

# Topic: Teaching with Poverty in Mind Lesson Plan

Estimated Time: 45 min

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Measurable staff learning (not activities).</li> <li>• Staff-friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will define poverty and explain some of its effects</li> <li>• Staff will examine unwritten rules and assumptions involved with education</li> <li>• Staff will understand and plan to use strategies that are sensitive to the needs of students in poverty</li> </ul>
<p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• Central ideas from the lesson.</li> <li>• What might staff have difficulty with?</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty is complex but often negatively affects how students experience the world</li> <li>• Living in poverty can increase Emotional/Social Challenges, Acute and Chronic Stressors, Cognitive Lags, and Health and Safety Issues</li> <li>• Just like poverty can cause these factors, actions by parents, mentors, and educators can work to counteract the negative effects through changes in mindset, specific strategies, and structures</li> <li>• Educators also need to be aware of their cultural or class-based biases and assumptions and ensure that they're working to meet students where they are</li> </ul>
<p><b>Exit Assessment:</b></p> <ul style="list-style-type: none"> <li>• How will you know if the learning objectives above were achieved?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will present at least five specific strategies or concepts that they will put into practice in their time in CLC</li> </ul>
<p><b>Heart of the Lesson (Agenda):</b></p> <ul style="list-style-type: none"> <li>• Outline or bullet-point format.</li> <li>• Lists time-stamped, objectives-aligned learning activities that will guide learning</li> <li>• <b>Key-point-aligned CFUs (Checks for Understanding) written in bold</b></li> <li>• Begins with an Activator and ends with an Exit Assessment (Summarizer)</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of topics and objective [2 min] <ul style="list-style-type: none"> <li>○ Review the objective</li> <li>○ Preview the topics</li> </ul> </li> <li>• What is Poverty [5 min] <ul style="list-style-type: none"> <li>○ What does poverty mean to you?</li> <li>○ “The extent to which an individual does without resources” (financial, emotional, mental, spiritual, physical, support systems, relationships/role models, knowledge of hidden rules) (Payne)</li> <li>○ Situational Poverty / Generational Poverty</li> <li>○ Absolute Poverty / Relative Poverty</li> <li>○ Urban Poverty / Rural Poverty (source: TWPIM)</li> </ul> </li> <li>• Effects of Poverty on Student Behavior and Academic Performance [5 min] <ul style="list-style-type: none"> <li>○ Emotional and Social Challenges <ul style="list-style-type: none"> <li>▪ Lack of stability and interactions at home may lead to lower ability of emotional regulation</li> </ul> </li> <li>○ Acute and Chronic Stressors <ul style="list-style-type: none"> <li>▪ Trauma (acute stress) and long-term stress (chronic) both reduce emotional control, increase the likelihood for depression, and reduces memory available for school.</li> </ul> </li> <li>○ Cognitive Lags <ul style="list-style-type: none"> <li>▪ Parental education, speech, vocabulary, and noncognitive skills all affect a student’s cognitive success. Then, schools available to poor students are of lower quality than those available to middle- and upper-income families.</li> </ul> </li> <li>○ Health and Safety Issues <ul style="list-style-type: none"> <li>▪ Lead paint, pollution, heavier traffic, access to nutritious foods, access to quality healthcare, level of crime, etc.</li> </ul> </li> </ul> </li> <li>• The Good News [2 min] <ul style="list-style-type: none"> <li>○ Neuroplasticity: the ability of the brain to create new connections and re-shape itself even if it has been developing in one way for a long time. (source)</li> <li>○ The Pygmalion Effect: teacher expectations influence student performance. (source)</li> </ul> </li> <li>• Poverty is Not the Whole Story [3 min] <ul style="list-style-type: none"> <li>○ Schools are run as middle-class institutions: they value using formal language, sticking to rules and conventions, and teaching knowledge that has been deemed best by middle- and upper-class white people.</li> <li>○ When a system is designed in this way, it alienates people who aren’t interested in accepting that culture. Especially when we bring historical and personal bias, discrimination, and racism into the mix.</li> <li>○ Keep this in mind when you see defiance, uncooperative behavior, or apathy.</li> <li>○ Look for ways to build relationships, listen to students, and create space for individual expression and a chance to feel valued.</li> </ul> </li> <li>• What We Can Do [15 min] <ul style="list-style-type: none"> <li>○ Embody Respect and Support</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Give respect first (no sarcasm), even when they seem least to deserve it</li> <li>▪ Avoid directives and orders (try phrasing of ‘you may...’)</li> <li>▪ Discipline through positive relationships, not exerting power or authority</li> <li>▪ “The development of emotional resources is crucial to student success. The greatest free resource available to schools is the role-modeling provided by teachers, administrators, and staff.” (Payne)</li> <li>○ Change your Frame <ul style="list-style-type: none"> <li>▪ “Behavior that comes off as apathetic or rude may actually indicate feelings of hopelessness or despair.”</li> <li>▪ “Whenever you and your colleagues witness a behavior you consider inappropriate, ask yourselves whether the discipline process is positive and therefore increases the chances for better future behavior, or whether it’s punitive and therefore reduces the chances for better future behavior.”</li> <li>▪ Pinpoint assessments (where is the source of the issue?)</li> </ul> </li> <li>○ Embed Skills <ul style="list-style-type: none"> <li>▪ Teach a variety of options for responses</li> <li>▪ Teach and practice problem-solving, communication, and turn-taking</li> <li>▪ Incorporate stress reduction techniques</li> <li>▪ Explicitly model critical thinking and problem-solving</li> <li>▪ Teach procedural self-talk, positive self-talk, planning, goal setting, coping strategies, appropriate relationships, and connections to additional resources. (Payne)</li> </ul> </li> <li>○ Empower Students <ul style="list-style-type: none"> <li>▪ Invite students to apply learning to their lives, use content from their neighborhoods or homes in assignments, etc.</li> <li>▪ Celebrate accomplishments and positives often</li> <li>▪ Share the decision-making in class</li> <li>▪ Give options for assignments to allow for creativity and relevance</li> </ul> </li> <li>● Work Time [10 min] <ul style="list-style-type: none"> <li>○ 10 minutes on your own to come up with at least five strategies that you want to put into practice in your work - use the worksheet.</li> </ul> </li> <li>● Present Plan [3 min] <ul style="list-style-type: none"> <li>○ Each person picks one strategy that they will implement to share with the group.</li> </ul> </li> </ul>
<b>Necessary Materials:</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Reflection:</b> <ul style="list-style-type: none"> <li>● What were the most successful parts of the lesson?</li> <li>● What will you do differently next time?</li> </ul>	

