think that their perceptions are accurate?
- What would you change about the way you, as young people, are perceived?

During this discussion, focus on the issues instead of jumping straight to identifying a topic. Giving your students time to discuss what they think is happening in the world will assist you in your efforts to excite them about the ensuing project.

The following is an example of how this discussion might play out in the classroom:

- What are the “hot” issues in your community? (Students might respond: people don’t get along or don’t like to come to our town.)
- More specifically, who doesn’t get along? (Students might mention people from different generations or different ethnicities.)
- How can we address this? (Students might respond: break down stereotypes, improve communication.)
- What are some ways that we can break down stereotypes? (Students might respond: visit a local senior citizens center, arrange a multicultural event.)
- Which senior centers can we visit?
- Which of these is easiest to get to?
- Are they willing to work with us? How can we find out?

The result of this discussion will essentially be a list of issues that concern your students. Once these issues are identified, it’s time to move from the general to the specific, to consider each issue and the options that exist, and to address the issues within your community. Ask the class to gather information on the options, whom they can work with, where they can go, and what they can do to address these issues.

At the end of this process, you'll have a detailed list of service learning project options generatedby the brainstorming session or by examining what others have done. Over the course of the discussion, it may have become clear that interest in some topics was low. Perhaps one project naturally emerged as your students' first choice. Maybe there are a variety of viable options, in which case it's time to make some decisions.

## Choosing a Project Topic

The decision making process will go smoothly if you establish some rules that will govern it. For example, consider whether the decision will be made by consensus or by majority rule. If you choose to employ the latter, discuss the importance of students' commitment to whatever project is chosen, even if the topic isn't the one for which they most strongly advocated.

You may also use a combination of the majority rule and consensus methods: first narrow the project topic options with a consensus vote, then take a vote by majority rule to determine the final topic.

As the decision making process evolves, consider the grouping and organization options that were outlined in section 1 of this module. For example, if it seems as though choosing one project is becoming too divisive to ensure a successful outcome, you may wish to consider organizing students into two different groups focused on two different projects.

## Establishing Groups

By now, your students have chosen to work as a whole group on one project, in small groups on different projects, or individually on different projects. If the decision making process dictated the formation of project groups or individual projects, move on to the contract stage. If your whole class will work on the same project, work with your students to form the small groups that will concentrate on planning different aspects of the project.

Groups can be formed in a variety of ways:

- Random: Assign students to groups based on birthday month, names that fall between two letters of the alphabet, who is wearing a certain color—anything that randomly assigns students to a particular group. Though students may balk at being separated from their friends, this method ensures that students are working with others with whom they may not normally interact.
- Assigned: Assign particular students to particular groups. This gives you a chance to consider students' various strengths and weaknesses, and to group students who you believe may work well together and will learn well from one another. However, assigned groups may breed a sense of injustice among students who want to work specifically with their friends.
- Self-selected: Allow students to form their own groups. Generally the most popular choice among young people, this method of organization can alleviate feelings of discomfort that some students feel when working with classmates whom they don't know. However, this option can breed or enhance a sense of cliquishness among students who have fewer friends. You may wish to allow students the opportunity to go by their task preferences when they choose their groups. This may reduce the likelihood that students will form groups composed only of friends.

Consider your particular students and the dynamics of your class, and choose the grouping method that you believe will lead to the most successful overall experience for your students. Whatever method you choose, encourage each group to create rules and to discuss expectations of members' participation, division of work, commitment, and the like. Formalize these discussions in the student contracts.

After students have chosen a topic and formed groups, have them create and sign project contracts.

# DESIGNING A PLAN

## AGENDA

- The Importance of a Well-Crafted Plan
- The Parts of a Plan
- Student-Needs Assessment
- The Necessary Research

## The Importance of a Well-Crafted Plan

The service learning project is designed to be a vehicle for students to apply what they've learned and to have a positive, community-centered experience. It's the process—the opportunity to prepare for the project and the desire to make a contribution to the community—that's most important. If your students are able to practice and implement what they've learned in your classroom, then the service learning project is a success.

Creating an action plan is a crucial step of the service learning project process. The plan has several purposes:

- Outline exactly which resources are available and which must be acquired for the project
- Provide a schedule and a time line
- Encourage critical examination of the project's scope in light of the resources available

The creation of an action plan by students is primarily an exercise in goal setting, decision making, problem solving, and communication skills, as well as an opportunity to practice effective writing. The finished action plan will serve as students' ongoing guide to project completion, providing a framework for where they're going and a map for how they plan to get there. It should clearly outline the materials, people, and tasks that will comprise the project, as well as a time line that indicates what will happen and when.

Take the time to ensure that your students recognize the relevance of the action plan to more than just the project at hand. Explain that any well-prepared project or task, including those that occur in the workplace, has an action plan that participants can follow and refer to. (An example might be the lesson plans that you, as an educator, prepare and follow.) Just like in the workplace, this project will need to be reviewed and approved by the people who manage the school and are responsible for the students (e.g., principals, administrators, teachers).

Creating an action plan primarily involves considering the following questions: Who? What? When? Where? Why? How? Gathering the information that answers these questions and organizing that information in a written document are the steps to creating an action plan. This section of the module outlines the parts of the plan and what questions each part should address. It also suggests a variety of methods for finding the answers.

Don't limit the questions to those suggested here. Use the module only as a guide and encourage your students to delve deeper into the details of their project, to ask additional questions, and to consider the project's specific needs. As a general rule, if an issue is under consideration by the project planners, it should be addressed somewhere in the action plan.

## The Parts of a Plan

### STEPS TO BE TAKEN

A well-crafted plan should answer the following questions: What is the goal of the project? What will happen during the project? What steps led up to the project? What are the stepping stones to reaching the goal?

Students create a working list of steps by working backward. You and your students should create a mental picture of the ideal project and how it will look at completion. Using this mental picture, determine the following:

- Who is involved?
- What are they doing?
- Are they using any particular materials?
- What kinds of facilities are at their disposal?

Work backward to determine how each of the elements that are in the mental picture must be contacted and secured.

Students should also create a series of lists onto which they will record their work. The lists can be entitled “People,” “Materials,” and “Activities.” (See examples in section 4.) Alternatively, each list might be titled with the description of an activity and contain information on the people needed, the materials that must be secured, and the tasks that must be completed in order to perform the activity. Explain that these lists can be running lists to which items are added or taken away as the discussion and the action plan become more detailed.

### MATERIALS

Every project requires materials. Students who decide to clean up a local park will need to identify and gather the tools necessary for cleaning. Students who decide to launch a letter-writing campaign to support an issue will need to gather writing materials. It is important to create a list that covers all possible needs; students may decide later that certain materials are not necessary, but suggest that they err on the side of caution. It is discouraging and frustrating not to have an item when it is needed.

As discussed above, a materials list may stand alone or be integrated into the description of each project activity. In addition, encourage students to consider what they will need to do in order to gather the materials for the project—gathering materials might require obtaining postage, a telephone, paper, and envelopes. If publicizing the project is a priority, remind students to consider the materials that they will need in order to inform others of their project (e.g., paper, poster board, printers).

Encourage students to revisit the steps they need to take and carefully check the materials list against each step.

If your school has a website, speak with the site's administrator about publicizing and requesting help and support for your class's project on the website. If possible, have students design portions of the project's web advertisements. You might also encourage students to code the advertisements themselves and submit them to the administrator for approval—many students who are interested in technology careers are eager for projects that will allow them to build their web-design portfolios.

### NECESSARY APPROVALS

Because the project will most likely require time, resources, and activities that are not part of the typical school day, it's important to inform those in charge. Students should submit their plans and get official approval for the project if approval is required. Consider the following:

- Who needs to know that your students are doing a service learning project? How do you need to inform them? Are there special forms to be completed? Whose signatures are required?
- Does the project require the approval of the principal, the superintendent, and/or any local government agencies (particularly if you plan to clean up a local park or beach)?
- Do parents need to be notified? If so, how and when?
- Will the project require the teacher to be away from the school for a day? Will a substitute need to be found for that day? If so, what needs to be done in order to hire the substitute?

Encourage students to revisit the steps they need to take and their materials lists, and list items such as field trips or telephone access that may also require specific approvals.

### TIME AND PEOPLE RESOURCES

Although tangible materials and approvals are necessary for a project, the skills and time commitments of participants are in many ways a project's most valuable resources. Urge students to consider the following as they work to identify how much time and which people the project will require:

- Whose time will be needed? When? For how long? Remind students to consider your time and whether you will be needed outside of class.
- Are certain resources available only at certain times? For example, can calls related to theproject be made only at certain times from a certain telephone?
- Will all students be able to give the time required for their schoolwork and still be able tocomplete the project as scheduled?
- How many people must participate in the actual execution of the project? Is everyone in the class needed? Do they need to recruit additional people?
- What roles are students interested in taking on? How do they wish to organize themselves? Do they need team leaders, task managers, communications specialists, and so on? What are the descriptions for each of these jobs?
- Who can teach students about the facts/rules they should keep in mind for their particular project (e.g., special considerations for working with senior citizens, health considerations when cleaning a park, things to know about working with younger students)?
- Will students be working with an outside group or agency to complete the project? What are the limitations for the agency's time and people resources?

Encourage collaboration with other groups or agencies whose experience and resources will help students to better implement their projects. In addition to providing a great opportunity to practice teamwork and communication skills, working with other groups means further exposure to the world outside of school, to new career options, and to potential role models. If students choose to complete the project in cooperation with another group, urge them to consider the who, what, why, when, where, and how details of this collaboration:

- What organization will the group contact?
- Who will contact the organization?
- When does the organization need to be contacted?
- How should that organization be contacted? What should be said?
- What exactly will the organization's role be?

Consider creating a contract with any outside organizations to formalize their commitment and demonstrate how serious students are about this project.

## Student-Needs Assessment

The service learning project is primarily an opportunity for your students to practice their life skills.In particular, on-the-job and communication skills may need to be reviewed in relation to project planning. You may want students to practice these skills before they need to use them. Questionsto consider include the following:

- Will students need to make phone calls to businesses, organizations, or agencies? Will they need to write business letters?
- Are there any physical or academic skills that your students must develop in order to complete the project? For example, if they have chosen to record books for the blind, it's important that they are skilled at reading aloud.
- If your students are not versed in the skills needed, how can you address this? What's the most efficient way to help them develop their skills?

## The Necessary Research

The purpose of research in the context of a service learning project is twofold. First, students will gather information to support the need for the project and search for answers to questions regarding the necessary steps, materials, approvals, skills, and time required to complete the project. The amount of information that's needed to create the plan may seem overwhelming, but it is available. Identifying that information will be fairly easy because you and your students have taken the time to assess the project needs and know what to look for.

Second, many professional and academic situations require students to effectively gather information, a skill that's also required to make good decisions. This is an excellent opportunity for students to hone their information-gathering skills and to use what they learn in order to make decisions about the project.

Help students organize their research efforts so that work is not duplicated among groups of students. The following are strategies for organizing students' research efforts:

- Divide the class into small groups. Each group is responsible for finding answers to all of the questions posed, but each will use a different research method.
- Invite individuals to choose a research method they are interested in utilizing, allowing no more than four or five students to choose any one method. Remind students that one method may seem more interesting than another, but it may be more difficult to access (e.g., in-person interviews). Each student is then responsible for researching all of the questions posed, using the method of research they have chosen.
- Divide the class into small groups, and assign each group a few of the questions posed. Encourage each group to use all of the research methods at their disposal.

Consider both the strengths and weaknesses of your students, and the other methods by which the project is being organized. The way you choose to organize research efforts should reflect your students' current level of commitment to the project. You can gauge that level of commitment by asking yourself questions such as the following:

- Does every aspect of the project seem to be centered around group work? Do students need an opportunity to conduct research individually for grading purposes or for skill development?
- Are small groups experiencing personality conflicts? Could research be used as an opportunity to have students work in different groups than those in which they'll be working for the duration of the project, thus restoring commitment to the larger group?
- Can students working on several small-group projects combine their research efforts on any common issues in order to develop a sense of class unity? (For example, two groups working on projects focused on elementary school students may wish to combine their research efforts on the stages of child development.)

Many resources are available to help students find the information that they are looking for. The following are some suggested methods that should be available to your students.

### GUEST SPEAKERS/INTERVIEWS

When possible, accessing a primary source is the best way to get information. Primary sources include people who have personally participated in other service learning projects, people who work at the organization to which students are offering service, or people who have had similar experiences. Learning about the process that others have used to develop service learning or community service projects can be very beneficial even if the project topics differ.

