



Circuit of Success Program of Study

Chardon High School

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VISION



Be Curious About Everything

At Chardon High School, our students will strive for intellectual, creative, and physical excellence, to develop a deep appreciation for the world and to employ modern technological tools. We seek to instill in students a strong sense of personal and social responsibility, the ability to think critically, and the competence to communicate, collaborate, and contribute in an increasingly global community.



What does learning look like at CHS?

Curiosity
Engagement with Ideas
Excitement of Discovery
Possibilities a Team can Create

PRINCIPLES OF LEADERSHIP



In a world of advancements in technology, globalization, partnerships and interactions amongst nations, severe environmental problems and humanitarian crises, there must be leaders who will build the future. We believe all students have the capacity become authentic leaders and rise to the challenges the emerging generation will face. A great place to start developing these critical leadership skills is within students already exhibiting an interest in leadership.

Leadership Activity or Strategy #1

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: 20 Questions

Objective: As a result of participating in this activity, group participants learn each other's names and get to know each other at a deeper level in a shorter period of time than is often possible with other types of group introductory activities.

Steps to Complete the Activity or Strategy: *Have participants seated or standing in a circle so that everyone is facing everyone else. Use the 20 questions listed below to begin the activity, or use other questions of your own. Ask the first question, and ask for a volunteer to answer first. The first volunteer should say his/her full name, and then respond to the question. After the first person gives his/her response, the next person in the circle says his/her name and responds to the same question. After the second person has responded, the third person responds, and so forth until all participants have said their names and responded to the question. Repeat the process with as many other questions as time permits. End the activity and evaluate how well the objective was accomplished by asking several of the reflection items. Ask all participants to quietly think to themselves how they would answer as each reflection item is asked. Then ask a few volunteers to share their responses with the group. The reflection processing is the most important part of the activity. It allows participants to "process" and evaluate what they did in the activity and to realize how they and the group benefited and the extent to which they achieved the objective.*

Discussion: Have the students share their answers.

Reflection/Processing Items: Important! Be sure to ask several of these questions at the end of the activity.

1. About which person did you learn the most? ...the least?
2. Which people do you hope to get to know better? Why?
3. Which answer surprised you most?
4. Which person do you think/feel is most like you? Which seems least like you?
5. In what ways did this activity help you get acquainted with other group members?
6. Is it important to take time to get to know other people in your groups and teams? Why or why not?

Instructional Materials and Resources

Print off the worksheet below

Teacher's Notes: This is a two day activity. Day one have the students answer these questions, the following day discuss the various answers with the class.

**20 Questions:
Get-Acquainted Team Building Activity**

1. Where are you from, and what are one or two things you like about it? _____

2. What is the best program on television? ...Or what book would you recommend to your friends?

3. What hobbies, sports, or other leisure time activities do you enjoy most? _____

4. If you could have anything you wanted for supper, what would be on the menu? _____

5. What do you want to be doing ten years from now? _____

6. What do people like most about you? ...least about you? ...what image would you like to portray?

7. What one day in your life would you like to live over? Why? _____

8. Who was your best friend in the fourth grade and why? _____

9. What is the greatest problem in the world? _____

10. In what ways are you like your grandparents? ...different from them? _____

11. What is one of the most creative things you've ever done? ...one of the silliest things? _____

12. If you knew you only had six months to live, how would you spend your remaining time? _____

13. What living person (not related to you) do you most admire? _____

14. If you could invent or discover one new thing, what would it be? _____

15. What is the best piece of advice you have ever received? _____

16. If you could go anywhere on earth for a two-week vacation, where would you go? Why? _____

17. What are one or two things you like about your family? _____

18. In what ways do you hope your life as an adult is similar to and different from your parents' lives?

19. When do you feel most lonely? ...happiest? _____

20. What is one thing about you that you have not shared yet that others would find interesting?

Leadership Activity or Strategy #6

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Person to Person Scavenger Hunt

The purpose of this activity is to have students make connections and learn to trust each other so that later activities can be successful.

Steps to Complete the Activity or Strategy: Walk around the room and try to find someone who matches each question. Have them sign their full name on the line next to the question. You are only permitted to have 4 signatures from the same person. This is a good opportunity to get to know everyone a little better.

Discussion: Ask the students what similarities and differences they have with their peers. Lead them to realize that we all have similar backgrounds and experiences and that's the foundation of developing a strong community/school.

Reflection/Processing Items: Important! Be sure to ask several of these questions at the end of the activity.

1. About which person did you learn the most? ...the least?
2. Which people do you hope to get to know better? Why?
3. Which answer surprised you most?
4. Which person do you think/feel is most like you? Which seems least like you?
5. In what ways did this activity help you get acquainted with other group members?
6. Is it important to take time to get to know other people in your groups and teams? Why or why not?

Instructional Materials and Resources: Print off worksheet below.

Teacher's Notes:

Leadership Activity or Strategy #3

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Invisible Maze

The purpose of this activity is to develop strategic thinking

Steps to Complete the Activity or Strategy

- Number players from one up.
- Remind everyone that this is a silent game and they must remain silent for the entire time.
- Tell the group there is a hidden path from the start to the end of the maze.

Set Up:

Create a 5×5 (or larger) grid for the maze with designated *start* and *end* squares. On a small piece of paper, create a map of the correct path the group must travel that only the leader will be able to see.

How to Play:

- As a group, their goal is to find the secret path and get everyone from the start point to end.
- Students take turns according to their number and they each get a chance to guess where the path is.
- When it is their turn, they will step into the maze at the start and begin to choose an adjacent square – either forward, to the side or diagonal to the one they are standing on.
- The player may look to his/her classmates for help.
- The others may signal silently, such as: signal yes by giving a thumbs up, signal maybe by giving thumbs in the middle, and signal no by giving a thumbs down.
- If the square the student has stepped into is on the path, let them know by saying “Yes.” If it is a square that is not on the path, tell them “No.” Or use silent signals, too.
- Players continue their turn if they are right.
- Once they step into an incorrect square, it is the next person’s turn.
- As they begin to discover the path, they can mark it with markers to help the rest of the group.
- Once they have uncovered the secret path each person needs to go through from start to end, while everyone continues to remain silent.

Discussion: After the activity discuss the importance on non-verbal communication and the message that can be inadvertently sent to other people and how this can influence other people's perception of you. Also include: Why is communication so important in building community?

Instructional Materials and Resources

Chalk (or tape) and a pen and paper

Teacher's Notes: Variations:

- Squares can be repeated in the course of the path.
- Do not inform students of the markers, just have them by the side of the maze and see if they notice.
- Let students make up their own silent signals instead of using the thumb method.
- Challenge students by not letting them use facial expressions.

Leadership Activity or Strategy #4

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Mind Set, How to beat shyness in 60 seconds

Steps to Complete the Activity or Strategy:

Discuss shyness from a personal point of view.

Try to solicit responses from shy students

Watch Video

<https://www.youtube.com/watch?v=2yRVP9PHnEE&t=23s>

Directions for activity:

Form a circle but stand with your friends in circle facing other students that you do not know very well.

Cross pick someone to talk to

Talk about how you deal with shyness.

Follow up questions:

Which person in your group talked the most?

Which person in your group talked the least, Why?

Did you use the skills taught? How did they work?

Did you use other methods not discussed?

Teacher's Notes:

Challenge: Talk to someone today that you don't know.

Leadership Activity or Strategy #5

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Back To Back Team Building Activity

Objective: Communication is an important skill to develop as a leader. As a result of this activity, participants will:

Experience communication without the benefit of non-verbal cues

Identify and use effective methods to communicate with others

Develop a plan for improving communication shortcomings Demonstrate effective communication.

Steps to Complete the Activity or Strategy: One student (the art teacher) has a drawing in front of them and agrees to describe it in a manner that the other person can draw the diagram on their paper so that it looks like the original drawing. Person B (the art student) sits with their back to the person who is giving directions. That person is given a sheet of paper and a pencil.

• The art teacher gives directions. Others observe and are allowed to give feedback after the first volunteer gives directions. Another set of volunteers try the same experiment after the feedback session to see if their drawing will come closer to matching the original diagram.

Discussion

Ask participants and observers to talk about what made the activity difficult and what could help the art student and the art teacher be more successful. Ask How might this lesson be applied to communication in real life?

Instructional Materials and Resources: Copies of sample drawings for the art teacher role players to view while instructing the art student role players. Pads of paper and pencils for the art student role players to use in following instructions to draw the pictures.

Teacher's Notes: Lead discussion to texting and the use of emoji's

Leadership Activity or Strategy #6

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

English Language Arts

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

What Does it Take?

The purpose of this activity is to encourage students to analyze the characteristics of an effective leader by describing and identifying the qualities and traits exhibited by leaders.

Steps to Complete the Activity or Strategy

1. Read and explore descriptions of the duties of various leaders.
2. Invite community leaders to visit the class and share experiences
3. Break into small groups ... Pick one of the leaders from previous step and determine consensus about the characteristics and traits needed by this leader to be effective.
4. Investigate this leader more thoroughly, and discover the sacrifices, risks, and rewards of the job.
5. Present their research to the whole class in an informal presentation.
6. Make a list of the characteristics and traits leaders have in common.

Instructional Materials and Resources

Students will need a computer with access to the Internet.
Student may also need access to school and local libraries.

Teacher's Notes:

Leadership Activity or Strategy #7

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

English Language Arts

W.7.7, W.7.8, W.8.7, W.8.8

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

OK, You Be in Charge

The purpose of this activity is to allow students to understand the complexities of leadership roles.

Steps to Complete the Activity or Strategy

1. Divide into groups of five ... Have each student draw a piece of paper from the box marked "JOBS". There are five job - mayor, chief of police, school superintendent, director of public services, and director of recreation. This process should continue until the entire class has selected jobs.
2. Break into small groups according to job ... Identify and discuss what they believe to be the major responsibilities of each job.
3. Research the job and discover additional responsibilities and duties.
4. Combine research of all members of the group to form one list of the job duties of each job.
5. Form new groups consisting of one mayor, one chief of police, one school superintendent, one director of public services, and one director of recreation in each group. Role play to establish the town's government, social services, libraries, schools, utilities, and parks. Be sure that each "JOB" area of interest is included in the town's creation.
6. Present by groups the ideas and suggestions of organization and structure for the town.

