PROJECT NAME: Making A Difference In Our School

Lesson Plan: A  Grade Level: 9-12  Subject: Leadership MOSAIC (or any leadership class)

Character Trait(s): Awareness, Respect, Open-Mindedness, Reflection, Organization, Responsibility, Effective Communication

Time Needed: This lesson requires approximately three to four 90-minute class periods (with about a week in between the first part of the lesson and the second part). Sometimes, the lesson takes a bit longer, depending on how skilled students are at coming to consensus.

How/where does this lesson plan fit into the total unit? This lesson is a foundation for the project. It needs to take place in the beginning of the course or unit so that students’ ideas are incorporated into the daily rituals of the class and so that they practice the norms and habits.

MATERIALS/RESOURCES NEEDED:
Blackboard and markers for blackboard (Part One)
Poster paper and markers (Part Two)

GOAL(S):
From NCSCS for Social Studies Curriculum
- The learner will use information for problem solving, decision making and planning (Goal 2).
- The learner will develop skills in constructive interpersonal relationships and social participation (Goal 3).
- The learner will participate effectively in civic affairs (Goal 4).

OBJECTIVE(S):
From NCSCS for Social Studies Curriculum
- Define the problem (2.2)
- Select an appropriate strategy (2.3)
- Implement the strategy (2.4)
- Communicate their own beliefs, feelings and convictions (3.1)
- Recognize and demonstrate mutual respect between human beings (3.4)
- Contribute to the development of a supportive climate in working with others (3.6)
- Work effectively in groups (3.7)
- Use the tools of building coalitions, negotiating, compromising and seeking consensus with political and social issues (4.5)

PROCEDURES/ACTIVITIES:
Part One: Establishing Norms
1. Define norms for the group – a set of expectations for behavior
2. **Explain why norms are important** – so we have a shared vision of how this group will exist

3. **Define consensus** – all group members can live with and abide by the decision

4. **Explain the process** –
   - *We will brainstorm first, accepting all ideas*
   - We will raise concerns and hear suggested changes (checking to make sure the change is okay with the person who suggested it originally)
   - We will ask if anyone can’t live with the list
   - If any individual cannot live with an idea, we work together to change it so that we can all live with it

5. **Begin the process**
   - Brainstorm on the board, no debating
   - Raise concerns, suggest changes
   - Ask for consensus
   - If consensus is reached, move on. If not, figure out what needs to be changed so that all group members can live with it.

6. **Write down the norms, type them and distribute them to group members**

   **Below are the norms my class created this year:**
   
   As classmates, we agree to
   - Be respectful of others
   - Raise our hands before speaking (unless directed otherwise)
   - Leave negative attitudes outside the door (be positive)
   - Participate at all times in class activities and discussions
   - Do our best work at all times
   - Be aware how our actions affect others
   - Use good character
   - Keep open minds
   - Be ourselves
   - Diversify (get in diverse groups) whenever possible
   - Give everyone a chance to lead in class discussions

**Part Two: Creating the Habits of Leadership Rubric**

1. **Ask students to write responding to the following prompt:** What are the characteristics of a good leader?

2. **Share** student responses on board

3. **Define habits for students:** Habits are consistent behaviors

4. **Share my vision for habits of leadership.**
   These are the characteristics that represent my best thinking about what it means to be a leader. When these traits are exhibited consistently, they become habits. I believe that students become student-leaders when they exhibit these characteristics consistently.
awareness
reflection
responsibility
organization
open-mindedness and respect
effective communication
5. **Explain that together, we will create students’ rubric.** This is how progress will be measured in our class. I chose the habits, but students will define the recognizable behaviors that define those habits.

6. **As a whole group, create poster for “aware”**
Start with the following prompt:
*We can tell a student-leader is being aware when the person consistently...*
Ask students to share their ideas. When the ideas are exhausted (brainstorming only, not amending), move on to the next habit.

7. **Divide into 5 groups and assign each group a habit** (each habit is a poster on the wall).
Have the groups spend 8-10 minutes at one habit and then circulate to the next.

8. **Carousel commentary**
If students have additions, tell them to put their comment in available space with their name by it. This will help when we try to come to consensus.

9. **Work together to fine-tune each habit**
We decided that decisions are by consensus, so we need to honor that process. Those who cannot live with something need to speak out and explain what changes need to be made. This part of the process is tedious and time-consuming, but it is incredibly important. This critical piece teaches students to express their concerns, to persevere, and to practice coming to consensus.

10. **When the group is satisfied, type up rubric and give to students. Regularly have students self-evaluate according to this rubric.** Regularly give students feedback according to this rubric.

