

Cultural Sustainability Paper
Be BOLD: Building Support Networks for Low- Performing
Students in Baltimore City Public Schools
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Introduction

Years ago the major African-American communities in Baltimore were very unified, communal, and looked out for each other and each other's children. Families and children had strong support networks that helped them to identify, protect, and enhance their values and ways of life. Today these networks have eroded and many believe that this has contributed to low educational performance of elementary school children. The 2010-2011 Family and Community Engagement Annual Report states that "[e]ngaged parents and community partners are critical parts of a strong school community" to increase student achievement.¹ This capstone looks at this problem, gathers feedback from teachers, parents, students, administrators and experts in the field, and provides an afterschool curriculum designed for fifth graders that addresses this key problem.

I use the term support network to describe school communities and partners, which essentially functions as a unit. A support network is a group of adults having varying levels of expertise, experiences, and perspectives who are joined together by a common goal. In terms of Be BOLD, the common goal is to support low performing students in actualizing their potential for success.² This support group is referred to as the Be BOLD Support Network (BBSN). They will provide positive interactions and guidance for the students in the program; they are an integral component of the curriculum.

I knew, from the beginning of starting this Master's program that I wanted to have an impact on low-performing students in the elementary grades. Later down the road, I realized that I needed to take on a project in which the community would be invested and have input into its development. Therefore, my field work was intended to connect with the community/Baltimore City Public Schools (BCPS) stakeholders (i.e. parents, students, teachers, and other professionals) who would form the support network. I wanted to discover what they saw as problems and solutions, and to find out from them if they thought an afterschool program designed to help students develop and maintain support networks was something they thought would work; and, most importantly was something they could get behind and support.

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http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/82/pdf/FCEAnnualReportSY10_11.pdf

² When I reference low-performing schools or low-performing students, I am talking about a school/student that has the potential for success and growth but, for whatever reason, is not actualizing that potential.

Initially, I wanted to hear from the group of stakeholders what they perceived to be the key problems facing the BCPS. The prominent questions for which I sought answers were: 1.) what are the problems facing BCPS? and 2.) why is this school district in bad shape? My focus on the negative (i.e. Why is the Baltimore school system in such bad shape?), caused some people to be a little hesitant in speaking on the subject. Others felt like they had to defend the school system, and some were not at all taken aback and were very vocal about their perceptions of mismanagement and inefficient practices. As I found out later, these perceptions of mismanagement and inefficient practices had a strong grounding in schools and students lacking support networks to help lighten the burden of overpopulated schools. Principals, teachers, and administrators were typically overworked, especially with the multiple school closures around Baltimore City, and little attention had been paid to low-performing students.

Asking those initial questions wasn't necessarily wrong; however, for what I was trying to accomplish (openness and inclusiveness) that approach was not as effective. I came to realize, perhaps a little too late especially for deep engagement, that the real question (one that would promote action, openness and inclusiveness) was, how we can engage multiple BCPS stakeholders to be involved in a process that motivates low-performing students in City Schools. Essentially, how can BCPS stakeholders (including the community as stakeholders) form a support network to engage low-performing students and increase achievement?

There is currently a shift taking place in which people at all levels of the BCPS district are involved and excited about. Most of those changes include increased partnerships and collaboration between professional and non-professional communities, restructuring the school district to support schools more directly, and changing policies that will allow for better and more fluid communication. This change to build more of an effective network and support more collaboration aligns very well with Be BOLD's vision in using support networks to increase student achievement.

From my interviews, conversations, and research I have identified three key problems that if addressed would benefit low-performing elementary school children. These are: 1) lack of strong support networks, 2) unawareness of their own culture and their identity, and 3) lack of confidence in their ability to make their dreams a reality. The Be BOLD (Bringing Out Leaders from Dreamers), curriculum will be used in an afterschool program attended by 15-20 low-performing fifth graders to address these problems. This curriculum focuses on creating a support network for each group of students involved in the program, and potentially their school. The students' exposure and training in working together and with their support network, is what prepares them for developing their own support network and promotes collaboration. In Be BOLD the student will experience

leadership training, character development, mentoring (both as a mentor and mentoree), community development practices, cultural awareness, project development and management all to prepare them for developing and executing a solution to a challenge that they have defined in their community. What makes this curriculum essential and relevant is that it is adaptable to multiple communities and can be inclusive of multiple cultures.

Our goal is to show that addressing these key problems: 1) lack of strong support networks, 2) unawareness of their own culture and their identity, and 3) lack of confidence in their ability to make their dreams a reality, will improve student achievement. And by working with the lowest performing students in the school we hope to show that success for them is not lost but requires much support. The curriculum is designed to build the support network (BBSN) through student outreach to local organizations, community members, businesses, parents, educators, and any other potential partners; inviting them to be a part of BBSN to assist them in their community development plans and future road to success. Be BOLD will maintain this support network through consistent communication, direct involvement with the students, and reinforcing for the BBSN the positive impacts they are making in these students' lives. Cultural Sustainability is about identifying, protecting, and enhancing our values, relationships, and connection to the world. Because of the emphasis on creating support networks both for and by the students, this curriculum brings in multiple voices to identify, protect, and enhance the values, relationships, and connection to the world as it relates to each school and its community.

Summary of Fieldwork and Research

A Baltimore City Schools Evaluation conducted in the spring of 2011 by a team of professionals from School Works, found that in the first round of assessments none of the 24+ schools assessed received a “highly effective” ranking. Approximately 40 percent were deemed “not effective” and more than half of the principals were found to be “not effective” in “cultivating an environment that encourages effective instruction, such as feedback, to take place.”³ This evaluation, one of the most intensive and objective according to one principal who saw the process as necessary, revealed much insight into the irrelevant assessments—in terms of evaluating instructional effectiveness—that have been used for decades.

In this same evaluation, an evaluator wrote that, “Teacher focus groups reported that they had been directed by leadership to increase the graduation rate and that if seniors did not complete the

³ http://articles.baltimoresun.com/2012-06-18/news/bs-md-ci-school-effectiveness-reviews-20120618_1_city-school-evaluations-sonja-santelises

projects assigned, teachers should change the assignments so students can pass." This evaluation actually engaged with the school specifically (through observations and other more personal means), providing a fuller and more realistic idea of what is happening in the schools and how effective they are at providing enriching and challenging learning experiences. As I mentioned before, from my conversations with school administrators and teachers, they perceived that much of the ineffective practices occurring was due to schools being closed down and students being placed into other already crowded schools, so these results could be indicative of that. Whatever the reason is that schools are being ineffective doesn't change the fact that it propagates an environment of low-performance in students who will take those habits with them. Be BOLD intends to assist schools by assisting their low-performing students and developing support networks to build success.

According to the Children's Defense Fund, as of January 2012, Maryland ranks 10th (1st representing the highest) in per pupil expenditures⁴; ironically there is a constant argument over not enough funding in the Baltimore City Schools District. This makes one wonder what is actually being done with the money at the state and local level; and, more specifically, how much of that money is distributed from the state to improve Baltimore City Public Schools. Although this goes more into the politics of education, it illustrates the need for support networks to assist students and schools in reaching success where government might fall short.

The Children's Defense Fund found in 2012 that 57 percent of Maryland's public school fourth graders are unable to read at grade level, 52.4 percent are unable to do math at grade level, 60.1 percent of public school eighth graders are unable to read at grade level, and 59.6 percent are unable to do math at grade level. Students who are not motivated in elementary school are more likely to partake in delinquent behavior and drop-out of school. The chances for improvement decrease exponentially if the issues of student achievement aren't addressed early on. This is a clear indication of why a curriculum, like the one developed in this Capstone, is needed. Yes, the Baltimore City School District is making some necessary changes, but they cannot do it alone.

Methodology

My primary methodology for exploring the three key problems previously mentioned and developing a curriculum to address the need for a strong support network has been research involving fieldwork and literature/data review. The fieldwork consisted of attending events geared towards or

⁴ <http://www.childrensdefense.org/child-research-data-publications/data/state-data-repository/cits/2012/2012-maryland-children-in-the-states.pdf>

including Baltimore City Public Schools and its stakeholders, as well as informal and formal interviews with teachers, parents, students, and professionals. The literature/data research consisted of reading about best practices in working with youth (at-risk, underserved, low-performing, inner city, etc.), Instructional design theories, best practices in teaching, education reform, community development practices, supporting youth-development, youth leadership programs, connecting youth to culture, applying ethnographic practices to youth-development, urban education, and other topics that related directly to designing the curriculum and incorporating cultural sensitivity.

I attended the 2012 Baltimore City Resource Fair where school leaders and communities connect with partners and resource providers to learn about their products and services and do some networking. They also offered workshops on how to effectively partner with City Schools and create meaningful relationships, how schools can use neighboring colleges and universities to their benefit, and what opportunities are out there for collaboration. At this event I managed to talk at length with 6 teachers, 2 school community coordinators, 1 principal, and 2 parents about their involvement, their perspective on the current condition of the school system and management, as well as my vision for this Capstone. This experience gave me insight into the operations of City Schools, the new and exciting changes that are happening, the many partners that are available to use as resources for engagement, and how to connect with schools.

I also attended another event this year called the Greater Baltimore Children and Nature Conference where there were a lot of people who were involved in getting urban youth outdoors. I talked with Rue Mapp, founder of Outdoor Afro, an organization that promotes families of color (especially African-American) to enjoy the outdoors together. I also had a chance to engage in conversation with Akiima Price who is an Urban Environmental Educator and does much work in New York City as it relates to education, youth, and communities. There, I also conversed with 3 teachers, 2 community development workers, and 1 environmental planner for Baltimore City. Much of our conversation centered around reclaiming our spaces and bringing back traditions of being outside for festivals, community events, family gatherings, and other traditions that have decreased over the years due to increased presence of vacant lots that house crime activity and the deterioration of the inner city.

I was pressed for time and knew that I needed to conduct some more interviews to keep exploring the problem from different angles, so I sent out an email request for interviews to a number of people having a wide range of expertise. I interviewed the Director of Local Learning: The National Network for Folk Arts in Education and gained a wealth of information about connecting youth to

culture, practices in exploring their own culture, and other valuable pieces of information regarding education which I implemented in the curriculum. I also interviewed a former history professor from Pennsylvania State University who is now a Cultural/Social Entrepreneur for youth and works with the Story of Place Institute. He was able to assist me in thinking through how to incorporate ethnographic practices in youth-development work as well. I also conducted face-to-face interviews with a parent who expressed her concerns about sending her children to City Schools, a 6th grade student (in Baltimore County Public School), four 5th grade students, 5 high school students (representing all grades), a 30 year old student pursuing a degree in education and who has much experience growing up in Baltimore City Public Schools, a substitute teacher in City Schools, as well as a professor teaching education courses at a community college. In all, I had conversations with 35 people who helped inform the direction of this Capstone.

My methods of documenting field work were not reflective of what I learned throughout this program, and therefore became apparent limitations to this process. Due to the nature of the events I attended, it was difficult for me to record conversations and seemed too fast paced to conduct interviews. I also didn't take notes after the events to reflect on what I had learned; therefore I was left with recalling from memory days later after the event took place. This was definitely a mistake on my part. This is most likely the reason why I struggled to concretely see that the overarching problem in City Schools was lack of support networks. I had been taking each problem that parents, teachers, and professionals, had expressed about the school system as separate issues when they really had the same common root.

While developing the curriculum I reflected on my field work and started to incorporate components to the curriculum that would address some of the issues raised by the various stakeholders I talked with. I also reflected on the literature research that I conducted and realized most of the extremely effective programs had multiple partnerships with diverse entities, so I knew that support networks had to be a key component of the curriculum. The following literature and resource review goes into more depth of how stakeholder conversations (fieldwork) and research influenced the curriculum and ideas for the program.

Literature and Resource Review

Introduction

Background:

As a result of the many discussions and readings that I have taken part in throughout this Master's of Arts in Cultural Sustainability (MACS) program, there are a few recurring themes that come to mind. Some of those recurring themes discussed and analyzed in my courses reflect breakdowns in communication; illustrate oppressive power dynamics and unequal playing fields; reveal differences in views, values, and perceptions that lead to disjointedness; and, more positively, demonstrate that success comes when people join forces and leverage resources. Due to these themes that are present across the board irrespective of any course I had taken, I desired to look at the breakdowns and successes and see if I—with the help of other interested parties—could co-develop something that would help sustain my community and culture in Baltimore City, Maryland.

This “thing” (whatever it would be) would build off of the idea that people working collaboratively together, reported in my course readings and discussions, have a high probability of success. It would also, through bringing people together, attempt to address some of the recurring themes that caused breakdowns in sustaining community/culture (i.e. breakdowns in communication, unequal playing fields, and disjointedness). My personal passions lay within empowering low-performing students, especially within the Baltimore City Public School System. I always had a desire to interact with youth in an enriching, nontraditional way, helping them actualize the great potential that they have. This is how the idea to start an after-school leadership development program arose; and I named it Be BOLD (Bringing Out Leaders from Dreamers).

In order to develop an effective and impactful program, my intentions for Be BOLD, it was essential that I develop a sound, well thought out curriculum; which is the heart of the program. The development of the curriculum is the focus of this Capstone. Since my focus is bringing people together, a major theme in Cultural Sustainability, it was pertinent to not only do literary research that influenced the development of the curriculum, but also fieldwork which included input from stakeholders (parents, educators, community members, and other related professionals). This literary research and fieldwork, gathering essential resources from people interested in improving the success rates of students, provided me with a strong foundation to develop the curriculum. It also revealed to me, from the people I discussed my ideas to and got feedback from, how many people think Be BOLD is a great idea and has great potential to succeed all over Baltimore.