Discussion

When all groups have finished, the teacher should lead a discussion that explores the varied structures of the "TOWN".

Instructional Materials and Resources

Students will need a computer with access to the Internet.
Student may also need access to school and local libraries.

Teacher's Notes:

Leadership Activity or Strategy #8

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Web of Connection Game

The purpose of this activity is to Participants build a yarn or string web, explore its dynamic properties, then watch it collapse. Insights about community and interconnectedness are revealed in the discussion that follows the activity.

Steps to Complete the Activity or Strategy:

- 1. Have the group stand in a circle.**
- 2. Have the one student by asking a question of the group.**
- 3. Make a loop in the end of the yarn or string and hold it.**
- 4. Toss the ball of yarn to someone across the circle (it will unwind as it goes) that has a similar answer to the question.**
- 5. Have that person loop the yarn around a finger, then toss the ball to someone else in the circle.**
- 6. Each person in turn should catch the ball of yarn, loop it around a finger, ask their question and then toss it to someone else. As the ball unwinds, it creates a web of interconnection. It's okay for people to get the ball more than once.**
- 7. Continue until everyone has gotten the ball at least once and the web is nicely filled in (or you run out of yarn, whichever comes first).**
- 8. Once the web-building has ended, play with the web a bit. Have people move it up and down. You could even drop an inflated balloon, Nerf ball, or beach ball onto the web and bounce it around. Experiment with what happens if one person pulls strongly on the yarn he or she holds.**
- 9. Next invite someone to let go of the yarn. Watch what happens to the web.**
- 10. Then have someone across the circle from the first person let go of the yarn.**
- 11. One by one, have random people around the circle let go of the yarn.**
- 12. The web will gradually lose shape, form, connection, and life. When the web is lying on the floor, ask everyone to sit down and discuss what has occurred.**

Discussion:

- 1. When the web was created and we were playing with it, in what ways was it like the dynamic community of humanity?**
- 2. What happened to the web when the first person let go of the yarn? The next person? How is that like what happens when people are excluded from a community?**
- 3. As more and more people dropped the yarn, what happened to the web? How did this affect its usefulness (or playfulness)?**
- 4. What lesson for community living could you draw from this exercise?**

Instructional Materials and Resources

A large ball of yarn or string

Teacher's Notes:

Teacher driven questions about a variety of topics will work exceptionally well. Again this activity helps students realize that they are not alone in their, problems, worries, concerns, and interests etc.

Leadership Activity or Strategy #9

This activity takes 2 periods

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Electric Fence

The purpose of this activity is for The entire group must cross over the “electric fence” without touching the fence (rope) and to not let go of the life line (rope).

OBJECTIVES

- o Brainstorm strategies to cross over the fence as a group as well as maintain contact with the lifeline
- o Use communication skills to develop solutions to the challenge
- o Work collaboratively to support fellow participants
- o Discuss their experience and feelings

Steps to Complete the Activity or Strategy

1. **Circle up the group, and read the set instructions for this activity to set the stage. Provide a few moments for the participants to think about the message:**

The Berlin Wall separating East from West Germany was built in 1961. The goal of the Wall was to keep people who lived in East Berlin from being able to leave. However, the Wetzels and Strlzycks families decided that they would take the risk to get to freedom in West Berlin. They secretly bought small amounts of nylon cloth so as not make anyone suspicious. When they had enough cloth, they sewed it together to form a hot air balloon. They had saved just enough fuel to get into the air, and in the middle of the night, they took the risk, put together their balloon, and floated over the wall to freedom.

2. **Share the following storyline with group.**

You are attempting to cross this fence so that you can get to freedom on the other side. You will need to accept the help and support of your fellow travelers. Together you can make it!

3. **Read aloud the following Activity Challenge Box to the group.**

Challenge: The entire group must cross over the “electric fence” without letting go of the rope.

Follow the guidelines below:

The group may not utilize the space directly under the horizontal bar of the fence

No one may touch the fence

Everyone must hold on to the “lifeline” rope

All members of the team must have at least one hand on the lifeline rope throughout the activity

No other supplies may be used in this activity

A team member crossing over the fence must remain in physical contact with at least one other teammate all times

If any guidelines are broken, the group must begin again

4. Before the participants attempt an activity challenge, have the group work through the following six steps:

Problem Solving Sequence:

Circle up

1. Know and understand the challenge and the guidelines
2. Brainstorm
3. Make a plan
4. Do the plan
5. Evaluate results and adjust as necessary

5. Ask the participants to name some of their obstacles. Suggest to the group that the Electric Fence represents these obstacles.

6. Be sure to monitor the group for safety as they attempt the activity.

7. If participants get stuck, have the students circle up again. Here are some suggested questions to help guide the group back on track.

What is working?

What ideas have you not tried yet that someone suggested?

8. After the activity, move to the debriefing questions for discussion.

Discussion

CHARACTER FOCUS: Trust & Caring

What was one positive thing that happened during the challenge?

What advice would you give to another group working on this activity?

What would you do differently next time?

What did a fellow team member do that was really helpful?

Did you try different ideas? If so, why did you change your approach?

What was one thing that surprised you?

Instructional Materials and Resources

Materials:

2X 15-20 foot piece rope

Setup:

- 1. Place the Risk Taking Note into an envelope.**
- 2. Set up the “electric fence” at an appropriate level of challenge to the group. The taller the height, the harder the task.**

Teacher’s Notes:

This challenge requires a lot of trust and is best left for a mature group that is able to consider the safety of others

Consider presenting this activity in stages, beginning with a low fence height so the group can easily travel over the fence

The “lifeline” requires the group to stay focused as a group and to keep their “head in the game”

SAFETY REMINDERS!

Appropriate caution is important to conduct these activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and if necessary, share reminders with the group during the activity.

Introduce/review spotting techniques and safety procedures with all participants (refer to the introduction of this activity guide)

Proper spotting is necessary so participants do not hit their head or spine on the ground. It is ideal to have cushions on pads placed under the horizontal bar of the fence to minimize the effects if a fall occurs

If your group is not physically strong enough, mature enough and/or calm enough, do not attempt this activity

Leadership Activity or Strategy #10

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Why good leaders make you feel safe

The purpose of this activity is to ... discuss what makes an exceptional leader and how they relate to an environment where stakeholders are willing to take risks.

Steps to Complete the Activity or Strategy

Watch: <https://www.youtube.com/watch?v=lmyZMtPVodo>

Discussion

Instructional Materials and Resources

Chromebooks, paper for reflections

Teacher's Notes:

Leadership Activity or Strategy #11

This lesson takes three periods.

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Simon Sinek- Why leaders eat last.

<https://www.youtube.com/watch?v=ReRcHdeUG9Y&t=484s>

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Leadership Activity or Strategy #12

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Cyberbullying

The purpose of this activity is to help students understand the consequences of cyberbullying.

Steps to Complete the Activity or Strategy

1. Have your students define in their own words what cyberbullying is.
 - a. **Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.**
2. **Ask students: where do you find cyberbullying?**
 - b. **The most common places where cyberbullying occurs are:**

Social Media, such as Facebook, Instagram, Snapchat, and Twitter

SMS (Short Message Service) also known as Text Message sent through devices

Instant Message (via devices, email provider services, apps, and social media messaging features)

Email
3. **Why is cyberbullying bad? The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behavior. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it.**

4. Show video:

<https://www.cbsnews.com/news/smartphones-cyberbullying-targeted-as-causes-of-skyrocketing-teen-suicide-rate/>

Discussion: Ask the students why cyberbullying occurs? What kind of student cyberbullies?

Instructional Materials and Resources

<https://www.cbsnews.com/news/smartphones-cyberbullying-targeted-as-causes-of-skyrocketing-teen-suicide-rate/>

Teacher's Notes:

Leadership Activity or Strategy #13

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Code of Ethics

The purpose of this activity is to help the students develop their own values and code of ethics.

Steps to Complete the Activity or Strategy

Discussion: Discuss each question with the students and compare answers.

Instructional Materials and Resources

Teacher's Notes:

Leadership Activity or Strategy #14

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title Intentional Acts of Kindness

The purpose of this activity is to help the students understand the importance of intentional acts of kindness.

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Use personal experiences to help students recognize the importance of being kind and compassionate and helping others.

Make suggestions to the students as to ways they can act compassionately.

Challenge the students to have 1 intentional act of kindness each day.

Leadership Activity or Strategy #15

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Why do we fall?

The purpose of this activity is to help students that we all have seeming overwhelming challenges in our life. We all fail at some point. We won't necessarily be judged for failing but be judged by what we do AFTER we fail. Some have the inherent ability to overcome.....

Steps to Complete the Activity or Strategy

Discussion:

Include your Youtube Video link here: https://www.youtube.com/watch?v=mk82j1jQw_8

Include discussion questions here:

- 1) Do people gain leadership qualities after a downfall?
- 2) When the world knocks you down, how do you rebound?
- 3) Have you ever blamed something when life got hard? Like the shadow mentioned
 - Nothing hits as hard as life, keep moving forward...be able to take the hits when you know your worth and what you want
- 4) Is constructive criticism a good thing?

Instructional Materials and Resources

Teacher's Notes:

Leadership Activity or Strategy #16

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Core Values

The purpose of this activity is to instill Chardon High School's CORE values to the 8th grade students to prepare them for high school.

Steps to Complete the Activity or Strategy

Discussion

First day of the rest of your life

Create a new you by embracing a new "mindset" and adopting our Core Values

By living our Core Values you can become the person you want to be and leave the old you behind.

You can learn to love your school by becoming part of it and participating in all aspects of our life.

People want to be liked, and by embracing the Core Values you can be liked.

Instructional Materials and Resources

Teacher's Notes:

Leadership Activity or Strategy #17

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Intentional Acts of Kindness

The purpose of this activity is to help students understand how little acts of kindness can have a major effect on the world around them.