Ask students if they know of others in their school who have participated in service learning projects. Encourage them to find out, either by asking around in the school or contacting local organizations. Ask students to research what steps these people followed and what lessons they learned. Help students to invite guests who can speak in the classroom about their project experiences or about the resources necessary for the project your students want to complete. If guests are unavailable to visit, help students arrange one-on-one or small-group interviews in person or by phone. In either case, remind students that the best way to ensure they get all the information they need is to prepare a list of questions before the interview.

Before a guest speaker makes an appearance in the classroom, discuss with students the procedures and expectations surrounding the speaker's presentation (e.g., students should avoid side conversations, determine what kinds of questions are appropriate to ask, and consider the procedure for asking questions). Establish and explain to students the repercussions of displaying inappropriate behavior or asking inappropriate questions. Encourage students to take notes during the presentation.

Your students may be unsure of where to begin their search for a speaker or a person whom they can interview. The best place to begin is the local phone book. Even if the first few organizations they contact can't help, they will most likely be able to refer your students to someone who can. Another option is for students to contact one of the national organizations listed below and to explain what kind of information they are looking for. These agencies have a broad geographic network and may be able to suggest someone in your area whom your students should contact.

If students plan to contact these agencies by phone, suggest that they write down exactly what they want to say (i.e., who is calling and for what purpose) before making the call. Explain that it's easy to get flustered on the phone and it can become difficult to express yourself clearly, especially if you are being transferred to different people and must repeat yourself several times.

# FINALIZING THE ACTION PLAN AND GETTING APPROVAL

## AGENDA

- The Contents of a Complete Action Plan
- Submitting the Action Plan
- Presenting the Action Plan
- Approvals

## The Contents of a Complete Action Plan

At this point in the planning process, students will organize the information that they have gathered from their research in section 3 to create a formal action plan.

An action plan is a formal explanation of the project. Thus, it should be written clearly and presented neatly. A complete action plan will contain the following information.

### INTRODUCTION

This section of the plan states the need for the students' proposed project and articulates their motivation for engaging in it.

It would be helpful for students to review their notes from the brainstorming sessions and the research that they gathered. This section of the action plan should include all background information so that readers will have an overall picture of the project, including who is involved, what will happen during the project, when and where it will happen, and why and how it will happen. Below is an example:

> Project Summary: Eight students from Ms. Grime's seventh-grade science class have chosen to develop and act out a play about the ecosystem of a local park. The students will perform the play for students at the elementary school as part of their science curriculum. In order for students to create a play that explains the ecosystem in a meaningful way, they will visit and study the local park. They will also research the developmental level of the students who will watch the play.

### MATERIALS NEEDED

It is acceptable to include a simple, straightforward list of the materials needed, but encourage students to create a more detailed list of tasks to be performed and the materials needed for each task. In either case, next to each listed material should be an indication of whether it is already available or whether it must be procured. If the material must be procured, the action plan should explain where it can be found and how it will be obtained (e.g., money must be raised to buy it, will ask for donations, can borrow).

Example (partial list):

| What's Needed | How to Get It | Have It |
|---|---|---|
| 1. A local park | Brainstorm/interviews | |
| 2. Magnifying glasses | In classroom | X |
| 3. Information on kids ages 6 to 11 | Books/interviews | |
| 4. Scenery for play | Make it | |
| 5. Paint | Art room | X |
| 6. Cardboard for backdrops | Boxes/art room/ask around | |
| 7. Costumes | Make them | |
| 8. Script | Write it | |

### HUMAN RESOURCES

This section of the action plan will clearly state the people needed to complete the project, along with their availability, skills, and commitment.

Like the materials list, the human resources list can be organized by activity or task. This section of the action plan should explain which people will do which tasks in order to successfully complete each aspect of the project. This information can also be organized by outlining the areas of expertise required by the project and listing the people who are skilled in them.

Example (by task):

| Task | People |
|---|---|
| 1. Visit to park | Class, Ms. Grimes, Dr. Bashir |
| 2. Play | Kate Clark (actor), Casimiro Fontanez Elementary School (audience), Chris Yates (director) |
| 3. Script | Helen Wilson (editor), Jim Graham (writer) |
| 4. Scenery | John Armin (artist) |

Example (by expertise):

| Expertise | People |
|---|---|
| 1. Ecosystems | Ms. Grimes, Dr. Bashir (biologist) |
| 2. Acting | Kate Clark |
| 3. Art | John Armin |
| 4. Writing | Helen Wilson, Jim Graham |
| 5. Audience | Casimiro Fontanez Elementary School |

## JOBS AND RESPONSIBILITIES

Encourage students to outline the responsibilities each person has taken on by naming the role each person has agreed to fulfill (e.g., team leader, publicity manager, materials manager) and listing the duties of each job. Include each participant's name, title, and job description.

Examples:

> **Ms. Grimes**, *Supervising Teacher*: Ms. Grimes will act as the liaison between the students and the administration at our school and at the elementary school. Ms. Grimes will sign transportation requests and chaperone (or find a suitable chaperone for) off-campus activities.
>
> **Helen Wilson**, *Playwright and Editor*: Helen will research information about ecosystems, and prepare potential plot outlines and characters for a play about the ecosystem at Winnipeg Park. She will complete the first edit of the script.
>
> **Jim Graham**, *Playwright and Editor*: Jim will research how stage directions are written, and write and title a play about the ecosystem at Winnipeg Park. He will complete the final edit of the script.

If students are working with an outside organization or agency, the introduction to this section of the action plan should clearly outline the nature of the collaboration and the role that the agency will be playing. Remind them to include the names of the agency personnel who will be working on the project and a description of the tasks to which they have committed.

Example:

> The students in Ms. Grime's class will collaborate with the city's Department of Parks and Recreation. The Department of Parks and Recreation staff will provide written materials and be available for interviews during the research phase of the project. They will guide students on a tour of Winnipeg Park and supply the necessary permission to conduct a field trip there.

## SCHEDULES AND CONTACTS

This section of the plan should include transportation schedules (collected from train/ bus stations and so on), work schedules, and a general list of resources and references. A list of all participants and their contact information (i.e., address, phone number, email address) should be included. If an outside organization is participating in the project, include its contact information and the names of the people there with whom students will be working.

Example:

| Name | Address | Phone | email address |
|---|---|---|---|
| Helen Wilson | 1234 24th Street | 555-3734 | hwilson@*mail.com |
| Chris Yates (Director) | Dept. of Rec. 15 State Street | 555-6218 | cyates@dor.gov |

*(Chris Yates is available on Mondays, Thursdays, and Sundays)*

### TIME LINE

Goals have a measurable time line, and a service learning project is no exception. The time line provides a plan to follow and ensures that tasks are completed on schedule. This is especially important if the start of one task must be preceded by the completion of another.

Though it's acceptable for the time line to be somewhat preliminary, it should indicate as many concrete dates as possible. Students may wish to organize their time lines by listing the tasks that must be completed each week or each month from now until the end of the project. The time line should also include a detailed schedule of what will happen on the day of the project.

While it's likely that a project's schedule will change, it is important to create a strong working time line as both an indicator of what should be done by what date and a barometer by which to judge how much work is expected to be done in a certain amount of time.

Example:

| Task | Target Date | Actual Date |
|---|---|---|
| 1. Visit to Winnipeg Park | 11-15-XX | 11-29-XX |
| 2. Interview Dept. of Parks and Rec. staff | 11-29-XX | 12-3-XX |
| 3. Materials procured: cardboard | 12-16-XX | Waiting for |

### APPENDIX

If students have referred to particular materials, or if the project was inspired by a particular newspaper article or story, encourage them to include photocopies in an appendix. This section of the plan should also contain photocopies of student contracts, transcripts from interviews, and a list of all the sources that students used to gather information.

## Submitting the Action Plan

The action plan should serve as a proposal to those who must approve the project. As in the workplace, the proposal should be typed and should look professional. Though your principal and administrators should know that the proposal is coming from your students, you may wish to add a cover memo explaining the nature of service learning and your students' proposal.

Once the action plan is completed, ask students to share it by sending copies of it to others. In addition to obtaining any necessary administrative approvals, sharing an action plan often gets others involved in and excited about the project. It is also an excellent method of getting feedback.

Example:

**MEMORANDUM**

**TO:** Principal Dominguez
**FROM**: Ms. Grimes
**DATE**: December 12, 20XX
**RE:** Ecosystems Instruction for Casimiro Fontanez Elementary School
**CC**: Helen Wilson, Jim Graham, Chris Yates, John Armin, Kate Clark, Dr. Bashir

The students mentioned below have spent the past month researching and developing a service learning project. They would like to complete the project by the end of this marking period and they would like your approval to do so. The attached proposal has been prepared for your review. Please respond by Friday, December 17, 20XX.

### DUE DILIGENCE

Once the action plan is written, you and your students must critically examine the project's strengths and weaknesses, and encourage others to do the same. Have students ask those who have received a copy of the action plan to consider its limitations and whether or not it can be accomplished on time. Model for your students what it's like to honestly address these issues, and encourage them to critically examine their plan. If necessary, work as a class to revisit or scale back the project by again considering the issues outlined in section 3. Your goal is to emerge from this stage with an action plan that is detailed, realistic, and achievable.

You may wish to ask questions such as the following:

- Do you think the proposed project can realistically be completed in the time allotted? Why or why not?
- What challenges do you see the group facing as they try to complete this project? Can you offer any suggestions for how the group can respond to these challenges?
- Do you have any general advice for the group?

A complete written proposal will usually provide the information necessary for the pertinent parties to make a judgment about the project. However, they may require further information or wish to speak directly with students to discuss the project in more detail. In this case, students may need to prepare a project presentation.

## Presenting the Action Plan

Ensure that students understand that it is common for approval of a project to be contingent on both a written proposal and a face-to-face meeting. A project presentation is a positive event—it enables those proposing the project to immediately address questions and concerns, and provides a great opportunity to excite administrators about the project. A face-to-face meeting will make the students' personal enthusiasm for the project more apparent than even a well-written proposal.

### PRESENTATION PREPARATION

Since your students have completed a written action plan, they already have all the information needed to make an effective presentation. Preparing for a presentation is similar to preparing for a job interview—it is a matter of organizing one's thoughts and preparing for questions.

Revisit with students the questions they considered when first putting together their action plan: Who? What? When? Where? Why? How? Each student or group of students should be responsible for preparing part of the presentation. If your class is working as a whole on one project, you may wish to have students work in small groups to prepare their answers to these questions, with each group discussing and organizing the answers to one question. Students should create note cards with the points that they want to make in order to best answer their questions.

A great way to keep a presenter on topic is with the use of visuals, which can be very simple and still be effective. For example, a poster that lists the benefits of the service learning project will be useful for both the presenter and for the audience. Students may also choose to create a visual for each question. If students have access to a projector and a computer, allow them to use presentation software (e.g., PowerPoint). Demonstrating effective presentation skills will serve as a testimony to how seriously students are taking the project. Remind students that visuals can be useful, but the presentation is only as strong as the content they present.

### MAKING THE PRESENTATION

Some students may feel nervous about speaking publicly or intimidated about answering questions posed by an adult or an authority figure. Calm their fears by reminding them of two points:

- If they have done the work needed to create a detailed action plan, they should be proud of what they have accomplished and fully prepared to answer questions about their project.
- It is acceptable to respond to a question by saying, "I don't know the answer to that question, but I can find out and get back to you." It is possible that a concern about the project is one that your students did not take into account. This is not a negative response—in fact, action plans are submitted for approval specifically so that others can examine them for potential problems and ensure that issues are dealt with before they become actual problems.

Remind students that, just as they would for a job interview, they should consider their oral presentation at the meeting to be a reflection of how they feel about the project. There is no needto dress up, but students should dress neatly. Clear, appropriate language that is audible toeveryone is important.

## Approvals

With both the written action plan and in-person presentation, your students should have provided all of the information requested by those whose approval is needed to move forward. Remind students to establish a date by which they expect to hear a response to their proposal and to follow up with a visit or phone call. Students should also indicate that they would like to receive a response in writing—as in the workplace, it's important to establish good records. A written approval may be needed as a reference during the course of the project. Once students have received a written approval, remind them to make a photocopy and file it.