Objective:

This literature and resource review will delineate the research findings (including fieldwork) that helped develop the curriculum and program practices, as well as illustrate some applications to the field of cultural sustainability. Be BOLD (Bringing Out Leaders from Dreamers) is intended to be an after-school leadership development program geared toward 15-20 low-performing 5th graders in Baltimore City Public Schools. This review shows what resources, fieldwork, and literature has influenced the direction of Be BOLD and more so its curriculum.

Search Strategy

I used various strategies to search for relevant information to develop the curriculum and program practices. Most of my resources were found via the internet; however, others were gathered from previous courses taken throughout the MACS program, ideas and concepts learned from a leadership training I attended (The Landmark Forum), events I attended in Baltimore City related to youth and education, as well as suggestions, feedback, and guidance from interviews conducted and other informal conversations with parents, educators, community members, and other related professionals. I searched for books, journals, research papers, articles, websites, blogs, magazines and newspapers using the Google search engine (the main page and Google scholar), Yahoo search engine, the Enoch Pratt Free Library's subscription to paid databases/journals, the 21st Century Learning Initiative's publications, Child First Authority publications, The Annie E. Casey Foundation's publications, K-12 leadership.org search engine, Core Knowledge.org publications, Local Learning's publications, Marzano Research Laboratory's publications, and Goucher College's subscription to paid databases/journals.

Criteria for Selection

I choose resources that provided the cultural/communal, educational, mentorship, and/or leadership components that I wanted to incorporate into Be BOLD and the curriculum. Also, I used resources that were easily adaptable to my target audience of 5th graders and that reflected community building practices, experiential and project based learning. A strong focus, and much time, was spent choosing information that specifically dealt with instructional design methods and theories which allowed me to produce a curriculum that was influenced by successful, tested theories and practices. I spent another portion of my time looking at the development (social, cognitive, and emotional) of 5th graders to give me a better understanding of my target audience. Criteria for selection in terms of fieldwork tended to be a little more liberal in order to gather a broader range of perspectives. Since the discourse on education is particularly common, especially in Baltimore, many people had a lot to say about it. Unlike the literary research I was not looking for a particular idea or concept, but rather

wanting to know what people thought about how to make City Schools better and how we can work together to do so.

Synthesis

1.) Research/Fieldwork Finding: *Students and schools who have a strong and diverse group of people to support them (support networks) tend to be more successful. Note: support networks are inclusive of positively engaging people that range from community members to professionals and parents. The key here is their level of engagement and positive influence on the students.*

Students that demonstrate behavioral problems and have low performance rates in school tend to have less people supporting them socially, emotionally, and/or mentally (Garnefski and Diekstra, 1996; Advocates for Children and Youth). If that support is not given at a young age, and continue to be absent throughout adolescence, they are more likely to participate in delinquent behavior (Boys Hope Girls Hope Baltimore; Mathur, et. al., 1998). However, when students have strong and diverse support networks the results of student success and achievement increase (Center on School, Family, and Community Partnerships; Everyone Graduates Center; Boys Hope Girls Hope FAQs, Community Schools.org FAQs, FCE Policy Annual Report, 2011). These support networks are essential because they advocate for the student (Everyday Democracy, 2011; City Schools Resource Fair, 2012; Fink, 2008), provide positive perceptions of others allowing them to interact more efficiently in social settings (Afya School Performance Plan, SY 2010-2011; Garnefski & Diekstra, 1996), offer multiple opportunities to students through their various expertise and perspectives (Community Schools.org FAQs), and create a sense of belonging (Furman L. Templeton: School Information; The Future of Children, 2010).

Support networks are not only beneficial to the student but also to the school, the community, and the individuals involved in the network (Communities In Schools.org; FCE Policy Annual Report, 2011). It is an effective way to leverage resources (Community Schools.org; Fink, 2008) and create change on a wider scale (Fink, 2008). Various sectors of society (e.g. governmental, business, NGO, and communities) have seen some extremely positive results in the decision making process when they form specific networks in order to accomplish a task (Everyday Democracy, 2011). This can be adaptable to the education sector via the implementation of support networks that work closely with students, communities, and each other; creating a more effective and informed platform for decision making that is in the best interest of the students (FCE Policy Annual Report, 2011).

The beneficial effects of having support networks were apparent when I attended the City Schools Resource Fair and the Greater Baltimore Children and Nature Conference (GBCAN) this year. The resource fair was hosted by the Community Engagement department of Baltimore City Public

Schools and included a host of partners, educators, parents, and community members who were all there for the purposes of making Baltimore City Public Schools better. Panelists shared and leveraged resources amongst attendees, discussed best practices, developed relationships with businesses, parents/community members, and organizations, and reported on their successes that resulted from developing networks which supported their school's mission. The purpose of the resource fair was to connect partners with schools and communities so that they would foster relationships that would improve school achievement.

The GBCAN brought together various groups interested in getting children outdoors and increasing environmental literacy. Included in these groups were families, educators, and related city, state, and local organizations. The workshops allowed these groups to work together with partners to experience what resources were available to them to get children outdoors. The keynote speaker Rue Mapp, founder of Outdoor Afro, explained not only why it is important for children to be exposed to the outdoors, but also why it is important that we work together to make this happen. These resources demonstrate that support networks are extremely essential in not only increasing achievement through student support, but also in promoting effective decision making through collaboration.

- Be BOLD Curriculum/Program Application: Be BOLD will act as a major player in the students support network because we will conduct home visits and create an individualized plan with the students and parents, facilitate better relationships between parents and teachers, develop new initiatives for parents to be involved in their child's education/development, and address certain social, emotional, mental development needs through leadership/character development and referral programs. Be BOLD also, as a part of the curriculum, will create a volunteer-based support network called the Be BOLD Support Network (BBSN) consisting of motivated parents, educators, professionals, and community members. They will collaborate directly with the students, and other individual members of the BBSN, to help them develop and execute a solution to a problem they defined in their community. Through that primary goal, the BBSN will better engage the students in successful paths.
- Cultural Sustainability Application: Be BOLD's use of the BBSN, and methods to involve the participants' parents in their educational success, provides opportunities for multiple voices to be included in the school/community development. It improves communication between many

stakeholders invested in the success of students. Through joining voices in the community we are creating a stronger sense of place that will promote traditions and values to thrive.

2.) Research/Fieldwork Finding: *After-school programming provides multiple positive outcomes.*

In at-risk neighborhoods, after-school program options have been reported to greatly benefit students and families, resulting in many positive outcomes (Afterschool Alliance Essentials, 2012; Afterschool Alliance Outcomes, 2012; Family League of Baltimore: Out of School Time Programs, 2011). According to one article on crime prevention, juvenile crime reaches its peak between the hours of 3pm and 6pm (Kass, Evans & Shah, 2003). In addition to those statistics, 28% of African American Children don't have adult supervision after school (Afterschool Alliance: America After 3pm, 2009); therefore after-school programs provide children with a safe haven (Vandell & Shumow, 1999) and ensures the parents--who might have to work late--that their children will be involved in structured adult care (U.S. Department of Labor, 2010 via the Afterschool Alliance Essentials, 2012; Afterschool Alliance Outcomes, 2012).

Students involved in greater risk of violence or delinquency have shown to produce the greatest gains in improvement when engaged in after school options (Afterschool Alliance Outcomes, 2012). This gives Be BOLD much optimism in reaching our outcomes of student success. Not only do students enjoy engaging after school programs, but it addresses parents' desires to get their children involved (Afterschool Alliance Essentials, 2012;); and parents have reported the positive changes they have seen in their children's behavior and grades (BCPS District Climate Survey, 2008-2011). The Black Alliance for Education Opportunities stated on their website that there is urgency for additional educational programming and access to opportunities (2012) that can come in the form of after-school programming.

U.S Secretary of Education said that "[e]ngaging students in afterschool activities is a critically important strategic part in improving a school's performance, and in helping schools that have historically struggled go to the next level" (2009 via Stonehill, et.al., 2010). Therefore, working with students directly is a major factor in improving the overall school performance which Be BOLD aims to do. When I talked with parents, educators, and other professionals about my ideas for Be BOLD as an afterschool program they were excited. I was told that programs that focus on community assets and input, like the one I am developing, are crucial in improving BCPS and the surrounding communities. Some of the principals I talked to said that they would welcome my program at their school because it is inclusive and draws on the positives of the community from a strengths-based approach, while

addressing the challenges. The input and feedback that I have received from discussing my ideas, intentions, and goals for Be BOLD have revealed to me that this is something that people want to see in BCPS and most importantly it is something that they would support.

- Be BOLD Curriculum/Program Application: The decision to actualize our passion of developing support networks and engaging low-performing students into an after-school program instead of in-school or directly addressing the school system as a whole, came out of the need for students to be engaged after school hours. In conjunction with our targeted approach to develop a support network, the fact that we aim to engage students in enriching experiences after school increases the probability for student success.
- Cultural Sustainability Application: Engaging the students after school provides more opportunities for them to identify the positives in their community and develop plans to build on the positives and create a better atmosphere for where they live. It also reinforces the sense of place that the support network creates because the program is something they will be doing all school year within the context of their communities. By giving the students more opportunities for achievement, it helps level the playing field for them to succeed.

3.) Research/Fieldwork Finding: *Adult involvement increases student achievement.*

The research here supports the support network component of Be BOLD. Having engaging and positive adults all interacting with the students for a common goal of helping them actualize their potential, shapes their behavior and outlook from a neurological standpoint. Seeing adults work together and having adults listen to them shapes the child's brain and mirror neurons to replicate those positive behaviors, and vice versa (Harder, 2012). When children's needs are being met it promotes positive interactions with the world around them (Harder, 2012). For this reason Be BOLD, with the assistance of the BBSN, works to supply the students' needs through positive adult interactions.

Ta'Shawn Miles II, who attended the Higher Achievement program after school, said that, "Mentors can help us to feel confident... they are like family that knows how to tutor you... It feels good to have adult friends that I know want the best for me and will help me to get the best for me. I am thankful that I have mentors and I believe every child should have one" (Miles II, 2010). Students need caring adults and support to help them achieve their best (Communities In Schools, 2011). If more attention can be spent on strengthening fragile families and engaging communities to be involved in the

students' success then we will see the achievement gap close (The Future of Children, 2010; PTA, 2011; Search Institute: What Kids Need, 2012).

- Be BOLD Curriculum/Program Application: The BBSN is a major component of the direct positive adult involvement with the students. The other component is our work with engaging parents and facilitating better relationships between the parents and teachers. These two aspects of the program will provide a strong, positive adult presence to foster the development of the child.
- Cultural Sustainability Application: Involving adults in the student development process, especially their parents and teachers, help glue together the disjointedness in the communities and school. This provides a communal atmosphere where people can work together to sustain their communities.

Interview Summary

Parents:

- Tend to look at local issues, specifically the schools their children are going to.
- More involved parents may talk about what other schools nationally are doing and reference more bureaucratic practices but it is not common, from the parents I interviewed, to even mention, policy, teachers unions, or administration.
- Tend to compare their experiences in school to what they see now; some see similarities and others completely contrasting experiences.
- Generally express wanting to be more involved in their child's education; however some either don't know where to start or don't have the time.
- Some believe teachers are the most responsible for how well the child performs, but then add—expressing sympathy—that teachers can't do it all.

Educators/Professionals:

- Views seem to be completely subjective and independent of commonalities faced by other teachers.

- Substitute teachers (short term and long term) seem to be more blunt and opinionated in their descriptions of schools, parents, and students. I am assuming it's because some don't really have strong ties to any one school or to teaching as a profession.
- They talk more about school administration, union mandates, policy, bureaucracy, technical terms related to education, as well as will identify specific schools that are doing extremely well.
- Some are either really loyal to their school and its staff while others are not.
- Some are loyal to the teachers unions' mandates while others are not.
- Consistently discuss the need for more parent involvement.

Community members/activists:

- Tend to advocate more for parents being involved in child's education.
- Have strong opinions about what certain schools and their administration are to do and offer support.
- Highlight effective partnerships with schools.
- More often than not they will talk about how they can work with schools and parents versus just listing the negatives.

Students:

- Views vary greatly depending on age (and of course other factors like sex, family dynamic, etc.).
- Tend to express their likes and dislikes about school very clearly.
- Tend to point out the negative behaviors of other children.
- Express a desire to enjoy what they are learning and to have fun.
- Tend to label teachers that just "write on the boards and talk" as boring and teachers that "do projects that we work on with our hands" as exciting.
- Depending on age they have some sense on the differences in the quality of education between public, county, and private schools (those who are not in charter schools generally don't know the term).

These interviews/conversations were very useful in giving me ideas and concepts to work through, figure out how they were connected, and where Be BOLD fits in. From listening to the parents I gathered that many don't have relationships with their child's teachers, desire to be involved but may have a hindrance, and want to see their children succeed. From that input I designed Be BOLD to facilitate working relationships between parents and teachers and create opportunities for parents to be involved on their terms when they are available. These relationships will be built through feedback from both parties revealing what they envision as a good relationship and how to work towards that; as well as developing a format for them to communicate more consistently and effectively, being considerate of both parties availability.