	<ul style="list-style-type: none"> <li>o Plan for conversations re: discipline</li> <li>o Useful tips/tricks</li> </ul>
<p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• Central ideas from the lesson.</li> <li>• What might staff have difficulty with?</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and environment are important <ul style="list-style-type: none"> <li>o Have a plans/procedures to follow; don't let yourself get stuck</li> </ul> </li> <li>• Practice and praise what you want to see <ul style="list-style-type: none"> <li>o Little routines, practiced early, save countless time/energy</li> </ul> </li> <li>• Clarity, Consistency, and Communication <ul style="list-style-type: none"> <li>o Know how you'll follow up and follow through</li> </ul> </li> <li>• Relationships are more important than authority</li> <li>• Know thyself and assume no bad intentions <ul style="list-style-type: none"> <li>o Emotional intelligence and its role in CM</li> </ul> </li> </ul>
<p><b>Exit Assessment:</b></p> <ul style="list-style-type: none"> <li>• How will you know if the learning objectives above were achieved?</li> </ul>	<ul style="list-style-type: none"> <li>• Share with the group the plan that you're most proud of; receive feedback from fellow staff.</li> </ul>
<p><b>Heart of the Lesson (Agenda):</b></p> <ul style="list-style-type: none"> <li>• Outline or bullet-point format.</li> <li>• Lists time-stamped, objectives-aligned learning activities that will guide learning</li> <li>• <b>Key-point-aligned CFUs (Checks for Understanding) written in bold</b></li> <li>• Begins with an Activator and ends with an Exit Assessment (Summarizer)</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of topics and objective [3 min] <ul style="list-style-type: none"> <li>o Review the objective</li> <li>o Preview the topics</li> <li>o Set the tone <ul style="list-style-type: none"> <li>▪ participative and collaborative</li> <li>▪ I don't have the answers, but I'm here to push you and share</li> </ul> </li> </ul> </li> <li>• Time to Challenge some Common Assumptions [5 min] <ul style="list-style-type: none"> <li>o Teachers need to be strict and show who's in charge <ul style="list-style-type: none"> <li>▪ Many times, teachers try to get control of the classroom by asserting their power to punish students. This can provoke just as much as it controls.</li> </ul> </li> <li>o There need to be punishments so kids know how to act <ul style="list-style-type: none"> <li>▪ Punitive approaches don't work well because they reduce trust and help form the identity of students who now may start using the troublemaker label to get attention and respect.</li> </ul> </li> <li>o It's student behavior that determines the discipline they receive <ul style="list-style-type: none"> <li>▪ It's also teacher bias and cultural expectations that determine the application of the rules. Examine your assumptions and tendencies: do you assume negative intent for some but not others, do you notice misbehavior of some more than others, do you expect some to get in trouble but not others?</li> </ul> </li> <li>o There can be no learning without order and silence <ul style="list-style-type: none"> <li>▪ Actually, there can. Generally, as long as you have cooperation, you can provide a good environment for learning.</li> </ul> </li> <li>o Students know how to behave; they just choose not to. <ul style="list-style-type: none"> <li>▪ We often assume that students are intentionally doing things to disrupt or annoy us. We forget that all people need to be shown exactly what the expectations are and given opportunities to feel successful and valued through those choices.</li> </ul> </li> </ul> </li> <li>• Routines [5 min] <ul style="list-style-type: none"> <li>o Routines provide structure and clarity and can greatly speed up and smooth over the common tasks that need to be done: lining up, sitting down, starting a class, getting attention.