**ASSESSMENT:**
The assessment for this lesson must be frequent and given on both a public (whole-class) and private (individual) basis. In other words, whenever there are struggles in class, I remind the class to look at the norms and do a self-assessment. I ask them to evaluate which behavior(s) they need to start, which behavior(s) they need to stop, and which behavior(s) they need to continue in order to contribute to the group. Sometimes we share those commitments and sometimes we don’t. Every three weeks (or so), I give students a Habits of Leadership rubric to fill out. They evaluate themselves by highlighting the frequency that they exhibit each observable behavior (bullet point) and then give themselves a Habits of Leadership grade. I review their assessment, tell them where I disagree and assign a grade. Often, we talk about what needs to happen in order to move them up to the next level. The final assessment for the Habits of Leadership is the course portfolio, in which students write about their strongest and weakest Habits of Leadership as well as an essay about their overall growth.
Lesson Plans

PROJECT NAME: Making A Difference In Our School

Lesson Plan: B  Grade Level: 9-12  Subject: Leadership

MOSAIC  (or any leadership class)

Character Trait(s): Awareness, Respect, Open-Mindedness, Reflection, Organization, Responsibility, Effective Communication

Time Needed: This lesson requires two or three ninety-minute periods (to do the initial thinking) and two weeks or more for planning and implementation.

How/where does this lesson plan fit into the total unit? This lesson usually comes about half way through the total unit.

MATERIALS/RESOURCES NEEDED:
“Pay It Forward” (the movie)
“To Think Through” questions typed and distributed to each group

GOAL(S):
From NCSCS for Social Studies Curriculum
• The learner will use information for problem solving, decision making and planning (Goal 2).
• The learner will develop skills in constructive interpersonal relationships and social participation (Goal 3).
• The learner will participate effectively in civic affairs (Goal 4).

OBJECTIVE(S):
From NCSCS for Social Studies Curriculum
• Recognize a problem (2.1)
• Select an appropriate strategy (2.4)
• Implement the strategy (2.5)
• Identifying alternative courses of action and predict likely consequences of each (2.10)
• Communicate their own beliefs, feelings and convictions (3.1)
• Work effectively in groups (3.7)
• Identify situations in which social action is required (4.3)
• Use the tools of building coalitions, negotiating, compromising and seeking consensus with political and social issues (4.5)

PROCEDURES/ACTIVITIES:

1. (Optional) After showing an excerpt of “Pay It Forward,” discuss with students what it means to make a difference to others. Why would someone do something if s/he
weren’t directly helped by it? Who has made a difference in their lives? Who have they made a difference for? Are there particular barriers for young people who try to make a difference? Are there any models of young people who try to make a difference? What keeps people from helping others?

2. Distribute “To Think Through” sheets to groups of 5-10 students. Ask them to carefully think through their best ideas of how to make a difference in our school.

To Think Through:

1. Group
   • How will your group decide on your project proposal? (consensus, majority, etc.?)
2. Needs
   • What does our school need? How do you know?
   • Can you meet any of those needs? How?
3. Proposals
   • What are the possibilities? Do they meet the criteria?
   • What is your best proposal (specifically)? Why is it best?
   • What problem would your proposal help? Why is it important? How would it make our school a better place?
   • Do others in the school think it’s a good idea? How do you know?
4. Current Status
   • Is anyone else in the school already trying to address the problem? What are they doing?
5. Benefits
   • Who will benefit from this project? How?
6. Scope
   • Is the proposal “big enough” to make a change, but small enough to complete by the end of the course?
7. Action Plan
   • What steps are necessary for your project to be complete?
8. Who
   • Who will be involved? Which people at our school and in the community could you talk to in order to get help?
9. Resources
   • Does your project need money? Where will that come from? If it does not need money, what resources are needed? Where can you get them?
10. Timeline
    • What is your timeline for completion? (concrete steps for each date)
11. Responsibilities
    • What tasks will each person have? How can you make the most of each person’s interests and talents?
12. Evaluation
    • How should your project be evaluated? How will you (and others) know if it is successful? How should you be evaluated (as a group and as an individual)?
While students are thinking, join their groups and coach them through the process. Sometimes, they get so excited that they want to jump straight to the plan without thinking carefully enough about all parts. Rotate to the different groups.

When all groups have finished their thinking, have them present their proposals to the whole class. After questions, ask the class to make a decision about which project(s) they are willing to take on.

**ASSESSMENT:**
This assessment is both whole-group and individual. The class earns a grade for the completion of the project as a group. We have an open class discussion about what grade each individual thinks the class deserves and why. After taking their input, I assign the whole class the same grade. In addition, each individual’s contribution is evaluated. All class members get a class list. They then fill out an evaluation of *each student whom they had a chance to observe on a regular basis.* Students must give each other grades and justifications For example, “*Salima deserves a 96 because she was prepared to help our group every day in class and she facilitated the large group meeting for our project.*”