Curriculum Overview:

Basic overview framework:

• Ice Breaker
• Getting started with Skills
• Creating teams- Like a Sports/Music team
• Picking a problem to work on
• Solving the problem
• Picking a solution & testing/re-design
• Like a business
• Public reporting

Class Structure & Methods

One-hour Class Period Structure	Class Activities ... Tied to the curriculum
• 15 min. of class learning/discussion • 30 min. of Exercise / Activities by the teams • Break	• Improv. Drawing exercise • Problem solving • Team building games • Socratic Questioning
Student ownership	**Facilitation**

Uniqueness of the learning method:

- Ownership mindset … ***think like an owner***
- Cultural engineering mindset … ***manage tasks around a project***
- Growth mindset … ***The brain is like a muscle use it or lose it***

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Overview of Skills

• **Attitude** (positive attitude, focus, emotions, flexible, moral leadership)

• **Social & emotional learning** (character development, empathy, responsibility, self-esteem)

• **Team-work** (charter, respect, values, listening, trust, diversity, culture,) ,,, *working like a sports team*

• **Problem solving** (creative & critical thinking, decisions, planning, curiosity, reflection)

• **Personal skills** (financial literacy, time management, communication, branding)

• **Business literacy** (quality, processes, matrices, reporting, leadership, judgement)

Getting Started with skills: June2018; getting started(pdf)

- Students will identify the specific skills they will learn and practice through this module.

- Students will recognize how they will apply these skills to their everyday lives.

Invite students to make a list of activities they enjoy doing that require practice to do well (e.g., playing a sport or musical instrument, ballet, tap dancing). Read the following scenario out loud:

> At band practice, your teacher only talks about the song you're learning, but does so without explaining what he is doing. You're expected to learn by listening and watching. You never play an instrument until the day of the first concert.

Ask students to comment on the effectiveness of this method of learning. Ask students how well they think they'd do when asked to perform without practicing first. (*Students might respond: although you might learn some fundamentals, you can't learn just by watching; you need to practice to improve your technique; you need to know where your skills are weak so you know what to work on.*)

Point out that for many of the most important skills we need in life, we don't always get sufficient practice before we're expected to demonstrate them. Often, they are skills we
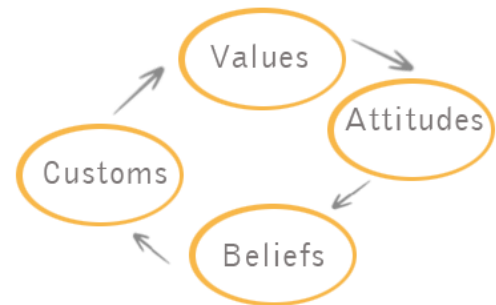
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learn by watching others, which students have determined is not the best way to learn. Invite the class to suggest what some of these life skills might be. If students are unsure, explain that this lesson will help them identify these skills and how they apply to students' lives now and in the future.

Explain to students that this course will give them an opportunity to learn and to practice skills they need to succeed in school, at home, in their communities, and on the job.

Creating teams- Like a Sports/Music team:

… Listen to each other;   become a learning team… What is our culture?

- **Overview of the project**

- **Measurable team goals, roles, deliverables**

Create a team charter, The Charter Covers:
- Goals (Fun, ….),
- How will we be measured at the end,
- Roles that the team will do, (Scribe, Captain, Planner, Advisor, Tester, Public reporter,)
- Our values, … Curiosity, Trust, Flexibility ,,,
- Deliverables?
- How will we handle conflicts?
- **How will we measure success?**

- **Expectations … How are we going to work together? Handle conflicts?**

==teaching students to work in teams is one of the most important goals of a twenty-first-century teacher==

Picking a problem to work on: *working as a team and research a problem the team wants to solve*

Community Titles (Issues)		School Titles
Drugs availability for youth		Bullying within the school

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Community Titles (Issues)		School Titles
Availability of public transportation		Dealing with difficult teachers
Recycling program with community		Racism in schools … Make diversity work.
Homeless programs		Being a community in the classroom
Halfway houses		How would we create a better school?
Building our community to work together How to improve the recreation facilities in our community		How do we develop a better measurement system for students?
Create social media for the community		How do get along with the teachers?
How would we create a better down town?		How to develop friendships?
How can we design a food growing place for the community?		
Use of tap water instead of bottle water		

World-Global Drivers:

- [For Sustainable Development](#)

- [The Brookings Institution](#)

- [MIT Solve](#)

Solving the Problem:

- Brain-storming
- Shaping
- Decision … Reqr.

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Using thinking skills to work on the problem

Critical Thinking * **Analyzing the past** * **What evidence?** * **What is the author's purpose?** * **Convergent thinking** * **Skepticism is a virtue**	**Creative Thinking:** Creativity improves pupils' self-esteem, motivation and achievement * **Brain storming** * **Divergent thinking** * **Exploring your environment & testing many options** * **Stimulate curiosity** * **Innovation & entrepreneurship**
Meta-cognitive reflection * What do I want to understand? * What have I learned? * What do I still need to learn? * Provide feedback for reflection * Regulate ones behavior	**Questions …** Engaging the student * Logical Sequential * Open ended * Listening is the first step in good questioning * Provocative * Engage * Encourage higher order thinking

Picking a solution & testing/re-design:

Using Kepner-Tregoe process against the reqr established for the problem
Using questions to evaluate the solution if it works
What changes will improve the solution?

Public Reporting:

Students will Work cooperatively to develop a verbal and visual presentation … the format of the elevator pitch

Having a public product ups the stakes for students, leading them to do higher quality work. No one wants to look bad in public.

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