</li> <li>o As useless as it sounds, practicing all these basic things will pay off.</li> <li>o What routines have you seen be effective in classes or groups?</li> </ul> </li> <li>• Planning [5 min] <ul style="list-style-type: none"> <li>o Plan for space: allow for your free movement, plan for the types of activities you need, don't let students take ownership of space at the outset</li> <li>o Plan for consequences: students should already know ahead of time what the consequences for their actions will be, so there are no surprises or arbitrary consequences. Consequences should be natural and designed to help with learning what the correct action or behavior is. One example: <ul style="list-style-type: none"> <li>▪ Step 1: Positively-framed reminder ("redirection")</li> <li>▪ Step 2: Final redirection or first consequence (record something)</li> <li>▪ Step 3: Second consequence (record and follow up)</li> <li>▪ Step 4: Third consequence (record and sit-down meeting)</li> <li>▪ Step 5: Fourth consequences (record and remove)</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Plan for follow-up: Without consistency of enforcement and follow-through, classroom management turns into a game of trying to get away with things.</li> <li>o What plans do you already use for CM?</li> <li>• Discipline conversations [5 min] <ul style="list-style-type: none"> <li>o This is where the real work happens</li> <li>o Payne: “Discipline should be seen and used as a form of instruction”</li> <li>o Clarification and relationship-building should be the main goals <ul style="list-style-type: none"> <li>▪ Step 1: Here is what I needed to have happen for success today: _____</li> <li>▪ Step 2: When that didn’t happen, I applied the clear consequences.</li> <li>▪ Step 3: Are there things that you need to happen before you feel you can meet this expectation?</li> <li>▪ Step 4: What should I see next time, and what should happen if I don’t see it?</li> </ul> </li> <li>o Should be in private to avoid peer pressure and public power struggles</li> <li>o Allow student a chance to reflect and brainstorm alternative choices</li> </ul> </li> <li>• Share tips and tricks [8 min] <ul style="list-style-type: none"> <li>o What have you seen be successful in your experience?</li> <li>o Write on the board</li> <li>o Share my ideas: <ul style="list-style-type: none"> <li>▪ Never engage in power struggles</li> <li>▪ Never yell; wait and use natural consequences</li> <li>▪ Have attention-getting routines</li> <li>▪ Have start- and end-activities ready</li> <li>▪ Take the time to plan and control space</li> <li>▪ Greet at the door</li> <li>▪ Take a problem-solving approach rather than a punitive one</li> </ul> </li> </ul> </li> <li>• Work time [8 min] <ul style="list-style-type: none"> <li>o Staff will have time to reflect on what they’ve heard and come up with task lists or plans to implement in their areas</li> </ul> </li> <li>• Sharing plans [5 min] <ul style="list-style-type: none"> <li>o Each staff member has 30 seconds to share one or two strategies or plans they want to try</li> </ul> </li> <li>• Review objective and share further resources [1 min]</li> </ul>
<b>Necessary Materials:</b>	<ul style="list-style-type: none"> <li>• Resource packet for more information/ideas <ul style="list-style-type: none"> <li>o Mother Jones article</li> <li>o Beacon Charter Tips</li> <li>o Edutopia Tips</li> <li>o Teach like a Champion selections?</li> </ul> </li> <li>• Posterboard for recording tips/tricks from the group</li> <li>• Worksheets for creating plans for different aspects of CM</li> </ul>
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• What were the most successful parts of the lesson?</li> <li>• What will you do differently next time?</li> </ul>