# TAKING ACTION

## AGENDA

- Working
- Fundraising
- Special Considerations
- The Big Day
- Celebrate
- Project Briefs

## Working

Your students should now begin tackling the many tasks required to make their service learning project a reality, as outlined in their action plan. Whether that work spans just a few weeks or an entire marking period, it is important for students to track their progress throughout the process and to keep their commitment to the project active. The following are some strategies and methods for helping your students to track their work and stay committed to the project. Because it is possible that some projects will require students to raise funds or pursue in-kind donations of materials or services, this section of the module will also outline strategies for fundraising and seeking donations.

### TRACKING PROGRESS

Tracking students' progress is a very important part of any service learning project. Use the "Tracking Sheet" activity sheet to do so. This sheet is designed to be used throughout the course of the project to track students' progress as they complete the tasks they've outlined in their action plan. If you have not done so previously, introduce students to this tool as a means of recording the work they have completed, when they completed it, and when additional tasks are scheduled for completion. Tell students to regularly update their lists and schedules, including those originating from their action plan, as both a means of tracking progress and a way of creating records of their work.

Explain the concept of numbering and dating the different versions of their schedules and checklists to avoid confusing old and new versions. Suggest that students keep these tracking sheets in a project notebook or folder.

Another way to track progress throughout the project is to visually record students' work. If a camera or video recorder is available, encourage students to capture images of their work as they proceed during the project. You may wish to have students keep a project journal, in which they both describe the work they are doing and personally reflect upon their experiences.

### WORK ETHIC

For young people and adults alike, it can be difficult to maintain enthusiasm and keep interest high over the course of an entire project. Inevitably, there are obstacles and challenges, high points and low points, and times during the process when it can be tough to stay motivated. However, the concept of having a strong work ethic—which includes honoring commitments and working to meet deadlines—is one with which students should become familiar. Like any project, a successful service learning project requires a sustained commitment from all involved. The following strategies can help your students to stay enthusiastic throughout their service learning experience.

*Student-to-Student Motivation*

This strategy requires managing the group dynamic so that students keep one another motivated, help their classmates remain enthusiastic, and hold one another to commitments and deadlines. This strategy will foster the feeling that the project is a team effort; that there is a responsibility to the team; and that losing motivation, not completing tasks, or not meeting deadlines failsclassmates and teammates. One way to help students keep each other motivated is to have them create team banners or slogans.

*When to Step In*

Sometimes, student commitment to a project weakens and their work ethic begins to wane. Deadlines aren't met, tasks aren't fully completed, and general disinterest sets in. You may need to step in, especially if some students are feeling frustrated because they are keeping their commitments and feeling let down by their classmates. If this happens, it may be an indication that the entire group needs to review the action plan and evaluate their reasons for initiating this project.

To remedy this, you might invite a community leader to remind students of how their project will have long-term benefits. You might also have students research college scholarships that are given for school service projects. Another option is to spend a class period doing team-building activities to invigorate students and remind them that working together can and should be fun.

## Fundraising

It is not uncommon for a project to require more resources than those that are readily available. However, locating those resources through fundraising and seeking in-kind donations can be an excellent opportunity for students to practice their communication and goal setting skills. The identification and procurement of donations requires carefully crafted letters, phone conversations, a step-by-step approach, and follow-up.

Fundraising can be fun, but it can also be difficult. Avoid projects that rely on fundraising to procure the majority of materials. Encourage students to reevaluate their plans if too much fund-raising is involved.

### RAISING MONEY

Ensure that students understand the concept of financial philanthropy as an agreement between two parties: one party furnishes money in order for the other to concentrate on providing a service. Encourage students to consider their fundraising efforts as a nonprofit venture—one that generates enough money to provide a service but does not focus on financial gain.

You may wish to try the following fundraisers:

- Bake sale
- Book fair
- Dance-a-thon or walk-a-thon
- Selling balloons or candy for holidays (e.g., Valentine's Day, Christmas)
- Crazy clothes day (students pay $1 to wear crazy clothing or hats)
- Car wash

### IN-KIND DONATIONS

Often, it is easier for students to simply have materials donated instead of raising the money to buy them. Explain to students that in-kind donations are donations of goods or services, instead of financial donations.

Local businesses are usually eager to get involved with young people who are contributing to the community. They want to both support students' efforts and to have their business name associated with a constructive effort.

In-kind donations can be solicited for a variety of project needs and plans. Suggestions include the following:

- Materials and prizes from hardware stores, craft stores, general goods stores, supermarkets, sporting goods stores, toy stores, and restaurants
- Advertising from local television and radio stations, newspapers, local business newsletters, and church bulletins
- Work space from hotels, colleges and universities, and community organizations
- Services from transportation companies, printing companies, and advertising agencies

In order to solicit donations, explain to students that they will need to contact the people or businesses whose help they would like by telephone, in writing, or both. Their communications should explain the details of their project and clearly state what benefits the potential donor will receive by becoming involved (e.g., opportunity for positive media attention, recommendations from students, being part of a constructive effort, and so on). Remind students to treat these communications with great care and respect in order to achieve the best possible results.

## Special Considerations

There are many elements to the service learning project, and within those elements are many details. This is perhaps most evident in two specific tasks: the collection of materials and the arrangement of transportation. The following section outlines some strategies and special considerations to take into account for these tasks.

## MATERIALS

Ensure that those responsible understand that managing the project's materials means more than simply finding out how to acquire the articles needed. Additional considerations include record keeping, storage, and maintenance of the materials.

## RECORD KEEPING

In their action plan, students included a checklist of the materials they needed and indicated how they planned to procure each item. Even if their project requires few materials, it is still important for them to keep track of the following:

- What's needed
- What's been acquired
- What needs to be returned
- Where things are stored

Encourage your students to add columns to the materials checklist in their action plan reflecting the above issues. They should use this extended checklist to keep records of the project's materials. This checklist should be updated weekly.

Example:

| Needed | How to Get | Have | Date | Returned? When? | Stored at | Comments |
|---|---|---|---|---|---|---|
| Winnipeg Park | Brainstorm/ interviews | No | 3/2 | No | 1515 Jones St. | Contacted Dept. of Parks &Rec. to setup visit |
| Magnifying glasses | In classroom | Yes | | Yes, 4/3 | Supply closet | |
| Paint | Art teacher | Yes | | Yes, 4/15 | Art room | Need key to get it from closet |
| Cardboard | Find old boxes/ ask around | Yes | | No | Back of classroom, behind bookshelf | Janitors say we must keep them out of theway |

*Storage*

Remind students to consider not only the amount of space needed to store their materials, but also issues of safety and maintenance. They should consider questions such as the following:

- Do you have permission to store things where you'd like to keep them?
- Is your storage area in a secure place, where you know the materials won't be disturbed?
- Are there any materials that must be specially stored (e.g., paint, cleaning solvents, breakable materials, perishable items)?
- How long can you use the space to store materials?

Encourage students to contact staff members within the school who are familiar with these issues, such as the maintenance crew or the cafeteria staff. Remind students to consider them as business contacts and treat them accordingly. Also, remind them to always put requests in writing.

*Maintenance*

Ask students to imagine what will happen when the project has been completed and they have to clean up. They should consider questions such as the following:

- Will there be any trash left over from the materials used? How will the trash be disposed of? Are there any special procedures to be followed (e.g., separating recyclables, using special trash bags or bins)?
- What will be done with leftover materials?
- Are there any borrowed materials that must be returned immediately after the project is completed? How will students get materials to where they need to go on time?
- What kind of cleanup will be required? Are there any potential messes or spills that must be prepared for? Will any particular cleaning supplies be needed in order to adequately clean up these spills?

Explain to students that materials, maintenance, and cleanup should be considered integral parts of the project, not afterthoughts. As a general rule, project sites should be left as clean as or cleaner than they were found, and commitments to return borrowed items should be honored without fail. Remind students not to let a successful project be marred by misgivings about an inadequate cleanup job, or the loss or untimely return of borrowed items.

### TRANSPORTATION

Arranging transportation for a service learning project can be a project in itself. Even if students are not planning a project that takes place off school grounds, transportation will likely be needed in order to take trips off-site for meetings or collection of materials.

The process for securing transportation often varies from district to district—and sometimes from school to school—but there are questions everyone must consider when arranging transportation:

- Money: Is there a school budget that dictates how many times buses or vans can be made available for student trips? If so, are there budgetary constraints?
- Chaperones: Is there a required chaperone-to-student ratio? What are the requirements to be a chaperone? Whom can you recruit to act as a chaperone?
- Space: How many people need to be transported (including teachers, students, chaperones, etc.)? How many buses or vans will be needed to accommodate them? How much space will be needed to transport materials?
- Time: What time is the project scheduled to begin? What time do you need to arrive in order to have sufficient time to set up? Until what time will you need to stay in order to have sufficienttime to clean up?
- Paperwork: Are there specific forms that must be filled out when requesting transportation? Who needs to complete and sign them? To whom should they be submitted?
- Availability: Are there buses available for the dates and times that your group needs them?
- Alternatives: If transportation cannot be arranged through your school, are there other options (e.g., parents, private bus services, public transportation) that can satisfy your transportation needs?

Though students are responsible for handling the details of their service learning project, you may need to spearhead the process of securing transportation. Encourage students to solicit your help on their behalf, just as they would if they were soliciting the help and participation of an outside partner.

## The Big Day

Every moment and detail leading up to the “big day” has been important, and those moments and details—when added together—actually require more time and energy than the event itself! This module reflects that same phenomenon. Many pages of explanation regarding planning have preceded this one, and it seems as though the “big day” requires less explanation than all the sections that came before it.

For days, weeks, or perhaps months, your students have worked to plan and prepare a project that will, for some of them, be their first experience in making a contribution to their communities. They have practiced and applied their communication and teamwork skills, as well as their time management and decision making skills. They have also shown themselves to be competent writers and record keepers. They have undoubtedly encountered obstacles along the way, but they have found ways to address them and to persevere.

Your students will likely feel a mix of excitement and nervousness on the day that their projecttakes place. They will likely look to you for help and encouragement as their teacher and mentor. Ifthey sense in you a feeling of pride and calm, they will be able to effectively perform their tasks thatday and enjoy themselves.

### TIPS FOR THE DAY OF THE PROJECT

- Don't forget to eat! Arrange for snacks or lunch if you will be away from school during regular meal times.
- Take pictures! Bring cameras and record as much of the day as possible. Consider appointing a few students to be the day's photographers. Sometimes, convenience stores or large drugstore chains will donate disposable cameras that are still on the shelves after their expiration dates have passed. The cameras still work, but cannot be sold.
- Invite others to take part! If appropriate, formally invite local political and community leaders, your school principal, your district superintendent, or others who may be interested in seeing the results of students' work.
- If appropriate, demonstrate school spirit! Make a sign explaining who you are and hang it at the site of your project. Wear clothing in your school's colors, or decorate your own T-shirts.
- If things fall apart—for example, if weather or administrative issues impede or halt the project entirely—help your students to remember that it's the process and commitment that are most important. Even an unfulfilled project does not diminish the commitment to community that your students have demonstrated. Allow students time to feel sad or angry that they were not able to fulfill their plans, and provide them with an opportunity to discuss those feelings. However, make sure that students ultimately understand that their work has not been in vain because of what they have learned from the service learning project.

## Celebrate

You and your students have put a great deal of time and energy into this project, and you deserve to reward yourselves for your efforts. Whether the outcome of the project was exactly what you had hoped for or not, this is a time to celebrate. The celebration can be whatever your class decides is enjoyable and in line with school regulations. You may choose to watch a video of your project, watch a video about helping others, or create a photo album to tell your service learning story. Do you have the time and money to go to an amusement park, go to a sporting event, or have a picnic in a nearby park? Be creative in how you choose to celebrate your success. The limits for celebration should only be those set by the school and by the district—other than those, the sky should be the limit!

## Project Briefs

This module would not be complete without some brief descriptions of exemplary service learning projects. We hope these either serve as models of what can be accomplished in a project of this sort or inspire your class to organize a similar project.