From conversations with educators and administrators, in relation to Be BOLD's capacity, it was evident that some thought that more support from the community and school administrators would make a huge difference in the success of the students. This is where the BBSN is useful because it brings together the surrounding community and possibly some school administrators (who will be a part of the process whether or not they are a part of BBSN) to work together in the best interest of the students. And from my talk with community members they are supportive of collaborating with schools because they understand that good schools can make better neighborhoods. Conversations with students revealed to me that they desired genuine relationships and can easily tell when the connection is not genuine. They want to enjoy learning and see it being relevant to their lives. For this reason, the curriculum incorporates many hands on and experiential learning, and cultivates genuine relationships between the students and the BBSN.

Limitations

In conducting this Capstone I learned several things that I would do differently if I were to start now. First, I didn't do any classroom observations which would have given me first-hand experience of some teaching methods used by Baltimore City Public School teachers. I didn't have the chance to follow up with the people I interviewed and go over with them some of the conclusions I've made to see if they agree or disagree, or if anything was misinterpreted. Going back to the interviewees could have provided more insight, correct any wrong or misguided interpretations, allowed for clarification. I didn't record during or even take notes right after field work, so I was left to rely on my memory and interpretations of what was discussed. Logistical mishaps mainly included scheduling interviews. Scheduling with educators was the most problematic because the spring term is the busiest time for them especially with this new Common Core Standards that they are required to implement. Our schedules consistently

conflicted with one another. This played a major role in my lack of deep engagement with more educators. I thought I would be able to conduct a field test of the curriculum; however, it took longer to develop than expected. This would have illustrated the curriculum's ability to be implemented by someone not familiar with it, determining how user friendly it is.

Practical Applications

The practical applications of this thesis and curriculum is to implement it for Be BOLD. The curriculum is very comprehensive to cover a lot of ground; however, all of the activities are not mandatory. I thought it would make sense to have the curriculum cover a lot of ground and allow the instructor to omit portions as necessary, than not cover enough ground and have to add more.

The curriculum takes into account teacher concerns with student behavior and incorporates leadership/character development that would potentially decrease misbehavior. It recognizes the concerns of parents that their children are not being challenged and sets high standards while giving students the tools to achieve them. Through incorporating the support network and problem-based learning, the curriculum addresses statements that some literature made about students who are not able to think critically. This curriculum requires low-cost resources but delivers high-quality services. It is adaptable to all schools (low-performing or high-performing) and promotes growth no matter what stage the students and schools are. Putting students at the center focus and cultivating them into holistic leaders who are empathetic, inclusive, accountable, responsible, and recognizing the need for each other is essential.

This curriculum is very relevant and contributes to the field of Cultural Sustainability because it is values-based and not results-based (even though I do intend to produce positive results). The major African-American communities in Baltimore were very unified, communal, and looked out for each other and each other's children; it was just a way of life. Now due to a plethora of factors that way of life is rarely seen today. Cultural Sustainability, as a practice, is applied wherever valued-ways of life are at risk. What are at risk today in Baltimore are the community traditions that create a sense of place, identity, and belonging. A tradition of having a unified network of people where children had support from the collective and were involved in developing their community and looking out for one another. What makes Be BOLD's curriculum relevant is that it builds on the cultural assets recognized within a community, in order to create cultural leaders who value traditions and that strong sense of community that we all desire. It will contribute to the field by training young people—through leadership and character development—and engaging support networks to support students in their plans to address

the challenges in their communities. This process identifies, protects, and enhances our values, relationships, and connection to the world because we are all engaging in it together.

Conclusion

Using the input from interviews, conversations, and the future input from stakeholders that will remain essential to the evaluation and development process to direct and influence this curriculum, makes it a stronger piece of work. The next steps that need to be taken that would transition this Capstone into practical use are getting buy-in from educators and parents, testing the curriculum at a low-performing school with its lowest performing students, and then working together with the BCPS stakeholders to ensure that it is adopted in Baltimore City schools once results show that it is a viable solution to the problem. And if the results show that it is not a viable solution, the next step would be going back to the drawing board, or re-evaluating our methods with BCPS stakeholders and coming up with another plan of action.

Phase: Program Overview

Module: Enduring Knowledge that Be BOLD will provide

**Designer(s): Be BOLD
Facilitator:**

Stage 1- Desired Results

Established Goals: Empowering low-performing elementary students to be great leaders by giving them the tools to create positive change while sustaining their culture, community, and environment.

Understandings:

- a.) Leaders serve with sincerity, humility, integrity, accountability, sensitivity to beliefs, culture, and values while maintaining who they are.
- b.) There are certain attitudes, behaviors, and actions of integrity-based leaders.
- c.) They have the tools, support, and skills to become great leaders.
- d.) Utilizing skills in observation, replication, and prediction creates a strong foundation for effective leadership.
- e.) Leaders are multi-dimensional, multi-faceted, and consider aspects of culture, community, and the environment in their actions
- f.) Leadership is a challenge, has to be developed over time, is dynamic, and worth it.

Students will know...

- a.) Core attitudes, behaviors, and actions of integrity-based leaders.
- b.) Dynamics and dimensions of a leader.
- c.) The importance of seeking collaboration and being open to different ideas.
- d.) How to use basic ethnographic skills and scientific methodology and their relevance to leadership development.
- e.) When to lead and when to let others lead.
- f.) How to plan, develop, execute and evaluate a plan.
- g.) How to resolve conflict, settle and mediate difficult situations.
- h.) How to empathize, support, inspire, respect, respond sensitively, and motivate each other.
- i.) The value of integrity, community-service, accountability, responsibility.

Essential Questions:

- a.) At what point does someone become a leader?
- b.) Why are some bullies effective leaders (i.e. can get people to follow them)?
- c.) Can you be a follower and a leader at the same time?
- d.) Can societies, cultures, or communities thrive without leaders?
- e.) Can you be a leader without followers?

Students will be able to ...

- a.) Construct and execute a plan that reflects a solution to a problem they identified in their school community (with the guidance of the facilitator and support network which includes parents, educators, and partners).
- b.) Employ the processes of observation, replication, and prediction in planning for a solution to a defined problem in their school community (knowledge transfer).
- c.) Collaborate with and leverage resources from their support network to assist them in developing and executing the plan.
- d.) Develop and present A "Kid's Guide to Being BOLD" (with the assistance of the facilitator and other volunteers) to the support network.
- e.) Conduct interviews, demonstrate basic documentation skills, and produce a report on their findings (presented in the "Kid's Guide to Being BOLD").
- f.) Communicate, illustrate, and share understandings and data confidently and concisely in order to educate audiences about their results.
- g.) Complete self-assessments, self-reflections, facilitator evaluations and program evaluations (some assessments will have guided questions and others will be "free-writes").

Stage 2- Assessment Evidence

Performance Tasks:

- a.) Collaboratively define and diagnose a problem in the school community.
- b.) Discuss with the support network multiple propositions and select the best solution to the defined problem.
- c.) Defend selected solution; predict outcomes and possible set backs.
- d.) Conduct interviews, exhibit documentation skills, record observations, and complete journal entries.
- e.) Complete module presentations.
- f.) Complete plan of action, plan execution, and plan evaluation.
- g.) Create "Kid's Guide to Being BOLD".
- h.) Demonstrate results of the action plan in the form of a multi-media presentation.

Other Evidence:

- a.) Observations of group interactions with each other and members of the support network.
- b.) Process and completion of brainstorm posters and concept maps.
- c.) Behavior and attitude evaluations from parents and teachers.
- d.) Self-assessments, self-reflections, and facilitator evaluations.
- e.) Group discussions and debates.
- f.) Informal questions to gauge student comprehension and understanding.
- g.) Student responses to essential questions.

Stage 3- Learning Plan

Instructional Strategies	
Types	Rationale
Direct: structured overview, explicit instruction, review session, and compare and contrast.	Works well for introducing teaching methods, helps develops step-by-step skills, help students organize and arrange topics to make them more meaningful, assists in reinforcement, clarification, and identification of material.
Indirect: creative and reflective problem solving, case studies, deductive and inductive inquiry, reflective discussion, writing to inform, concept formation (helps to distinguish between the concepts of O,R,P), concept mapping, and concept attainment.	This is mainly student-centered and complements direct instruction. It seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypothesis. It enhances the facilitator's role to provide support and resources in the student's process of inquiry. It encourages students to develop alternatives or solve problems. It highlights complexities in problem-solving and encourages the student to work through them when provided with appropriate foundational knowledge and ways of approaching the problem.
Experiential: field trips, simulations, and role playing.	This, in addition to being learner centered, is activity oriented. It promotes a learning cycle of experiencing, sharing, analyzing, inferring, then applying which leads to enduring understanding and knowledge transfer. The emphasis here is process not product.
Independent Study: Journal writing, learning logs, research projects, reports, and assigned questions.	Intentionally designed to foster the development of individual student initiative, self-reliance, and self-improvement. The facilitator supervises this process in a non-imposing manner, providing feedback when necessary, and encouraging deeper investigation. Can be done individually or in a small group so it still reinforces collaboration to some degree. It also encourages reflection which is essential for uncoverage of material and schema development.
Interactive: debates, role playing, guest speakers, brainstorming, peer partner learning, discussion, think-pair-share, structured controversy, and cooperative learning.	This method of instruction relies heavily on discussion and sharing among participants. Students can learn from peers and facilitators to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. It helps students better understand group dynamics, resulting in increased cooperation and functionality. Provides assessment of how students organize simple and complex concepts.

Notes

1.) Look at the modules for in-depth details on activities, corresponding objectives, and media. The instructional strategies listed here are not exhaustive of the types of strategies available; and show most of the strategies that we will use.

Tips

1.) To look at teaching strategies more in depth, check out: <http://olc.spisd.sk.ca/DE/PD/instr/index.html>



Phase: Introduction

Module: Creating An Atmosphere for BOLDness

Week 1

Stage 1- Desired Results

Established Goals: Have students feel comfortable in sharing; have them recognize the high expectations set for them; get students familiar with each other, the program, and the facilitator.

Understandings (U):

- a.) The importance of sharing experiences and knowledge.
- b.) High expectations are to be met not feared.
- c.) Challenging experiences produces growth.
- d.) Listening is active not passive.
- e.) Creating an atmosphere (setting the conditions) for any goal you want to achieve is an essential first step toward actualizing that goal.

Students will know (SWK)

- a.) the expectations of the program.
- b.) how to listen.
- c.) more about each other and the facilitator.
- d.) that observation, replication, and prediction are necessary elements of leadership (surface level knowledge will be explored in later modules)

Essential Questions (EQ):

- a.) Is sharing really caring? Why or why not?
- b.) What does fear do to a person?
- c.) Can a plant grow through concrete? (entry question)
- d.) What does it look like when someone is not listening to you?
- e.) What does are the conditions like when you know its about to snow? (entry question)
- f.) What behaviors do not illustrate boldness?

Students will be able to (SWBAT)

- a.) confidently share stories, experiences, and knowledge.
- b.) recall program expectations, standards, and goals.
- c.) commit to maintaining a positive attitude and behavior in and out of the program (in the form of a commitment contract).
- d.) recognize, recall, and define vocabulary terms by the end of phase 3 (will continue throughout the program).
- e.) collaborate in creating a consensus-based set of rules to abide by throughout the program.
- f.) list 2 interesting facts learned about another student and 1 about the facilitator.

* **Vocabulary terms:** Atmosphere for BOLDness, active listening, consensus building, integrity-based compromise, commitment, accountability, self-reflection, concept-mapping, observation, replication, and prediction

Stage 2- Assessment Evidence

Performance Tasks:

- a.) Complete a student bio and present a student bio other than your own.
- b.) Place program excerpts into the correct category of "expectations", "standards" or "goals".
- c.) By the encouragement of the facilitator, use and identify vocabulary to describe learned material (in journal writing, discussions, and other class activities).
- d.) Present 2 interesting facts learned about another student and 1 about the facilitator.
- e.) Design and complete a commitment contract.
- f.) Develop a consensus-based set of rules.

Other Evidence:

- a.) Observation of student willingness and confidence in presenting bios.
- b.) Observation of student engagement and respect when others are presenting.
- c.) Observation of the process in coming to a consensus on the set of rules.
- d.) Formative assessments: discussions, journals, informal quizzes to check student comprehension of vocabulary, expectations, standards, and goals.
- e.) Student responses to essential questions.

Stage 3- Learning Plan

Instructional Strategies

Types	Rationale	Media	Justification for Media
Direct: structured overview, review session (debrief)	To visually provide students with a "big idea" approach that helps frame concepts in a way that relates to the goal of the program. Have a visual point of reference that students can refer to see the progress towards the goal, remind them of what we covered, and what we will be covering.	Oversized poster board	Provides a clear illustration of our goals and where we are in terms of reaching those goals.
Indirect: deductive inquiry; concept map	* Uncovering the possibilities to the "essential questions" help move students from generalizations to more specific principals and themes. This will assist them in seeing the value in creating an atmosphere for boldness and will provide a context for exploration. * This complements the structured overview allowing the student to link the concepts together themselves and explore relationships between a theme and its components. They will produce a map that illustrates the conditions necessary for boldness and what their role is to produce those conditions with the facilitator's assistance. It will also be used as a formative assessment to see how students are organizing information being explored.	* Power Point: Display essential questions for students to write down * Prezi: Concept Mapping Exercise	* Provides an efficient way to display material and gain student attention. * Interactive tool that allows the organization of ideas in an overview format and with the ability to look at it's individual components. Reinforces, visually, how the concepts connect.
Experiential: simulation (consensus building)	Promotes internalization of material leading to higher probability of enduring understanding and knowledge transfer when combined with the other strategies.	none	not applicable
Independent study: Journaling (includes learning log, assigned questions, and personal reflections)	Allows students to be reflective on their learning process and where their interests lie. Learning log will allow the facilitator to assess how the student is internalizing the information covered. Assigned questions assists with review in addition to giving them a chance to ask questions about the topic in which the facilitator will respond. Personal reflections promote creativity as they are allowed to express themselves through sketching, poetry, and other means of written/visual communication to illustrate their feelings. This approach encourages reflection, expression, and sharing which is essential for creating an atmosphere for boldness.	Power Point: Activity instructions	* Provides an efficient way to display material and gain student attention.
Interactive: games, facilitator-led discussions, peer-to-peer discussion	Students can learn from peers and facilitators to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. It helps students better understand group dynamics, resulting in increased cooperation and functionality. Provides assessment of how students organize simple and complex concepts.	Game set-up (see activity for more details)	Necessary for the execution of the game activity.

