



MIDDLE SCHOOL PROGRAM APPLICATION OF THE JAG MODEL



7TH GRADE NATIONAL CURRICULUM

- OBJECTIVE:** Self-Understanding
- Communication
 - Organizational Skills
 - Study Skills
 - Decision-Making
 - Character Development
 - Team Building



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Self-Understanding

Approximate Length: 10 days

1. Pre-Test
 - a. Administer Pre-Test (1 day)

2. Introduction
 - a. Movie and Discussion (3 days)

3. Personal Aptitudes, Abilities and Potential
 - a. Scavenger Hunt (1 day)
 - b. Interest Sharing and Exploration (3 days)

4. Self Assessments
 - a. Administer Self Assessments (5 days)
 - Learning Styles Inventory
 - Myers Briggs
 - Feelings Inventory

5. Social Roles
 - a. Identifying Social Roles (2 days)

6. Personal Values
 - a. What is important to you? (3 days)

7. Identifying, Understanding and Managing Emotions
 - a. What we feel and why? (1 day)
 - b. Managing your Emotions (3 days)

8. Healthy Choices and Positive Self Image
 - a. Taking Care of Yourself (2 days)
 - b. What Would You Do? (2 days)
 - c. Messages from Your Music (3 days)
 - d. Choices Affect Everyone (3 days)

9. Personal Poster/Website/Movie/Autobiography and Presentation
 - a. Create Physical Product (5 days)
 - b. Presentations (2 days)

10. Post-Test (1 day)
 - a. Administer Post-Test (1 day)

Lesson 1: Pre-Test

1. During a typical day, what different roles do you play? (example: as a Student)
2. Identify three things that you are good at and give an example of how they can help you achieve success in school, peer relationships and in your at home.
3. List at least two areas in which you would like to improve. What resources are available to help you make these improvements?
4. What are the most important things that you would like to have people know about your personality?
5. What are five emotions that you might experience this year?
6. Describe a situation in which you had a difficult time handling being angry, sad, or frustrated. What choices did you make when you felt that way? What were the consequences of those choices? What would you do differently if a similar situation arose in the future?
7. What are three things that you enjoy doing in your free time?
8. What could you teach someone else to do well?
9. What are three things you would like to learn in your lifetime?
10. What are three things that you like about yourself and how can they help you achieve your goals?

Self-Understanding
Pre/Post-Test Answer Key

Note: The answers to questions 3 and 4 and 6-10 are subjective in nature and should be assessed accordingly.

Question 1: Be looking for roles like: student, family member, friend, boyfriend/girlfriend, athlete, leader, performer, volunteer.

Question 5: Be looking for the range of emotions: anger, fear, happiness, excitement, sadness, frustration, joy, etc.

Lesson 2: Introduction

Introduction Movie and Discussion

Purpose: Introduce concept of self-understanding and generate excitement among the students.

Timeframe: 3 days

Materials: Movie in which main character(s) enhance or explore issues of self-understanding and positive self image.

Activity Description:

1. Students will watch a “popular” movie followed by a discussion led by the specialist introducing the major themes of the unit, social roles, personal values, healthy choices, positive self-image and self-awareness.

Assessment: Participation in discussion (Use Discussion Rubric)

Learning Standards Addressed: SU1,3,4,5,7; C3; DM2-5

Possible Discussion Questions:

- What did the main character think were his/her strengths in the beginning of the movie? Did he/she feel the same way at the end?
- What sort of things did the main character have to do to discover his/her strengths?
- Did the main character learn about him/herself and grow alone or did they have help?
- Did the main character’s social roles change during the movie?
- What is the overall message of the movie

Suggested Movies: (Choose one that will interest and engage your students)

- The Lion King
- The Breakfast Club
- Shrek
- The Outsiders
- Lucas
- Rudy
- La Bamba
- A. I. Artificial Intelligence

Group Discussion Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
LISTENING	Recognizes and responds to others speaking	Uses and practices listening processes regularly	Habitually uses listening processes
NON-VERBAL COMMUNICATION	Comprehends some information from nonverbal cues	Draws accurate conclusions from body language and facial expressions	Able to recognize and use subtle non-verbal communication cues
COOPERATION	Sometimes shows ability to wait to give appropriate verbal/nonverbal responses	Usually shows ability to wait to give appropriate verbal/non-verbal responses	Habitually shows ability to wait with openness and awareness to give appropriate verbal/non-verbal responses
PARTICIPATION	Rarely talks during the discussion or talk is off the subject -- Offers few ideas to the discussion	Shares freely and explains with details— makes connections to what others say	Talk inspires others – Supports and leads others in discussion

Lesson 3: Personal Interest, Aptitudes, Abilities and Potential

Scavenger Hunt

Purpose: Identify personal interests for self and classmates

Timeframe: 1 day

Materials: Scavenger Hunt Questionnaire

Activity Description:

1. Students will complete the scavenger hunt questionnaire within the class period and classroom.
2. They will also share and discuss results.

Assessment: Completed Questionnaire

Learning Standards addressed: SU 6; C1, 3

Personal Scavenger Hunt Questionnaire

Directions: Talk with your classmates and find someone who meets the conditions defined in the questions. For each entry, list the person's name and the specific information meeting the condition.

1. Find someone who has traveled to other states or countries.
2. Find someone that plays a sport.
3. Find someone who has been on a different continent.
4. List the favorite movies of two different people in the class.
5. Find someone with a younger sibling.
6. Find someone that has been to a concert.
7. Find someone that has more than one pet.
8. Find someone that has flown on an airplane.
9. Find someone that has hiked a mountain.
10. List the favorite band of two of your classmates.

Note: Questions can be added or deleted based on the interests of your students and period length.

Interest Sharing and Exploration

Purpose: Identify personal interests and discuss with class.

Timeframe: 3 days

Materials: Worksheets
1. Special Things About Me
2. My Ideas Do Count

Activity Description:

1. Using the two personal awareness worksheets, students will spend time individually reflecting on various aspects their personality.
2. These worksheets ask students to list, categorize and think about their personalities.
3. One worksheet per class period and follow up discussion should take approximately three days.

Assessment: Completed worksheets.

Learning Standards Addressed: SU 6,7; C 3

Special Things About Me

Special Things About Me

Your Name: _____

Address: _____

Phone Number: _____ Birthday: _____

Age: _____ Parent's or guardian's names: _____

Name all the members of your household: (You may include pets!) _____

What are your hobbies? _____

What hobbies do other household members have? _____

When you're not in school, what are you doing? _____

What is your favorite school subject? _____

When you grow up, what do you want to be or do? _____

What is an area you could improve in your life? _____

Can your Specialist help you make that improvement? _____ How? _____

My Ideas Do Count!

It's good to know that we are somebody and that our ideas and feelings are important. After answering the questions below, share your interests with your classmates. It's an important part of getting to know yourself and each other!

What is ..