- A group of high school students in New Jersey began their participation with a local charitable organization at the start of the school year. They decided that two of the most pressing issues facing youths in their area were drugs and teen pregnancy. The teacher provided students with a list of local charitable organizations, which she obtained from the internet. The description of one such organization appealed to the students as a way to address the two issues. The organization is a home for “boarder babies.” These babies, who have been abandoned, neglected, exposed to drugs and/or HIV, are healthy enough to go home from the hospital, but have no homes to go to. The organization posted their wish list on the internet, and the students decided that they would raise money through bake sales to purchase items from the list and deliver those items to the organization on Make a Difference Day. The students spent Make a Difference Day caring for the babies and learning about their needs. The students continued to support the organization through bake sales and donations. They donated over $500 and many hours of their time.
- A middle school class in Michigan learned about lead poisoning contracted from house paint. The students contacted the local Department of Health to obtain a list of houses in the area that needed to be repainted in order to not be condemned. The students visited nearby homes and offered to repaint a house owned by an elderly couple. The students had the paint donated, recruited the assistance of a professional painter, and worked for a week to complete the painting.
- A high school math class in Arizona noticed that the elementary school yard looked uninviting and neglected. Students researched the developmental stages of elementary school students and invited a mathematician and an elementary school teacher to be guest speakers. The students obtained permission to paint a mural of geometric shapes and designs on the wall that faced the school yard and created math games for the students to play during recess. Once a month, students supervised recess at the elementary school.

# ASSESSMENT

## AGENDA

- Student Assessment
- Teacher Assessment

## Student Assessment

### ONGOING ASSESSMENT

Ongoing assessment and evaluation of the project will help you to notice small problems before they grow, keep students focused, and create records of the project's progress and outcomes. It also eliminates the need for a post-project evaluation, which might seem like a grade based on whether the project goal was realized.

Over the course of the project, a variety of progress reports should be written and exchanged among participants. The content of the reports will vary depending on who is involved, but possible exchanges include the following:

- From individuals, small groups, or teams to the rest of the class
- From individuals, small groups, or teams to the teacher
- From individuals, small groups, or teams to school administrators
- From individuals, small groups, or teams to participating outside organizations or agencies

Help students establish a format for reports and a regular schedule of when reports will be sent, depending on the overall length of the project. Remind the class that, like a memo sent in the workplace, their progress reports should be neat and succinct. They may even use bullets instead of complete sentences.

Example:

**TO:** Ms. Grimes
**FROM:** Playwriting Team
**RE:** Weekly Progress Report
**DATE:** March 22

This week, our team accomplished the following tasks:

- Wrote a second draft of the play's second act.
- Proofread the first act, which is now complete.
- Met with the research team to discuss the following questions that we still need answered for the final act of the play:
    - What species of fish are part of the park's ecosystem?
    - How does the change of seasons affect the ecosystem?

We have the following challenges to overcome:

- The elementary school auditorium is booked on the day we had planned for our performance.
- We still cannot find cardboard boxes for scenery.

Next week, we plan to complete the following tasks:

- Write the first draft of the play's third and final act.
- Get the second draft of the second act proofread.
- Reschedule date for auditorium at the elementary school; review time lines.
- Contact more local stores and recycling plants to request cardboard boxes.

### POST-PROJECT ASSESSMENT

Because your students have done important work throughout the project, discourage them from basing an evaluation of their performance on just the culmination of that work. Encourage students to instead focus on their preparation and planning for the project and on their commitment to making a contribution to the community. There are a variety of ways to conduct a post-project assessment. Use the method most appropriate to your students and their projects.

*Self-Assessment*

Section 1 of this module describes a service learning project as a student-directed educational process. Just as the planning and production of the project relied heavily on the students' work, so too should the culminating assessment of the project.

Encouraging students to reflect on their work helps them to master the skill of self-assessment, and provides an opportunity for them to consider the personal lessons and insights that they gained from the project. These lessons and insights may be related to their own abilities, issues of social awareness, their communities, or their experiences working with others.

Students can assess themselves in a variety of ways. If they have been keeping journals of their experiences, you may wish to have them write a final entry summarizing their thoughts, the lessons they learned, and their feelings of accomplishment. Also, you may wish to have them express their thoughts and recount their experiences using the medium of their choice (e.g., writing, art, music).

However you choose to engage your students in self-assessment, ensure that they consider various aspects of their experience by posing questions such as these:

- What was the goal of the project? Do you think the goal was achieved? Why or why not?
- Was the work you did personally meaningful? Why?
- Who do you think benefited from your work? How did they benefit?
- What made you happy about your experience? What made you unhappy? Was there anything you did or saw during the project that bothered you? What? Why?
- Did you have a chance to interact with the people whom the project was serving? How? What was that like?
- If you could do one thing about the project differently, what would it be? Why?
- What was the best part of your service learning experience? The worst? Why?
- What new things did you learn during the process?
- What issue in our community/society made your project necessary?
- Are there any assumptions or stereotypes that you held when you started this project that you now know to be false?
- How did participating in the service learning project change you?

Although the vast majority of young people are positively affected by their service learning experiences, it is not inconceivable that students may express negative feelings about the project. This may be because their beliefs have been challenged, because there were conflicts within their work groups, or perhaps because they believe they put more into the project than others did, but did not receive recognition for their efforts. If this happens, encourage the student or students to discuss their experiences. Depending on the dynamics within your classroom, this discussion may involve the entire class, a specific student and his or her work group, or just you and the student in a one-on-one conversation. In any case, act as a discussion facilitator in order to avoid making students uncomfortable about sharing their feelings and to alleviate the potential for a group conflict. Encourage students to utilize their conflict management skills during the discussion (e.g., use I-statements). Try to consider all students' feelings in an open manner.

*Public Assessment*

In addition to self-assessment, it is very valuable to produce a public report of the project and the process by which it came about. Explain to students that public assessment is one way to ensure outside recognition of their efforts. In the workplace, it is appropriate to report back to those who approved a project's creation; the same theory applies to a service learning project. Additionally,just as your class searched for information on others' project reports in hopes of using theirexperience as a guide, another group that wishes to execute a project might find a report of yourstudents' experiences useful. Remind students that the more groups they share their assessmentwith, the more they increase their chances of recognition in the form of awards, certificates of merit,and praise. If your students have decided to join one of the national service efforts mentionedearlier, they may find organizational websites or publications devoted to sharing the stories ofparticipants.

You may wish to have your students work as a group to create a public report or assign them to individually report on the project. Consider inviting students to report on their work using the medium of their choice. Options include the following:

- A written report
- A newspaper article
- A public question-and-answer forum
- A slide show
- An annotated photo album
- A video

Remind students that just as a formal report in the workplace is well thought out and neatly organized, the presentation of their reports will reflect their feelings about the work they did on the service learning project.

## Teacher Assessment

Just as your students have evaluated their service learning experience, it is appropriate for you as the teacher and service learning leader to evaluate the project. This evaluation should cover two topics:

- Overall execution of your students' project
- Your students' overall service learning experience

### EVALUATING YOUR STUDENTS' PROJECT

Consider the following:

- Was the project age-appropriate for my students?
- Were there safety factors that should be addressed if I were to have another group of students work on this project?
- Were the scope and size of the project appropriate for my students and the time and resources they had available?
- Were students able to complete the majority of the planning and work on their own, or was much adult help required?
- If the project was held in conjunction with an outside agency, is the agency a candidate for future collaborations?
- How did students respond to the work? If there were clients involved, how did students respond to the clients?
- Have students drawn any inappropriate conclusions from their experience?

### EVALUATING STUDENTS' OVERALL SERVICE LEARNING EXPERIENCE

In order to determine how you can improve on this experience for other students, consider the following:

- Did students have the opportunity to practice a set of skills in a real-world context?
- Were my students academically and socially ready for this kind of experience?
- Did the project fulfill the definition of "service learning," in that it meshed with students' academic curricula?
- What kind of impact did the service learning project have on my students?
- What kind of emotional responses did students have? Was I adequately prepared for these responses?
- What major lessons did my students learn from their experience? Are these satisfactory, or does the project need to be altered in order to achieve different goals?

Use your evaluation to consider the future role of service learning in your classroom, what you would change, and what you would repeat. Most importantly, take time to congratulate yourself. A complex project that is student-focused requires a great deal of organization, patience, and good humor.

Service learning projects become easier to facilitate each time you repeat the process. Set an example for others by making service learning a standard part of your curriculum—and provide your students with the unmatched opportunity to connect with their communities while they learn an invaluable set of skills. This project is certain to be a win-win situation for all participants, and most importantly, the students. It is likely to be one of the richest experiences of their school careers.

# INTRODUCTION TO SERVICE LEARNING

1 LESSON

## AGENDA

- What's a Service Learning Project?
- What's Going On?
- Making Up Your Mind

### Objectives

Students will define "service learning project."

Students will identify issues and problems that they perceive in their communities.

Students will select an issue to address in a service learning project.

### Materials Needed

- One or two dictionaries (Part I)
- Articles about young people or celebrities who've done service projects and/or a guest speaker who can describe a personal experience with a service project (Part II)
- One large sheet of paper and marker per group (Part II)

## Part I What's a Service Learning Project?

*Purpose*: Students define "service learning project."

### 1. STUDENTS INTERPRET A QUOTE ABOUT COMMUNITY INVOLVEMENT.

Display the following quote on the board:

> "If you want your neighborhood clean, sweep the front of your steps and maybe the house on the left and the right. If you don't want graffiti, paint over the graffiti that's close to you. If you don't want it to be so noisy, you try being quiet. You've got to treat others the way you want to be treated." —LL Cool J

Ask students to interpret this quote. Ask if it applies to their communities. Elicit from students that the quote suggests that people have the power to improve their communities, no matter what its problems are. Ask if they have ever heard the last sentence before.

### 2. STUDENTS DEFINE "SERVICE LEARNING PROJECT."

Ask students to brainstorm the meanings of the words "service" and "learning." Ask a volunteer to write students' definitions on the board.

Ask two other volunteers to look in the dictionary for the definitions of these words. Invite these volunteers to read aloud the definitions they find, and to write them under or next to the suggested definitions. (*Students should respond: Service is work done for another or for a community; it is assistance or benefit given. Learning is knowledge acquired by study.*)

Ask the class to use this information to make an educated guess about what a service learning project is. Discuss their definition, and explain that a service learning project is one in which the participants choose to do a project that provides a service to the community. Explain the difference between service learning and community service. Tell students that the participants in a service learning project are guided by a teacher to practice and use a set of skills that they have learned.

## Part II What's Going On?

*Purpose*: Students consider service learning topics by learning about and discussing other service learning/community service projects.

### 1. STUDENTS READ ARTICLES OR LISTEN TO A PRESENTATION ABOUT OTHER PROJECTS.

Provide each student with a copy of an article about a service learning project executed by a young person or by a person who is well known to your students. Allow students a few minutes to read the article. If a person who has been closely involved in a community project is available to speak to the class, invite them to describe the project and the work it accomplished.

Encourage students to write down comments or questions while listening to the speaker. Havethem ask their questions after the speaker's presentation.

#### 2. STUDENTS DISCUSS WHAT THEY'VE READ OR HEARD.

Organize students into groups of three or four. Give each group a large piece of paper and a marker. Assign each group questions such as the following to answer:

- Who is the focus of the article/the guest's speech? What did this person do?
- Where does this person live?
- What prompted this person/group to act? What would you have done in their position?
- What issue is the focus of the article/speech? Why did this person/group choose to address this particular issue?
- What did the person/group do to address the issue?
- What are the plans for follow-up? Is this an ongoing project?

Circulate through the room while students are working and write down striking statements.

#### 3. STUDENTS REPORT THEIR ANSWERS TO THE WHOLE CLASS.

Facilitate a brief discussion on the information students have read or heard, encouraging them to offer their opinions on the project described, the issue it addressed, and the participants' overall experience. Read aloud the statements that you overheard while students were working.

## Part III Making Up Your Mind

*Purpose*: Students discuss issues in their own communities and choose a topic for their service learning project(s).

#### 1. STUDENTS SHARE THEIR OPINIONS.

Ask students to respond to some or all of the following questions:

- What problems do you see in your town, state, or country?
- What do you think are the "hot" issues in your community and in your school?
- What things do you wish were different in your community and your school?
- How do you think people perceive your community and your school?
- How do you think most people perceive adolescents? Do you think their perception is a realistic one?

Write their responses on the board.

### 2. STUDENTS DELVE MORE DEEPLY INTO THE ISSUES THEY'VE IDENTIFIED.

Focusing on the top five issues that generated the most interest, facilitate a discussion of the details surrounding the issues that students have identified. Ask questions such as these:

- Who is involved in this issue?
- What specifically would help to alleviate the issue or problem?
- What are some things you could do that would lead to that help?
- Are there places in your community where you could provide help?

This discussion addresses those issues that your students identified. If necessary, list the actions on a separate part of the board so that students can see them clearly.