Steps to Complete the Activity or Strategy

Discussion

<https://www.youtube.com/watch?v=Tjng5StX68g>

Include discussion questions here:

1. How did this video make you feel, and why?
2. The people who judged him for helping others and giving away his money, do you think they ever gave back to their community?
3. At the end it kind of explains why the man did what he did, but can you think of any other reasons as to why he helped and gave back to all these people? Bad reasons?
4. Have you ever helped someone like this before or given away your time to help people that are in need? (Give the students 8 minutes to compose their thoughts on paper. Guide them with examples as necessary)
5. How can you take this into everyday?
6. What was the vendor's reaction like at the beginning versus at the end
7. What did the guy gain from this?
8. What kind of impact did he make(on the community)?

Instructional Materials and Resources

Teacher's Notes:

Prior to this video, challenge the students to complete one act of kindness or caring each day for a week.

Leadership Activity or Strategy #18

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Listening

The purpose of this activity is to help students recognize how important listening skills are to successful communication. This is also designed for students to better understand the dangers of gossip and spreading rumors.

Steps to Complete the Activity or Strategy

Play a couple rounds of telephone:

Discussion:

Include your Youtube Video link here:

Instructional Materials and Resources

Print documents for students to complete after the story is read.

Teacher's Notes:

Tie listening and rumor spreading into one.

Documents:

Student Copy

Listening Skills

Name: _____

Who put the “closed” sign on the door?

Who rushed in and demanded money?

Who opened the register?

Who gathered the day’s receipts?

Was all the money removed from the register?

Who arrived within minutes after the person drove away?

Was this event a robbery?

Teacher: Read Aloud

A long and extremely busy day for you came to an end with a stop at the 52-flavors ice cream shop where you often hang out with friends. Just as the last of the ice cream bowls was being washed and put away, and just before the “closed” sign was put on the door, a person rushed in and demanded money. The register was quickly opened and the owner removed money from inside the register. After the day’s receipts were gathered, the person drove off. Within minutes, the police arrived.

Listening Skills (Answer Key)

Name: _____

Who put the “closed” sign on the door?

The story doesn't identify this person. The story states that ice cream bowls were being washed and that the owner removed money from the register. The presence of an additional person is not indicated.

Who rushed in and demanded money? A person—the story does not indicate male or female, or other details.

Who opened the register? The story states the owner removed money from the register, but it doesn't indicate who opened the register.

Who gathered the day's receipts? It is unclear who gathered the receipts. It could have been the owner, the “person,” or someone else.

Was all the money removed from the register? The story states that the owner removed money from inside the register. No amount of money is indicated.

Who arrived within minutes after the person drove away?

The police arrived within minutes, however, it isn't clear if the police “responded” to a 911 call or just happened to be patrolling the neighborhood.

Was this event a robbery?

Neither a robbery nor a robber is established. Even though a person demanded money, a register was opened, receipts were gathered, someone drove off, and the police arrived, the same information could apply if the owner simply came into the shop at the end of the day, collected the day's earnings and departed.

Leadership Activity or Strategy #19

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: How to behave at a Chardon sporting event

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion:

Include your Youtube Video link here:

<https://www.youtube.com/watch?v=CNNAqAJ256U>

<https://www.youtube.com/watch?v=3dXl28y7BIA>

Instructional Materials and Resources

Teacher's Notes:

Leadership Activity or Strategy #20

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Confidence

The purpose of this activity is to help students become more confident with these three tips.

Steps to Complete the Activity or Strategy

NA

Discussion:

Include your Youtube Video link here: https://www.youtube.com/watch?v=I_NYrWqUR40&t=138s

1. How does confidence pertain to leadership?
2. What are some quick tips to boost your confidence?
3. What does confidence mean to you?
4. What is the biggest things mentioned at the beginning of this video that might stunt our confidence?
5. Which tip did you think was the most effective in confidence boosting?

Instructional Materials and Resources

None

Teacher's Notes:

Leadership Activity or Strategy #21

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: The 6 pillars of self esteem.

The purpose of this activity is to help students develop self esteem.

Steps to Complete the Activity or Strategy

Discussion:

Include your Youtube Video link here:

<https://classroom.google.com/u/0/c/MTE4Nzk1ODYyMTVa>

Instructional Materials and Resources

Teacher's Notes:

Document:

The six pillars of self Esteem

- 1. The practice of living consciously: How do you live consciously?**
- 2. The practice of self acceptance: How do you deal with your own perceived shortcomings?**
- 3. The practice of self responsibility: Do you ignore your health. How do you take care of yourself?**
- 4. The practice of self assertiveness: Give some examples of how you stand your ground on issues that may not be popular or “cool”?**
- 5. The practice of living with a purpose: How do you live with a purpose? What is your purpose?**
- 6. The practice of personal integrity: How do you show integrity? What do you stand for or believe in?**

Leadership Activity or Strategy #22

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: How to destroy self doubt.

The purpose of this activity is to help students overcome self doubt.

Steps to Complete the Activity or Strategy

Discussion:

Instructional Materials and Resources

Youtube video link:

<https://www.youtube.com/watch?v=beg57qXMZTE&t=465s>

Teacher's Notes:

Leadership Activity or Strategy #223

T.E.A.M. (Together Each Accomplishes More)

Standards of Learning

Title: Why Good Leaders make you feel safe.

The purpose of this activity is to help students overcome self doubt.

Steps to Complete the Activity or Strategy

Discussion:

Instructional Materials and Resources

Youtube video link:

https://www.youtube.com/results?search_query=why+good+leaders+make+you+feel+safe+%7C+simon+sinek

Teacher's Notes:

Simon Sinek: Why good leaders make you feel safe

1. What are some of the things you have done in this class that has helped to improve the Environment of Chardon High School. (2:27)
2. Do you think that our school has developed a sense of trust and cooperation with the students? Students and Teachers? Teachers to Teachers, Teachers to Administrators? Explain each category:
3. Apply the circle of trust to our school from your perspective.
4. How do you develop trust?
5. How does Circuit of Success: Leadership develop trust? What does a leader have to do in order to develop this trust?
6. What is Simon's definition of a good parent/great leader.
7. Leadership is a choice not a rank. Why is this true?

Explore Your Values:

Your Values is an exercise for participants to explore what their most important values are. It's done in an intuitive and rapid way to encourage participants to follow their intuitive feeling rather than over-thinking and finding the "correct" values. It is a good exercise to use to initiate reflection and dialogue around personal values.

Goal

Initiate reflection and dialogue around personal values

Materials

- Post-its
- Pens or Markers

Step 1:

Hand out post-its to all participants.

Step 2:

Ask them to write down the ten things in their life that they value the most, one on each post-it, in the form of a value. In other words, rather than the name of a specific person, put down, for example, "friendship," "family" or "honesty" - something they actually value in the relationship with that person.

Step 3:

When everyone has their ten post-its, ask the participants to spread them out in front of them so that they can see them clearly and have a good overview.

Step 4:

Tell the participants that they now have 30 seconds to pick the three post-its that are the least important to them, and throw them away. Be hard on the timings and don't give them more time even if it's needed. They are to use their gut feelings.

Step 5:

Repeat the last step, now giving them 20 seconds to throw away two more.

Step 6:

And finally, repeat the last step, giving them 20 seconds to throw away two more. They should now have three post-its left with their three most important values.

Step 7:

Give the participants 15 minutes to reflect individually, then 30 minutes to in pairs or groups of three to reflect on the following questions:

- What do I feel about the values I ended up with? Were they expected or did they surprise me?
- How do these values show themselves in my everyday life?
- What actions do I already take to live by them?
- What actions would I like to take to live by them?

Leadership Activity or Strategy #22

T.E.A.M. (Together Each Accomplishes More)

Mine Field

- A popular and engaging game involving communication and trust. The task is very flexible, works for groups of various types and sizes, and can be adapted to youth, adults, corporate, etc.
- Select an appropriate area. Go outside, if possible. Can be done inside, even in rooms with fixed furniture (which can become objects to be avoided).
- Distribute "mines" e.g., balls or other objects such as bowling pins, cones, foam noodles, etc.
- Establish a concentrating and caring tone for this activity. Trust exercises require a serious atmosphere to help develop a genuine sense of trust and safety.
- Participants operate in pairs. Consider how the pairs are formed - it's a chance to work on relationships. One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person.
- The challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the "mines", by listening to the verbal instructions of their partners.
- Allow participants a short period (e.g., 3 minutes) of planning time to decide on their communication commands, then begin the activity.
- Be wary of blindfolded people bumping into each other. The instructor(s) can float around the playing area to help prevent collisions.
- Decide on the penalty for hitting a "mine". It could be a restart (serious consequence) or time penalty or simply a count of hits, but without penalty.
- It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.
- Allow participants to swap over and even have several attempts, until a real, satisfied sense of skill and competence in being able to guide a partner through the "minefield" develops.
- The activity can be conducted one pair at a time (e.g., in a therapeutic situation), or with all pairs at once (creates a more demanding exercise due to the extra noise/confusion).
- Can be conducted as a competitive task - e.g., which pair is the quickest or has the fewest hits?
- The facilitator plays an important role in creating an optimal level of challenge, e.g., consider introducing more items or removing items if it seems too easy or too hard. Also consider coaching participants with communication methods (e.g., for younger students, hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).
- Be cautious about blind-folding people - it can provoke trust and care issues and trigger post-traumatic reactions. Minimize this risk by sequencing Mine Field within a longer program involving other get-to-know-you and trust building activities before Mine Field.

Variations

- Minefield in a Circle: Blindfolded people start on the outside of a large rope circle, go into middle, get an item ("treasure", e.g., a small ball or bean bag), then return to the outside; continue to see who can get the most objects within a time period.

- Metaphorical Framing: Some set ups for minefield get very elaborate and metaphor-rich, e.g., hanging objects which metaphorically reflect the participants' background and/or issues. For example, items which represent drugs, peer pressure, talking with parents about the problem, etc. have been used in a family adventure therapy program (Gillis & Simpson, 1994).
- Participants can begin by trying to cross the field by themselves. In a second round, participants can then ask someone else to help them traverse the field by "talking" them through the field.
- To increase the difficulty, you can have other people calling out. The blindfolded person must concentrate on their partner's voice amidst all the other voices that could distract them from the task.
- Be aware that some participants may object to, or have previous traumatic experience around the metaphor of explosive mines which have caused and continue to cause much harm and suffering. It may be preferable to rename the activity, for example, as an "obstacle course" or "navigation course". Alternatively, the activity could be used to heighten awareness about the effect of land mines on the lives of people in countries such as Afghanistan and Nicaragua (see [UNICEF information on land mines](#)).