- your favorite school subject? _____
- your favorite extra-curricular activity? _____
- the job/task/chore you do that makes you feel important? _____

- one thing you like about school? _____
- your favorite food? _____
- your favorite free time activity? _____
- your favorite movie? _____
- the most important characteristic of a good friend? _____
- something you are proud of? _____
- the thing you like most about yourself? _____

- the best trip you've ever taken? _____
- your favorite holiday? _____
- something you would like to accomplish in the future? _____

- one thing very few people know about you? _____
- your best talent? _____

Lesson 4: Self Assessments

Purpose: Use of Self Assessment inventories to enhance individual self-understanding.

Timeframe: 5 to 10 days

Materials: Self-Assessment Battery:

- Meyers-Briggs
- Feelings Inventory
- Tickle.com (Great site for age appropriate, fun assessments)

Activity Description:

1. Students will complete various self-assessment inventories with the guidance of the Specialist.
2. These inventories will measure different personality types, learning types, and feelings identification.

Assessment: Completed inventories and guided reflected journal entries.

Learning Styles Addressed: SU 2, 6

Note: An Internet search using keywords “personality assessments for kids”, or “adolescent personality tests” will yield various tests, inventories, etc. It is important that these inventories are age appropriate and have an aspect of fun.

Lesson 5: Identifying Social Roles

Purpose: Students will examine social roles in society and explore roles that they may hold.

Timeframe: 2 days

Materials: Media sources to be chosen by specialist and/or students i.e. newspapers, magazines, internet.

Activity Description:

1. Students will use excerpts from media sources to represent various social roles.
2. They will create a poster, piece of writing, or other physical product.
3. The product will be the catalyst for discussing whether the roles represented are ones that they have held, hold now, or will hold in the future.
4. Student will then present their project to the class.

Assessment: Completed poster with presentation to class (video taped)

Learning Standards Addressed: SU1; C3

Lesson 6: What is Important to You?

Purpose: Students will explore and identify personal values.

Timeframe: 3 days

Materials: Values Questionnaire, flipchart or chalkboard.

Activity Description:

1. Using the values questionnaire, students will interview at least one adult and one peer about their personal values. Students will then summarize their findings and the class will compare values of people using a chart or graph on the board or flipchart. Students will then complete the questionnaire, identifying their own values.

Possible Questions for Values Questionnaire:

- What are three values that you want people to think of when they think of you?
 - What kind of values do you look for in a friend?
 - What does being a person of good character mean to you?
 - Name a person in your life that has good character and describe how they have influenced you.
 - Do you think it is easy to always hold true to your personal values? When is it difficult?
2. Once students have completed the questionnaire interviews and completed the questionnaire for themselves, they will create a visual representation of their own personal values. This can be done on a poster, (the poster can have personal photos, magazine pictures, drawings, etc.) or a PowerPoint presentation. Remember to design a rubric for the project with product descriptors in mind. (See section on Assessment)

Assessment: Completed writings, journal entry and values slide show (PowerPoint) or poster.

Learning Standards Addressed: SU3,6; C1,3

Values Questionnaire

Students will use this questionnaire to interview one adult and one peer about what they value. Students should research the following questions and record the interviewee's responses in detail.

Student's Name: _____ Date: _____

Person being interviewed: _____

1. What are three values that you want people to think of when they think of you?
2. What kind of values do you look for in a friend?
3. What does a person of good character mean to you?
4. Name a person in your life that represents a person with good character and describe how they have influenced you.
5. Do you think it is easy to always hold true to your personal values; and if so when is it difficult to hold true to your personal value?

Lesson 7: What Do We Feel and Why?

Purpose: Students will identify and discuss feelings and emotions.

Timeframe: 1 day

Materials: Flipchart/dry-erase board and markers

Activity Description:

1. Students will participate in a group discussion about emotions.
2. They will brainstorm a list of emotions and then talk about reasons that someone might experience each emotion.
3. Students will be encouraged to offer examples from their own life and discuss management strategies when appropriate.

Assessment: Participation in discussion and reflective journal entry. Use Group Discussion Rubric.

Learning Standards Addressed: SU 4; C 3; DM 2-5; CD 3

Group Discussion Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
LISTENING	Recognizes and responds to others speaking	Uses and practices listening processes regularly	Habitually uses listening processes
NON-VERBAL COMMUNICATION	Comprehends some information from nonverbal cues	Draws accurate conclusions from body language and facial expressions	Able to recognize and use subtle non-verbal communication cues
COOPERATION	Sometimes shows ability to wait to give appropriate verbal/nonverbal responses	Usually shows ability to wait to give appropriate verbal/non-verbal responses	Habitually shows ability to wait with openness and awareness to give appropriate verbal/non-verbal responses
PARTICIPATION	Rarely talks during the discussion or talk is off the subject -- Offers few ideas to the discussion	Shares freely and explains with details— makes connections to what others say	Talk inspires others – Supports and leads others in discussion

Managing Your Emotions

Purpose: Students will discuss strategies for managing difficult emotions and develop personal management strategies and goals for dealing with problem emotions.

Timeframe: 3 days

Materials: Management Plan Template, flipchart/dry erase board, and markers

Activity Description:

1. Students will participate in a group discussion identifying and exploring different strategies for effectively managing emotions (counting to ten to ease anger, having a specific person to talk to, conflict resolution techniques, appropriate ways to communicate frustration, etc.).
2. Students will also brainstorm and discuss consequences of ineffective management of emotions.
3. Students will then identify personal areas of emotional difficulty. (This can be done in pairs or trios then reported to the group.)
4. Students will then develop individual goals and management plans to help them more effectively manage their emotions in these areas.

Possible Management Plan Template:

Difficult Situation: My friends talk behind my back. **Emotion(s):** Anger, Frustration and Sadness

What I do about it: I will talk to my friends about the situations and let them know that when they talk about me behind my back that it makes me angry and sad. I will also let them know that it makes me think about whether I should be their friend or not. I will use "I statements" to keep the focus on the situation and my feelings. I will listen to what they have to say, accept their apology if offered and NOT hold a grudge.

Assessment: Completed Personal Management Plans with examples in Portfolio

Learning Standards Addressed: SU 4, 5; C 3; DM 1-5; CD 1-5

Lesson 8: Taking Care of Yourself

Purpose: Students will discuss and define the meaning of, and the reasons for, taking care of themselves, physically and emotionally. Students will explore how a positive self-image can contribute to success.

Timeframe: 2 days

Materials: Flipchart/dry erase board and markers.

Activity Description:

1. Students will brainstorm as many “meanings” for taking care of themselves as they can.
2. They will then examine specific examples and discuss the meaning and benefits of taking care of themselves. They will also examine possible repercussions of not addressing some of these issues.
3. Students will then identify in journal entries, some areas where they struggle to take care of themselves in their own lives.

Assessment: Participation in group discussion and reflective journal entries. Use Group Discussion Rubric.

Learning Standards Addressed: SU 3-5,7; C 2,3; DM 5; CD 2,5

Group Discussion Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
LISTENING	Recognizes and responds to others speaking	Uses and practices listening processes regularly	Habitually uses listening processes
NON-VERBAL COMMUNICATION	Comprehends some information from nonverbal cues	Draws accurate conclusions from body language and facial expressions	Able to recognize and use subtle non-verbal communication cues
COOPERATION	Sometimes shows ability to wait to give appropriate verbal/nonverbal responses	Usually shows ability to wait to give appropriate verbal/non-verbal responses	Habitually shows ability to wait with openness and awareness to give appropriate verbal/non-verbal responses
PARTICIPATION	Rarely talks during the discussion or talk is off the subject -- Offers few ideas to the discussion	Shares freely and explains with details— makes connections to what others say	Talk inspires others – Supports and leads others in discussion

What Would You Do?

