

Building Citizenship Skills

QUICK TOOLS_1

IN THE CLASSROOM: Students are building their foundation for agency as self-directed community members

Tone and Language

Voice: Create a culture of care by using tone and gestures of warmth to create a safe environment for autonomy.

Track Positive Interactions: use a checklist to ensure you have daily positive interactions with each student.

Prepare Scripted Responses: have note cards or sticky notes with statements of intention ready to support students when you are challenged.

Actions and Modeling

Model: Share a goal with the class and let them see you work to it. Get items you need and take care of personal tasks own.

Learning Logs: Keep students accountable for the work they do with self tracked learning logs.

Discovery Maps: Have students spend plenty of time at the beginning of the year bringing themselves into the space.

Environment and Aesthetic

Photos: Students should see themselves in their space, have pictures of the students and their families around the classroom.

Supplies: Teach how to use supplies well at the beginning of the year so they can be openly available for students to use responsibly on their own.

Tracking: Make it easy for students to see what they are responsible for, by having calendars and bold visuals for goals.

Student Outcomes

- Kind, specific and helpful to each other
- Accountability for work and other classroom tasks
- Students view themselves as resources

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QUICK TOOLS_2

IN THE SCHOOL: Students are learning to measure their risk and impact when making decisions while understanding quality in their work.

Tone and Language

Common Language: Using common language to assess solely for work outlined by quality criteria. Be clear about expectations.

5 Minute Check In: State back the problem, the choice to fix problem, then the outcome. Ask a quick reflection question afterwards.

Looks, feels, sounds like?: Checking for quality criteria often can be as simple as asking these questions before activities

Actions and Modeling

Be Transparent: Verbalize the quality criteria you hold for yourself. Emphasize clearly and honestly the outcomes of your own decisions in the classroom.

Red hat, green hat blue hat: Brainstorm solutions from multiple perspectives before choosing

Variety of Rubrics: Become familiar with a variety of assessment techniques and choose which to use with intention.

Environment and Aesthetic

Criteria Displayed: Students should clearly be able to see the form, content, and process expected, as they begin their work.

Use Visuals: There a wide variety of models that can be out for students to use when thinking of ways to make decisions. Take photos and display of outcomes of decisions and document other possible solutions.

Best Work: Have a section of the classroom dedicated to specific excellent work to showcase the high quality work and effort to get there.

Student Outcomes

- Students will take responsibility for their decisions.
- Striving for excellence
- Intrapersonal growth

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QUICK TOOLS_3

IN THE COMMUNITY: Students discover the obligation and true power of being one part of larger community.

Tone and Language

Multiple Perspectives: Be an advocate for the unheard voices, in an exciting time, look for who has been silenced.

Negotiation: This is a time to practice low stakes negotiation. Teach students how to be impactful with their language choice.

Two Sides: Choices have impact. Ask the question, who does this benefit, who does this hurt?

Actions and Modeling

Scaffold Risk: In the first plannings of going out, always reach out to who you will be around and find positive environments to be in. Track the needs.

Listen Up: Practice a wide variety of listening exercises. (Reflective, Empathic, Dialogic) Create tools for students to use when listening to community members. Track the needs.

Go Wide: Visit places that are uncommon and mundane, learn and document the voices of the larger community than is most commonly seen. Track the needs.

Environment and Aesthetic

Class Lab: Use time in your classroom as a skills lab. Have students work on follow up research to the fieldwork they've done.

Key Players: Make connection to the community simple. Have phone books, phone procedures, and email procedures created. Keep a contact area for persons who we have interacted with.

Character Study: Have texts and other media available of characters (fictional and real) who have had to face difficult moral dilemmas.

Student Outcomes

- A spectrum of connections will be made with your students and the members of larger community
- Students will speak their thoughts and ideas with ease
- Listening skills

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QUICK TOOLS_4

CHANGE MAKERS: Students unlock their potential for leadership when faced with problems.

Tone and Language

Progress Check: Because at this stage there are so many balls in the air. Having a time for community, and individual, progress check can help prevent roadblocks

Conflict Script: Have a dedicated model to working through conflict. Use specific positive language to prevent high emotions.

Helpful Feedback: While students ultimately make choices, helpful and kind feedback is always important.

Actions and Modeling

Model Clear Values: To be a responsible leader, students need to see a responsible leader, in tone, conflict, and preparation

School Web: Keep administration informed of progress so there are no surprises and hopefully more support

Expert Advice: Constantly be searching for and referring students to experts in the field, experts often like a teacher contact as well as student to ensure time well spent.

Environment and Aesthetic

Concept Mapping: Having visuals of multiple threads of the project creates visual goals for students and keeps work tangible

Create Meeting Spaces: A big part of working for key stakeholders is being able to communicate professionally. Have spaces available for meetings.

Community Web: Have pictures and contact information for key players readily available. Making actual humans visible makes the work feel more authentic.

Student Outcomes

- Meaningfully engage with the community
- confident and can work purposefully with others
- using persistence and innovation in the face of challenges