Processing Ideas

- How much did you trust your partner (out of 10) at the start?
- How much did you trust your partner (out of 10) at the end?
- What is the difference between going alone and being guided by another?
- What ingredients are needed when trusting and working with someone else?
- What did your partner do to help you feel safe and secure?
- What could your partner have done to help make you feel more safe/secure?
- What communication strategies worked best?
- For some more ideas, download [Minefield in a Circle - Debrief](#) (.doc)

E + R = O [Worksheet](#)

<https://www.youtube.com/watch?v=Y8TjghFBtjk>

When people don't like the outcomes they are experiencing, most choose to blame the event (E) for their lack of results (O).

In other words, you can blame the economy, the weather, the lack of money, lack of education, racism, gender bias, the current administration in Washington, your wife or husband, your boss's attitude, the lack of support, and so on. If you're a golfer, you've probably even blamed your clubs or the course you've played on – but never yourself. This is what most people do.

It's true that these factors exist and that they impact you. However, if they were the deciding factor in whether someone succeeded or not, nobody would ever succeed. For every reason it's not possible, there are hundreds of people who have faced the same circumstances and succeeded.

The deciding factor in success is not the external conditions and circumstances. It's how you choose to respond (R).

We think limiting thoughts and engage in self-defeating behaviors. We defend our self-destructive habits (such as drinking and smoking) with indefensible logic.

We ignore useful feedback, fail to continuously educate ourselves and learn new skills, waste time on the trivial aspects of our lives, engage in idle gossip, eat unhealthy food, fail to exercise, spend more than we make, fail to tell the truth, don't ask for what we want, and then wonder why our lives aren't working.

[What Successful People Do](#)

Successful people take a different approach to events. They simply change their responses (R) to the events (E) until they get the outcomes (O) they want.

You can change your thinking, change your communication, change the pictures you hold in your head (your images of the world) and you can change your behavior (the things you do). That's all you really have control over anyway.

Unfortunately, most of us are being run by our habits. We get stuck in conditioned responses to our spouses and children, to our work colleagues, to our customers and our clients, to our students, and to the world at large. You have to gain control of your thoughts, your images, your dreams, daydreams, and your behavior. Everything you think, say, and do need to become intentional and aligned with your purpose, your values, and your goals.

If you don't like your outcomes, change your responses.

[The Formula in Action](#)

You don't have to look far to find examples of how this works: consider the economy.

When the Gulf War broke out, a friend of mine who owns a Lexus dealership in Southern California turned to this formula to guide him through the resulting impact on the economy. People stopped coming in to buy Lexuses, so he knew that his normal response (R) of running newspaper and radio ads wouldn't be good enough to keep his business afloat. The outcome (O) he was experiencing was a steady decrease of visitors to his showroom, as well as sales.

So they tried a number of new things. Some didn't work; some did. One of the strategies that worked was driving a fleet of new cars to where the rich people were – the country clubs, the marinas, polo grounds, parties in Beverly Hills and Westlake Village – and inviting them to take a test drive.

Have you ever test-driven a new car and then gotten back into your old car? Suddenly your old car wasn't good enough – you wanted the new car! The same thing happened for the people who took a Lexus for a spin, and many bought or leased a new car.

By changing their response (R) to an unexpected event (E) – the war — the dealership eventually got the outcome (O) they wanted ... increased sales. In fact, they ended up selling more new cars per week than before the war broke out.

If we all experience the same event, the outcome you get will be totally dependent upon your response to the situation.

Carefully choose how you respond to events – how you choose to interpret events, how you choose to think about and talk about what happened, how you choose to act — If you want to achieve better outcomes. Remember, you control your destiny ... so make it a fantastic one!

Match the Quote

With this exercise, you will need to place several [leadership quotes](#) around the room. You can do this by writing them on colorful cards and posting them sporadically around the room. Ask the students to walk around and read them. When they find the one that matches the way they think leadership should be, tell them to stand next to it. More than one student can stand in front of the same quote. When everyone has found their favorite, go around the room and ask each student to interpret the meaning of the quote. This is an excellent icebreaker and a great way for the students to get to know each other.

Anyone can be a leader and the world definitely needs lots more good leaders! What is leadership? It is all around you and shows up in many ways. Leadership is...

- Doing the right thing without being asked or when no one is watching
- Helping others in need
- Guiding others on the right path
- Setting a good examples for others and being a good role model
- Stand up for others even when it may be the hard thing to do

Leadership is one of the most important skills you can learn to be the best person you can be and make the world a better place. The great thing is, you have the opportunity to practice leadership every single day in your home, at school, in sports and everywhere in between. Good leaders are not bossy and loud. They are:

- Good at listening
- Proactive
- Honest
- Generous
- Strong communicators
- Confident
- Fair
- In control of themselves

Here are some great quotations that help define what makes a great leader and how leadership can make you a better person:

1. "A leader is one who knows the way, goes the way and shows the way." – John C. Maxwell
2. "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." – John Quincy Adams
3. "No man will make a great leader who wants to do it all himself or get all the credit for doing it." – Andrew Carnegie
4. "The leaders who work most effectively, it seems to me, never say "I". They don't think "I." They think "we"; they think "team." – Peter Drucker
5. "Today a reader, tomorrow a leader." – Margaret Fuller
6. "Good leaders must first become good servants." – Robert Greenleaf
7. "Leadership and learning are indispensable to each other." – John F. Kennedy

8. "I never thought in terms of being a leader. I thought very simply in terms of helping people." – John Hume
9. Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal. – Vince Lombardi
10. "Leadership is action, not position." – Donald H. McGannon
11. "A good leader inspires others with confidence in him; a great leader inspires them with confidence in themselves. " – Unknown
12. "The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things." – Ronald Reagan
13. "Example is not the main thing in influencing others. It is the only thing." – Albert Schweitzer
14. "He who cannot be a good follower cannot be a good leader." – Aristotle
15. "If there is no wind, row." – Latin Proverb

PRINCIPLES OF COMMUNICATION



In a world where it has grown increasingly difficult for people to escape their own bubbles, this course is designed to force exploring a single theme in two or more texts written by authors from disparate backgrounds. After properly historicizing the texts and undergoing a close reading meant to develop a nuanced understanding of each author's perspective, we will spend time discussing the ways in the texts and authors engage each other with regards to the theme. Students will write analyses of the texts and culminate with a personal writing in which they engage with the texts, the scholarship, and their own interactions with the theme.

Communication Activity or Strategy #1

Standards of Learning

Title

Introduction and Class Expectations

Steps to Complete the Activity or Strategy

The Name Game

Alphabet Story

Circular Discussion

Count to 20

Two truths and a Lie

Chicken Soup for the Teenage Soul "I Try to Remember" p. 166

Discussion

What the circuit of success is about

What is communication

Why WE are excited for this class

Different components of communication

Instructional Materials and Resources

Chicken Soup for the Teenage Soul

Teacher's Notes:

Communication Activity or Strategy #2

Standards of Learning

Title

Taking the Myers Briggs 16 Personality Test

Steps to Complete the Activity or Strategy

Take the test

Read about their personality

Answer questions pertaining to their results

Explanation of Letters

Find characters to share personalities

Discussion

(Share Out)

Which character did you choose?

1. Which character did you choose? Describe similarities between you and that character.
2. Is there anything about your results that surprised you?
3. Was there something about your results that you are disappointed with or don't agree with? Why?
4. What do you absolutely agree with?
5. What categories do you think society respects or values more?

Instructional Materials and Resources

Myers Briggs Test

Websites for character simulations

Questions

Text

Chromebooks

Teacher's Notes:

Communication Activity or Strategy #3

Standards of Learning

Title

Nonverbal Communication

Steps to Complete the Activity or Strategy

Read from *This I Believe* "The Power of Hello" p. 5

Components of Nonverbal Communication: Body Language, Eye Contact, Tone, Facials

How to Start a Conversation and Make Friends: SOFTEN p. 21

Improv SOFTEN vs. not using SOFTEN

Who do you Believe

Discussion

Every person has the right to be acknowledged

SOFTEN: Smile, Open Arms, Forward Lean,, Tone, Eye Contact, Nod

Improv Activity

Why do we believe?

Instructional Materials and Resources

This I Believe

How to Start a Conversation and Make Friends:

Teacher's Notes:

Communication Activity or Strategy #4

Standards of Learning

Title

Group Work

Steps to Complete the Activity or Strategy

Emotional Intelligence Tests: Leader or Follower p. 16, Are you Making the Most of Yourself at School p. 18

Read *Teenage Soul* "A Good Reason to Look Up" p. 154

Discussion

Leaders, Followers

How do our Myers Briggs play a role in it?

How do you encounter frustrations and setbacks?

How can you obtain success?

How can you enjoy your work?

How can you make school productive and pleasurable at the same time?

Instructional Materials and Resources

Self-Scoring Emotional Intelligence tests

Teenage Soul

Teacher's Notes:

Communication Activity or Strategy #5

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #6

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #7

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #8

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #9

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #10

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #11

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Communication Activity or Strategy #12

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

- [/www.wevideo.com/hub#](http://www.wevideo.com/hub#)

Teacher's Notes:

The Privacy Paradox: Note to Self

PRINCIPLES OF ENTREPRENEURSHIP



The skills learned through entrepreneurship encourage high school students to get started without instruction, to try new things without fear of failure, and to think bigger than solutions that may already be provided in a textbook.

One of the greatest perks of high school is the connection, community, and socialization that comes from learning alongside peers. And all entrepreneurs know that their greatest asset is a smart team of people whose skills complement theirs. While life is a team sport, a traditional high school curriculum is often structured to encourage individual pursuit.

In this course, students will be encouraged to develop their ideas for personal entrepreneurship. They will be encouraged to join with, and support other students and their ideas.