### 3. SET RULES FOR DECISION MAKING.

Explain to students that they've just created a list of potential service learning projects. Explain that while each has merit, you'd like them to try to choose one on which they'd like to focus.

Explain that a final choice will be made either by majority rule (i.e., a vote will be held and the topic that receives the most votes will win) or by consensus (i.e., those in favor of a topic must convince those opposed to accept the topic). Using the same debate structure as in *Module One: Communication Skills*, you may choose to have students participate in a controlled debate to finalize a topic.

Another alternative is that a final choice will be made first by consensus and then by majority rule (i.e., after each group makes an argument for why their project topic should be chosen, a vote is held and the topic with the most votes will be acted upon).

### 4. IF THE DECISION IS BEING MADE BY MAJORITY RULE, STUDENTS VOTE ON TOPICS.

Number the potential topics as they are listed on the board. Ask each student to write on a piece of paper the number of the topic in which they are most interested. Collect the papers, count the votes, and announce which topic received the most votes.

If the number of votes between two topics is equal or especially close, consider holding a runoff vote. If the voting is still close, or if choosing becomes divisive, consider inviting students to work in smaller groups on separate projects.

### 5. IF THE DECISION IS BEING MADE BY CONSENSUS, STUDENTS DISCUSS AND VOTE ON TOPICS.

Number the potential topics as they are listed on the board. Call out each option and ask students to raise their hands to vote for the topic of their choice. Have students who voted similarly meet in small groups. Give each group five minutes to discuss arguments for why its choice is best. Give each group two or three minutes to present its arguments to the rest of the class. Then, hold another vote.

If you have decided to combine the consensus and majority rule methods, announce which topic received the most votes. If you have decided to make a decision solely by consensus, repeat this process until students agree upon a project.

# DESIGNING AN ACTION PLAN

2 LESSON

## AGENDA

- Why and How?
- The Parts of the Plan
- Research Methods

### Objectives

Students will evaluate the usefulness of an action plan.

Students will explore the parts of an action plan.

Students will discover different methods of doing research in order to complete an action plan.

### Materials Needed

- Magazines or newspapers with pictures that students can cut out (Part II)
- Scissors, glue (Part II)
- Poster board (Part II)
- Copies of articles and/or book excerpts related to the students' project topics (Part III)
- One copy of a well-known story or poem (Part III)

## Part I Why and How?

Purpose: Students define and evaluate the usefulness of an action plan.

### 1. STUDENTS DEFINE A SPORTS "PLAY" AS AN ACTION PLAN.

On the board, have a student athlete or a coach diagram a "play" that could be used during a sports competition. Ask volunteers to explain what they think has been drawn. Elicit the understanding that the diagram is an outline of a play that a team could use during a game. Ensure that students are familiar with this coaching technique, then ask them to explain why they think it might be useful. Help students to understand that diagramming a play provides the players with a plan and a strategy for what actions to take.

### 2. STUDENTS BRAINSTORM ANALOGIES TO AN ACTION PLAN.

Ask students to brainstorm other situations in which a specific set of instructions or steps can be useful. (Students might respond: directions for getting somewhere, directions for assembling something, a recipe for cooking.) Explain that an action plan and its purpose are similar to what they have mentioned.

### 3. STUDENTS OUTLINE THE ELEMENTS OF AN ACTION PLAN.

Engage students in a more specific discussion about what makes up an action plan and how an action plan is useful. Elicit the following:

- An action plan spells out what outcome is desired.
- An action plan outlines which resources are available and which need to be acquired for completing the project.
- An action plan outlines a schedule and a time line for completing the project.
- An action plan outlines the steps that must be taken in order to complete the project.

## Part II The Parts of the Plan

Purpose: Students explore the information that should be included in an action plan.

### 1. STUDENTS REVIEW THE DEFINITION OF A GOAL.

Review with students the concept of goal setting, and the definition of a goal as a dream or plan that's measurable and has a time line for completion.

### 2. STUDENTS DEFINE THE GOALS OF THE PROJECT.

Invite a volunteer to write the service learning project topic on the board. Ask students to determine if the completion of this project is a realistic, measurable goal. If the goal is not explicit in what the student has written, discuss with students how to make the goal realistic and measurable (e.g., determine how many people will be reached, how much space will be affected, and so on).

#### 3. STUDENTS VISUALIZE THE ELEMENTS OF THEIR PROJECT IN ORDER TO ORGANIZE THEIR ACTION PLAN.

Have students form small groups. Provide each group with poster board, magazines, newspapers, scissors, and glue. Write the following on the board: “Who? What? When? Where? Why? How?”

Have each group visualize the completed service learning project, imagining and picturing it in detail. Tell students that as they visualize, they should consider the questions that you have written on the board and create collages depicting the answers to those questions. You may wish to have students annotate their collages with written lists and descriptions.

Invite each group to present and describe the different parts of their collages. Encourage students to organize their notes under the headings of the questions posed (Who? What? When? Where? Why? How?). As students present information, ask them questions such as the following to elicit more specific information:

- Who exactly will do that?
- When in the sequence of steps will that happen?
- What needs to happen before then?

When students are unable to answer a question, encourage them to write the question under the appropriate heading and explain that they will need to do some research in order to find the answer.

Remind them to transfer this information to paper or poster board, since they will use it to formally write their action plan.

## Part III Research Methods

Purpose: Students discuss different methods of research.

#### 1. STUDENTS DISCUSS THE NEED FOR RESEARCH.

Ask students to discuss what they would do if you dropped them off in the middle of a town they had never visited, and told them to find their way home without a map. Elicit from them that just as it’s easier to find one’s way around an unfamiliar place by using a map to gather information about their location, students are likely to make their service learning project more successful if they gather information about the topic and learn how to successfully complete a project. Guide them to the awareness that research is the best way for them to find useful information.

### 2. STUDENTS DISCUSS PRIMARY AND SECONDARY RESOURCES.

Have students pair up with the classmate they interviewed for the homework assignment mentioned at the start of this lesson. Have each pair team up with one or two other pairs, creating groups of four to six students. Ask each student to take out the article they completed for homework. Invite students to sit in a circle and to pass the articles they wrote to the person on their left, who will read the article. Continue this process until students have read each article in their groups. Encourage students to take notes on the articles if they wish.

Have students take turns being interviewed by their groups about how they spent their last school vacations. Encourage groups to ask questions and engage in detailed discussions about each student's experience.

When all students have been interviewed by their groups, pose the following questions to the entire class:

- After you read the articles on your classmates' experiences, did you feel that you had all of the details on their vacations?
- After interviewing your classmates, did you feel that you had all of the details?
- If I gave you the task of planning a vacation and told you to research what kinds of vacations others had taken, would you read articles about their experiences or speak to them personally?

### 3. STUDENTS CONSIDER HOW TO LOCATE PRIMARY AND SECONDARY RESOURCES.

Ask, "If you were looking for information on someone's service learning experience, would you read someone else's account of what happened or speak to someone who was actually there?" Have students explain the reasoning for their answers.

Explain that primary sources are those that provide firsthand information. Secondary sources, such as books, newspapers, and magazines, are those that provide secondhand accounts. Elicit from students that primary sources are the best sources of information and allow the researcher to pose specific questions.

Ask students to identify ways that they might locate a primary source who can tell them about a service learning experience or answer questions about their topic. Write the results of the discussion on the board. (Students might respond: use the phone book to find and contact local community organizations.) Help students to contact local organizations and arrange for a primary source to visit the classroom and participate in a question-and-answer session. Encourage students to consider in advance exactly what information they would like to find and the questions they'd like answered.

Explain to students that while secondary sources provide secondhand accounts of information, they are still very valuable. Ask students where they might locate secondary sources that will provide them with information that they can use for their project. (Students should mention visiting the library or using the internet.)

Arrange a trip to the library so that students can conduct research. You may also discuss opportunities for them to visit the library outside of class time.

### 4. STUDENTS DISCUSS USING THE INTERNET FOR RESEARCH.

Have students identify how and when they should use the internet for research. Ensure that students understand that, like books or newspapers, internet research is considered a secondary source, and should be treated the same way.

Remind students that material published on the internet may have factual errors and/or may be undocumented information. Students should be cautious about the information they find while researching online.

### 5. STUDENTS DISCUSS EFFECTIVE RESEARCH METHODS.

Ask students if reading every word of a newspaper every day to find information on their service learning project would be an effective use of their time. Elicit from students that this method is too time-consuming and inefficient.

Explain that there are two strategies that can be used for faster and more effective research:

- Check a resource's table of contents and index to see if it covers the topic you're researching.
- Skim the text, glancing quickly over paragraphs to find those that contain the information you need.

Distribute copies of two or three articles and/or book excerpts related to the students' project topic. Give students five minutes to skim the text for pertinent information. Then, facilitate a discussion of the information they were able to glean during that time.

### 6. STUDENTS RECOGNIZE THE IMPORTANCE OF CITING THEIR SOURCES.

Tell students that you would like their opinion on a story or poem that you recently wrote. Then, read a short passage from a well-known story or poem aloud. Ask students if they think that your work is good. If they do not challenge you on their own, ask students if they really believe that you are the author of the piece.

When students recognize that you did not write the piece, ask them to share their opinions on what you have done (claimed as yours something written by someone else). Ask students what they would do and what they would think if someone else took credit for their own work.

Explain that if students find information in their research that they would like to note or write down, they need to credit the source they got it from, including the name of the resource, the author's name, the date of publication, and the page on which the information was found. On the board, model the form you would like students to use for citations.

# SERVICE LEARNING GUIDE AND CHECKLIST

### Choosing a Project

- ☐ Define "service learning" for students.
- ☐ Motivate and inspire students to get involved.
- ☐ Help students choose a project topic.

### Creating an Action Plan and Preparing for the Project

- ☐ Define "action plan" and explain why one should be made.
- ☐ Explain what information should be included in the action plan.
- ☐ Familiarize students with different ways to find information on service learning.
- ☐ Organize students' research efforts.
- ☐ Have students sign project contracts.
- ☐ Organize students' work efforts by forming project teams or work groups.
- ☐ Help students write an action plan.
- ☐ Assist students with the creation of a project time line/work flowchart.
- ☐ Have students submit the plan for approval from those who must okay the project.
- ☐ Prepare students to make presentations about the project.
- ☐ Help students refine their action plan, if necessary.
- ☐ Guide students as they follow the steps outlined in their action plan in order to prepare for the project.
- ☐ Explain the importance of and methods for tracking students' progress as they work to complete the project.
- ☐ Explain the concept and importance of having a strong work ethic.
- ☐ Explain special considerations that students may face while working on the project.

### Carrying Out the Project

- ☐ Remind students to check and double-check to ensure that they have completed all the work for their project.
- ☐ Help students brainstorm last-minute project issues.
- ☐ Have students walk through the project and create an agenda for the day of the project.
- ☐ Support students as they complete their service learning project.
- ☐ Celebrate.

### Self-Assessment and Public Assessment

- ☐ Explain what self-assessment is and why it is useful.
- ☐ Explain what self-assessment should include.
- ☐ Have students complete a self-assessment of their project work.
- ☐ Explain what a public assessment is and why it is useful.
- ☐ Explain what a public assessment should include.
- ☐ Have students complete a public assessment of their work.

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# GATHERING INFORMATION AND MAKING THE COMMITMENT

3 LESSON

## AGENDA

- Organizing the Work
- Making a Commitment
- Forming Work Groups

### Objectives

Students will organize their work efforts in order to effectively complete their research.

Students will discuss and create contracts that formalize their commitment to the service learning project.

Students will form work groups and create job descriptions.

## Part I Organizing the Work

Purpose: Students discuss the importance of working effectively and organize themselves accordingly.

### 1. STUDENTS EXPLORE THE IMPORTANCE OF ORGANIZING THEIR WORK EFFORTS.

Tell students that they have two minutes to perform the following tasks:

- Write all the words you can find on the first page of [any book in your classroom] that begin with the letter “B.”
- Count the number of ceiling tiles in this room.
- Open all of the windows exactly one inch.
- Get the phone number of the school’s main office.

Stop the activity after two minutes, and ask students the following questions:

- Did you complete the tasks? Why not?
- Do you think you were working as effectively as possible? Were there multiple people doing the same tasks? Do you think that was efficient?
- Is there a better way that you could have organized your work?

Elicit from students that to be effective, a team must organize its efforts so that it can get the most done in the least amount of time. It is important that people aren’t duplicating each other’s work.