Detailed Activities

Type	Purpose	Corresponding Objective	Timing	Materials
Journaling: Learning Log and Assigned Questions	Practice concise writing, summative assessment	SWK(a,c,d), SWBAT(b,d)	15 min (week 1); done at the beginning of each session	Composition Notebooks, writing utensils
Organizational: KWL	Activate prior knowledge; assess student understanding and expectation of the program	SWBAT(a), SWK(c.)	20-30 min (week 1); done at the beginning of every module	Including, but not limited to, poster board, writing utensils, projector, computer

Bringing Out Leaders from Dreamers

Facilitator Presentation: Structured Overview (Expectations, Standards, and Goals)	Set foundational knowledge; provide a physical structured path for learning; connect with students; set standards/expectations for students to reach	U(b,c,d,e), SWK(a,b,d), SWBAT(b)	30 min (week 1)	Computer and projector, oversized poster
Student Bio	Assess student interest; have student practice expressing themselves in different ways, creating familiarity	U(a,d), EQ(a,d), SWK(b,c), SWBAT(a)	20 min (week 1)	Note cards and writing utensils
Student Presentation: "Introduce Me to Your Friend"	Engage students in creative expression, creating familiarity, practicing respect for differences	U(a,d), EQ(a,d), SWK(b,c), SWBAT(a,f)	45 min (approx 2 min per student; week 1)	Note cards and writing utensils
Matching Game: Match excerpt with correct category	Reinforce knowledge of program expectations, standards and goals, formative assessment	SWK(a,d), SWBAT(b)	30 min (week 1)	White Board and writing utensils or power point
Commitment Contract	Activate intrinsic motivation to prepare for challenges, encourage self-improvement, group collaboration, and accountability	U(a,b,c,d), EQ(b,c,d,f), SWK(d), SBAT(c,d)	20 min (week 1)	journal
Setting the Rules: Coming to a Consensus (explicit instruction and activity)	Encouraging collaboration, teamwork, consensus building, and compromise; show how to build consensus; introduce a new way of decision making that is inclusive	U(d), SWK(c), SWBAT(e)	1 hr (week1)	poster board and writing utensils; journal
Introduction Debrief (concept map, jeopardy game, and discussion)	Summarize what we did and why, invite students to ask questions for clarification or reinforcement	U(a-e), SWK(d), SWBAT(b,d)	2 hrs (week 1)	Jeopardy set up (many different ways to do this), cut out pieces of paper or prez (so a computer and projector is needed)
Journaling: Uncovering Essential Questions; peer-to-peer discussion and reflection (low facilitator input)	Relate EQ to activities, have student challenge and question the importance/relevance of what they are learning, engage students in developing understanding of the material, brainstorming, formative assessment, writing thoughts and reflections, teaching others	U(a-e), EQ(a-f)	35-45 min done after module debrief	Composition Notebooks, writing/drawing utensils

Alignment		
Course Learning Objective	Assessment for Learning Objective	Teaching Activity/Learning Experience
SWBAT (a)	Student Bio, Student Presentation, Journaling (learning log), consensus building exercise, observations of group interactions, jeopardy game, observing individual comfort levels, journaling (uncovering essential questions)	Demonstration/Presentation, discussion, concept mapping, question and answer
SWBAT (b)	Matching game, jeopardy, journaling, concept mapping, informal discussions	Facilitator Presentation and discussion
SWBAT (c)	Commitment contract	Discussion, demonstration, question and answer
SWBAT (d)	Take note of increased usage of vocabulary terms in discussions, journaling and group activities	Demonstration (consistently use vocabulary terms), explicit instruction, writing terms and definitions, concept mapping, discussion
SWBAT (e)	Completed set of rules gathered through consensus	Explicit Instruction, discussion, large group collaboration
SWBAT (f)	Student Presentation, journaling (learning log), jeopardy game	Student Bio and discussion

Notes	Tips
<p>1.) Every session about 20- 30 minutes is set aside to settle down and work on homework with facilitator assistance if needed.</p> <p>2.) Incorporate essential questions informally into every session for students to think about.</p> <p>3.) It is important to keep a facilitator's log that keeps track of individual student progress as well as group progress. Take note of what students need a little more help; reflect on your own performance and take note of where you did well and where you need to improve each week. Carry the notebook around when students are doing group projects or when your full attention is not needed. Assure the students that your jotting down notes is not to be feared by them but helps the program assess how well it's doing.</p>	<p>1.) Entry questions help explore more complex questions through a simple analogy</p> <p>2.) It could be helpful to let students know when they have reached a specific goal successfully (i.e. knowledge transfer, comprehension, analysis, evaluation, etc) so that they can understand at what moments they reached goals that the facilitator was looking for. It is another way to provide positive reinforcement.</p> <p>3.) Using Mr/Miss and calling students by last name when addressing them may add a more respectful and encouraging tone.</p> <p>4.) Students like to challenge authority so set your standards, expectations, and authority in the beginning and stay consistent.</p> <p>5.) It is easier to be more rigid and direct in the beginning and then more relaxed towards the end (helps reinforce your authority).</p> <p>6.) Communicate with teachers on a regular basis to gain trust, rapport, and support. Let them know that you are essentially here to make their jobs easier.</p>



Phase 1: OBSERVATION

Module 1: Paradigms, Mindsets, and Stereotypes

Week 2-3

Stage 1- Desired Results

Established Goals for Phase 1: Inquire about and construct student perceptions on the process, dynamics, and elements of observation and how it impacts leadership development.	Established Goals for Module 1: Inquire about and construct student perception and understanding of "paradigms", "mindsets", and "stereotypes". Understand how these terms influence observation which then impacts leadership development. Students will see the value in understanding their own paradigms and operating from a growth mindset.
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<p>Understandings:</p> <p>a.) Paradigms are a patterned way of behaving based on the lens in which we see the world through. It tends to be developed through social influence: culture, community, society, religion, etc.</p> <p>b.) Mindsets are a group of assumptions and beliefs about one's self that guide your way of thinking and eventually your behavior: fixed mindsets and growth mindsets.</p> <p>c.) Stereotypes are generalizations or narrow views that one has on a whole group of people. It can be based on a truth but is oversimplified and generalized to the group and can cause acts of prejudice.</p> <p>d.) People have different paradigms and mindsets which affects the way they interact with others. Knowing this, and understanding our paradigms and mindsets, will help better interact with people towards a common goal.</p> <p>e.) Effective leaders take time to reflect on their own paradigms, mindsets, and stereotypes then change them where appropriate.</p> <p>f.) Paradigms, mindsets, and stereotypes influence the way we observe.</p> <p>Students will know...</p> <p>a.) the meaning of paradigms, mindsets, and stereotypes.</p> <p>b.) that it is necessary to reflect on their own paradigms, mindsets, and stereotypes to evaluate how it influences the way they observe the world.</p> <p>c.) the basic steps in resolving conflicts.</p> <p>d.) what media can be used to present material.</p>	<p>Essential Questions:</p> <p>a.) How do you explain siblings liking different types of food? (entry question)</p> <p>b.) How has your culture, community, society, and beliefs shaped your paradigm?</p> <p>c.) What are your talents and strengths? Can they be changed or they are what they are?</p> <p>d.) Should you believe everything that you see with your eyes? Explain.</p> <p>e.) What are some stereotypes people have about you? Does it affect the way you interact with them?</p> <p>f.) What type of paradigm and mindset would you need to have as an effective leader?</p> <p>g.) What will happen if someone thinks the sky is brown and tries to convince someone who thinks the sky is green? (entry question)</p> <p>h.) What happens when what you know to be true is not what you see? What do you do?</p> <p>i.) Do you only observe with your eyes? Why or why not?</p> <p>Students will be able to ...</p> <p>a.) demonstrate how to resolve conflicts arising from differences in mindsets and paradigms, and as a result of stereotypes.</p> <p>b.) provide and defend 1-2 suggestions to resolve the conflict seen in the role-play.</p> <p>c.) reflect on what factors influence their paradigms, mindset, and stereotypes.</p> <p>d.) distinguish between paradigm and mindset.</p> <p>e.) recognize, recall, and define vocabulary.</p> <p>f.) choose media appropriate for presenting.</p> <p>g.) give a presentation (group or individual) about what they learned.</p> <p>* Vocabulary Terms: paradigms, mindsets (fixed and growth), stereotypes</p>
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Stage 2- Assessment Evidence

<p>Performance Tasks:</p> <p>a.) Develop and present a scenario for a role play activity on paradigms/mindsets, with assistance from the facilitator.</p> <p>b.) Provide two suggestions to resolve the conflict.</p> <p>c.) Complete a group or individual presentation on module concepts.</p>	<p>Other Evidence:</p> <p>a.) Observation of role play, take note on which students are contributing to the development of the skit</p> <p>b.) Journal writing (learning logs, assigned questions, and reflection)</p> <p>c.) Informal quizzes on vocabulary words</p> <p>d.) Responses to essential questions</p> <p>e.) Discussions and participation</p> <p>f.) Observation of concept comprehension and internalization through module debriefing</p>
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Stage 3- Learning Plan

Instructional Strategies			
Types	Rationale	Media	Justification for Media
Direct: Lecture, explicit instruction, film excerpt, question and answer	Provides foundational knowledge and builds upon previous knowledge. This type of instruction begins with extensive facilitator input in order to model the process, then moves into more student involvement (less facilitator input). A film introduces relevant material in an engaging way.	* Power Point: Lecture and Activity instructions * Computer and projector	* Provides an efficient way to display material and gain student attention. * Necessary to display the film.
Indirect: concept mapping, discussion, inquiry	Reinforces learned material, helps student see the big picture, and integrates new concept into previous knowledge. Discussion allows for clarification, helps the facilitator note how students are internalizing material and provides informal assessments.	* Power Point: Display essential questions for students to write down * Prezi: Concept Mapping Exercise	* Provides an efficient way to display material and gain student attention. * Interactive tool that allows the organization of ideas in an overview format and with the ability to look at it's individual components. Reinforces, visually, how the concepts connect.
Experiential: Simulation, role play	Promotes internalization of material leading to higher probability of enduring understanding and knowledge transfer when combined with the other strategies.	none	not applicable
Independent: Journaling (includes learning log, assigned questions, and personal reflections)	Encourages reflection which is essential for uncoverage of material and appropriate schema development.	Power Point: Activity instructions	* Provides an efficient way to display material and gain student attention.
Interactive: Discussion, Games, Role Play	Students can learn from peers and facilitators to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. It helps students better understand group dynamics, resulting in increased cooperation and functionality. Provides assessment of how students organize simple and complex concepts.	Game set-up (see activity for more details)	Necessary for the execution of the game activity.

Detailed Activities				
Type	Purpose	Corresponding Objective	Timing	Materials
Journaling: Learning Log and Assigned Questions	Practice concise writing, summative assessment, inquiry based learning, track changes in learning patterns and writing, record learned experiences along with reflections, summative assessment	SWK(a,c-d), SWBAT(d,f)	15 min (week 2-3); done at the beginning of each session	Composition Notebooks, writing utensils