Entrepreneurship Activity or Strategy #1

Standards of Learning

English Language Arts

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

Social Studies

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

Working in teams. The sum is greater than its parts!

The purpose of this activity is to encourage students to analyze what working as a team looks like. Teams will create a product with a deadline to complete. "Friendly competition" will allow students the opportunity to bond as a team and celebrate success.

Steps to Complete the Activity or Strategy

1. Split into collaborative teams. (5 teams of 5)
2. Teams will be given written directions for an activity called "If you build it...".
3. All teams will be given the same set of supplies and will be asked to build the tallest free standing tower in a set amount of time
4. Celebrate the architectural wonder that is tallest while praising those who came close... and those who failed but still worked hard as a team. (It's okay to fail)
5. Debrief: Teams share out how their team functioned. What was the team structure? Who emerged as a leader, who jumped in and got to work?
6. Introduce course culminating pitch activity.

Discussion

During team share, emphasis should be placed on all members of the team contributing to the whole. Also, emphasize how teams can learn from failure. Reiterate how we will be functioning as teams throughout the quarter and how, in their careers, students will be asked to do the same.

Instructional Materials and Resources

Team instruction sheet.

Each team will need one computer with access to the Internet.

Each team will be given the same set of supplies. Straws, paper clips, popsicle sticks, etc.

A timer with audio/visual cues. (computer, LCD projector, online timer)

Teacher's Notes:

Prior to the activity: Emphasize how in this class we will utilize a team concept throughout the quarter. Emphasize how that relates to other teams in school and in business, whether as an entrepreneur or as part of a company.

During the activity: Circulate the room and observe team behavior. Refrain from answering questions or giving directions.

After the activity: Encourage share out. Talk about your own observations. Reiterate the importance of teams.

Remember to introduce course culminating team pitch activity.

Entrepreneurship Activity or Strategy #2

Standards of Learning

English Language Arts

Social Studies

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

What does successful entrepreneurship look like?

The purpose of this activity is to encourage students to analyze the characteristics of successful entrepreneurship by identifying and describing careers/products/services/persons that demonstrate success in the business world.

Steps to Complete the Activity or Strategy

1. Split into collaborative teams and select research subject. (Can be same team as previous activity or change as needed)
2. Read and explore descriptions of the qualities of success for their selected subject.
3. Share out to the larger group ... determine a class consensus about the characteristics and traits needed to make a career/product/service/person successful.
4. Investigate the team subject more thoroughly, and discover the sacrifices, risks, and rewards that make the subject a success.
5. Begin preparation for a formal team presentation of their research to the whole class. (see strategy #3)

Discussion

Emphasis should be placed on all members of the team contributing to research/discussion. If teams did not function well in previous activity, change it up.

Instructional Materials and Resources

Students will need a computer with access to the Internet.

Student may also need access to school and local libraries.

Students will need collaborative space to function in teams

Teacher's Notes:

"Bonus points" for keeping it local! (Local product, service, career, person)

Entrepreneurship Activity or Strategy #3

Standards of Learning

English Language Arts

Social Studies

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

Create a Presentation “All About a Topic”

In this Google designed lesson *Create a Presentation “All About a Topic,”* students use previous research to create a presentation in Google Slides to communicate to an audience about the topic “Successful Entrepreneurship”. This lesson can serve as **review, booster, introduction** all in one and should get the class on the “same page”. See the full lesson plan [here](#).

Steps to Complete the Activity or Strategy

1. Introduce the lesson: Prompt students to think about their assigned topic from activity #2.
2. Students engage in brief group discussion at the end of each video. Check in with students during class: Meet 1:1 with small groups as students watch videos.
3. Wrap up the lesson: Give a short closing and facilitate brief discussion about what students learned and experienced during the lesson (see [Appendix](#) for suggested prompts)..
4. Collaborative teams prep research subject for presentation via Google Slides (see activity #4).
5. Team shares the process with the class. (How did they function as a team? Relate to team building project. (activity #1)

Discussion

Emphasis on process and product. How does one relate to the other. Guide students through Google produced videos.

Instructional Materials and Resources

Each student with access to a computer. (Chromebook)

Headphones for watching videos.

Access to shared document. Share with instructor. (Google Slides)

LCD projector w/sound.

Teacher’s Notes:

This lesson is designed to be completed in a single class period but because of the shorter length of Circuit classes, can be modified for multiple class times. It has multiple videos for students to watch, which vary in duration and guide students through building a main project around a central theme. Also included are six optional “extension” videos, which are 5-10 minute lessons you can add to the main lesson to extend instructional time and allow students to “add on” to their projects and reinforce or practice additional skills. Again, full lesson plan [here](#)...

Be sure to reference course culminating pitch activity.

Entrepreneurship Activity or Strategy #4

Standards of Learning

English Language Arts

Social Studies

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

Presentations: Successful entrepreneurship

The purpose of this activity is for students to share their findings from the previous activity “What makes a successful entrepreneur?” and to foster further discussion.

Steps to Complete the Activity or Strategy

6. Collaborative teams present research subject via Google Slides.
7. Open for questions/discussion after each presentation..
8. Team shares the process with the class. (How did they function as a team? Relate to team building project. (activity #1)

Discussion

Emphasis on process and product. How does one relate to the other.

Instructional Materials and Resources

Each team with access to a computer. (Chromebook)

Access to shared document. Share with instructor. (Google Slides)

LCD projector w/sound.

Teacher's Notes:

Allow students just 5 slides to present their subject. Title, pictures (minimum 2) and narrative on each slide. Encourage sound/music. No “reading” from the slide. Make sure presentation is shared with instructor. Instructor to check revisions to see that all group members contributed to presentation. If students did not revise the document, check for their participation in the presentation of material.

Be sure to reference course culminating pitch activity.

Entrepreneurship Activity or Strategy #5

Standards of Learning
English Language Arts

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

Video Analysis - Young Entrepreneurs

The purpose of this activity is for students to analyze the circumstances of two or three entrepreneurs their age (with a small bullying lesson thrown in) and discuss how it might apply to their lives, their school, and their community.

Steps to Complete the Activity or Strategy

1. View video "Flexin' in my Complexion" (4 min.)
2. Small group discussion
3. Share w/guided questions
4. Repeat steps 1-3 for next video. (5 min.)

Discussion

Discussions should be guided so as to illustrate the possible. In other words; "If they can do it, so can I".

Instructional Materials and Resources

LCD projection w/sound

[Video 1 \(Flexin' in my Complexion\)](#)

[Video 2 \(Self Made\)](#)

Teacher's Notes:

Ask students about young business owners they might know.
Be sure to reference course culminating pitch activity.

Entrepreneurship Activity or Strategy #6

Standards of Learning

English Language Arts

CCSS.ELA-LITERACY.CCRA.W.10, CCSS.ELA-LITERACY.CCRA.SL.1

Digital Citizenship - Civic Engagement and Communication as Digital Community Members (From Teaching Tolerance)

The purpose of this activity is to:

- Explore different kinds of bias students might encounter when engaging online
- Develop strategies for identifying and responding to biased language and hate in digital spaces
- Prepare for exploration of selling products via social media

Steps to Complete the Activity or Strategy

1. Post the definition of bias for students to record in their notebooks. Then, ask students to respond to the following prompt in their notebooks: Have you ever experienced or witnessed language online that was biased or hateful? Explain. Did you do anything in response or not? Why or why not?
2. If students finish early, you can provide this additional, optional prompt: Do you think people are more likely to use biased or hateful language online versus in real life? Why or why not?
3. Once students have reflected in writing, prompt them to share in small groups of four or five. Then ask groups to share a few responses with the whole class.
4. The next activity—Step In, Step Out—will help students to begin thinking more specifically about types of bias or hate people might encounter in digital communities. Before starting the activity, refer back to previous community guidelines established as a group, emphasizing the need for a safe, brave space to make the activity work.
5. 5. Ask students to stand in a circle. Explain that you will read aloud the prompts from the Step In, Step Out handout provided with this lesson. If students have experienced what is described in the statement, they can step into the circle silently. When given a silent signal, students will step back to rejoin their peers in the original circle. Emphasize that this is meant to be a silent, reflective activity and there will be an opportunity for dialogue afterward.
6. 6. After completing all of the prompts on the handout, debrief the activity, sharing reactions, connections, and any questions sparked by the activity.

Discussion

Young people are increasingly engaging and communicating online—through forums, comment sections, social media sites, video games and more. Just as we engage students in establishing guidelines for building inclusive, safe spaces in our classrooms, it is vital that students learn how to communicate in internet groups and respond to bias online. In this lesson, students will respond to digital communication scenarios and develop strategies for identifying and responding to online bias safely.

Instructional Materials and Resources

- Notebooks or paper
- Pens or pencils
- Scenario sheets
- Chart paper
- Markers
- Step In, Step Out Prompts (teacher resource)

Teacher's Notes:

Just as we engage students in establishing guidelines for building inclusive, safe spaces in our classrooms, it is vital that students learn how to communicate in internet groups and respond to bias online.

Vocabulary

Digital community [dij-i-tl kuh-myoo-ni-tee] (*noun*)—communities that develop on the internet

Inclusivity [ɪ n-klu-sɪ -vɪ -tee] (*noun*)—the fact or policy of not excluding members or participants on the grounds of gender, race, class, sexuality, disability, etc.