### 2. STUDENTS ORGANIZE INTO RESEARCH GROUPS.

Ask students to state how they can most effectively do the necessary research for their service learning project. Pose the following options to students:

- The class divides into small groups, one for each method of research. Each group is responsible for locating the same information, but each will use a different research method.
- The class divides into small groups. Each group concentrates on different portions of the information needed, using all of the research methods at its disposal.
- Individuals choose a particular research method. Each person is responsible for researching all of the information needed, using the method of research they choose.

Help students divide their research tasks according to one of the above options, or others that the class has identified.

## Part II Making a Commitment

Purpose: Students create contracts formalizing their commitment to the service learning project.

### 1. STUDENTS EXPLORE THE USEFULNESS OF A CONTRACT.

Ask students why contracts with professional athletic teams are mentioned so often in the news. Students will likely offer what they know about individual NBA players and their contract negotiations, and may offer similar data about football and baseball players who have negotiated huge salaries. Some students may comment on seasons that began late because the teams could not negotiate their contracts.

Ask the class why contract talks are so important to athletes. Help students to recognize that contracts are created to protect two parties when people do business together. It is imperative that a contract makes clear the terms and conditions of the agreement so that everyone knows what is expected of them. Remind students that it is important to read a contract carefully, including the fine print, before one signs such an agreement.

### 2. STUDENTS RECOGNIZE WHAT IS EXPECTED OF THEM DURING THE PROJECT.

Ask students to recall the definition of “service learning project.” (Students should mention: a project that provides a service to the community and is carried out by participants who are practicing a set of skills they have learned.)

Reinforce students’ understanding that a service learning project has reciprocal benefits for its participants: those creating the project get the benefit of learning and practicing a set of skills, and a segment of the community receives a service that’s needed. In other words, there will be people expecting to receive a service that they have been promised, and it’s up to the project participants to keep that commitment.

### 3. STUDENTS CREATE CONTRACTS.

Have students work in small groups to consider what information should be outlined in their contracts. Ask students to consider the following:

- Time commitment
- Completing assigned tasks on time
- Communication and conflict resolution
- Perseverance

Work as a class to create a standard contract that each student will sign, or assign students the task of writing their own contracts. Remind students to draw up their contracts neatly and professionally, just as they would do in a business situation.

#### 4. CONTRACTS ARE AMENDED, SIGNED, AND FILED.

Have students submit contracts to you for approval. If the contracts are complete and acceptable, meet with each student to complete a contract. You should each sign the contract, along with one or two witnesses.

If you feel that a contract is missing an important element, propose an amendment and discuss it with students.

When each student has completed and signed a contract, make a photocopy for the student and file the original in a safe place.

## Part III Forming Work Groups

*Purpose*: Students will organize the work to be completed for their service learning project.

#### 1. STUDENTS REVIEW THE NEED TO ORGANIZE WORK.

Ask students to recount the reasons they organized their research tasks. (*Students should respond: good organization leads to effective work, helps avoid repetition of work, and allows the most work to be completed in the least amount of time.*)

Explain to students that just as they organized their research in order to complete it effectively, they'll need to organize their work to prepare for and execute the project.

#### 2. STUDENTS DETERMINE WHAT GROUPS ARE NEEDED.

Have students brainstorm, based on their research and their work on their action plans, a list of the different tasks that their project will require. Write responses on the board, and label them with the title "Project Tasks."

#### 3. STUDENTS ARE ASSIGNED TO WORK GROUPS.

Explain that you will be assigning students to the groups in which you would like them to work. There are several methods of assigning students to groups. You might randomly assign students to groups (e.g., by grouping students with the same last initial or with birthdays that fall in the same month, by randomly assigning numbers to students). Alternatively, you may ask students to write on a piece of paper the three project tasks that they would most like to work on, and then assign as many students as possible to the group, focusing on their first choices.

#### 4. STUDENTS CREATE JOB DESCRIPTIONS.

Facilitate a discussion with the class about what kinds of jobs may be available in each work group (e.g., group leader, record keeper, reporter). Consider jobs that may be specific to your students' project. Have each work group create job descriptions for each position. Encourage students to use bullet points in their descriptions.

Have each group report back to the class on the job descriptions they created. Help each group to reach a general agreement on the contents of its descriptions.

### 5. STUDENTS CHOOSE JOBS.

Have students choose jobs within their work groups. Tell students that they may discuss within their groups the positions that each person should have. They may also vote on the job that each group member should do. Remind students that they identified their learning styles in Module Six: *Skills for School and Beyond* and their goals in Module Three: *Setting and Achieving Goals*. Tell them to use this information to choose appropriate jobs.

Have students write their job titles and submit photocopies to you for record-keeping purposes.

# SAMPLE CONTRACT

I, (student's name), as a member of (educator's name and subject) class, hereby state my commitment to the service learning project that our class is going to execute. As part of the project team, I agree to the following:

- ☐ Come to class on time in order to maximize our work time on the project.
- ☐ Treat the project and all work involved seriously.
- ☐ Complete tasks on time and to the best of my ability.
- ☐ Keep all project commitments.
- ☐ Continue working on the project until it is completed, or until the team agrees that the work is done.

Signed on _____

Date

_____

Student's signature

_____

Educator's signature

_____

Witness' signature

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# FORMALIZING AND FINALIZING THE ACTION PLAN

4 LESSON

## AGENDA

- Parts of the Plan
- Getting Approval
- Creating a Time Line

### Objectives

Students will identify the information that should be included in a formal action plan.

Students will determine whose approval is needed in order for them to complete their project.

Students will create a time line for the completion of their service learning project.

### Materials Needed

- Magazine pictures that you have cut into puzzle pieces, enough for each group of four to five students to have a puzzle (Part I)
- Calendar pages for each month of your project (Part I)

## Part I Parts of the Plan

Purpose: Students explore the information that should be included in an action plan.

### 1. STUDENTS REVIEW THE USEFULNESS OF AN ACTION PLAN.

Review with students why an action plan is useful:

- It outlines what resources are available and what needs to be acquired.
- It outlines a schedule and a time line for completing the project.

### 2. STUDENTS COMPLETE A PUZZLE.

Have students form small groups of four or five. Distribute a puzzle piece to each group member, without explaining what the pieces are. Then, ask students to tell you what is depicted in the pictures you've given them. If the groups do not begin to put the puzzles together, explain that they each have five minutes to assemble the pieces they've been given into a complete picture.

After students have assembled their puzzles, ask questions such as the following:

- What did you start with in this activity?
- What did you finish the activity with?

Elicit from students that when they correctly assembled the puzzle pieces they started with, they were able to finish the activity with a clear picture. Ask students to take out the information they collected while presenting their collages during Lesson 2. Also, ensure that they have the information they collected from their research. Explain to students that they will be using all of this information to create a formal action plan—a clear picture of what their project will involve.

### 3. STUDENTS EXPLORE THE SECTIONS THAT WILL BE INCLUDED IN THEIR ACTION PLAN.

Write the following sections of an action plan on the board in a single column:

- Introduction
- Materials
- Human Resources
- Jobs and Responsibilities
- Schedules and Contracts
- Time Line
- Appendix

Explain each section. As you speak, write notes next to each heading indicating what should be covered in that section of the plan. When each section has been described, suggest to students that, just as they have divided their work on the project, they might consider dividing the writing according to their work group's tasks.

#### 4. STUDENTS REVIEW THE WRITING PROCESS.

Explain to students that there is an established process for writing that helps to ensure that the work will be complete, clear, and free of mistakes. Explain the five steps of the writing process:

- Prewriting: Use techniques such as word association, brainstorming, and outlines to generate ideas for your work.
- Writing: Use the prewriting information to write a first draft of the work.
- Revising: Read and reread your own work, and have peers review your work to make sure it is clear.
- Proofreading: Read your work again to find grammatical and spelling errors. Correct any problems.
- Publishing: After a final proofread, format the work in a way that makes it easy to read. Put it in a folder or notebook.

#### 5. STUDENTS DETERMINE A SCHEDULE FOR CREATING THEIR ACTION PLAN.

Work with students to determine deadlines for each stage of the writing process and for each section of the action plan. Also, identify a final deadline by which the action plan will be published. Give each group a set of calendar pages. Encourage students to complete their calendars by detailing each deadline and the work expected on each date.

## Part II Getting Approval

Purpose: Students determine what approvals they will need in order to complete their project.

#### 1. STUDENTS CONSIDER SITUATIONS IN WHICH THEY NEED TO GET APPROVAL.

Ask students to name activities for which they need their parents' permission. (Students might respond: going out with friends, staying out late, etc.) Ask them to name activities for which they need their teachers' permission. (Students might respond: leaving the classroom to go to the restroom.)

Elicit from students that approval is usually needed when someone wants to do something atypical or out of the ordinary. Since the service learning project is not something that happens every day, it will require the approval of certain people.

#### 2. STUDENTS DETERMINE WHOSE APPROVAL WILL BE NEEDED.

Have students brainstorm whose approval might be needed for their project. Ask questions such as the following:

- Who at school might need to approve the project?
- Will your project take place somewhere else? Who might need to approve use of that space?
- Will your project take place in a public facility? Who needs to give approval for you to use that facility?
- Will the project take place during school hours? Who might need to give approval for you to be somewhere else during the school day?

Have students write their answers. Explain that this information will also be included in their action plan.

## Part III Creating a Time Line

Purpose: Students create a time line and a schedule for completing their project.

### 1. STUDENTS EVALUATE THE USEFULNESS OF CREATING A STEP-BY-STEP OUTLINE.

Write the following on the board:

- Melt one cup of butter.
- Form into small balls on a cookie sheet.
- Add eggs and flour.
- Bake at 350 degrees for 10 minutes.
- Add one cup of sugar.
- Gather ingredients.
- Mix.

Ask students what would happen if they completed these steps as they are written. (Students should mention that they'd make a big mess.) Now, ask students if there is a different way that they could arrange these steps in order to achieve the desired result. Students should arrange the steps as follows:

- Gather ingredients.
- Melt one cup of butter.
- Add one cup of sugar.
- Add eggs and flour.
- Mix.
- Form into small balls on a cookie sheet.
- Bake at 350 degrees for 10 minutes.

Ask students what would happen if they did step five before step two, or step four before step one. Elicit that without following the right order, the latter steps cannot be completed properly. Explain to students that this same idea applies to a service learning project. To get the results they want, students will need to create and follow a step-by-step plan outlining what needs to be done and when.

### 2. STUDENTS IDENTIFY AND ORDER THE STEPS OF A PROJECT TIME LINE.

Encourage students to work in their teams to brainstorm the steps that need to be taken for the different parts of the project. Suggest that groups focus on topics such as getting materials, contacting people, getting approvals, etc.

When the groups have completed their brainstorming, have each group present its ideas about the steps that need to be followed in order to complete the project. Help students to place the steps in order, just as they ordered the steps to make cookies. Ensure that the final step of their time lines is completing the project.

### 3. STUDENTS ATTACH DATES TO THEIR PROJECT TIME LINES.

When students have ordered the steps, write the date on which the project is scheduled to be completed next to the final step. Discuss with students how much time there is between now and that date. Then, facilitate students' work to attach a date to each step they have written. Encourage them to consider both the date on which a step must be completed and how long it will take to complete that step.

Conclude the activity by explaining to students that they have created a schedule, or time line, to follow as they complete their project, with time frames and deadlines that detail when each step should be accomplished. Explain that this information should be included in their action plan, and should therefore be written neatly and clearly.

# GIVING PRESENTATIONS

5 LESSON

## AGENDA

- Presentation Preparation
- Practicing the Presentation
- Refining and Revising

### Objectives

Students will prepare an oral presentation.

Students will practice giving an oral presentation.

Students will discover the steps of refining their action plan.

### Materials Needed

- Index cards for each group (Part I)
- Art materials (e.g., poster board, markers) (Part I)
- Presentation software (e.g., PowerPoint, OpenOffice Impress) (Part I)

## Part I Presentation Preparation

*Purpose*: Students identify the characteristics of effective presentations.

### 1. STUDENTS IDENTIFY THE CHARACTERISTICS OF A GOOD PRESENTATION.

Introduce the exercise by poorly giving a brief presentation (e.g., slouch, mumble, speak very informally).

Ask students what they thought of your presentation. Elicit their criticisms of your presentation. Then, ask how the presentation could be improved. List answers on the board. (*Students should respond: speak clearly and loudly enough to be heard, use good posture, organize your thoughts so listeners can easily follow your presentation.*)

Explain to students that all good presentations display these characteristics.