Organizational: KWL	Activate prior knowledge; assess student understanding of paradigms, mindsets and stereotypes	baseline assessment that will help show what new learning is being done	15-20 min (week 2); done at the beginning of every module	Including, but not limited to, poster board, writing utensils, projector, computer
Lecture: Observation (paradigms, mindsets, and stereotypes)	Introduce foundational knowledge, challenge previous knowledge, evoke curiosity. Introduce vocabulary terms.	U (a-f), EQ(a-b,d-e), SWK(a-b), SWBAT(c-d,f)	20 min (week 2)	Computer, projector, access to the internet
Simulation: What Do You See? Activity Discussion	Illustrates how looking at things from one perspective (mindset) limits your knowledge and perception. Demonstrates that observation includes more than the sense of sight	U(f), EQ(d,g-i), SWK(a-b), SWBAT(c,f)	30 min (week 2) 20 min (week 2)	3 of the same object (object should have a distinct texture, odor, and appearance)
Game: Wearing My Shades Activity Discussion	Illustrates how looking at things through different lenses (paradigms) change what you know and how you perceive it	U(f), EQ(d,g-i), SWK(a-b), SWBAT(c-d,f)	30 min (week 2) 15 min (week 2)	10 pairs of glasses/shades all with different lenses (tinted, sizes, optics); journal and writing utensils
Discussion: What are paradigms, mindsets, and stereotypes?	Activate prior knowledge; assess student understanding of paradigms, mindsets and stereotypes. Analyze and evaluate previous activities	U (a-f), EQ(a-b,d-i), SWK(a-b), SWBAT(c-d,f)	30 min (week 2)	Computer and projector or White Board and dry erase markers
Organizational chart: Which statement/topic belongs under each category? (paradigm, mindset, stereotype)	Assist students in organizing concepts and using knowledge in a new context.	U(a-c), SWK(a), SWBAT(c,f)	30-45 min (week 2)	Computer and projector or White Board and dry erase markers
Demonstration: Not So Obvious Observations	Demonstrate how things may appear to be a certain way but closer observations reveal greater detail and insight. Provide practice in observation with physical demonstrations	EQ(d,h-i), SWK(b), SWBAT(f)	1 hr (week 2)	see "Appendix P1M1: Not So Obvious Observations"
Activity and Discussion: Optical Illusions	Demonstrate how things may appear to be a certain way but closer observations reveal greater detail and insight. Provide practice in observation with physical demonstrations	EQ(d,h-i), SWK(b), SWBAT(f)	30 min (week 2)	Can grab about 6 examples off of the internet
Film Excerpt: "A Class Divided" Jane Elliot 1985	Illustrate the ugly affects of stereotyping	U(c,e-f), EQ(e), SWK(a-b), SWBAT(a,f)	15 min (week 2)	computer and projector
Film Discussion (pre and post)	Have students thinking about stereotypes they have of others and stereotypes about themselves (pre). Illustrate the ugly affects of stereotyping; discuss ways these conflicts were resolved (post)	U(c,e-f), EQ(e), SWK(a-b), SWBAT(a,f)	15 min pre-film discussion and 15 min post-film discussion (week 2)	none
Lecture: how to resolve conflicts and what to look for	Introduce conflict resolution and some signs that precursor conflict	U(d), EQ(e), SWK(c), SWBAT(a-c,f)	30 min (week 2)	Computer and projector or White Board and dry erase markers
Role Play: When differences collide	Reinforce the concepts of how paradigms, mindsets, and stereotypes differ between people and how those differences play out in how we relate to each other	U(d), EQ(e), SWK(c), SWBAT(a-c,f)	45 min (week 2)	none
Group Participation: Suggestions for resolving conflict	Encourage students to provide 1 solution to challenges faced by students in the role-play activity without the assistance of the facilitator	U(d), EQ(e), SWK(c), SWBAT(a-c,f)	20 min (week 2)	none
Discussion/Inquiry/Presentation: What does it mean to "be" something? How does "being" something effect the way you observe the world? What is the creation process for success?	Build on the concept of mindsets to demonstrate how that relates to action. Rethink about what it means to "be" and illustrate that what ever we want in life comes out of who we are being (creation process).	U(b,e), EQ(c,e-f), SWK(d), SWBAT(d-f)	1 hr (week 2)	none
Lecture/demonstration: Presentation media	Introduce different media tools that are effective for presenting material. Allow them to explore and work with these tools to gain familiarity	SWK(d), SWBAT(g-h)	1 hr 30 min (week 2)	Computer, projector, access to the internet
Module 1 Debrief (concept map, wheel of fortune, and discussion)	Have students summarize what we did and why, invite students to ask questions for clarification or reinforcement, summative assessment; increase student engagement and lower facilitator input to reveal how much they know	U(a-f), EQ(a-i), SWK(a-d), SWBAT(a-h)	3 hrs (about an hour for each activity, week 3)	Wheel of Fortune set up (many different ways to do this), cut out pieces of paper or prezi (so a computer and projector is needed)
Student presentation preparation	Give students time to develop their presentation and gather material and tools to present effectively	U(a-f), EQ(a-i), SWK(a-d), SWBAT(a-h)	3 hrs (week 3)	computer projector and access to the internet
Group or individual presentations: Why does this matter? How will knowing this make me a better leader?	Have students demonstrate their understanding of the concepts learned, how they are connected and how they contribute to our goal of leadership. Formative assessment	U(a-f), EQ(a-i), SWK(a-d), SWBAT(a-h)	3 hrs (week 3)	computer projector and access to the internet

Journaling: Uncovering Essential Questions; peer-to-peer discussion and reflection (low facilitator input)	Relate EQ to activities, have student challenge and question the importance/relevance of what they are learning, engage students in developing understanding of the material, brainstorming, formative assessment, writing thoughts and reflections, teaching others	U(a-f), EQ(a-i), SWK(a-d), SWBAT(a-h)	1 hr- 1 1/2 hrs (at the very end of week 3)	Composition Notebooks, writing/drawing utensils
Declaration of Being	A segue and preparation for the next model. Encourages students to consistently set standards and expectations of themselves. Encourage students to make a stand for themselves and apply what they've learned to their lives and actions. Encourage deep reflection.	U(b,e), EQ(c,e-f), SWK(d), SWBAT(d-f)	45 min- 1 hr (week 3)	journal and writing utensils

Alignment		
Course Learning Objective	Assessment for Learning Objective	Teaching Activity/Learning Experience
SWBAT (a)	Post-film discussion; responses to lecture on how to resolve conflicts; role play "when differences collide"; students giving 2 suggestions/solutions on role-play conflict, declaration of being; module 2 debrief; journaling (learning logs, assigned questions, uncovering essential questions, reflection); and peer-to-peer discussion	Lecture, film excerpt, question and answer, concept map, discussion, inquiry, role play, journaling
SWBAT (b)	Completion of each student providing and defending 1-2 original possible solutions to the challenges faced by students in the role play activity	Lecture, film excerpt, question and answer, discussion, inquiry, role play, journaling
SWBAT (c)	Completion of journaling (learning logs, reflections, assigned questions, uncovering essential questions); discussions (including peer-to-peer discussion)	Lecture, film excerpt, question and answer, discussion, inquiry, role play, journaling
SWBAT (d)	Discussions (including post activity discussions); organizational chart on paradigms, mindsets, and stereotypes; module 2 debrief; group/individual presentation	Lecture, simulation, game, question and answer, discussion (including post-activity discussions), inquiry, role play, journaling
SWBAT (e)	Completion of Declaration of Being statement	Discussion/Inquiry/Presentation on "being"
SWBAT (f)	Observations of students incorporating vocabulary words in their discussions and conversation; journaling (learning log, assigned questions, reflections); module 2 debrief.	Lecture, discussion
SWBAT (g)	module 2 debrief, group/individual presentations; journaling (learning log and assigned questions)	Lecture, discussion
SWBAT (h)	Completed presentation reflecting terms and concept they learned	module 2 debrief, journaling

Notes	Tips
<p>1.) As a facilitator you want to make sure you are making the students aware of gaps in their knowledge; this is where incorporating the essential questions come in. When students realize that there is a gap in their knowledge they are now more inclined to figure it out, putting them behind the wheel of investigation and inquiry (cite Teaching that Sticks).</p> <p>2.) Lectures should seem informal to some degree and flow smoothly into discussion and then back to a lecture-style presentation of materials.</p>	<p>1.) Reinforce the essential questions if students are struggling on concepts.</p> <p>2.) It may help to play some non-verbal music during group activities or journaling sessions. Played low enough as to not distract (nature sounds, jazz, classical, music from various countries, etc) and avoid loud clashing tunes.</p> <p>3.) Doing some of the journaling or discussion exercises outside in green spaces can contribute to higher productivity and a more relaxed atmosphere.</p>



Phase 1: OBSERVATION

Module 2: Identity and Culture

Week 4-6

Stage 1- Desired Results

Established Goals for Phase 1: Inquire about and construct student perceptions on the process, dynamics, and elements of observation and how it impacts leadership development.	Established Goals for Module 2: Have students explore some elements of identity (including the creation process) and its connection to culture. Students will identify, through ethnographic research methods, what's important to them in their culture and community, and see how those values can support leadership development. They will build a strong cultural identity and awareness.
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<p>Understandings:</p> <p>a.) Culture influences how we observe the world. b.) There's a difference between how we see ourselves (self-image) and what we present to others (reality). c.) Effective leaders tend to have a positive self-image that reflects a positive reality. d.) Knowing how our identity is informed by our culture and about the things we value in our culture can provide us with the basis for leadership. e.) The process of creation occurs in a sequence of be-> do-> have and not have-> be-> do.</p> <p>Students will know...</p> <p>a.) how to align a positive self-image with a positive reality. b.) what aspects of their culture are valuable to them. c.) how to develop and conduct an interview. d.) how leadership can be developed from looking at what we value in our culture or community. e.) that they each have the ability to create their future by declaring and acting out what they desire to be (essentially creating an identity for themselves).</p>	<p>Essential Questions:</p> <p>a.) How different do you think you would be if you were born in a different culture? b.) What things are unique to your culture and what things are worth keeping to you? c.) How would you describe the culture of your school? d.) If we lost culture what will we be losing? e.) What would your friends and family say about you? Is it true? f.) What do you want to BE? g.) Is this sequence correct: When you have, you can do, then you can be?</p> <p>Students will be able to ...</p> <p>a.) use knowledge about the creation process (be-> do-> have) and create a declaration of being statement which will include a description of a positive self-image they want to create. b.) compare and contrast their values to those of other cultures and those within their own community/culture. c.) be sensitive to differences in values. d.) describe the demographics and social practices that represent their community. e.) recognize, recall, and define vocabulary. f.) conduct basic research methods. g.) develop and conduct two interviews. h.) give two presentations (individual or group) about what they learned. i.) explain what, if any, perceptions have changed as a result of this phase. * Vocabulary Terms: identity, culture, emic, etic, ethnography, create, asset, community mapping, cultural awareness, self-image, demographics</p>
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Stage 2- Assessment Evidence

<p>Performance Tasks:</p> <p>a.) Develop and complete a family interview. b.) Complete a community web after visiting some cultural and community centers in Baltimore City. c.) Complete a community map and "Finding your Cultural Jewels" worksheet. d.) Presentation of Case Study. e.) Complete a Declaration of Being statement. f.) Conduct a community (school) interview. g.) Presentation of Module concepts.</p>	<p>Other Evidence:</p> <p>a.) Journal writing (learning logs, assigned questions, and reflection). b.) Take note of student's sensitivity to other cultural practices that they read about; and the way they respond to differences in values among their peers. c.) Informal quizzes on vocabulary words. d.) Group discussions.</p>
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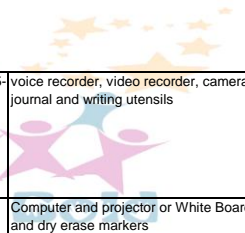
Stage 3- Learning Plan

Instructional Strategies			
Types	Rationale	Media	Justification for Media
Direct: Review session, group discussion, question-and-answer, video demonstration	Reinforce concepts from the previous module in order to integrate these concepts with the new material. Encourages comprehension for foundational knowledge, as well as application in critical and practical thinking.	* Power Point: Lecture and Activity instructions *Computer and projector	* Provides an efficient way to display material and gain student attention. * Necessary to display the film.
Indirect: Concept formation, concept mapping, concept attainment, discussion, brainstorming	Reinforces learned material, helps student see the big picture, and integrates new concept into previous knowledge. Encourages students to think about multiple possibilities. Discussion allows for clarification, helps the facilitator note how students are internalizing material and provides informal assessments.	* Power Point: Display essential questions for students to write down * Prezi: Concept Exercises	* Provides an efficient way to display material and gain student attention. * Interactive tool that allows the organization of ideas in an overview format and with the ability to look at it's
Independent: case study, interview	Allows students to explore topics in depth and make real-world connections to specific situations. Provides a chance for them to look at another perspective that is potentially different from their own with the aim of respecting differences and realizing the similarities.	computer and access to the internet	Allows students to research and collect data.
Interactive: field trip, interviews	Gives student a change of scenery and allows them to hear from advocates and activists in their community about the importance of culture and the ways that culture affects/influences the work that they do. This shows students that there are people who are currently working to improve situations in their community. The discussion allows them to reflect on the essential aspects of the field trip and connect it to leadership development	voice recorder, video recorder, camera	To document events

Detailed Activities

Type	Purpose	Corresponding Objective	Timing	Materials
Journaling: Learning Log and Assigned Questions	Practice concise writing, summative assessment, inquiry based learning, track changes in learning patterns and writing, record learned experiences along with reflections, summative assessment	U(a-e), EQ(a-g), SWK(a-c), SWBAT(e)	15 min (week 4-5); done at the beginning of each session	Composition Notebooks, writing utensils
Organizational: KWL	Activate prior knowledge; assess student understanding of what culture is and the meaning of identity	baseline assessment that will help show what new learning is being done	30 min (week 4); done at the beginning of every module	Including, but not limited to, poster board, writing utensils, projector, computer
Lecture: How does culture influence identity? Difference between self-image and what's seen in reality	Introduce foundational knowledge, challenge previous knowledge, evoke curiosity. Introduce vocabulary terms	U(a-c), EQ(a,d-e), SWK(b), SWBAT(a-b)	20-30 min (week 4)	Computer and projector or White Board and dry erase markers