Bias [bahy-uh s] (*noun*)— prejudice; favoring one person or point of view more than others

Hate Speech [heyt spee-ch] (*noun*)—speech that attacks, threatens or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation or disability

Internet troll [trōl] (*noun*)—an individual who posts false accusations or inflammatory remarks on social media to promote a cause or to harass someone; the anonymity of such venues enables people to say things they would not say in person, and they often like to ratchet up emotions to generate strong reactions

Sources: *dictionary.com, pcmag.com*

Entrepreneurship Activity or Strategy #7

Standards of Learning CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RH.6-8.1,
CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.SL.4

Digital Citizenship - The Privacy Paradox (From Teaching Tolerance)

The purpose of this activity is to teach students to understand the impact of online actions on their personal privacy. Students will be able to:

- Understand how online communication affects privacy and security
- Reflect on their own attitudes towards online privacy
- Prepare for how privacy relates to selling products online

Steps to Complete the Activity or Strategy

1. Ask students, "What is privacy?" Responses might include definitions such as, "something that no one else knows about," "something just for yourself," "a space where you can be yourself." Collect student responses, then provide a formal definition.
2. Have students individually brainstorm in a T-chart what privacy means in person vs. on the internet.
3. Ask students to take the Digital Privacy Quiz individually. You may read the questions out loud while students pick their answers.
4. After all students have completed the quiz, ask them to share their responses with a partner and briefly reflect using the following guiding questions: Have I ever taken any steps to protect my privacy? Do I care about my privacy? How much do I trust that companies and organizations will protect or care about my privacy? Has my privacy ever been invaded or information misused?
5. Bring the class back together and read aloud the transcript of podcast excerpts. Make sure to pause at the places marked in the transcript to emphasize important points. You may also want to explain unfamiliar vocabulary or write vocabulary on board (see provided definitions).
6. Put students into small groups and ask them to discuss what they think the future of online privacy might be. You can post the following discussion questions to facilitate conversation:
 - Who should have access to our data?
 - Will/Should the government control how companies use our data?
 - What if your data is used for good? For finding cures to diseases, for example. Does that change your point of view?
 - Can anything online be private?
7. In class or for homework: Ask students to come up with next steps for themselves, either in groups or individually, by creating a list of five things they might do online in order to protect their privacy.

Discussion

This lesson teaches students to understand the impact of online actions on their personal privacy. Students will listen to or read through excerpts of an NPR podcast that explores the paradox of wanting to have an online presence and wanting to protect one's privacy. After reflecting on their own attitudes towards privacy, students will debate the future of privacy in our society.

Instructional Materials and Resources

- Copies of NPR's Note to Self, "[The Privacy Paradox, Episode 1](#)," Podcast transcript
- Copies of Digital Privacy Quiz (adapted from NPR's "[What's Your Privacy Personality?](#)" quiz)

Teacher's Notes:

Vocabulary

Privacy [prīvəsē] (*noun*)—the state or condition of being free from being observed or disturbed by other people

Data [dādə] (*noun*)—facts and statistics collected together for reference or analysis

Metadata [medə dādə] (*noun*)—data about other data; in this context, surveillance data

Algorithm [al ɡ ə riTHəm] (*noun*)—a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer

Capitalism [kapəd l izəm] (*noun*)—a system in which private businesses or owners (and not the government) control production and trade for profit

Surveillance capitalism [sər vāl əns / /kapəd l izəm] (*noun*)—a system in which private businesses or owners use data acquired through surveillance to make a profit; for example, Google selling your click history to another company

NSA (*noun*)—stands for National Security Agency

Security [sə kyōḡrədē] (*noun*)—the state of being free from danger or threat

Source: Google Dictionary

Entrepreneurship Activity or Strategy #8

Standards of Learning CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.SL.3, CCSS.ELA-LITERACY.CCRA.SL.4, CCSS.ELA-LITERACY.CCRA.SL.5

Digital Citizenship - Advertising on the Internet

The purpose of this activity is to have students:

- Understand how advertising on the internet works
- Understand their role in internet advertising and consumption

Steps to Complete the Activity or Strategy

1. Ask students to create a list of either everything they did in the morning before they got to school or everything they did the day before after they left school. Encourage students to include every little detail they can remember. After students finish writing, have them pass their lists to the person next to them.
2. Based on the list they receive, each student will play the role of an advertiser and come up with a product that they would try to sell based on that list. You can help students get started by asking them, "If an advertiser were to look at your list of actions, how might they target your identity?"
3. Read the transcript of podcast excerpts aloud to your class. Make sure to pause at the places marked in the transcript to emphasize important points. You may also want to explain unfamiliar vocabulary or write vocabulary on the board (see provided definitions).
4. Initiate a class discussion by asking students, "What were some things that stuck out from the podcast?" Create a list of student responses on chart paper.

Discussion

This lesson focuses on teaching students to understand the role of identity in the online marketplace and online advertising, and advertisers' intent to manipulate consumers. Students will listen to or read excerpts of an NPR podcast that provides examples of targeted advertising on the internet. Afterward, they will reflect on their own digital footprints and put themselves inside the mind of an advertiser.

Instructional Materials and Resources

- Copies of the podcast transcript for NPR's *Note to Self* episode [The Search for Your Identity](#)
- Chart paper
- Podcast playing device (Chromebook)
- Podcast transcript excerpts

Teacher's Notes:

Vocabulary

algorithm [ˈalgəˌrɪθəm] (*noun*) a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

affinity [əˈfɪnədē] (*noun*) a spontaneous or natural liking or sympathy for someone or something

description of Propublica as found on its website—"ProPublica is an independent, nonprofit newsroom that produces investigative journalism in the public interest. Our work focuses exclusively on truly important stories, stories with 'moral force.' We do this by producing journalism that shines a light on exploitation of the weak by the strong and on the failures of those with power to vindicate the trust placed in them."

Sources: Google Dictionary, propublica.org

Entrepreneurship Activity or Strategy #9

Standards of Learning CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.SL.3, CCSS.ELA-LITERACY.CCRA.SL.4, CCSS.ELA-LITERACY.CCRA.SL.5

Digital Citizenship - Advertising on the Internet (Continued)

The purpose of this activity is to further deepen student knowledge about internet advertising through the creation a public service announcement (PSA) about internet advertising.

Steps to Complete the Activity or Strategy

1. Initiate a class discussion by asking, "How might you convince others not to be manipulated by personalized ads?" Reference the previous activity.
2. Have students find a partner and create a PSA about internet advertising. Tell them to imagine the PSA as a popup that helps educate online consumers on a social media site like Facebook.

Discussion

Students may do storyboards on chart paper for their PSA or, taking it a step further, they can create a video PSA.

Instructional Materials and Resources

- [PSA Activity Sheet](#)
- Chart paper
- Chromebook with access to WeVideo <https://>

Discussion

Discussions should be guided so as to illustrate the formula to the pitch. Also, a discussion about where to find your audience (the answer is anywhere!)

Instructional Materials and Resources

LCD projection w/sound

[Video Shark Tank Your Life: Kid-Preneurs Edition](#)

[Worksheet Sales Pitches That Win: 6 Key Ingredients](#)

[Networking Tips](#)

Teacher's Notes:

There is a lot in this. Could (probably) stretch to multiple class meetings
Be sure to reference course culminating pitch activity.

Entrepreneurship Activity or Strategy #10

Standards of Learning
English Language Arts

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

Shark Tank - Prep the pitch/Networking

The purpose of this activity is for students to analyze a formulaic approach to pitching a product for support or financial backing

Steps to Complete the Activity or Strategy

1. View video "Shark Tank Your Life: Kid-Preneurs Edition" (5 min.)
2. Small group discussion
3. Share w/guided questions
4. Review the 6 steps to a sales pitch
5. Students apply the steps to a product
6. Finding an audience/networking

Entrepreneurship Activity or Strategy #11

Standards of Learning
English Language Arts

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

Pitch Prep

The purpose of this activity is for teams to work on a pitch for a product.

Steps to Complete the Activity or Strategy

Teams take the necessary steps to bring their product in front of an audience.

Teams will:

1. Answer the questions in "Planning Your Business"
2. Create prototype (real or facsimile)
3. Select spokesperson
4. Create ancillary materials (posters, charts, video etc.)
5. Rehearsal

Discussion

Focus on all students participating. This activity would have been discussed throughout the course.

Instructional Materials and Resources

Chromebook

Markers

Chart Paper

Materials for creation of prototypes (student request)

Teacher's Notes:

Students request materials (within reason), teacher sources materials, gets a cost estimate, and requests funds from administration.

Entrepreneurship Activity or Strategy #12

Standards of Learning

English Language Arts

Social Studies

W.6.7, W.6.8, W.7.7, W.7.8, W.8.7, W.8.8

SL.8.1, SL.8.2, SL.8.3, SL. 8.4, SL.8.5, SL.8.6

The Pitch!

The purpose of this activity is to provide an authentic audience for student teams to present their product. (This culminating activity would have been discussed throughout the course)

Steps to Complete the Activity or Strategy

1. Random selection of order of presentations
2. Audience assembled in class to view presentations (4-5)
3. Teams present their product and take questions/listen to feedback from the audience

Discussion

Presentations take on a TV show type atmosphere (think Shark Tank) All teams will win to a certain extent with positive feedback, but as in life, one team will come out on top based on an audience ranking system.

Instructional Materials and Resources

LCD projector

Audience ranking/feedback sheets

Student requested materials for presentations

Teacher's Notes:

Teacher should source an authentic audience, optimally made up of staff (perhaps those who have an outside business), local business owners, parent business owners and business educators.

Teacher should provide a "show" atmosphere through lighting, music etc. In other words, make it exciting.

Introduce the audience ("Sharks") and highlight their qualifications.

Provide a guided feedback sheet and a simple ranking system for the presentations.

PRINCIPLES OF GLOBAL AWARENESS



You've heard it a million times: "Our students must be prepared to compete in today's global society." As if our students are expected to be sophisticated and savvy ambassadors, able to engage with and lead others on an international scale. Even with all the learning objectives we already have, there's room to help students become globally aware, to realize that they're part of an interconnected society, and to learn how to navigate and ultimately succeed in it. Global awareness is about working to understand a region's geography, resources, history, economy, religions, and languages in order to gain insight into varying perspectives and ways of being and thinking around the world. Our students are part of something larger than themselves, and an understanding of this could ignite the curiosity to become culturally sensitive, responsible, and productive global citizens.

[Global Awareness Curriculum Outline](#) (work in progress...)

There are curricular goals, outcomes, topical framework, etc. including within the outline.