### 2. STUDENTS PLAN THE ORGANIZATION OF THEIR PRESENTATION AND MAKE PRESENTATION NOTES.

Explain to students that if they have created a written action plan, they have already completed most of the preparation necessary to give a presentation, since both the written plan and the presentation include the same information: an introduction, information on each activity to be undertaken, and a conclusion.

Ask students if it would make sense to just read aloud from their action plan if they are presenting it to someone who has already received it. Elicit that this would not make sense, since the listener has probably read the action plan and wants more information. Instead, the presentation should elaborate on the action plan's key points.

Have students work in their groups to identify the key points of the action plan (e.g., who, what, when, where, why, and how) and to write them on index cards. Work with each group to ensure that the key points are organized in an order that makes sense, just as they are organized in the action plan. Then, encourage each group to present the section of the plan on which they have worked. Engage students in a discussion about the organization of the entire presentation, including who will present which information.

### 3. STUDENTS CREATE VISUALS FOR THEIR PRESENTATIONS.

Ask students whether they think the presentation will be interesting if it's just a series of people standing up, reading, and then sitting down. Ask students to suggest ways to enliven the presentation so that listeners will be interested in and excited about it. Elicit that visuals would help with capturing interest.

Have small groups brainstorm visuals that might enhance each section of the presentation. Remind students that visuals are meant to enhance the presentation, not draw attention away from it; therefore, they should be colorful (but not distracting), simple, and easy to read. Encourage students to use photographs, charts, and graphs.

Have students choose and create at least one visual for each section of their presentation usingthe art materials and presentation software you have provided. When they have finished working, have students practice their presentation using their visuals. If necessary, discuss again with students the organization of their presentation, including who will be in charge of presenting visuals while others are speaking.

## Part II Practicing the Presentation

Purpose: Students complete final preparations and practice their presentation.

### 1. STUDENTS PRACTICE THEIR PRESENTATION.

Ask students why professional dancers or actors practice instead of just showing up to perform. (Students should respond: in order to improve their performances, to sharpen their skills, to practice working well together.) Explain that practice does the same thing for everyone. The best way for students to ensure that a presentation goes smoothly is to practice it until they are completely comfortable with it.

First, encourage students to practice each section of the presentation for their peers. Listeners should take notes on whether the information is organized clearly and whether the speaker can be heard. Next, have students practice their entire presentation while you take notes on the organization and flow of information, whether speakers can be heard clearly, whether the visuals are being used well, and whether students are taking an appropriate amount of time to complete their presentation. If possible, have students invite others, such as another class or teacher, to watch their presentation and to make suggestions.

### 2. STUDENTS PRACTICE ANSWERING QUESTIONS DURING THEIR PRESENTATION.

Ask students to talk about an experience in which they were listeners at a presentation. Prompt student participation by posing questions such as the following:

- What kept you interested—or disinterested—in the presentation?
- What did the speaker do well?
- As listeners, did you have questions? How and when did you ask those questions?

Tell students that it is very likely that their listeners will have questions, and that it is up to them as presenters to tell their listeners whether they would like to take questions during or after the presentation.

Explain to students that preparing for questions during a presentation is much like preparing for questions during a job interview—they should think about what they would want to know if they were hearing about the project. Encourage students to brainstorm possible questions that a person outside the classroom might have about the project.

Prepare students to field questions by acting as an attendee at the presentation and asking questions. Invite other teachers or students to do the same. Remind students that if they do not know the answer to a question, it is appropriate to respond by saying, “I don’t know, but I’ll find out and get back to you.”

#### 3. STUDENTS MAKE FINAL PREPARATIONS FOR THEIR PRESENTATION.

Discuss the following with students:

- Attire—As in a job interview, the way that you present yourself reflects how you feel about what you’re presenting. The way you dress can prove that you are taking your project seriously. There’s no need to be formal, but you should dress neatly and professionally.
- Behavior—It won’t matter what you’re wearing if your behavior doesn’t also show that you are taking the project seriously. You should consider the presentation to be like an interview, and behave appropriately. Holding side conversations or arguing with one another is not appropriate. If you behave professionally, your listeners will take you seriously.
- Conclusion and Thank-You—Because you’ll be presenting a lot of information, it’s important to include a conclusion that briefly summarizes your presentation’s key points. A conclusion also lets your audience know when it’s time to ask questions or to leave. Remember that your listeners have other commitments as well, so you should be sure to thank them for their time.
- Notes—You’re going to be concentrating hard during your presentation, and you’ll probably be excited; it can be easy to forget some of the things that happen during the presentation. It’s a good idea to appoint a few people to take notes on what happens, what questions are asked, and what requests are made, so that you will remember what needs to be done after the presentation.
- Requests—Remember that if you are asking your listeners for approval or for feedback, you must clearly describe what you want and suggest a deadline.

## Part III Refining and Revising

Purpose: Students explore the steps to revising their action plan.

#### 1. STUDENTS SHARE THEIR FEELINGS ABOUT REVISING THEIR PROJECT.

Ask students to discuss or write about their project experience up to now. Encourage them to discuss their feelings about having to revisit or revise their original plan.

Help students to understand that revising a project is like revising a piece of writing—the goal is to improve the outcome. While it may seem difficult to revise a plan that was exciting and seemed perfect, there's no reason to be discouraged. Help students to reexamine what inspired them to do a project in the first place. Remind them that their service learning project will allow them topractice skills they've learned and provide a service to their communities.

### 2. STUDENTS IDENTIFY WHAT NEEDS TO BE CHANGED.

If students are revising the project based on a request from someone whose approval is required, facilitate a class discussion about the requested changes. Encourage students to seek clarification about anything that is unclear.

If students are revising the project because their planning made it clear that the project could not be completed as they had hoped (perhaps because of time or resource restrictions), encourage them to pinpoint the problem areas of their plan and create a list of issues that must be addressed.

### 3. STUDENTS REVISE THEIR ACTION PLAN.

Ask students to review the definition and uses of an action plan:

- Action plans outline what resources are available and what needs to be acquired.
- Action plans also outline a schedule and a time line for completing the project.

Help students to revisit the activities and questions they encountered in the first four lessons and revise their action plan.

# TAKING ACTION

6
LESSON

## AGENDA

- Tracking Your Progress
- Work Ethic
- Special Considerations

### Objectives

Students will evaluate means of tracking their progress as they work to complete their project.

Students will explore the importance of and the qualities that comprise a strong work ethic.

Students will evaluate specific project issues that may require special attention.

### Materials Needed

- A popular song, a well-known poem or speech, or a clip of a popular television show or movie (Part I)
- One copy of the “Tracking Sheet” activity sheet for each student (Part I)
- One copy of the “Sample Memo” activity sheet for each student (Part I)
- Six to 10 index cards or playing cards for each student (Part II)

## Part I Tracking Your Progress

Purpose: Students evaluate the use of tracking sheets and status memos.

### 1. STUDENTS DISCOVER THE USEFULNESS OF KEEPING RECORDS.

Before playing a popular song, reciting a well-known poem or speech, or playing a clip of a popular television show or movie for students, count the number of times a particular letter, word, or phrase (of your choosing) appears in the piece. Choose one that will appear many times. Then, tell students to pay close attention to the piece, as you'll be asking them questions about it afterward.

Play or recite the piece. Then, ask students how many times the particular letter, word, or phrase appeared in the piece. Students should be unable to accurately recall the correct number.

Tell students that you will give them another chance to find the correct answer. Encourage them to keep a record this time of what they're looking for on a piece of paper.

Ask students again how many times the particular letter, word, or phrase appeared in the piece. Then, ask questions such as the following:

- Why are you able to answer this question?
- If you hadn't kept records, would you be able to answer the question confidently?

Explain to students that in the workplace, record keeping is crucial. It's impossible to remember the details of everything that happens, so careful record keeping ensures that they can make good comparisons and learn from work that's already been done. This is similar to their looking for information about others' service learning projects in order to learn from what others have done. Record keeping also helps to keep track of which tasks have been completed and which still need to be done.

### 2. STUDENTS BECOME FAMILIAR WITH TRACKING SHEETS.

Distribute the "Tracking Sheet" activity sheet to each student, and place a copy of the tracking sheet where everyone can see it. Walk students through each section of the sheet, first soliciting their opinions on the purpose of each section, and then providing a straightforward explanation for each. As a class, decide on an example that you can use to fill out the tracking sheet.

Discuss with students a schedule for submitting tracking sheets to you, and establish dates on which you expect to receive tracking sheets from each group. Also, discuss with students what sort of filing system they will adopt in order to keep their records safe and organized.

### 3. STUDENTS BECOME FAMILIAR WITH STATUS MEMOS.

Distribute copies of the “Sample Memo” activity sheet, and place a copy of the sample memowhere everyone can see it. Explain to students that memos are a crucial form of communicationused in the workplace. Explain that learning to write a memo is not difficult because the structure ofa memo is always the same. Once students know the structure, they will always be able to write memos.

Walk students through each part of a memo, beginning with the headings (“To,” “From,” “Re,” “Date”). Explain that the body of a memo can be divided into three parts:

- Explanation of why the memo is being written
- Important information
- How to contact the writer

A memo should always be written as simply as possible, and it should not exceed one page.

#### 4. STUDENTS PRACTICE WRITING A STATUS MEMO.

Have students work in small groups. Assign each team to compose two status memos: one that will be sent to you, and one that will be sent to the other teams working on the project. The memo should explain the current status of the project.

Ask students if they had difficulty writing their status memos. As a class, discuss ways to determine which information should be included in their memos.

Afterward, have students identify which people involved in their project should receive memos (e.g., principal, community leader). Discuss how often memos should be sent, and create a schedule for sending memos (if appropriate).

## Part II Work Ethic

Purpose: Students explore the importance of a strong work ethic.

#### 1. STUDENTS BUILD A HOUSE OF CARDS.

Distribute index cards or playing cards to students; then, have them form small groups. Instruct each group to build a house of cards. The team that builds the tallest house wins. Give students three minutes to complete the activity. While students are working, move around the room and watch them work.

When the activity is over, ask students the following questions:

- Was it easy to build a house that didn't fall down? What method did you use to keep the cardsup?
- What caused the house to fall down?
- If your house were standing and you took out one card, would the house have remainedstanding?

Help students to understand that in a house of cards, all the cards are dependent on one another—if one card drops, the whole house comes down. Explain that when working with a team on a project, the same principle applies—if one person loses momentum, or doesn't meet their responsibilities, the whole project can fall apart.

### 2. STUDENTS DISCUSS THE IMPORTANCE OF COMMITMENT.

Ask students to pretend that they are business owners who have put all of their personal resources into the business of their dreams. The business grows, and they decide to hire employees. Ask students, "What qualities do you want to see in your employees?"

Remind students that they have put all of their personal resources into the business, so they are dependent on its success. Write their answers to the question on the board. (Students should respond: people who are committed to their work, complete tasks on time, keep others informed, stay enthusiastic even in the face of obstacles, communicate well with their co-workers, and are more concerned about the success of the project than about "getting their way.")

Have students identify what would happen if they hired employees who weren't committed to their business. Explain that just as commitment is important to a business, students must be committed to their service learning project in order for it to be a success.

### 3. STUDENTS LEARN ABOUT THE POWER OF ATTITUDES AND EXPRESSIONS.

Have students work in pairs. Explain to students that their assignment is to mirror one another's emotional expressions, but to do so without speaking. Say, "For example, if your 'mirror image' appears sad, you should mirror their sad expression. If your mirror image's emotional expression changes to enthusiastic, your expression should mirror that change."

Explain that students must concentrate intensely in order to seamlessly mirror one another. Give the class five minutes to complete the activity.

When students have finished the exercise, encourage them to share their responses. Ask:

- Was it easy to mirror your partner's image?
- Did one person model most of the expressions while the other person mirrored them, or did you take turns modeling and mirroring?
- What thoughts were running through your mind as you mirrored one another's expressions?
- Do you think this exercise was anything like real life? What happens when the people around you are expressing a particular emotion?

Elicit from students that people's emotions and expressions tend to influence the emotions and expressions of those around them. Ask students what effect this might have if people's emotional expressions are primarily negative. Elicit from students that their attitude and expressions will affect their service learning project; therefore, it's important for everyone to stay positive and motivated.