Bringing Out Leaders from Dreamers



Field trip: Cultural and community centers in Baltimore City Post-trip discussions	Talk with people who deal with cultural matters in the community and get insight into how culture affects our identity and our outlook on the world. Discuss issues affecting our community and schools, and what young people can do.	U(a,c-d), EQ(b,d), SWK(b-c), SWBAT(d)	Three 1 hr and 30 min trips weeks 4-6; 15-20 min post trip discussions	voice recorder, video recorder, camera, journal and writing utensils
Lecture: How to develop and conduct an interview; Mock interviews; Response/discussion about the process	Introduce foundational knowledge and gain practice with some ethnography practices	SWK(c), SWBAT(c, f)	1 hr and 30 min (week 4)	Computer and projector or White Board and dry erase markers
Interview: What image am I projecting? Post interview discussion and analysis	Practice in developing meaningful questions that will promote insight. For students get an understanding of how others (family/teachers) view them and compare those descriptions to how they view themselves. Interviews will be an activity done as "homework"	U(c), EQ(e), SWK(a,c), SWBAT(f)	30 min preparation for the interview (developing questions); 30 min post-interview discussion (the following session) week 4	journal and writing utensils
Field trip: Community mapping (including interview and analysis) and Finding Your Cultural Jewels; Field Trip debrief	To explore their community and culture (traditions, festivals, foodways, art) from an etic perspective while recognizing the inevitable influence of their emic perspectives. Visualizing the multiple entities that make up their community and either contribute to functionality or dysfunction.	U(a), EQ(b-c), SWK(b,d), SWBAT(c,d)	Two 2 hr community excursions (week 4-6); 30 min debrief for each trip (which includes continued development of the community map)	voice recorder, video recorder, camera, journal and writing utensils
Presentation: Youth who are using culture as a basis of leadership	Expand awareness of other youth who are demonstrating leadership within their culture and beyond. Introduce Case study directions	EQ(a), SWK(d), SWBAT(b-c)	20-30 min (week 5)	Computer and projector
Field trip: Enoch Pratt Central Library	Learn how to research information of interest and gather appropriate sources for data	SWBAT(f)	1 hr (week 5)	journal and writing utensils
Case study: Cultural values: Understanding differences in culture and in leadership (done partially at the library)	Build awareness and critical thinking skills about how youth are being active in their communities; and how leadership comes in different forms	U(a), SWBAT(b-c,f)	1 hr (week 5)	Case study pamphlet, journal, and writing utensils
Student presentation preparation	Give students time to develop their presentation and gather material and tools to present effectively	SWBAT(e,h)	2 hrs (week 5)	computer projector and access to the internet
Student presentation of case study	To demonstrate their comprehension and knowledge of a particular case where youth use culture as a basis for leadership	SWBAT(e,h)	3 min/student, approx 1 hr (week 5)	computer projector and access to the internet
Lecture: What does it mean to "be" something? How does the process of creation work?	Expose students to the idea that they have the potential to create their future despite their past, and holding them to an expectation of creating an amazing future for themselves	U(e), EQ(f-g), SWK(e), SWBAT(a)	20-30 min (week 6)	Computer and projector or White Board and dry erase markers
Module 2 Debrief (concept map, wheel of fortune, and discussion)	Summarize what we did and why, invite students to ask questions for clarification or reinforcement	U(a-e), EQ(a-g), SWK(a-e), SWBAT(a-h)	2 hrs (week 6)	Wheel of Fortune set up (many different ways to do this), cut out pieces of paper or prezis (so a computer and projector is needed)
Group or individual presentations: Why does this matter? How will knowing this make me a better leader?	Have students demonstrate their understanding of the concepts learned, how they are connected and how they contribute to our goal of leadership. Formative assessment	SWBAT(e,h)	3 hrs (week 6)	computer projector and access to the internet
Journaling: Uncovering Essential Questions; peer-to-peer discussion and reflection (low facilitator input)	Relate EQ to activities, have student challenge and question the importance/relevance of what they are learning, engage students in developing understanding of the material, brainstorming, formative assessment, writing thoughts and reflections, teaching others	U(a-e), EQ(a-g), SWK(a-e), SWBAT(a-h)	35-45 min at the end of week 6 (done after module debrief)	Composition Notebooks, writing/drawing utensils
Declaration of Being	A segue and preparation for the next model. Encourages students to consistently set standards and expectations of themselves. Encourage students to make a stand for themselves and apply what they've learned to their lives and actions. Encourage deep reflection.	SWBAT(a)	45 min- 1 hr (week 6)	journal and writing utensils

Alignment		
Course Learning Objective	Assessment for Learning Objective	Teaching Activity/Learning Experience
SWBAT (a)	Journaling, Declaration of Being statement, module debrief	Lecture
SWBAT (b)	Case Study, journaling, Finding Your Culture jewels worksheet, module debrief	Lecture, journaling, inquiry, field trip, concept mapping, game
SWBAT (c)	Observations of interviews, discussions, and presentations	Lecture, field trips
SWBAT (d)	Journaling, post-trip discussions, Finding Your Cultural Jewels worksheet, presentations, module debrief, interview analysis	Lecture, journaling, inquiry/discussion, field trip, interview, concept mapping, game
SWBAT (e)	Journaling, Observations (discussions), module debrief	Lecture, discussions
SWBAT (f)	Development of Case Study activity	Lecture, field trips
SWBAT (g)	Completion of 2 interviews and interview analysis	Lecture, mock interviews

Bringing Out Leaders from Dreamers

SWBAT (h)	Completion of 2 presentations	Lecture, module debrief
SWBAT (i)	Journal	Lectures, field trips

Notes

1.) This is more of a reflective and independent unit focusing on the exploration of identity. The students converge to discuss thoughts but primarily they are practicing some self-reflection and critical thinking about who they are and how they came to be this way.

Tips





Phase 2: REPLICATION

Module 3: Training for Leadership

Week 7-13

Stage 1- Desired Results

<p>Established Goals for Phase 2: Put concepts into practice from Phase 1. Use knowledge gained from observations of paradigms/mindsets, identity, and culture to work collaboratively, respectfully, openly and sensitively with peers, parents, teachers, and partners (the support network). Focus more on communication practices, soft skills, and converting theory into action.</p>	<p>Established Goals for Module 3: same as the goals for the phase.</p>
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<p>Understandings: a.) Observations are refined through replication (repeating them in different or similar scenarios). b.) In order to use what you learned effectively, you need to apply it and refine it continuously. c.) Collaboration is an intentional effort. d.) The action of giving is the greatest indication that you possess something.</p> <p>Students will know... a.) more about the observation and replication phase. b.) the importance of applying what you know to different situations (mentoring, community fieldwork, partnership building). c.) ways to resolve conflict among peers. d.) how to use feedback for improvement. e.) about team dynamics and how to make team operations efficient. f.) the importance of looking at situations from different angles in order to determine the best approach.</p>	<p>Essential Questions: a.) How will you know when you have the tools to be an effective leader? b.) How do you know if your observations reflects the reality of an event? c.) When did you know that you knew how to write your name? (entry question) d.) Describe an event when you did something that you didn't mean to do. e.) How do you know if you are talented, intelligent, capable, etc? f.) What observations from phase 1 are we replicating?</p> <p>Students will be able to ... a.) take responsibility for their mistakes and for correcting them. b.) recognize their weaknesses and seek assistance from peers, facilitator, or support network. c.) support, encourage, and motivate team members. d.) collect and analyze data gathered from field work. e.) act on feedback from peers and facilitator to improve behavior. f.) explain what, if any, perceptions have changed as a result of this phase. g.) resolve personal and group conflicts. h.) delegate responsibilities in a team. i.) show care and concern through mentoring younger students. j.) write letters of request to key people in the community to be a part of their support network (potential key people will have previously been notified by the facilitator). k.) give a presentation (individual or group) about what they learned. l.) recognize, recall, and define vocabulary words. m.) recognize and identify what skills, attitudes, and behaviors they possess as a result of teamwork, collaborating with support network, and mentoring. n.) be aware of the observations/actions they are replicating in this phase and explain why (in journals). o.) define and diagnose a problem to address based on community fieldwork. * Vocabulary Terms: apply, collaboration, effective, fieldwork, mentoring</p>
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Stage 2- Assessment Evidence

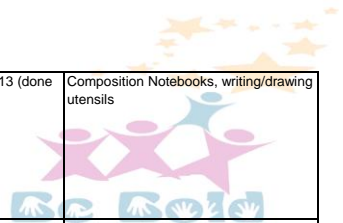
<p>Performance Tasks: a.) Conduct community fieldwork, record observations, and analyze data to understand what is going on, concerns, what people want to see change, and how the student can help (preferably school community). b.) Share fieldwork results in discussion and in a presentation. c.) Mentor younger students (record experiences in journal). d.) Form teams and delegate roles and responsibilities (with low to medium assistance from the facilitator). e.) With the help of the CPHA (field trip), create a community asset map.</p>	<p>Other Evidence: a.) Journal writing (learning logs, assigned questions, and reflection). b.) Take note of student's willingness to seek help from their peers and facilitator. c.) Observe student self-initiation in providing support, encouragement, and motivation to peers (in addition to student reception of such assistance). d.) Observe student interactions when they mentor younger students. e.) Observe student recognition, recall, and description of vocabulary words during informal quizzes/question-and-answer sessions.</p>
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Stage 3- Learning Plan

Instructional Strategies			
Types	Rationale	Media	Justification for Media
Direct: Structured overview, lecture, demonstration	This module is going to be very active and engaging; so in order for the students to keep up, providing a structured overview with a timeline gives them a clear sense of what is expected and when. Lectures give the facilitator an opportunity to present new material concisely. Demonstrations complement the lecture to reinforce what students are expected to do and how. Reinforces foundational knowledge.	* Power point: lectures * Oversized poster: structured overview	* Provides an efficient way to display material and gain student attention. * Provides a clear illustration of our goals and where we are in terms of reaching those goals.
Indirect: group discussion, group collaboration, concept formation/mapping/ and attainment, and formative assessment.	Encourages dialogue, sharing information, being receptive to different points of view. The concept formation strategies complement the structured overview allowing the student to link the concepts together themselves and explore relationships between a theme and its components.	* Power Point: Display essential questions for students to write down * Prezi: Concept Exercises	* Provides an efficient way to display material and gain student attention. * Interactive tool that allows the organization of ideas in an overview format and with the ability to look at it's individual components. Reinforces, visually, how the concepts connect.
Experiential: Guest speaker, field trip, hands-on procedure, teaching others (mentoring), and fieldwork.	Provides students with real-world examples of teamwork and collaboration: how to do it and best practices. Allows the students to test out procedures for themselves and see what suits them and their needs. Mentoring reveals to the students what skills they have learned and how they are able to display those skills to a younger audience; it's a positive reinforcement of their comprehension and transformation. Fieldwork, along with the other strategies, reinforces and applies the concepts learned in the "Observation" phase and in this phase.	Computer, projector, and access to the internet	Allows the student to record fieldwork on a Google application.
Independent Study: Reflective writing (including learning logs, assigned questions, and journaling), report writing.	This gives the students to digest their experiences, organize it into their schemas, and really make sense of their experiences. They look at and dissect the process through self-assessment and self-awareness. It is another tool to reinforce internalization of content and a chance to ask further questions if some things are still unclear.	Power Point: Activity instructions	Provides an efficient way to display material and gain student attention.
Interactive: debates, brainstorming, peer partner learning, discussion, think pair-share, structured controversy, and cooperative learning.	These strategies are essential for providing the facilitator with assessment opportunities and indication for where ideas need to be clarified. Students are able to develop rational arguments, present learned ideas to others (another way of learning for themselves), inquire about content to ground concepts, and encourage each other in the learning process.	Game set-up (see activity for more details)	Necessary for the execution of the game activity.