Purpose: Students will compare healthiness of various choices available to them in situations that they may encounter in their own lives.

Timeframe: 2 days

Materials: Pro/Con Worksheet and Choices from a hat

Activity Description:

1. Students will participate in a short group discussion about the different situations in life that will require a choice.
2. The specialist will introduce the concept of decision-making using the Pros vs. Cons system.
3. Students will then separate into pairs and the Pros/Cons Work Sheet will be handed out.
4. Students will randomly draw a "Choice From the Hat". They will work through the decision-making process in their small groups and then report out to the group.

Possible "Choices from a hat"

- You and your friend work together at the CD store. Your friend tells you that he/she has been stealing CDs and selling them at school and asks you not to say anything. You really like your job and need your weekly paycheck. What kind of choices would you make in this situation and why?
- You are walking your dog in the park and discover a wallet on the ground with \$100.00 in it. The owner's license is in the wallet and he/she does not live far from you. What do you do?
- There is a really good party going on at your friend's house tonight. While you are there, some people offer you some beer. You promised your parents that there would not be any alcohol at this party and that you would not drink. You don't want to leave the party, but you did make that promise. What are you going to do?

Note: Add or delete situations as needed.

Assessment: Reflective journaling and videotape of report outs.

Standards Addressed: SU5, 7; DM1, 5; CD 2

<p style="text-align: center;">Pros vs. Cons Decision-Making Worksheet</p>

Directions: In the section labeled Pros, write down everything that is positive (healthy) about the decision you made. In the section labeled Cons, write down all of the things that are negative (unhealthy) about the decision you made. After both sections are complete, decide if you still like the choice you made.

Pros

Cons

Messages from Music

Purpose: Students will examine the messages in the music they listen to and relate it to a discussion about healthy lifestyle choices.

Timeframe: 3 days

Materials: Students chosen CDs, and printed lyrics subject to Specialist approval. Two songs per student.

Activity Description:

1. Students will work independently or in small groups to examine and discuss the lyrics of two songs of their choice.
2. They will analyze the messages in the lyrics and present to the class the relative healthy/unhealthy nature of the messages.
3. The class will discuss the possible personal and/or societal consequences of such messages.

Note: Class time should be spent to listen to all of the songs chosen so that the students can then focus on the printed lyrics for the remainder of the project.

Assessment: Summary prepared for class presentation, and the presentation (video taped)

Learning Standards Addressed: SU 5; C 3; DM 5; CD 1, 4-6

Music Reviews

Name of Song: _____

Name of Band: _____

What was your 1st impression of the song? (example: the drums were excellent, but the lyrics ruined the song for me) _____

Identify any emotions that this song made you feel: (relaxed, funny, sad, angry, etc.)

Write some lyrics that stick out in your mind: _____

What is the message of this song (example: letting everyone know how the artist feels)

Name of Song: _____

Name of Band: _____

What was your 1st impression of the song? (example: the drums were excellent, but the lyrics ruined the song for me) _____

Identify any emotions that this song made you feel: (relaxed, funny, sad, angry, etc.)

Write some lyrics that stick out in your mind: _____

What is the message of this song (example: letting everyone know how the artist feels)

Choices Affect Everyone

Purpose: Students will gain greater understanding of how their choices affect themselves and others by examining the consequences of other's choices.

Timeframe: 3 days

Materials: Media Resources, Poster Materials

Activity Description:

1. Students will find examples of positive and negative consequences from choices using various media resources.
2. They will create a poster or other presentation tool (Power Point) to summarize their findings and present to the class.

Assessment: Completed presentation product and presentation (with product descriptor rubric).

Learning Standards Addressed: SU 5; C 3; DM 1,5; CD 6

Lesson 9: Autobiography

Purpose: To have the student identify their personal values, and to recognize the importance of their family and their future.

Timeframe: 2 - 4 weeks

Materials: Attached scoring guide
Attached scoring rubric
*Students need to bring in pictures of their family

Activity Description:

1. Students will create an autobiography consisting of the following sections:
 - A. Front Cover, Back Cover
 - B. Written and Visual Representations of Family, Future and Values.
2. Discuss the project and review the scoring guide and scoring rubric. A discussion/lesson can be lead on what personal values are (i.e.- trust, loyalty, honesty, etc.) and explain the difference between personal values and items the students value (i.e.- stereo, money, games, etc.).
3. Students will then write their sections on
 - *"Why my family is important to me?"*
 - *"What are some of my values?"*
 - *"What do I see my future like?"*
4. These sections can then be typed. This will take 2-4 class periods.
 - Throughout the first weeks of the project, students should be gathering pictures of their family and friends for their autobiography.
 - Students can paste/tape their written sections and photos onto cardstock paper or construction paper to form the pages of their project.
 - Pages can be laminated and bound together.
5. Upon completion of the projects, students can then present them to the class and complete their section of the Scoring Rubric. The Specialist will then score the Autobiographies and sit down with the student to discuss their scores.

Assessment: Completed Autobiographies, Autobiography Scoring Rubric

Learning Standards Addressed: SU-3, 6, 7; CD-1, 4

Self Understanding: “My Autobiography”

Questions to keep in mind while completing My Autobiography:

- Did I complete all of the required sections?
- Did I put in my best effort in my written sections?
- Is my spelling and grammar correct?
- Is there tape or glue showing?
- Are there ragged edges around my work?
- Has a classmate read my autobiography and critiqued it?
- Is there too much negative space? (blank space on the page)
- Have I put in extra effort to earn bonus points?
- Are the pages in the correct order? Do they make sense to the reader?
- Am I sure that I am ready for my autobiography to be laminated and bound?