#### 4. STUDENTS DISCUSS THE IMPORTANCE OF DEPENDABILITY.

Read the following scenario to students:

> You call a friend, and the two of you decide to go to the movies. The movie you're going to see is brand new and popular, so you decide that he'll meet you at the theater by 6:30 in order to get tickets. As soon as you hang up the phone, it rings—it's another friend, someone you haven't seen in a while. She's leaving at 6:15 to go to a party and wants you to come. You say thanks, but tell her that you already have plans. You hang up and head for the theater. Six-thirty comes and goes, and your friend is nowhere to be found. At 6:45, the tickets sell out. At 7:00 he walks up casually and asks if you're ready to see the movie.

Ask students:

- How would you feel?
- What would you do?
- How will you feel the next time your friend asks you to go to the movies with him?

As a class, discuss the importance of dependability and keeping commitments to the service learning project. Tell students that if they fail to keep a commitment, they must be sure to apologize and work to correct their behavior.

## Part III Special Considerations

Purpose: Students evaluate project issues that may require special attention.

#### 1. STUDENTS DISCUSS SPECIAL CONSIDERATIONS FOR PROJECT MATERIALS.

Explain to students that managing project materials means more than simply collecting them. Encourage students to brainstorm what other issues, with regard to materials, might need to be considered. (Students should respond: record keeping, storage, cleanup, special agreements for donated or borrowed items.)

Help students to create a checklist that will help them keep track of what materials they need, how and when they'll get these materials, and where the materials can be found.

Ask students to consider the following questions regarding how to store their materials:

- Do you have permission to store things where you'd like to keep them?
- Is your storage area in a secure place, where you know the materials won't be disturbed?
- Are there any materials that must be specially stored (e.g., paint or cleaning solvents, breakable items, perishable items)?
- How long can you use the space to store things?
- Do the appropriate people know where materials are stored?

Have students consider the following additional questions:

- Will there be any trash left over from the materials used? How will the trash be disposed of? Are there any special procedures to be followed (e.g., separating recyclables, using special trash bags or bins)?
- What will be done with leftover materials?
- Are there any borrowed materials that must be returned immediately after the project is completed? How will you get them where they need to go on time?
- What kind of cleanup will be required? Are there any potential messes or spills that must be prepared for? Would any particular cleaning supplies be needed in order to adequately clean up these spills or messes?

Students should create an established plan for managing, cleaning up, and returning materials on time.

### 2. STUDENTS DISCUSS SPECIAL CONSIDERATIONS FOR TRANSPORTATION.

Ask students the following questions:

- Will your project take place off school grounds? How do you plan on getting there on the day of the project?
- Will you need to visit the site before the actual day of the project? How many times will you need to visit the site beforehand? How do you plan on getting there?
- Do you need to go anywhere else in order to meet with people or pick up materials? How do you plan on getting there?
- Will you need to transport materials anywhere? How will you do that?

As a class, discuss these transportation issues and how they might be addressed. Explain that if students need to, they may request your help with arranging transportation, completing the appropriate paperwork, and so on.

# TRACKING SHEET

**NAME:**

**TODAY'S DATE:**

**PROJECT TOPIC:**

| Name | Task | Target Date | Actual Date | Comments |
|---|---|---|---|---|
| | | | | |

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# SAMPLE MEMO

**TO:** Ms. Grimes
**FROM:** Playwriting Team
**RE:** Weekly Progress Report
**DATE:** March 22

This week, our team accomplished the following tasks:

- Wrote a second draft of the play's second act.
- Proofread the first act, which is now complete.
- Met with the research team to discuss the following questions that we still need answered for the final act of the play:

– What species of fish are part of the park's ecosystem?
– How does the change of seasons affect the ecosystem?

We have the following challenges to overcome:

- The elementary school auditorium is booked on the day we had planned for our performance.
- We still cannot find cardboard boxes for scenery.

Next week, we plan to complete the following tasks:

- Write the first draft of the play's third and final act.
- Get the second draft of the second act proofread.
- Reschedule date for auditorium at the elementary school; review time lines.
- Contact more local stores and recycling plants to request cardboard boxes.

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# THE BIG DAY

7
LESSON

## AGENDA

- Checking and Double-Checking
- Last-Minute Issues
- Part III Walk-Through

### Objectives

Students will look over and ensure that they have completed each step of their project planning.

Students will brainstorm and create action plans to address last-minute project issues.

Students will create a project agenda.

### Materials Needed

- One large sheet of paper and one marker for each group of two to three students (Part II)

## Part I Checking and Double-Checking

Purpose: Students ensure they have completed each project-planning step.

### 1. STUDENTS DISCUSS THE IMPORTANCE OF CHECKING AND DOUBLE-CHECKING.

Ask students to raise their hands if they have ever packed a bag to take with them on an overnight trip or sleepover. Ask students if they have ever forgotten to pack an item that they needed, such as toothpaste or a toothbrush. Ask those students if they knew when they left home that they had not packed every item that they would need.

Remind students that they have created materials lists, time lines, and plans for their service learning project. Tell them that after all of that work, it would be a shame not to have everything go as planned simply because they forgot something. Explain to students that it is important to double-check everything about their project, even if it seems obvious.

### 2. STUDENTS DOUBLE-CHECK EACH STEP OF THEIR PROJECT.

Have students work in small groups of two or three to look over their action plan, checklists, schedules, and status memos. Have each group report on whether each of their planning steps has been completed or whether they are still working to complete parts of the action plan.

## Part II Last-Minute Issues

Purpose: Students brainstorm last-minute project issues and needs.

### 1. STUDENTS BRAINSTORM LAST-MINUTE PROJECT NEEDS.

Have the entire class brainstorm last-minute project needs, issues, or potential problems. Have a volunteer write results on the board. Encourage students to concentrate on identifying all issues of concern before discussing or addressing any of them.

### 2. STUDENTS CREATE ACTION PLANS FOR ADDRESSING LAST-MINUTE ISSUES.

Explain to students that the best way to ensure that each issue they've identified is addressed is to create mini–action plans. Have students work in small groups of two to three, with each group considering one or two issues, identifying that issue's details, and creating a plan for dealing with the issue. Give each group a large sheet of paper and a marker. Students should write their plans on the large sheet of paper. Have groups report back to the class on their plans.

## Part III Walk-Through

*Purpose*: Students walk through each step of their service learning project.

### 1. STUDENTS DO A PROJECT WALK-THROUGH.

As a class, have students verbally walk through each step of their service learning project, beginning with their arrival at school that morning and ending with their departure from school at the end of the day. Students should describe what will happen during each part of the day and how long each step will take.

### 2. STUDENTS CREATE AN AGENDA.

As students describe the day of their project, write their descriptions and time estimates on the board. Help students use this information to create an agenda for the day of the project. Encourage students to write or type their agenda and to distribute copies to all participants.

# SELF-ASSESSMENT

8
LESSON

## AGENDA

- Self-Assessment: What and Why
- What to Consider
- Methods of Self-Assessing

### Objectives

Students will explore the usefulness of their self-assessment.

Students will discover questions to consider when self-assessing.

Students will choose a method of self-assessing their service learning experiences.

## Part I Self-Assessment: What and Why

Purpose: Students discuss what self-assessment is and why it can be useful.

### 1. STUDENTS WRITE ABOUT A PERSONAL EXPERIENCE.

Ask students to write about a personal experience that was either very positive or very negative. Tell students to be as descriptive as they can. They should include what happened, how they felt, what they would change about the experience, and what actions they would repeat.

### 2. STUDENTS SELF-ASSESS THE EXPERIENCE.

Encourage students to discuss what they wrote, and ask them if they learned anything from their experiences. Explain that they have just completed the process of self-assessment: taking stock of a situation and deciding what lessons were learned, what actions to repeat, and what not to repeat. Self-assessment is how people learn in the workplace and in life.

## Part II What to Consider

Purpose: Students explore questions to consider when self-assessing.

### 1. STUDENTS BRAINSTORM SELF-ASSESSMENT QUESTIONS.

Have students brainstorm questions they think should be considered when self-assessing their service learning project. Write responses on the board. If appropriate, include some or all of the following:

- What was the goal of the project? Do you think the goal was achieved? Why or why not?
- Was the work you did personally meaningful to you? Why?
- Who do you think benefited from your work? How did they benefit?
- What made you happy about your experience? What made you unhappy? Was there anything about the project that bothered you? What? Why?
- Did you have a chance to interact with people whom the project was serving? How? What was that like?
- If you could have done one thing about the project differently, what would it have been? Why?
- What was the best part of your service learning experience? The worst? Why?
- Did you learn anything new during the process? What?
- What is happening in your community/society that makes your project necessary?
- Are there any assumptions or stereotypes that you held when you started this project that you now know to be false?
- How are you different after participating in the service learning project?

## Part III Methods of Self-Assessing

Purpose: Students choose a means of self-assessing their service learning experience.

### 1. STUDENTS IDENTIFY MODES OF EXPRESSION.

Have students work in small groups of three or four to brainstorm different ways in which people express themselves. To help students begin their work, you may need to provide some examples (e.g., writing, music, painting). Have each group report back to the class on the results of its brainstorming while a volunteer writes responses on the board.

After all responses are recorded, engage the class in a discussion about the modes of expression that are listed. Ask students to explain which mode they feel most comfortable using to express their own thoughts and feelings, and which they are most able to understand or learn from.

Explain to students that people learn and express what they know or think in many different ways. Ensure that students understand that no one mode of expression or learning is better than the others—whichever mode allows them to learn or express themselves best is the mode that they should use.

### 2. STUDENTS COMPLETE A SELF-ASSESSMENT OF THEIR PROJECT.

Have students complete a self-assessment of their participation in the service learning project in a way that takes advantage of their preferred learning and/ or expression styles. Students may wishto express their thoughts in writing, music, art, or dance. If students wish, invite them to share theirself-assessment projects with their classmates. If students feel that their self-assessment works are personal, assure them that they will be kept private.

# PUBLIC ASSESSMENT

9 LESSON

## AGENDA

- Public Assessment: What and Why
- What to Consider
- Methods of Public Assessment

### Objectives

Students will explore the usefulness and methods of public assessment.

Students will discover questions to consider when creating a public assessment.

Students will choose a means of publicly assessing their service learning experience.

Students will prepare a public assessment.

## Part I Public Assessment: What and Why

Purpose: Students discuss what public assessment is and why it can be useful.

### 1. STUDENTS RECALL HOW THEY BEGAN WORK ON THEIR SERVICE LEARNING PROJECT.

Ask students to recall the process they went through when starting their service learning project. Elicit from students that they started with an idea and then researched information on the project topic and on service learning in general. Ask students what kinds of sources they searched for and consulted in order to find this information. Elicit from students that one of the sources they looked for was information on other service learning projects.

Explain to students that in the workplace, a public assessment of a project is almost always expected. Public assessments report to others what kinds of projects took place and whether they were successful. The assessments also provide important information to others who may want to initiate similar projects. Explain to students that a public assessment of their service learning project will provide a source of information for others who are interested in service learning or in their project topic.

## Part II What to Consider

Purpose: Students explore questions to consider when creating a public assessment.

### 1. STUDENTS DISCUSS INFORMATION TO CONSIDER IN A PUBLIC ASSESSMENT.

Have students list the specific information they looked for when they did research for their project. (Students should respond: what happened during previous projects and planning processes, what steps were taken to plan and complete the projects, what were the projects' outcomes, what were some suggestions concerning steps or actions taken that others should repeat or avoid.)

Have a volunteer list students' responses on the board. Explain to students that the information they have listed should be addressed in their assessment of the project.

## Part III Methods of Public Assessment

Purpose: Students choose a means of publicly assessing their service learning project.

### 1. STUDENTS DISCUSS MEANS OF ASSESSING THEIR PROJECT.

Have students work in small groups of four or five to brainstorm different ways they could present a public assessment of their project. Encourage students to consider their suggestions about ways of self-assessing their projects. You may wish to provide students with the following examples of public assessments:

- Written report
- Annotated photo album or collage
- Public presentation
- Public forum, question-and-answer session
- Play or video about their experiences
- Publishing excerpts from their journals
- Newspaper or newsletter articles
- Website

Have each group report the results of their brainstorming to the class while a volunteer writes responses on the board.

### 2. STUDENTS COMPLETE A PUBLIC ASSESSMENT.

Have students work as a class to discuss and choose the method or methods they wish to use in order to create a public assessment of their project. Have them prepare the assessment and present it.