# Topic: Team and Workplace Culture

Estimated Time: 45 min

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Measurable staff learning (not activities).</li> <li>• Staff-friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will describe five dysfunctions of teams</li> <li>• Staff will describe communication/conflict styles and strategies</li> <li>• Staff will brainstorm ideas and strategies to achieve and maintain a good team and workplace culture</li> </ul>
<p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• Central ideas from the lesson.</li> <li>• What might staff have difficulty with?</li> </ul>	<ul style="list-style-type: none"> <li>• Dysfunctions include: Lack of trust, fear of conflict, lack of commitment, avoidance of accountability, inattention to results</li> <li>• Communication and trust is key; building relationships goes a long way to achieving this</li> <li>• People have different communication/conflict styles, awareness of which can avoid miscommunications and unnecessary conflicts</li> </ul>
<p><b>Exit Assessment:</b></p> <ul style="list-style-type: none"> <li>• How will you know if the learning objectives above were achieved?</li> </ul>	<ul style="list-style-type: none"> <li>• Group will apply concepts to their team and propose at least four ways to build and maintain a good team and workplace culture.</li> </ul>
<p><b>Heart of the Lesson (Agenda):</b></p> <ul style="list-style-type: none"> <li>• Outline or bullet-point format.</li> <li>• Lists time-stamped, objectives-aligned learning activities that will guide learning</li> <li>• <b>Key-point-aligned CFUs (Checks for Understanding) written in bold</b></li> <li>• Begins with an Activator and ends with an Exit Assessment (Summarizer)</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm dysfunctional groups/teams/communities we've experienced</li> <li>• Talk about what a great team looks like for us</li> <li>• Present/discuss the Lencioni model       <ul style="list-style-type: none"> <li>○ <u>Absence of trust</u> – team members need to trust one another enough to be vulnerable and admit their mistakes openly. If every member wants to make themselves invulnerable, the team will never have the trust it needs to wrestle with difficult issues.</li> <li>○ <u>Fear of conflict</u> – if there is a lack of trust, then team members will fear conflict because of the vulnerability it brings. Constructive conflict is essential for effective work because it means that all opinions are being heard and the hard work of making difficult decisions is taking place.</li> <li>○ <u>Lack of commitment</u> – team members will not fully commit to a plan if they don't feel heard and understood, and if constructive conflict doesn't take place. It is absolutely possible to disagree and commit. Without a fully committed team, initiatives tend to falter.</li> <li>○ <u>Avoidance of accountability</u> – If the team commitment to a clear and measurable goal isn't evident, then nobody will be willing (or able) to take accountability for their part, nor will they feel able to hold their teammates accountable.</li> <li>○ <u>Inattention to results</u> – When nobody is held accountable for team goals, then each member is likely to focus on their individual departments or responsibilities, rather than make the results of the team effort their collective measure of success.</li> </ul> </li> <li>• Brainstorm/Discuss Actions and Strategies       <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Styles of Conflict Resolution - take <a href="#">quiz</a>?       <ul style="list-style-type: none"> <li>○ <u>Competing</u> - "I value the point being made more than our relationship." "It's them or me." "I've got to win this one!" "I'm sure they will see it my way if they just think about it." "I know I'm right." This is the "I win, you lose" position. A person whose actions are expressed this way is sometimes symbolized as a shark.</li> <li>○ <u>Avoiding</u> - "I will be quiet and listen." "It's not that big a deal." "I'd rather just forget it." "It's not worth the trouble." "What difference could I make anyway?" "I lose, you lose." A turtle.</li> <li>○ <u>Accommodating</u> - "I value our relationship more than this point." "Let's just get this over with so we can get on to other things." "This tension is very uncomfortable. I'll just do what they want." "Fine I give in, have it your way." "I lose, you win." A teddy bear.</li> <li>○ <u>Collaborating</u> - "I'm sure if we work together we can come up with a better answer than either of us individually." "I'm not giving in yet, but I am willing to hear your opinion, and give you mine." "I win, you win." An owl.</li> <li>○ <u>Compromising</u> - "This isn't important enough to fight over." "I don't want to be unreasonable." "If I give her this, maybe she'll give me that." "We could both live with that." A fox.</li> <li>○ Another <a href="#">source</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• Discussion of how to identify and work with various conflict styles</li></ul>
<b>Necessary Materials:</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Reflection:</b> <ul style="list-style-type: none"><li>• What were the most successful parts of the lesson?</li><li>• What will you do differently next time?</li></ul>	