Section of the Autobiography

Section	Possible # of Points				
Front Cover: Colorful, eye-catching, neat, first and last name clearly written. Graphics included.	10	1-3 Points: Names missing from cover. No graphics. Plain cover.	4-6 Points: First or last name may be missing, too much negative space. Graphics are either not included, or few. Cover is not as neat as it could be.	7-10 Points: The cover has their first and last names spelled and capitalized correctly. Graphics are included, and are colorful, neat, and appropriate to the project.	
Back Cover: School name and year neat and visible.	5	1-2 Points: School name, year, or both not included. Writing is not legible.	3-5 Points: School name and year neatly labeled and clearly visible.		
Written representation of Family: "Why is my family important to me?"	15	1-5 Points: Less than one paragraph written. Spelling and grammar are poor. Does not answer the question of why the student's family is important to them.	6-10 Points: One or two short paragraphs. Partially answers the question. Grammar +/- spelling questionable.	11-15 Points: Fully answers the question and fills an entire page with written work. Grammar + spelling are correct. Has defined intro., body, and conclusion.	
Visual representation of Family: Including pictures with labels or descriptions.	5	1-2 Points: Only one or two pictures of students' family are included, without labels or descriptions.	3-5 Points: Three or more pictures of students' family are included and have appropriate labels or descriptions.		
Written representation of Values: "What are some of my values?"	15	1-5 Points: Less than one paragraph written. Spelling and grammar are poor. Student does not understand the concept of "personal values".	6-10 Points: One or two short paragraphs. Partially answers the question. Grammar +/- spelling questionable.	11-15 Points: Fully answers the question and fills an entire page with written work. Grammar + spelling are correct. Has defined intro., body, and conclusion.	
Written representation of Future: "What do I see my future like?"	15	1-5 Points: Less than one paragraph written. Spelling and grammar are poor. Student has not thought at length about their future.	6-10 Points: One or two short paragraphs. Partially answers the question. Grammar +/- spelling questionable.	11-15 Points: Fully answers the question and fills an entire page with written work. Grammar + spelling are correct. Has defined intro., body, and conclusion.	
Visual representation of Future: Including pictures with labels or descriptions.	5	1-2 Points: A maximum of one picture included, with or without label or description	3-5 Points: Two or more pictures of their future included, with appropriate labels or descriptions.		

Section of the Autobiography

Section	Possible # of Points				
<p>Written and Visual representation of hobbies or interests: Example: "What I like to do" page included.</p>	10	<p>1-3 Points: Student either has not included any written or visual representation of hobbies or interests; or, has included one written or visual example.</p>	<p>4-6 Points: Student has included 2-3 written and/or visual representations. Written work is not neat, and has spelling/grammatical errors.</p>	<p>7-10 Points: Student has included an entire page(s) of written and visual representations of hobbies or interests. Grammar and spelling are correct, and the student has put in full effort to this piece of the project.</p>	<p>7-10 Points: The pages are colorful, neat, and legible. They are full, without negative space. Tape and glue are not visible, or are neat. The autobiography flows in an order that is easily followed and understood.</p>
<p>Layout: Are all of the pages colorful? Neat? Legible? Full? Are the pages in a logical order?</p>	10	<p>1-3 Points: Very little color in the pages. There is a large amount of glue or tape visible. Writing is illegible in many areas. Large amounts of negative space. Pages are in a random order, resulting in a lack of flow to the autobiography.</p>	<p>4-6 Points: Most of the pages are colorful. The majority of the writing is legible and neat. Some pages have negative space. There may be visible tape or glue. Some pages may not be in the correct order. The topics may jump around.</p>		<p>7-10 Points: The autobiography is full of color and many pictures/graphics are included. The flow of the writing is easy to follow.</p>
<p>Appeal: Is it attractive? Easy to read?</p>	10	<p>1-3 Points: The autobiography lacks visual appeal; it is not colorful, lacks pictures/graphics. The writing is difficult to read and follow the student's train of thought.</p>	<p>4-6 Points: The autobiography is colorful, but could use some improvement. Graphics/pictures are used to an extent. The flow of the writing can be difficult to follow in some instances.</p>		<p>7-10 Points: Student went above and beyond project expectations. Student created multiple original pages/sections while following the neatness/clarity guidelines.</p>
<p>Bonus Points: Additional points may be earned for extra effort.</p>	10	<p>1-3 Points: Student put in a little extra effort, and may include: extra pictures, graphics, focus on neatness, or added written work.</p>	<p>4-6 Points: Student added one or two original pages/sections. These followed the neatness/clarity guidelines.</p>		

Autobiography Point Summary			
Categories	Possible Points	Student Score	Specialist Score
Front Cover: Colorful, eye-catching, neat, first and last name clearly written. Graphics included.	10		
Back Cover: School name and year neat and visible.	5		
Written representation of Family: "Why is my family important to me?"	15		
Visual representation of Family: Including pictures with labels or descriptions.	5		
Written representation of Values: "What are some of my values?"	15		
Written representation of Future: "What do I see my future like?"	15		
Visual representation of Future: Including pictures with labels or descriptions.	5		
Written and Visual representation of hobbies or interests: Example: "What I like to do" page included.	10		
Layout: Are all of the pages colorful? Neat? Legible? Full?	10		
Appeal: Is it attractive? Easy to read?	10		
Bonus Points: Additional points may be earned for extra effort.	10		
Total Points	110		

Lesson 10: Administer Self Understanding Post-Test

Purpose: To assess the level of learning and growth that occurred over the course of the Self-Understanding unit.

Time Frame: One class period

Materials: Pre/Post-Test, Answer Key

Activity Description:

1. Specialist explains to students that they will be taking the Post-Test. Explain that it is the same test that they have already taken and that it is designed to see how much they learned.
2. Distribute tests and allow students to complete them

Assessment: Completed Post-Tests

Learning Standards: Self-Understanding (ALL)

Note: At the conclusion of the unit, all appropriate work should be placed in the student's portfolio.

<p style="text-align: center;">Communication Approximately Length: 14 Days</p>

1. Introduction
 - A. Introduction
 - B. Pre-Test

2. Types of Communication
 - A. verbal
 - B. non-verbal
 - C. written

3. Communication Initiatives
 - A. Verbal initiatives
 - B. Non-verbal initiatives

4. Art of Public Speaking
 - A. 2 types of speech
 - a. prepared
 - b. impromptu

5. Prepared Speeches
 - A. Student research for prepared speeches

6. Impromptu Topic (student)
 - A. group activity (create topics)
 - B. give speeches

7. Phone Skills
 - A. making phone calls
 - B. Incoming and outgoing calls

8. Journal Entries
 - A. guided entries
 - B. free form entries

9. Post-Test

Lesson 1: Communication Pre-Test

Purpose: To determine student understanding of the concept of communication

Timeframe: 1 day

Materials: Pre/Post-Test (back page this section)

Activity Description:

1. Specialists will administer the Communication Pre-Test, students will submit their test completed tests.
2. The specialist will report each student's score back to them at the beginning of the next scheduled class.

Assessment: Successfully complete the Communication Pre-Test and submit it to the specialist.

Learning Standards: N/A

Lesson 2: Types of Communication

Purpose: To explore various types of communication with the students

Timeframe: 1 day

Materials: Pencil, communication types worksheet

Activity Description:

1. Students will participate in small groups brainstorming a list of various communication types; i.e., body language, non-verbal, and written.
2. After each group has worked on their brainstorming lists for 10 minutes, the groups should convene in a common area to report the contents of their lists.
3. The group should compare and contrast their lists in hopes to identify the more common methods of various communication types.

Assessment: Each student will take a turn reporting information back to the class. All students will file their lists into their portfolios.

Learning Standards: C 1

Communication Types

Worksheet for Communication Lesson

Student's Name _____ Date _____

Directions: Students will work in small groups to brainstorm various methods or ways people can communicate in the three categories listed below:

<u>Body Language</u> <i>Example: eye contact</i>	<u>Verbal</u> <i>Example: asking questions</i>	<u>Written</u> <i>Example: post-it notes</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 3: Initiatives

Purpose: To increase student's awareness verbal and non-verbal communication through various group initiatives.