Detailed Activities				
Type	Purpose	Corresponding Objective	Time	Materials

Journaling: Learning Log and Assigned Questions	Practice concise writing, summative assessment, inquiry based learning, track changes in learning patterns and writing, record learned experiences along with reflections, summative assessment	U(a), EQ(a-f), SWK(a-b,d-f), SWBAT(a-d,f,i,n)	15 min (week 7-13); done at the beginning of each session	Composition Notebooks, writing utensils
Organizational: KWL	Activate prior knowledge; assess student understanding of paradigms, mindsets and stereotypes; gain knowledge on their perception of the importance of replication	baseline assessment that will help show what new learning is being done	30 min (week 7, day 1); done at the beginning of every module	Including, but not limited to, poster board, writing utensils, projector, computer
Writing activity: List all the leaders that you know and why they are leaders	Understand their concepts of leadership and activate prior knowledge	EQ(a), SWBAT(f)	10 min (week 7, day 1)	journal and writing utensils
Ted video: How Adults Can Learn from Children Video discussion	Give students examples of young people who are speaking up and active; encourage them to do the same	EQ(a,e), SWK(b), SWBAT(c,f,m)	20 min (week 7, day 1)	computer and a projector
Lecture/Discussion: What is Leadership?	Get students thinking about the different levels of leadership and how it can manifest itself in various forms; have them thinking beyond the stereotypical ideals of leadership	U(b-d), EQ(a-f), SWK(b-f), SWBAT(a-e,g-i,l-n)	30 min (week 7, day 1)	computer and projector or a white board and dry erase markers
Discussion: how are the concepts we learned in phase 1 relevant to leadership and what types of observations need to be replicated when training for a leadership position	Integrate previous knowledge and expand on why those concepts are important	U(a-d), EQ(f), SWK(a-f), SWBAT(n)	20 min (week 7, day 1)	computer and projector
Leadership Development Plan and discussion about the mentoring activity	Allow the students to create a self-defined goal to reach and a plan to reach that goal with strategic evaluation (self and peer) along the way	U(a-d), EQ(a,c-e), SWK(b-f), SWBAT(a-c,e,g-i,m-n)	1 hr (week 7, day 2)	journal and writing utensils
Fire with no oxygen experiment	Demonstrate the importance of having a support network to encourage your fire (make it analogous to the fire needing oxygen to stay lit)	U(c), SWK(e), SWBAT(b-c,j,m)	30 min (week 7, day 2)	Candle, matches, container filled with water and an empty container
Guest Speaker about leadership development (including workshops)	Gain student attention and have them interact with real-world and familiar examples of leadership within their own communities	EQ(a,e), SWK(c-f), SWBAT(a-c,g-i,m)	20-30 min (once a week, week 7-12)	Whatever materials the speaker brings
Self and peer assessments/feedback	Have students assist the facilitator in developing the assessment which they will use to evaluate each other and themselves	U(d), SWK(b,d-f), SWBAT(a-c,e,g)	20 min once a week (week 7-13)	Assessment worksheets
Mentoring Younger grades (including brief training and guidelines)	Create a sense of accountability and responsibility for others, using the skills they have learned to guide and encourage younger students	U(b,d), EQ(a,e), SWK(b-c,f), SWBAT(a-d,g-i,m-n)	1 hrs 30 min (2 times a week, week 7-13)	none
Outward Bound Leadership training	To get students outdoors and involved in a structured obstacle course and workshop to promote team building and leadership	U(c), EQ(e), SWK(c,e-f), SWBAT(a-c,g,i,m)	weekend event	Provided by Outward Bound, and list is given for personal items
Community Fieldwork (including practice sessions)	To gather information from the community about what their needs are. Develop a sensitivity to others' needs as a leader and fellow community member	U(c), EQ(f), SWK(a-b,f), SWBAT(d,f,h,k-l,n)	30-45 min (week 7, 9-12)	journal, writing utensils, and documentation equipment
Midpoint Group Reflection; Leadership Development Plan Evaluation	For students to take a break and evaluate how things are working and if they need to alter or amend their leadership development plan	U(b), EQ(b,d-f), SWK(d), SWBAT(a,c,e,f,m-n)	1 hr; 30 min (week 10)	computer projector and access to the internet
Field Trips: CPHA Baltimore (community asset map activity), No Boundaries Coalition, Center for A Livable Future, Center for Entrepreneurship, Baltimore Green Schools Network, Office of Sustainability, Bon Secour Community Center, Baltimore Center for Green Careers, MSAC	To experience leadership in community entities and build a relationship that will potentially be used for their community project in the following phase	U(c), SWK(e), SWBAT(d,f,j,m)	1-2 hrs (week 7-13)	none
Letters of Request (lecture and instructions)	Improve writing skills, demonstrate the need for others to support your goals and endeavors, recognition that multiple voices and knowledge bases are essential for a sustainable effort	U(d), SWK(e-f), SWBAT(b,j,l-m)	30-45 min (week 11)	journal and writing utensils
Module 3 Debrief (concept map, wheel of fortune, and discussion)	Summarize what we did and why, invite students to ask questions for clarification or reinforcement	U(a-d), EQ(a-f), SWK(a-f), SWBAT(a-n)	2 hrs (week 13)	Wheel of Fortune set up (many different ways to do this), cut out pieces of paper or prezzi (so a computer and projector is needed)
Group or individual presentations: Why does this matter? How will knowing this make me a better leader?	Have students demonstrate their understanding of the concepts learned, how they are connected and how they contribute to our goal of leadership. Formative assessment	U(a-d), EQ(a-f), SWK(a-f), SWBAT(a-n)	2 hrs (week 13)	computer projector and access to the internet



Journaling: Uncovering Essential Questions; peer-to-peer discussion and reflection (low facilitator input)	Relate EQ to activities, have student challenge and question the importance/relevance of what they are learning, engage students in developing understanding of the material, brainstorming, formative assessment, writing thoughts and reflections, teaching others	U(a-d), EQ(a-f), SWK(a-f), SWBAT(a-n)	35-45 min at the end of week 13 (done after module debrief)	Composition Notebooks, writing/drawing utensils
Declaration of Being	A segue and preparation for the next model. Encourages students to consistently set standards and expectations of themselves. Encourage students to make a stand for themselves and apply what they've learned to their lives and actions. Encourage deep reflection.	SWK(b-f), SWBAT(a-c,e-f,l-n)	45 min- 1 hr (week 13)	journal and writing utensils

Alignment

Course Learning Objective	Assessment for Learning Objective	Teaching Activity/Learning Experience
SWBAT (a)	Observations of group activities community fieldwork, mentoring, self/peer feedback and evaluations, and journal reflections	Leadership workshops/guest speakers, lectures, Discussion of leadership development plan
SWBAT (b)	Journaling, letters of request, leadership development plan, group activities	Lecture, Fire With No Oxygen experiment, group discussions, Discussion of leadership development plan
SWBAT (c)	Observations of Group activities, community fieldwork, presentations, and mentoring	Informal and consistent motivation by the facilitator, Outward Bound activity, leadership development plan,
SWBAT (d)	Journaling, community fieldwork, presentations	Lectures, community fieldwork practice sessions
SWBAT (e)	Observations of improvement after being given feedback from self/peers and facilitator, journaling, discussions, declaration of being	self/peer/facilitator feedback and evaluations
SWBAT (f)	journaling, discussions, presentations	All activities and student involvement
SWBAT (g)	Journaling, observations of student interactions, self/peer/facilitator feedback and evaluations	Leadership workshops/guest speakers, lectures, Discussion of leadership development plan, Outward Bound activity
SWBAT (h)	Observations of Community fieldwork, group activities, mentoring, outward bound	Leadership workshops/guest speakers, lectures, Discussion of leadership development plan, Outward Bound activity
SWBAT (i)	Observations of mentoring, journaling	Mentoring training and guidelines
SWBAT (j)	Completion of letters	Lectures, discussions, and activity instruction
SWBAT (k)	Completion of presentation	Instructions from phase 1, module 3 debrief
SWBAT (l)	journaling, observations of students using the terms in conversation, module 3 debrief, presentations, self/peer/facilitator assessments	Lectures, discussions, and continued use by facilitator
SWBAT (m)	Journaling, discussions, midpoint group reflection, presentation	Module 3 activities and student involvement
SWBAT (n)	Journals	Lectures, discussions
SWBAT (o)	Problem defined and diagnosed through discussion and journal writing	Community fieldwork and discussions

Notes

Tips

<p>1.) This phase is more active and experiential.</p> <p>2.) Activating knowledge gained from Phase 1 and using it in practical, real-world situations allows the student to apply and challenge their observations. . This provides insight into whether or not the observations they made were sound, and if not gives them a chance for further exploration into those concepts refining what they learned. This process of application, evaluation, critical analysis, and refinement leads to enduring understanding.</p> <p>3.) Responses to the letters of request should be received by week 13 or the beginning of week 14.</p> <p>4.) The support network is made up of parents, community members/associations, teachers, and other professionals who agree to dedicate time and resources to assist in the development of leadership skills as well as the planning and execution of a community action plan.</p> <p>5.) The problem defined should be one that can be addressed very easily and low cost.</p>	
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Phase 3: PREDICTION

Module 4: Planning for BOLDness

Week 14- 21

Stage 1- Desired Results

Established Goals for Phase 3: use the knowledge, skills, attitudes, and behaviors developed in the "observation" and "replication" phases to predict, plan, and execute a solution to a defined problem in the school community (or neighborhood community).	Established Goals for Module 4: This module requires the student to use the training from the previous modules and now apply it to a new, real situation. Students will use the problem identified in the previous module then develop a reasonable, executable plan of action (with the assistance of the support network).
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Understandings: a.) Developing a plan is the heart of action b.) Inclusion of different perspectives in the planning stages is essential for a sustainable and well-developed set of actions. c.) A plan is not a static document but should be evaluated and refined during all stages including implementation. Students will know... a.) the process of planning. b.) the process of consensus based decision making. c.) the importance of seeking wise counsel. d.) the importance of integrity-based compromise.	Essential Questions: a.) Why do we plan for things? b.) What can we learn from having multiple points of view included in planning? c.) When should you refine or alter your plans? d.) Should you ask for help at the moment you need it or before you need it?
Students will be able to ... a.) list the stages of the planning process and consensus based decision making. b.) create rules or "bylaws" on aspects of decision making and communication. c.) create an outline of the overall goal and milestones. d.) compromise and respectfully challenge ideas. e.) create a plan agreed to by consensus. f.) work with the support network to develop a plan of action. g.) list resources needed and determine the best source to get it from. h.) give a presentation about this planning process. * Vocabulary Terms: reinforce vocabulary from previous modules.	

Stage 2- Assessment Evidence

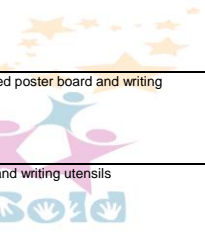
Performance Tasks: a.) Develop a list of resources that can be gained from the support network. b.) List stages of the planning process. c.) Create bylaws. d.) Create a structured overview which details the overall goals and milestones. e.) Create an action plan to address the defined community problem. f.) Give a presentation about the process of planning and the production of an action plan.	Other Evidence: a.) Journal writing (learning logs, assigned questions, and reflection).
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Stage 3- Learning Plan

Instructional Strategies			
Types	Rationale	Media	Justification for Media
Direct: structured overview, review session (debrief), explicit instruction	To visually provide students with a "big idea" approach that helps frame concepts in a way that relates to the goal of the program. Have a visual point of reference that students can refer to see the progress towards the goal, remind them of what we covered, and what we will be covering. Give students direct instruction so that they are able to efficiently carry out tasks.	Oversized poster board	Provides a clear illustration of our goals and where we are in terms of reaching those goals.
Indirect: creative and reflective problem solving, case studies, deductive and inductive inquiry, reflective discussion, writing to inform, concept formation (helps to distinguish between the concepts of O,R,P), concept mapping, and concept attainment.	This is mainly student-centered and complements direct instruction. It seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypothesis. It enhances the facilitator's role to provide support and resources in the student's process of inquiry. It encourages students to develop alternatives or solve problems. It highlights complexities in problem-solving and encourages the student to work through them when provided with appropriate foundational knowledge and ways of approaching the problem. Promotes internalization of material leading to higher probability of enduring understanding and knowledge transfer when combined with the other strategies.	* Power Point: Display essential questions for students to write down * Prezi: Concept Mapping Exercise	* Provides an efficient way to display material and gain student attention. * Interactive tool that allows the organization of ideas in an overview format and with the ability to look at it's individual components. Reinforces, visually, how the concepts connect.
Independent study: Journaling (includes learning log, assigned questions, and personal reflections)	Allows students to be reflective on their learning process and where their interests lie. Learning log will allow the facilitator to assess how the student is internalizing the information covered. Assigned questions assists with review in addition to giving them a chance to ask questions about the topic in which the facilitator will respond. Personal reflections promote creativity as they are allowed to express themselves through sketching, poetry, and other means of written/visual communication to illustrate their feelings.	Power Point: Activity instructions	* Provides an efficient way to display material and gain student attention.
Interactive: peer-to-peer discussions, group discussions (including support network)	Students can learn from peers and facilitators to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. It helps students better understand group dynamics, resulting in increased cooperation and functionality. Provides assessment of how students organize simple and complex concepts.	none	not applicable

Detailed Activities

Type	Purpose	Corresponding Objective	Timing	Materials
Journaling: Learning Log and Assigned Questions	Practice concise writing, inquiry based learning, track changes in learning patterns and writing, record learned experiences along with reflections, summative assessment	U(a-c), EQ(a-d), SWK(a-d), SWBAT(a,c-d)	15 min (week 14-21); done at the beginning of each session	Composition Notebooks, writing utensils
Organizational: KWL	Activate prior knowledge; assess student understanding of the planning process	baseline assessment that will help show what new learning is being done	30 min (week 14); done at the beginning of every module	Including, but not limited to, poster board, writing utensils, projector, computer
Lecture/demonstration: If You don't plan then you plan to fail	Demonstrate to the students the importance of planning	U(a-c), EQ(a-d), SWK(a-d), SWBAT(a)	30 min (week 14)	Computer and a projector
Game: Family Feud	Get the students thinking about multiple solutions or propositions to a problem/statement involving the planning process	EQ(a-d), SWK(a-d), SWBAT(a)	1 hr (week 14)	Game set up
Video: When things Fall apart (lack of planning)	To demonstrate to the students what happens when planning is not the center of action	U(a-c), EQ(a-d), SWK(a), SWBAT(a,c)	15 min (week 14)	Computer and a projector



Structured Overview	Students create a visual representation of the journey (goals and objectives) for this module. Helps them stay on track and effectively manage use of their time	U(a-c), EQ(a-d), SWK(a-d), SWBAT(a,c-d)	30-45 min (week 14)	Oversized poster board and writing utensils
Meetings with various members of the support network	Students gain valuable knowledge on how to work with a group in order to plan effectively for action. Students are mentored, guided, and developed into effective leaders	U(a-c), EQ(a-d), SWK(a-d), SWBAT(b-f)	4 hrs each week (week 14-21)	Journal and writing utensils
Peer-to-peer discussions	Reinforce teamwork ethics, delegation of responsibilities. Promote support, encouragement, accountability, and motivation among themselves. Work through consensus based decision making	U(b), EQ(b-d), SWK(b,d), SWBAT(b-e,g-h)	3 hrs each week (week 14-21)	Journal and writing utensils
Consultation: "Help Me Please!"	Students are asked to be consultants for a problem that the facilitator is facing. This helps students demonstrate their ability for problem resolution with very limited input from the facilitator, understand the importance of support and encouragement, that there are multiple solutions to a problem, reinforce empathy and understanding. Allows the facilitator to bring an unrecognized issue to the forefront so that the students can work on it	U(b), EQ(b-d), SWK(b,d), SWBAT(d-e,g)	1 hr (week 14-21); whenever the facilitator recognizes an unaddressed problem or issue that the students are unaware of and wants them to work on	computer and projector
Bylaws creation	Create a set of rules that will govern decision making and communication	SWBAT(b,d)	45 min -1 hr (week 14)	computer and projector
Module 4 Debrief (concept map, game, and discussion)	Summarize what we did and why, invite students to ask questions for clarification or reinforcement	U(a-c), EQ(a-d), SWK(a-d), SWBAT(a-g)	2 hrs (week 21)	Computer and a projector, and game set-up materials
Group or individual presentations: Why does this matter? How will knowing this make me a better leader?	Have students demonstrate their understanding of the concepts learned, how they are connected and how they contribute to our goal of	U(a-c), EQ(a-d), SWK(a-d), SWBAT(a-h)	2 hrs (week 21)	computer projector and access to the internet
Journaling: Uncovering Essential Questions; reflection (low facilitator input)	Relate EQ to activities, have student challenge and question the importance/relevance of what they are learning, engage students in developing understanding of the material, brainstorming, formative assessment, writing thoughts and reflections	U(a-c), EQ(a-d), SWK(a-d), SWBAT(a-g)	35-45 min at the end of week 17 and 21	Composition Notebooks, writing/drawing utensils
Declaration of Being	A segue and preparation for the next model. Encourages students to consistently set standards and expectations of themselves. Encourage students to make a stand for themselves and apply what they've learned to their lives and actions. Encourage deep reflection.	SWBAT(c-f)	45 min- 1 hr (week 21)	Journal and writing utensils