Introduction Activity

[Global Education Introduction Activities](#)

Global Awareness Activity or Strategy #2

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #3

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #4

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #5

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #6

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #7

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #8

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #9

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #10

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #11

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Global Awareness Activity or Strategy #12

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

PRINCIPLES OF INNOVATION



Ideas are indeed the seeds of innovation, just as ore taken from the ground is the raw material of steel, or waving fields of wheat provide the raw material for bread. But it takes a lot of work to mine the raw ore and transform it into steel, or to prepare the fields to grow the wheat long before it becomes bread. It's the same with innovation; we don't start by collecting raw ideas. Instead, we know that innovation is a core element of our organizations' strategy, so we have to start the innovation process itself with strategic thinking to assure that the outputs of innovation are fully aligned with our strategic intent.

CIRCUIT OF SUCCESS-INNOVATION SYLLABUS

Instructor: Mrs. Yeager

E-mail: amber.yeager@chardonschools.org

Class Weebly Page <http://mrsyeagerchs.weebly.com/circuit-of-success.html>

PRINCIPLES OF INNOVATION THEME



Ideas are indeed the seeds of innovation, just as ore taken from the ground is the raw material of steel, or waving fields of wheat provide the raw material for bread. But it takes a lot of work to mine the raw ore and transform it into steel, or to prepare the fields to grow the wheat long before it becomes bread. It's the same with innovation; we don't start by collecting raw ideas. Instead, we know that innovation is a core element of our organizations' strategy, so we have to start the innovation process itself with strategic thinking to assure that the outputs of innovation are fully aligned with our strategic intent.

Why do we learn this?

The rationale behind this class being required of all 8th graders is as follows:

At Chardon High School, our students will strive for intellectual, creative, and physical excellence, to develop a deep appreciation for the world and to employ modern technological tools. We seek to instill in students a strong sense of personal and social responsibility, the ability to think critically, and the competence to communicate, collaborate, and contribute in an increasingly global community.

Grades

Students will receive a grade of pass or fail at the end of each quarter (9 week period) based on the following:

- Projects
- Classwork
- Participation

All assignments and projects will be posted on the class weebly page weekly.

Learning Resources

- Students will use a variety of online learning resources during their time in the innovation circuit. These resources may include the Henry Ford 101 curriculum, Youtube videos, webquests, Edpuzzle, quizlet and kahoot.
- Students will be expected to use their chromebooks as a learning resource and research on a daily basis.

Make-up Work

If a student is absent from class, he or she must make-up the assignment work that was missed in a timely manner unless the instructor deems the missed work to be excused. The student MUST check in with the instructor when returning from an absence to determine what must be made up.

Expectations

All students are expected to arrive to class on time and prepared with the needed materials to participate in the day's lesson activities. This includes a notebook, chromebook, pencils, and a class folder or binder.

All students are expected to give the day's lesson or activity their full effort and attention.

All students are expected to act in a polite and cooperative manner with the teacher and with each other. This includes actively listening without interrupting or disrupting while another is talking.

All students are expected to act in a respectful manner toward the room environment, class materials, the teacher, and other students around them at all times.

All students are expected to comply with teacher instructions and all rules outlined in the student handbook.

All students are expected to complete daily assignment work.

Failure to meet one or more of these expectations will initially result in parent notifications and a detention. Chronic failures to meet one or more these expectations will result in behavioral referrals in Infinite Campus and will be reviewed by the administration staff.

All students were given a copy of the classroom norms below and are expected to follow them each day in class.

As a student at Chardon High School, while in the circuit of success-innovation class I vow to:

follow all school policies outlined in the student handbook

treat my classmates and teacher with respect

do my best by paying attention, participating, and asking questions

be prepared by bringing all required materials to class everyday

work when given time to complete an assignment

keep the noise level down when working in groups/pairs

encourage my classmates and keep a positive attitude

only use my chromebook appropriately at the appropriate time

Communication

The class weebly page will be the main tool used the teacher to communicate with students and parents and to post assignments and assessment notifications. The website will be updated weekly so that students and parents can prepare for absences and make-up work for an unplanned absence.

Please feel free to email me with any questions and concerns. I look forward to having your child in class this year!

***** We are always looking for guest speakers to provide students with real-world examples of innovation that happens every day in our community. If you know someone or would be interested in speaking with our class please contact me at amber.yeager@chardonschools.org.**

As a student at Chardon High School, while in the circuit of success-innovation class I vow to:

follow all school policies outlined in the student handbook

treat my classmates and teacher with respect

do my best by paying attention, participating, and asking questions in class

be prepared by bringing all required materials to class everyday

work when given time to complete an assignment

keep the noise level down when working in groups/pairs

encourage my classmates and keep a positive attitude

only use my chromebook appropriately at the appropriate time

Discussion for all Innovation lessons

- I agree with _____ because...
- I disagree with _____ because...
- I'd like to go back to what _____ said about...
- I'd like to add _____
- I noticed that.....
- So, what you're saying is.....
- Do you think that?
- Couldn't it also be that...?
- Why do you think that?

- Where can I find that in the book?
- Can you explain what you mean?
- Can you tell me more?
- Can you give an example of that?

Innovation Activity or Strategy #1

Standards of Learning

Title-What is Innovation

The purpose of this activity is to define and have an understanding for what innovation means.

Steps to Complete the Activity or Strategy

Assemble students into cooperative groups of no more than four. Their task is to define innovation in one of the following ways: • A sentence • List of five to 10 words • Pictorial representation • Other way of their choosing Do a “gallery walk” to allow students to see other groups’ work, or have the group leader’s share their group definition. Show the overview video on innovation from OnInnovation website at: www.oninnovation.com/about/about-oninnovation.aspx Look at the list of innovator’s that are featured on the overview video. Use Activity Sheet 2 to record how the featured innovator’s describe innovation. Jot down what you remember from watching or listening. Use Resource Sheet 1 to confirm or modify your observations. Create a succinct class definition by combining various definitions of innovation. Use middle column of Activity Sheet 1 - What did I learn? Use last column of Activity Sheet 1 - What more do I want to know? Build your innovation vocabulary by using Resource Sheet 2 - Master Glossary for Innovation.

Discussion

“What is innovation?” Students define innovation in their own words. Use first column of Activity Sheet 1 - What do I know?

Instructional Materials and Resources

Activity Sheets

Innovation Vocabulary

Video Link

Teacher’s Notes:

Innovation Activity or Strategy #2

Standards of Learning

Title-Traits of an Innovator

The purpose of this activity is to discuss the common traits shared by innovators.

Steps to Complete the Activity or Strategy

Let's juxtapose two innovators, Henry Ford and Steve Wozniak, to find out if they share common traits. Watch: Steve Wozniak highlight video at www.oninnovation.com/innovators/detail.aspx?innovator=Wozniak View: The life of Henry Ford at www.oninnovation.com/innovators/detail.aspx?innovator=Ford Place Ford's unique traits under Ford and Wozniak's unique traits under Wozniak. Place those traits shared by both in the center. Use Activity Sheet 1 - Common Traits of Innovators. Whole group share-time of Venn diagram information. Teacher transcribes information onto chart-paper-size Venn diagram for class display. Identify the traits that you personally share with innovators. Use Activity Sheet 2 - Personal Traits Shared with Innovators. Use Resource Sheet 3 - Master Glossary for Innovation. What skills or traits are needed for success in the 21st century? How are these traits similar or different than traits of an innovator? Use Resource Sheet 1 and learn about some core traits of an innovator. Use Activity Sheet 3 to glean eight traits. Participate in the hands-on activity to practice the traits of an innovator Use Resource Sheet 2 - Traits of an Innovator and 21st-Century Skills.

Discussion

Do innovators share common traits?

Instructional Materials and Resources

Activity Sheet

Venn Diagram

Innovation Vocabulary

Video Link

Teacher's Notes:

Innovation Activity or Strategy #3

Standards of Learning

Title-Process of Innovation

The purpose of this activity is to learn how to innovate and differentiate between the process on innovation and design-thinking.

Steps to Complete the Activity or Strategy

Find out the differences between invention, innovation and discovery. Watch these videos to learn how these innovators talk about and define some of these terms: •William McDonough www.oninnovation.com/videos/detail.aspx?video=1190 •Steve Wozniak www.oninnovation.com/videos/detail.aspx?video=1389 •Toshiko Mori www.oninnovation.com/videos/detail.aspx?video=1242 Complete Activity Sheet 1 - Invention, innovation and Discovery. Compare and contrast Steve Wozniak and Don Chadwick, two current-day innovators - one who is a tinkerer and one who is very methodical and uses a step-by-step process. Find out about the different processes used by these innovators: •Tinkerer: Steve Wozniak - Accidents Led to Innovation: www.oninnovation.com/videos/detail.aspx?video=1355 •Methodical: Don Chadwick, Product Designer - What Is Design? www.oninnovation.com/videos/detail.aspx?video=1157 Use Activity Sheet 2 - Process Comparison. The process of design is closely related to the process of innovation. Not all innovators use the exact same process or sequence when innovating, but they do use some of the same steps. Explore the following links and develop a list of steps you feel are essential to the process of innovation. What is the design process? www.teachersdomain.org/resource/phy03.sci.engin.design.desprocess. Use Activity Sheet 3 - Innovation and the Design-Thinking Process.

Discussion

Is there one set process that all innovators use to innovate? What is the relation between the process of innovation and design-thinking? How are Invention, Innovation, and Discovery similar, yet different?

Instructional Materials and Resources

Activity Sheet

Video Link

Teacher's Notes:

Innovation Activity or Strategy #4

Standards of Learning

Title-Keys to Innovation

The purpose of this activity is to continue to learn how to innovate and differentiate between the process on innovation and design-thinking.