Timeframe: 4 days

Materials: Paper, pencil, flipchart or chalkboard and chalk/markers

Activity Description:

1. Specialist will introduce concepts of initiatives to the students.
2. Students will participate in initiative working on communication skills for the next 4 days.

Note: Use initiatives outlined in lesson 3A and 3B throughout this portion of the unit.

Assessment: Participation, and classroom discussion processing the initiatives, highlighting what types of communication was used, as well as identifying what communication types were effective. Use journal entries to allow students to reflect on the initiatives that were most significant to them.

Learning Standards: C 1, C 3

Group Discussion Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
LISTENING	Recognizes and responds to others speaking	Uses and practices listening processes regularly	Habitually uses listening processes
NON-VERBAL COMMUNICATION	Comprehends some information from nonverbal cues	Draws accurate conclusions from body language and facial expressions	Able to recognize and use subtle non-verbal communication cues
COOPERATION	Sometimes shows ability to wait to give appropriate verbal/nonverbal responses	Usually shows ability to wait to give appropriate verbal/non-verbal responses	Habitually shows ability to wait with openness and awareness to give appropriate verbal/non-verbal responses
PARTICIPATION	Rarely talks during the discussion or talk is off the subject -- Offers few ideas to the discussion	Shares freely and explains with details— makes connections to what others say	Talk inspires others – Supports and leads others in discussion

Verbal Initiatives

Purpose: To increase student understanding of verbal communication through initiatives.

Timeframe 2 days

Materials: 8 to 10 balls or items that can be tossed (beanie babies work well)

Activity Description:

1. Students will participate in several initiatives that focus on verbal communication.

Possible initiatives:

- *Two minute interviews:* Students work in groups of two undergoing a question and answer period of two minutes. The students come back to the class and report what interesting information they found out about their partner.
- *Group Juggle:* The class stands in a circle passing item around the circle in a particular pattern so everyone catches and tosses only once. When a person is to toss an item they must first identify themselves then acknowledge the person they will be tossing to by stating their name prior to throwing the item (“Bobby tossing to Judy”). When an item is caught the catcher must thank and acknowledge the person who tossed the object to them (“thank you, Bobby”). The tossing remains continuous and the Specialist will slowly add more and more of the soft items to be tossed around the group.
- *Back to back:* Students work with a partner sitting back to back at desks or on the floor. One student creates a design with pencils or markers (laying those items out in a design). The other student has an identical set of pencils or markers. Through verbal communication students work on recreating the design which was initially designed.

Assessment: Specialist will process with the class the challenges and barriers that the students encountered while participating in the initiatives. Specialist will keep a participation log on each student and their involvement in the initiatives.

Learning Standard: C 1

Note: Refer to the books *Silver Bullets* and *Cowtails and Cobras* by Carl Rhonke

Non-Verbal Initiatives

Purpose: To help students increase their understanding of non-verbal communication.

Timeframe: 2 days

Materials: Rope (20 feet long), word list for charades, a simple puzzle, open space in the classroom.

Activity Description:

1. Specialist will introduce the guidelines of the non-verbal initiatives to the students and supervise the activities.
2. Specialist may have to give thought-provoking prompts to the students or groups who may be struggling, i.e.: "what are some barriers that are keeping this group from succeeding?"

Possible initiatives:

- *Silent Birthday line up:* Students must get into a single file line in order of their birthdays (month and day) without talking or making noises.
- *Silent Puzzle:* Students must complete a puzzle as a group without speaking. The puzzle should be rather simple. Each student should be issued a number of puzzle pieces that they are responsible for placing them into the appropriate positions.
- *Charades:* Students will act out words silently to the class.
- *Human Knot:* Students will stand in a circle around a pile of rope where both ends are tied together, each student will bend down and grab onto a 4 inch section with one hand. Once each student had grabbed onto the rope the group must work together to untangle the rope to create a large circle.

Note: Students shouldn't allow the rope to slide through their grip on the rope. Students should not grab onto the rope right next to the hand of the person on either side of them.

Assessment: The Specialist will process with the class on effect methods of non-verbal communication that was used by the students. The class will also work to identify the different types and non-verbal communication that was used to overcome the barriers that were apparent during the initiatives.

Learning Standards: C 1; C 3

Lesson 4: Art of Public Speaking

Purpose: Introduce students to the concept of Public Speaking

Timeframe: 1 day

Materials: Pen and paper

Activity Description:

1. Specialist will lead a group discussion on the two types of public speaking (prepared and impromptu)

Possible discussion points:

- Has anyone ever had to give a prepared speech before? When? Why? About what?
- Does anyone have a fear of speaking in public?
- Why do you think that people are afraid to speak in front of other people?
- What are some jobs or careers that require public speaking?
- Is being able to speak in public a good skill to have? Why?

Note: The Specialist will review the three parts of a speech (introduction, body, and conclusion).

Assessment: In a reflective journal entry the students will record the two types of speeches, and the three different parts of a speech as well as, identifying three careers that require public speaking. The entry will end with the student listing four possible topics they may want to give a speech on.

Learning Standards: C 3

Lesson 5: Prepared Speeches

Purpose: Students will improve their public speaking skills by giving a speech to the rest of the class.

Timeframe: 3 days

Materials: Access to the Internet; a box or hat (for student's name); and paper and pen

Activity Description:

1. Specialist will determine the order of the speeches by drawing student's names out of a hat.
2. The students will use class time for two days to prepare their speeches.
3. The speeches should be at least 5 minutes in length and should include the three components a speech.
4. Students will give their speeches on the third day.

Assessment: Use the Prepared Speech rubric to critique the speeches. The rubric will be filled out by the specialist and the students themselves.

Learning Standards: DM 1; C 3

Speech Scoring Rubric

Name: _____

Period: _____ Date: _____

Use the following rubric to score each student's speech. Both Specialist and students should respond to the rubric and record the overall score for the speech.

Introduction and topic identification	Student did not introduce themselves. The topic of the speech was not clearly identified. (1 point)	Student introduced themselves but did not clearly identify the topic of the speech (3 points)	Student introduced themselves and clearly identified the topic of the speech. (5 points)
Speech content and use of body language	The content of the speech didn't reflect the topic of the speech. Student didn't use body language to reinforce the content of the speech (eye contact, voice inflection, moving with the space). (1 point)	The content of the speech did reflect the topic of the speech. Student didn't use body language to reinforce the content of the speech (eye contact, voice inflection, moving within the space). (3 points)	The content of the speech did reflect the topic of the speech. Student did use body language to reinforce the content of the speech (eye contact, voice inflection, moving within the space). (5 points)
Conclusion and sign off	Student did not recap the points of their speech and did not make a clear sign off which disengaged the student from the audience. (1 point)	Student did recap the points of their speech but did not make a clear sign off which disengaged the student from the audience. (3 points)	Student did recap the points of their speech and made a clear sign off which engaged the student with the audience. (5 points)
Time Management	Student did not give their speech within the time frame established. (1 point)	Not applicable	Student delivered their speech within the time frame established. (5 points)

Total Score: _____

Lesson 6: Impromptu Speeches

Purpose: To allow an opportunity for students to improve their impromptu thinking and speaking.