Alignment

Course Learning Objective	Assessment for Learning Objective	Teaching Activity/Learning Experience
SWBAT (a)	Journaling, Family feud game, peer-to-peer discussions, module debrief, presentations	Lectures, demonstrations, explicit instruction, Video, structured overview
SWBAT (b)	Creation of bylaws, group interactions	Explicit instruction and facilitator coaching
SWBAT (c)	Structured Overview	Explicit instruction and facilitator coaching
SWBAT (d)	Observations of peer-to-peer discussions, discussions with the support network, consultation exercise, journaling	Facilitator coaching
SWBAT (e)	Creation of action plan, group interactions	Lectures, explicit instruction, facilitator coaching
SWBAT (f)	Creation of action plan, group interactions	Support network meetings
SWBAT (g)	Completed list of resources and where to get them, module debrief	Support network meetings, lectures, peer-to-peer discussions
SWBAT (h)	Completion of presentation	Lecture, discussions

Notes

1.) A focus within the school community itself is a more reasonable goal because of accessibility, rather than a neighborhood community.

Tips for Facilitators



Phase 3: PREDICTION

Module 5: Being BOLD

Week 21- 34

Stage 1- Desired Results

Established Goals for Phase 3: use the knowledge, skills, attitudes, and behaviors developed in the "observation" and "replication" phases to predict, plan, and execute a solution to a defined problem in the school community (or neighborhood community).	Established Goals for Module 5: use the knowledge and skill from previous modules to execute the action plan, evaluate, then develop a guide for being bold (research report), present results at a school forum, community association meetings, and potentially colleges in the area.
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<p>Understandings:</p> <p>a.) All of the practice and training was preparation for this module.</p> <p>b.) Sound observations and replication of those observations provide educated predictions.</p> <p>c.) They are equipped to produce well-rounded predictions because of practice in communication, teamwork, self-reflection and evaluation, and inclusive behavior.</p> <p>d.) Collaborative decision making sustains culture, communities, and the environment.</p> <p>Students will know...</p> <p>a.) how to manage a project through to completion.</p> <p>b.) how to work with various groups toward a common goal.</p> <p>c.) how to develop and complete a research report.</p> <p>d.) how to present research findings to a large audience with confidence.</p>	<p>Essential Questions:</p> <p>a.) What skills do you have that make you capable for completing this project?</p> <p>b.) What is an educated prediction?</p> <p>c.) Why should you present our results to others?</p> <p>d.) Why is it effective that you show other young people how to be bold?</p> <p>e.) How have you sustained your culture, community, and/or environment throughout this process?</p>
	<p>Students will be able to ...</p> <p>a.) create a logistics, scope, and timeframe document.</p> <p>b.) nominate and decide on team leaders.</p> <p>c.) delegate responsibilities and manage team members.</p> <p>d.) create a risk prevention/management document.</p> <p>e.) work more independently with their support network teams.</p> <p>f.) submit reports/evaluations every 3 weeks to facilitator and support network.</p> <p>g.) keep consistent communication with the community where the problem was defined, updating and consulting with them about progress.</p> <p>h.) carry out project through to completion (including evaluation).</p> <p>i.) combine presentations from each module to develop an outline for the "Kid's Guide to Being BOLD"</p> <p>j.) create a "Kid's Guide to Being BOLD" to present at other schools.</p> <p>k.) confidently present results (the guide) at different forums.</p> <p>l.) send thank you letters to all members of their support network.</p>

Stage 2- Assessment Evidence

<p>Performance Tasks:</p> <p>a.) Completed Logistics, Scope, and Timeframe document.</p> <p>b.) Students select 3-4 team leaders.</p> <p>c.) Completed Risk prevention/Management document.</p> <p>d.) Submission of reports/evaluations.</p> <p>e.) "Kid's Guide to Being BOLD" outline.</p> <p>f.) "Kid's Guide to Being BOLD" document.</p> <p>g.) Completed "Thank You" Letters.</p>	<p>Other Evidence:</p> <p>a.) Journals.</p> <p>b.) Observations of group work/interactions, community updates, confidence in speaking publicly.</p>
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Stage 3- Learning Plan

Instructional Strategies			
Types	Rationale	Media	Justification for Media
Direct: Structured Overview, explicit instruction, coaching, review session	To visually provide students with a "big idea" approach that helps frame concepts in a way that relates to the goal of the program. Have a visual point of reference that students can refer to see the progress towards the goal, remind them of what we covered, and what we will be covering. Give students direct instruction so that they are able to efficiently carry out tasks.	Oversized poster board	Provides a clear illustration of our goals and where we are in terms of reaching those goals.
Indirect: creative and reflective problem solving, deductive and inductive inquiry, reflective discussion, report writing, concept formation (helps to distinguish between the concepts of O,R,P), concept mapping, and concept attainment.	This is mainly student-centered and complements direct instruction. It seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypothesis. It enhances the facilitator's role to provide support and resources in the student's process of inquiry. It encourages students to develop alternatives or solve problems. It highlights complexities in problem-solving and encourages the student to work through them when provided with appropriate foundational knowledge and ways of approaching the problem. Promotes internalization of material leading to higher probability of enduring understanding and knowledge transfer when combined with the other strategies.	* Power Point: Display essential questions for students to write down * Prezi: Concept Mapping Exercise	* Provides an efficient way to display material and gain student attention. * Interactive tool that allows the organization of ideas in an overview format and with the ability to look at it's individual components. Reinforces, visually, how the concepts connect.
Experiential: project team meetings, community updates, meetings with support network, presentations	Promotes internalization of material leading to higher probability of enduring understanding and knowledge transfer when combined with the other strategies.	Computer, internet, poster boards	Provides students with tools to carry out their project tasks, and conduct minor research necessary to complete tasks.
Independent Study and Interactive: Journaling, community updates, meetings with support network, project team meetings,	Encourages reflection which is essential for uncoverage of material and appropriate schema development. Promotes students to take initiative to solve problems in their community (school or neighborhood). Allows students to be reflective on their learning process and where their interests lie. Learning log will allow the facilitator to assess how the student is internalizing the information covered. Assigned questions assists with review in addition to giving them a chance to ask questions about the topic in which the facilitator will respond. Personal reflections promote creativity as they are allowed to express themselves through sketching, poetry, and other means of written/visual communication to	Power Point: Activity instructions	* Provides an efficient way to display material and gain student attention.

Detailed Activities

Type	Purpose	Corresponding Objective	Timing	Materials
Journaling: Learning Log and Assigned Questions	Practice concise writing, inquiry based learning, track changes in learning patterns and writing, record learned experiences along with reflections, summative assessment	U(c-d), EQ(a-e), SWK(a-d), SWBAT(f-g)	15 min (week 4-5); done at the beginning of each session	Composition Notebooks, writing utensils
Organizational: KWL	Activate prior knowledge; assess student understanding of basic project management	baseline assessment that will help show what new learning is being done	30 min (week 4); done at the beginning of every module	Including, but not limited to, poster board, writing utensils, projector, computer
Lecture: Structured Overview and Project Outline	Briefly state what we've done up until now, outline what our next steps are going to be and what our goals are.	U(a-c), EQ(a), SWK(b), SWBAT(e)	30 min (week 1)	Computer and projector, oversized poster
Simulation: Managing a Water Park... Pre-opening day, Opening Day, and End of the day evaluations	Use a familiar context to teach students about management practices and processes (including logistics, scope, timeframes, risk prevention/management)	U(d), EQ(a), SWK(a-d), SWBAT(a-d,f,h)	week 21 (whole)	Posters, water park themed pictures, small water park objects and replicas

Bringing Out Leaders from Dreamers



Team formation, task delegations; Team meetings (including Logistics, Scope, and Timeframe document; Risk prevention/Management document, project implementation).	Designate teams that will have different tasks in order to complete the project efficiently	U(d), EQ(c), SWK(b), SWBAT(b-c,e-h)	3 hrs, beginning of week 22: 5-6 hrs per week, weeks 22-34	Journals and writing utensils
Support network meetings (including Logistics, Scope, and Timeframe document; Risk prevention/Management document, project implementation).	Work with a variety of stakeholders of the community to execute the action plan and help manage the project	U(c,d), EQ(c), SWK(b), SWBAT(a,c-h)	4 hrs per week, weeks 22-31	Journals and writing utensils
Community Updates	Demonstrate to the students that this is a community project and encourages participation from the whole community; therefore their actions should be known by the community and their input should be taken	U(c-d), EQ(c,e), SWK(b,d), SWBAT(g)	1 hr week 4, 8, and 12	Documentation equipment
Midpoint Report	Check status of project to see progress and make some changes if necessary so that we can stick to our deadlines. Students give feedback on what the process and what things are/are not working	SWK(a-c), SWBAT(h)	2 hrs (week 26)	Computer and projector, oversized poster
Module 5 Debrief (concept map, game, and discussion)	Summarize what we did and why, invite students to ask questions for clarification or reinforcement	U(a-d), EQ(a-e), SWK(a-c), SWBAT(a-h)	2 hrs (week 30)	Computer and a projector, and game set-up materials
Develop the "Kid's Guide to Being Bold"	Culminating project that reflects their enduring understandings and teaches other children through a various media (booklet: pictures, worksheets, and links)	SWK(d), SWBAT(i-j)	weeks 30-32 (whole)	Arts and Crafts supplies
Workshop with MICA students	Help students with design components of their Guide	SWBAT(i-j)	weeks 31-32 (whole)	computer and projector
Improvisation: Preparing for presentations	Get students relaxed and comfortable with public speaking and presentational presence	SWK(d), SWBAT(k)	week 32 (whole)	flash cards
Declaration of Being	Final declaration which will assist them in setting standards and expectations of themselves as middle schoolers and as Be BOLD scholars. Encourage students to make a stand for themselves and apply what they've learned to their lives and actions. Encourage deep reflection.	EQ(a-e)	45 min- 1 hr (week 32)	journal and writing utensils
Writing "Thank You" Letters and Invitation to Be BOLD Ceremony	Show our appreciation and gratitude for all of the hard work and commitment that our support network provided all through volunteer	Swat(l)	week 32	Arts and Crafts supplies
Workshop with Luminous Intervention	To provide students with alternate means of showcasing their work at the Be BOLD Block Party.	SWBAT(k)	week 33 (whole)	computer and projector, also whatever materials LI brings
Group presentations of the "Kid's Guide to Being BOLD" to other schools and forums	Show the community what the students have been working hard on all year	SWBAT(k)	week 34 (whole)	The sites we are visiting should have a computer, projector, access to the internet, and an appropriate space for students to present
Be BOLD ceremony, block party, and luminous intervention display	To celebrate all the student's hard work, show appreciation for the support network, get the community more familiar and aware of what Be BOLD is doing, highlight the children's work through a projection project	This activity embodies all of the objectives and reinforces the sense of community, togetherness and belonging.	Summer	This will be detailed in a separate document

Alignment

Course Learning Objective	Assessment for Learning Objective	Teaching Activity/Learning Experience
SWBAT(a)	Completion of document	Water Park Simulation, Support Network and team project meetings, facilitator coaching
SWBAT(b)	Nomination and team leader chosen	Explicit Instruction
SWBAT(c)	Observations of team leaders and team members and how they manage tasks	Water Park simulation, Support Network and team project meetings, facilitator coaching
SWBAT(d)	Completion of document	Water Park simulation, facilitator coaching
SWBAT(e)	Observations of teams working with support network attentively and journals	Facilitator coaching
SWBAT(f)	Submission of Reports	Worksheet, facilitator coaching
SWBAT(g)	Journaling, observations of students talking with community members	Facilitator coaching



SWBAT(h)	Completion of project evaluation and analysis	Explicit Instruction, demonstrations, support network and project team meetings, facilitator coaching
SWBAT(i)	Completion of "Kid's Guide to Being BOLD" outline	Support network and project team meetings, facilitator coaching
SWBAT(j)	Completion of "Kid's Guide to Being BOLD" final document	MICA workshop, facilitator coaching
SWBAT(k)	Completion of presentations	Luminous interventions workshop, facilitator coaching
SWBAT(l)	Completion of letters	Facilitator coaching and demonstration

Notes

1.) Students should feel very comfortable and relaxed when working with team members so allow them to scatter around the room or even outside, weather permitting.
 2.) Facilitators need to confirm presentation sites at least 2-3 months in advanced and maintain contact with the site.

Tips for Facilitators