Timeframe: 1 day

Materials: Box or hat for drawing names and subject of speeches, clock for time keeping and paper and pen.

Activity Description:

1. The Specialist will explain the parameters of the activity.
2. The speeches are to be no shorter than 2½ minutes in length and shouldn't exceed 3½ minutes.
3. The impromptu speeches should contain the three parts of a speech, and should not waver from the subject that is chosen.

Assessment: Specialist and the students themselves will fill out Impromptu Speech rubric critiquing the speeches.

Learning Standards: DM 1; C 3; OS/SS 1; CD 1; CD 5

Lesson 7: Phone Skills

Purpose: To increase students' phone skills.

Timeframe: 1 day and then ongoing as situations and opportunities arise.

Materials: Telephone and script.

Activity Description:

1. Specialist will lead a group discussion about phone skills.
2. Students will generate a list of careers where phone skills are important.
3. Specialist will write on the board the standard classroom greeting when the phone rings.
4. Each student will then role play the answering of the phone, and once their level of attainment is sufficient, they will be able to answer the phone in the future with the Specialist's consent.

Sample Phone Script: *"Hello, Mr./Ms. (specialist) classroom, _____ speaking, how may I help you."*

Assessment: Students will record their list of identified careers in their portfolios. The Specialist will notify those students who have attained the appropriate skills. The Specialist will also continue to work with those students who need improvement throughout the school year helping them improve their phone skills.

Learning Standard: C1

Lesson 8: Journal Entry

Purpose: Students will increase their written communication skills through journal entries, both guided and free-form.

Timeframe: 1 day introduction and then ongoing journal entries.

Materials: Journals, writing utensil.

Activity Description:

1. The Specialist will introduce the concept of journaling as a form of expression and communication.
2. Journal entries can be directed by a given topic or journal entries can be free-form where there is no given topic and the writer records their thoughts onto paper.

Assessment: Specialist should be periodically collecting the journals and responding to the entries. Positive feedback in response to the journal entries is required to allow the journal entries to be authentic. Negative responses may stymie the writer keeping them from truly expressing themselves.

Learning Standards: C1, C3

Lesson 9: Pre/Post-Test

Purpose: To determine the level of improvement in communication skills among the students.

Timeframe: 1 day

Materials: Post-Test

Activity Description:

1. Specialist will administer the Communication Post-Test to all of the students.
2. The Specialist will correct the tests and report the scores out to the students.
3. The Specialist and students will take time to compare the scores of the Pre-Tests and Post-Tests.
4. The Specialist should highlight the positive improvements that occurred throughout the unit.

Assessment: Compare the scores from the Prep-Test to the scores on the Post-Test. Record and compare scores.

Learning Standards: N/A

Communication Pre/Post-Test

1. Three types of communication are verbal, nonverbal, and written. **True False**
2. A type of verbal communication is a prepared public speech. **True False**
3. A good leader needs to be a good communicator. **True False**
4. Nonverbal communication is when you are actually writing things down. **True False**
5. Three types of speeches are (*Circle one answer*)
 - A) Prepared
 - B) Impromptu
 - C) Extemporaneous
 - D) All of the above
6. Why is eye contact when communicating so important?
7. Define eye contact.
8. Explain how you would do a Silent Birthday Activity as a means of nonverbal communication.
9. What is a journal?
10. A guided journal entry is one where you are given a specific topic to write on. **True False**
11. What is a rumor and how does it make people feel?
12. How are rumors made worse as they are passed on?
13. Good communication involves both sending and receiving information. **True False**
14. When someone says or does something nice that makes you feel good, it is called a _____.
 - A) Put down
 - B) Put off
 - C) Put up
 - D) None of the above

15. What is a public announcement?

16. Give one topic for a public speech.

17. An agenda is an outline for a business meeting. **True False**

18. Give three examples of where you would use communication skills.

- 1)
- 2)
- 3)

19. Write out an example of a public announcement that you would give for an activity.

20. List the three types of communication.

- 1)
- 2)
- 3)

<p style="text-align: center;">Communication Pre/Post-Test Answer Key</p>

1. True
2. True
3. True
4. False
5. D (all of the above)
6. To show interest, attention and consideration for what someone is saying.
7. Looking into the eyes of the person who you are speaking or listening to.
8. The group needs to communicate by other means of talking to each other to determine the correct order of birthday's within the group. Hand gestures, manipulations, and written communication are all alternatives to verbal communication.
9. A journal is an opportunity to write thoughts, feelings, and memories down on paper so they can be analyzed, remembered, or used to sort out problems or difficult situations.
10. True
11. A rumor is a made up or untrue story told about someone by someone who may not fully understand the situation or details of an actual event or events.
12. As rumors are passed on from person to person the details can become more untrue or misleading to those who are hearing the story in its 3rd or 4th generation.
13. True
14. D (none of the above)
15. A public announcement is a miniature prepared speech with the intention to get information out to many people at once.
16. Any appropriate answer can be accepted.
17. True
18. Talking with teachers after class, writing notes to family or friends giving details on where you will be and when you will be returning, answering the phone, making announcements over the school's PA system, talking with a manager during a job interview etc.
19. We (name the group) are hosting a school wide contest on Thursday Nov. 2nd. All students who wish to be involved must report to (name of group) room after school within the next two school days to register for the contest. There are prizes for the top three finishers.
20. Verbal, written and non-verbal.

Learning Styles
Approximate Length: 10-15 Days

1. Learning Styles Inventory
 - a. Administer LSI (1 day)
2. Identification of Personal Learning Styles
 - a. Deduce Personal Learning Styles from LSI Results (1 day)
3. Development of Student Presentations
 - a. Create Learning Styles Presentations (4-5 days)
4. Student Presentations
 - a. Students Present Their Lessons to the Class (4-5 days)

Lesson 1: Learning Styles Inventory

Purpose: To introduce the topic of learning styles and have the student take the Learning Styles Inventory.

Timeframe: 1 day

Materials: Copies of the Learning Styles Inventory

Activity Description:

1. Specialist will provide an overview of what learning styles are.
2. Students will complete the Learning Styles Inventory

Assessment: The Learning Styles Inventory

Learning Standards Addressed: SU-2,6; C-1,2; DM-1

Learning Styles Inventory Assessment

Study the statement carefully and choose one of the 4 answers that best describes how you feel about what is said. Mark the space containing the number of your choice.

4 - Most like me

3 - Somewhat like me

2 - Not much like me

1 - Least like me

1	2	3	4	1.	When I make things for my studies, I remember what I have learned better.
1	2	3	4	2.	Written assignments are easy for me to do.
1	2	3	4	3.	I learn better if someone reads a book to me than if I read silently to myself.
1	2	3	4	4.	I get more done when I work alone.
1	2	3	4	5.	I remember what I have read better than what I've heard.
1	2	3	4	6.	When I answer questions, I can say the answer better than I can write it.
1	2	3	4	7.	When I do math problems in my head, I say the numbers to myself.
1	2	3	4	8.	If I need help in the subject, I will ask a classmate for help.
1	2	3	4	9.	I understand a math problem that is written down better than one I hear.
1	2	3	4	10.	I don't mind doing written assignments.
1	2	3	4	11.	I remember things I hear better than things I read.
1	2	3	4	12.	I like to work by myself.
1	2	3	4	13.	I would rather read a story than listen to it read.
1	2	3	4	14.	I would rather show and explain how a thing works than write how it works.
1	2	3	4	15.	Saying the multiplication tables over and over helped me remember them better than writing them over and over.
1	2	3	4	16.	I like to work in a group because I learn from the others in my group.
1	2	3	4	17.	When a teacher says a number I really don't understand it until I see it written down.
1	2	3	4	18.	Writing a spelling word helps me remember it better.
1	2	3	4	19.	I find it easier to remember what I've heard than what I've read.
1	2	3	4	20.	I learn best when I study alone.
1	2	3	4	21.	When I have a choice between listening or reading I usually read.
1	2	3	4	22.	I feel like I talk smarter than I write.
1	2	3	4	23.	When I'm told the pages of my homework I can remember them without writing them down.
1	2	3	4	24.	I get more work done when I work with someone.
1	2	3	4	25.	Written math problems are easier for me to do than oral ones.
1	2	3	4	26.	I like to do things like simple repairs or crafts with my hands.
1	2	3	4	27.	The things I write on paper sound better than when I say them.
1	2	3	4	28.	I study best when no one is around to talk or listen to.
1	2	3	4	29.	I do well in classes where most of the information has to be read.

Learning Styles Inventory Assessment *(continued)*

Study the statement carefully and choose one of the 4 answers that best describes how you feel about what is said. Mark the space containing the number of your choice.

4 - Most like me				3 - Somewhat like me	2 - Not much like me	1 - Least like me
1	2	3	4	30.	If homework were oral I would do it all.	
1	2	3	4	31.	When I have a written math problem to do I say it to myself to understand it better.	
1	2	3	4	32.	I can learn more about a subject if I am with a small group of students.	
1	2	3	4	33.	Seeing a number makes more sense to me than hearing a number.	
1	2	3	4	34.	I like to make things with my hands.	
1	2	3	4	35.	I like tests that call for sentence completion or written answers.	
1	2	3	4	36.	I understand more from a class discussion than from reading about a subject.	
1	2	3	4	37.	I learn better by reading than listening.	
1	2	3	4	38.	I would rather tell a story than write it.	
1	2	3	4	39.	It makes it easier when I say a number of a problem to myself as I work it out.	
1	2	3	4	40.	I like to study with other people.	
1	2	3	4	41.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	
1	2	3	4	42.	I understand what I have learned better when I am involved in making something for the subject.	
1	2	3	4	43.	The things I write on paper sound better than when I say them.	
1	2	3	4	44.	I do well on tests if they are about things I hear in class.	
1	2	3	4	45.	I can't think as well when I work with someone else as when I work alone.	

Learning Styles Inventory Tally Sheet

Visual Language	Kinesthetic / Tactile	TOTALS
5-	1-	
13-	18-	Visual language
21-	26-	
29-	34-	Visual Numerical
37-	42-	
Total _____ X 2 =	Total _____ X 2 =	Auditory Language
Visual Numerical	Individual Learner	Auditory Numerical
9-	4-	
17-	12-	Expressive Written
25-	20-	
33-	28-	Kinesthetic/Tactile
41-	45-	
Total _____ X 2 =	Total _____ X 2 =	Individual Learner
Auditory Language	Group Learner	Group Learner
3-	8-	
11-	16-	Expressive Oral
19-	24-	
36-	32-	
44-	40-	
Total _____ X 2 =	Total _____ X 2 =	
Auditory Numerical	Expressive-Oral	
7-	6-	
15-	14-	
23-	22-	
31-	30-	
39-	38-	
Total _____ X 2 =	Total _____ X 2 =	
Expressive-Written		
2-		
10-		
27-		
35-		
43-		
Total _____ X 2 =		

Learning Style Inventory Chart

Charting: Take your score from the tally sheet for each learning style and put it on the graph, and color in your graph.

	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Visual Language																
Visual Numerical																
Auditory Language																
Auditory Numerical																
Expressive Written																
Kinesthetic/Tactile																
Individual Learner																
Group Learner																
Expressive Oral																

Major: You prefer this mode of learning, feel comfortable with it and use it for important (to you) learning. You do not necessarily have one and only one preferred style.

Minor: You use this mode, but usually as a second choice or along with other learning styles.

Note: Lines that extend beyond 32 show that these are your major learning styles for you. Lines extending beyond 20 but not beyond 32 are minor learning style for you.

Lesson 2: Identification of Personal Learning Styles

Purpose: To have students identify their personal learning styles based on the results of the Learning Styles Inventory.

Timeframe: 1 day

Materials: Poster board/chart paper

Activity Description:

1. Students total their results from the Learning Styles Inventory and record on the chart.
2. The Specialist will discuss the various types of learning styles and students will provide examples of each.
3. A composite chart can be made for the entire class - using the top two learning styles for each student.
4. Students record in their journals about their individual learning styles.

Assessment: Graphs, journal entries

Learning Standards Addressed: SU-2,6; C-1,2,3; OS/SS-5; DM-1; CD-5

Lesson 3: Development of Student Presentations

Purpose: To discuss the goals and rubric of the "student lesson presentations", and students will prepare their presentations.

Timeframe: 4-5 days

Materials: Scoring rubric

Activity Description:

1. Distribute rubric and discuss how students will be scored.
2. You can provide a goal number of points to receive a prize. **Example:** 95 points wins a bag of candy.
3. Students will present individually (preferable) or in pairs. The students outline what type of lesson they would like to teach to the class and check their ideas with the Specialist.
4. Student lessons are to be based on a skill they possess and are going to teach to the class. Some examples are: a dance, how to make pizza, how to play an instrument or sport, etc.
5. Students can create visual aids- posters, overheads, etc.
6. Each lesson should last at least 10 minutes, which includes time for questions. Students must utilize at least 5 different learning styles in their presentation (through speaking, visual aids, etc).
7. Encourage students to BE CREATIVE!!! The Specialist will videotape the lessons (if access to video camera is available).
8. *Be sure to obtain parental permission/school permission before videotaping students.

Assessment: Rubric of Presentation

Learning Standards Addressed: SU-2,6; C-1,2,3; OS/SS-5; DM-1; CD-1,5,7

<p style="text-align: center;">Learning Styles- Student Presentation Scoring Rubric</p>

Rank yourself on the following between 1 and 20.

	Student	Teacher
Clear statement of lesson	_____	_____
Breakdown of steps	_____	_____
Allow for participation	_____	_____
Allow for questions	_____	_____
Identify learning styles	_____	_____

Student Presentations

Purpose: To have students present their lessons to the class.

Timeframe: The number of days varies on class size plan for 1 day per student.

Materials: Check beforehand what students may need for their presentations (i.e.- overhead projector, flip chart, etc.). Also, have video-camera ready to go.

Activity Description:

1. The student presenting leads the class while the Specialist videotapes. The videotape can be reviewed for scoring purposes.
2. The Specialist can provide a score, and the students can score themselves. *Stress the importance of being respectful to others while each student is presenting (option: for those students who are being rude, points may be deducted off of their final score for the project).
3. Students record in their journals what they did for a presentation and how they think it went.

Assessment: Scoring rubric, videotape, journal entries

Learning Standards Addressed: SU-2,6; C-1,2,3; OS/SS-5; DM-1; CD-1,5,7

Organizational Skills (Learn to Earn)

Approximate Length: 10 Days

1. Pre-Test
 - a. Administer Pre-Test

2. Introduction
 - a. Discuss and define organization (1/2 day)
 - b. Visual collage poster on organization (1 day)
 - b. Discuss Binder/Backpack organization (1day)

3. Time Management (3 days)
 - a. Goals: short and long term

4. Introduction to Earning to Learning through Organizational Skills Contest
 - a. Discussion of contest Outline (4 days)
 - b. 10 day "benchmark" auction
 1. Rules of auction
 2. Grading Rubric

5. Post-Test
 - a. Administer Post-Test

6. Wrap-up
 - a. Presentations to class

Lesson 1: Pre-Test

Purpose: To establish baseline of where students are in their understanding of Organization and related topics.

Materials: Pre/Post-Test

Timeframe: 1 day

Activity Description: Students will take Pre-Test.

Assessment: Completed Pre-Test

Learning Standards: C1; OS-SS 1-6

Organizational Skills Pre-Test

1. Completing all homework for one week is an example of a short- term goal. **T F**
2. Wanting to make honor role for the quarter is an example of a long-term goal. **T F**
3. Give an example of a recent positive decision you have made regarding school.

4. Having Completed homework is important. **T F**
5. How do positive communication skills relate to homework?

6. List a positive benefit to being organized on school.

7. Give examples of having a positive attitude.

8. Give some examples of good study habits.
 - a. writing notes to friends during class
 - b. taking notes and participating
 - c. copying a friends homework

Organizational Skills
Pre-Test Answer Key

- 1.
- 2.
3. True
4. True
5. Bringing homework to class, using planner etc.
6. True
7. Communicating with teacher fosters better understanding, easier to ask for help etc.
8. Better grades, less hassle from parents and teachers
9. Participate in class, friendly to peers, etc.
10. B

Lesson 2: Introduction to Organization

Purpose: Introduce the concept and definition of organization. Students will be able to justify why being organized is a positive trait to have as a student.

Timeframe: ½ day to 1 day

Materials: Dictionary, computer time, student supplies (paper, pens, binders etc.)

Activity Description: Through classroom discussion, students will learn that *organization means being able to produce what you are supposed to produce when you are supposed to produce it*. Specialist will guide students through the discussion.

Possible Talking Points:

- Who knows what organization is?
- Who feels that they are organized? Why?
- Is there anyone who feels that they will never be able to become organized?
- Does organization look the same for everyone?
- Is it easier to be organized or un-organized? Why?
- Has anyone ever gotten into trouble for not being organized?
- Has anyone ever avoided trouble because they were organized?
- Is it easy to find things you need?

Assessment: Participation in discussion and reflective journal entry on what organization means to them.

Learning Standards: OS-SS 3,6,5; C 1; CD 2

Lesson 3: Visual Poster Collage

Purpose: Through creating a visual representation of organization, (a poster) students will gain a better understanding of the concept of organization.

Timeframe: 1 day

Materials: Poster size paper, markers, magazine, and newspapers

Activity Description: Students will research the various media resources and find visual representations of organization. Pictures can be cut out and made into a collage on the poster board. The specialist should encourage the students to find as many different forms of organization as possible.

Possible forms of Organization:

- A clean bedroom
- Pictures of tools to help get organized
- Picture of someone organizing their thoughts in an interesting way
- A Picture of an organizational chart for a company
- A picture of their favorite band (as an example of a group/business organization)
- Picture of a Palm Pilot or other personal organizer
- Words from magazines that are related to organization (on time, direct, concise, clear, happy, no hassle, etc.)

Assessment: Rubric for poster (remember to develop rubric based on product descriptors. See assessment section), and completed poster.

Learning Standards: OS-SS 1,2,3,4,6; C1, CD 2, SU 6

Lesson 4: Portfolio and Backpack Organization

Purpose: Students will develop organized binders, portfolios, lockers, and backpacks.

Timeframe: 1 day

Materials: Binders, paper, pens, pencils, dividers, re-enforcers etc.

Activity Description: Students will bring contents of backpack and locker to class. All items that are no longer needed from their binders, lockers, backpacks etc. will be thrown away. Binders will be separated by subject, and dividers will be used. Students will have the chance to replenish supplies of things that they may need.

Assessment: Organized Binders.

Learning Standards: OS-SS 3, 5; C 1,2; CD 2

Lesson 5: Time Management

Purpose: Students will demonstrate an understanding of short and long-term goal setting, and will show they have a system of time management.

Timeframe: 1-2 days

Activity Description: Students will participate in a group discussion about time management, organization, and will complete a Personal Development Plan (PDP). The Specialist will lead the discussion about time management by presenting a timeline of their own day. Students will then create their own timeline representing one day in their life. See provided PDP form.

Assessment: Completed and current PDP forms

Learning Standards: SU 2, C 2, OS-SS 1,2,3

Personal Development Plan

Student Name: _____ Grade: _____ Date: _____

Short Term Goal(s)	Met By	Action Needed
Long Term Goal(s)	Met By	Action Needed

Student Comments:

Specialist Comments:

Lesson 6: Learning and Earning Through Organization

Purpose: Throughout participation in this contest, students will learn the value of organization as well as the value of earning and saving money.

Materials: Play money (can be made), budget worksheets (can be made), Flip Chart, Prizes for auction, auction bid markers (paper plates)

Activity Description: Contest Framework:

Students will learn the value of organization through the Learning and Earning Contest. Because the skill of being organized is invaluable on school and work, students will have the opportunity to earn money (fake) by practicing good organizational habits. This money can be used every 10 days at a reward auction or can be saved until the final auction for bigger ticket items. Money can also be used to purchase special privileges in the classroom.

- This is a 10 week 50 day unit
- The auction every 10 days will serve as a benchmark assessment opportunity
- Managing the money is the student's responsibility
- Money will be distributed at the end of each class by the "Bank Manager (Specialist)"
- Students can score points and earn money every day by:
 1. Showing completed homework that was recorded in assignment book = **\$50.00**
 2. Have assignment book signed by teacher when there is no homework = **\$50.00**
 3. Show exceptionally positive effort and attitude= **\$50.00**
 4. Maintain an organized binder/portfolio **\$100.00**
 5. Show "B's or Better" on tests projects or quizzes **\$100.00 bonus**

Note: No scoring can take place on items that are not with the student at the time the scoring. Student's scores will be kept on a chart created by the specialist and displayed on a flipchart.

Assessment: Benchmark Auction: Every 10 days, an auction will take place. This is an assessment opportunity based on the following rubric:

If the student has accumulated:

\$5,000.00 or more	= A
\$4,500-\$4,900	= B
\$4,000-\$4,499	= C
\$3,500-\$4,000	= D
\$3,500 and below	= F

Learning Standards: OS-SS all; C1, 2,3