Steps to Complete the Activity or Strategy

Read the excerpt from a speech by Patricia Mooradian, president of The Henry Ford, entitled, "Advancing a Culture of Innovation," to find out about the five Keys to Innovation The Henry Ford believes are essential to innovation. To read the speech online, visit: www.oninnovation.com/templates/_pdf/THF_OnInnovation_Advancing_A_Culture_of_Innovation.pdf or use Resource Sheet 1. Select one of the five suggested Keys to Innovation that you think is indispensable for innovation. Watch the suggested video clips of the innovators discussing one of the essential Keys to Innovation. Complete Activity Sheet 1 - Keys to Innovation Activity as you watch the videos or discuss as a group. Curiosity • Mitchell Baker: Mozilla Culture www.oninnovation.com/videos/detail.aspx?video=1483 • William McDonough: Childhood www.oninnovation.com/videos/detail.aspx?video=1185 • Bill Gates: Inspirations www.oninnovation.com/videos/detail.aspx?video=1681 • Will Allen: Curiosity www.oninnovation.com/videos/detail.aspx?video=2209 Break the Rules • Pierre Omidyar: Advice www.oninnovation.com/videos/detail.aspx?video=1270 • Elon Musk: Curiosity www.oninnovation.com/videos/detail.aspx?video=1251 • Rosa Parks: Read about Rosa Parks at www.oninnovation.com/innovators/detail.aspx?innovator=Parks Collaboration Is Power • Toshiko Mori: Collaboration for Innovation www.oninnovation.com/videos/detail.aspx?video=1223 • Will Allen: Collaboration Is Power www.oninnovation.com/videos/detail.aspx?video=2211 • Marc Greuther: Thomas Edison, Leadership and Collaboration www.oninnovation.com/videos/detail.aspx?video=2147 Meet True Needs • William McDonough: America as a Place for Innovation www.oninnovation.com/videos/detail.aspx?video=1202 • Pierre Omidyar: What Drives Me www.oninnovation.com/videos/detail.aspx?video=1272 • Dean Kamen: Babies and Business www.oninnovation.com/videos/detail.aspx?video=1874 • Will Allen: Early Goals - Education and Basketball www.oninnovation.com/videos/detail.aspx?video=1997 Embrace the Risk and the Lessons of Failure • Elon Musk: Risk Failure www.oninnovation.com/videos/detail.aspx?video=1262 • Pierre Omidyar: Message to the Future www.oninnovation.com/videos/detail.aspx?video=1276 Lyn St. James: Learning from Mistakes www.oninnovation.com/videos/detail.aspx?video=1332 • Thomas Edison: Prolific Inventor, Change Agent (read quote) www.oninnovation.com/innovators/detail.aspx?innovator=Edison • Marc Greuther: Thomas Edison, An Incurable Inventor www.oninnovation.com/videos/detail.aspx?video=2136 • Buckminster Fuller: Visionary Thinker, Serial Entrepreneur www.oninnovation.com/innovators/detail.aspx?innovator=Fuller Team Leader from each team shares findings and opinion on each of the five Keys to Innovation. If students have access to a computer lab/Internet, encourage them to do the following: Select one innovator out of the featured innovators that you would identify as your role model, and watch their highlight video at www.oninnovation.com/innovators.aspx Answer the questions on Activity Sheet 2, and reflect on the innovator who is your role model. This entire research and writing activity can also be done as a homework assignment.

Discussion

Is there one set process that all innovators use to innovate? What is the relation between the process of innovation and design-thinking? How are Invention, Innovation, and Discovery similar, yet different?

Instructional Materials and Resources

Activity Sheets

Chromebooks for research

Teacher's Notes:

Innovation Activity or Strategy #5

Standards of Learning

Title–Innovation, Intellectual Rights and More...

The purpose of this activity is to develop an innovative mindset and learn from other innovators. Develop a key list of traits for an innovator.

Steps to Complete the Activity or Strategy

Read the resource sheet and explore the links provided to learn more about intellectual property, copyright, patents and trademarks. Resource Sheet 1 - Did You Know? Watch and read the videos or selections on Elon Musk, Thomas Edison, Stan Ovshinsky and Don Chadwick on "Patents and Intellectual Property Rights," a critical part of innovation. •Elon Musk: Overview www.oninnovation.com/innovators/detail.aspx?innovator=Musk • Thomas Edison: Prolific Inventor, Change Agent www.oninnovation.com/innovators/detail.aspx?innovator=Edison • Stan Ovshinsky: Vision and Opposition www.oninnovation.com/videos/detail.aspx?video=1445 • Don Chadwick: Equa Chair Part 3 www.oninnovation.com/videos/detail.aspx?video=1172 • Stan Ovshinsky: Legacy and Advice www.oninnovation.com/videos/detail.aspx?video=1474 Complete Activity Sheet 1 - Intellectual Property Rights. What is "open source"? Does open source pose a threat to intellectual property rights? Watch Mitchell Baker highlight video: www.oninnovation.com/innovators/detail.aspx?innovator=Baker and answer the questions on Activity Sheet 2 - Innovation and the Open Source Phenomenon. 2 Minutes 5 Minutes 15 Minutes 8 Minutes 15 Minutes presents Innovation 101

Discussion

Can an innovative mindset be cultivated and practiced? What can we learn from some of the role model innovators? What are the keys to innovation?

Instructional Materials and Resources

Activity Sheets

Video Link

Teacher's Notes:

Innovation Activity or Strategy #6

Standards of Learning

Title-School Improvement Project

The purpose of this activity is to use the skills learned in the previous lessons to innovate a school or community problem identified by each group.

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Innovation Activity or Strategy #7

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Innovation Activity or Strategy #8

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Innovation Activity or Strategy #9

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Innovation Activity or Strategy #10

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Innovation Activity or Strategy #11

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Innovation Activity or Strategy #12

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

PRINCIPLES OF PROBLEM SOLVING



Problem-solving may seem straightforward at first glance, but there are many students who stumble over one or more of the critical steps, failing to successfully resolve issues. Successful problem-solving requires several important skills that will help you proceed efficiently from identification to implementation.

STANDARD of LEARNING for ALL ACTIVITIES

Make sense of problems and persevere in solving them.

Proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Discussions:

- A. Brainstorm discussions to open problem
- B. Closure discussion questions:
 1. What did you do well?
 2. What improvements would you make?
 3. Can you think of a better solution?
 4. How well did your group collaborate?
 5. What did you learn from other groups solutions?
 6. If you did not complete the problem,

- a. What is the next step
- b. What was challenging
- c. What was working
- d. Was the group off task
- e. Was the group working towards a successful solution
- f. What did you learn
- g. What can you improve

Student Team Norms and Expectations:

1. Respectful of:
 - a. Each other
 - b. Room
 - c. Supplies
 - d. Self
 - e. Instructor
2. Learn
3. Have fun
4. Be Creative and different
5. Bring your unique talents to each challenge
6. Develop Problem Solving Process

Problem Solving Activity - Cho"coal"ate Mining

Standards of Learning

Cho"coal"te Mining

The purpose of this activity is to discuss relationships between mining chocolate chips from cookies to world energy resource supplies, technology and political factors. Think Global and act local using various problem solving strategies.

Steps to Complete the Activity or Strategy

1. Each group has to mine the chocolate energy reserves to the best of their ability.
2. You may not use your fingers other than to hold the cookie. You may trade or give away cookies, parts of cookies, and mining tools.
3. Weigh your net coal production.
4. Record data on the board or an individual data tables.

Discussion

1. How did you feel about the resources and the technology you were given?
2. What did you do to increase your production of chocolate?
3. How did these experiences relate to the real world?
4. Which country were you most like and why?

Instructional Materials and Resources

Soft Chocolate Cookies

Crunchy Chocolate Cookies

Toothpicks

Popsicle Sticks

Foil

Qtips

Ziplock bags

Manilla Folders

Straws

Balance/Scale

Paper Plates

Handout-See Yeager

Teacher's Notes:

Problem Solving Activity - Zipline

Standards of Learning

Title? ZipLine Challenge

The purpose of this activity is to

Design and build something that can carry a Ping-Pong ball from the top of a zip line string to the bottom in four seconds (or less!).

Steps to Complete the Activity or Strategy

BRAINSTORM & DESIGN Look at your materials and think about the questions below. Then sketch your ideas on a piece of paper or in your design notebook. 1. Using these materials, what can you design that can carry a Ping-Pong ball down a zip line? 2. How will your Ping-Pong ball carrier stay on the zipline as it goes from the top to the bottom? 3. What kinds of materials should be in contact with the zip line so that the carrier slides quickly?

BUILD, TEST, EVALUATE & REDESIGN Use the materials to build your Ping-Pong ball carrier. Then make a zip line. Run the line between the back of a chair and a stack of books. Make sure the high end is about two feet above the low end. Test the carrier by putting it on the line. When you test, your design may not work as planned. The design process is all about “if at first you don’t succeed, then try, try again.” On Design Squad, we say, “Fail fast—succeed sooner!” Study the problems and then redesign. For example, if your Ping-Pong ball carrier:

- keeps dropping the ball—Check that it has a big enough place to hold the ball.
- stops partway down—Make sure there’s nothing blocking your carrier where it touches the line.
- doesn’t balance well—Adjust the weights. Add weights or move them so they are farther below the zip line. Doing this changes the carrier’s center of gravity, the point within an object where all parts are in balance with one another. See how changing the numbers and positions of washers affects the carrier’s balance.
- takes longer than four seconds to travel the zip line—Find ways to reduce friction. Yes, there’s friction—the force that resists motion—even when you’re dealing with something as smooth as fishing line. You’ll find friction anytime things rub together. Experiment with different materials to see if you can reduce friction and speed up the Ping-Pong ball carrier.

Instructional Materials and Resources

MATERIALS (per person) • chipboard (from a cereal box or back of a notepad) • 2–4 small paper cups (i.e., 3-ounce) • Ping-Pong ball • 4 plastic straws • scissors • single-hole hole punch • 4 feet of smooth line (e.g., fishing line or unwaxed dental floss) • tape (duct or masking) • 4 standard, flat steel washers (1 inch in diameter or larger) • 4 wooden skewers

Teacher’s Notes:

TAKE IT TO THE NEXT LEVEL • Slow down! Build a carrier that takes ten seconds to travel the length of the zip line. • Piggyback time. Make a carrier that can hold several Ping-Pong balls at the same time. • Blast off! Find a way to launch the Ping-Pong ball when the carrier gets to the end of the zip line. • On your mark. Get set. Go! Set up two zip lines and race different ball carriers.

Problem Solving Activity - Paper Table

Standards of Learning

Title? Paper Table Challenge

The purpose of this activity is to

Design and build a table out of newspaper tubes. Make it at least eight inches tall and strong enough to hold a heavy book.

Steps to Complete the Activity or Strategy

BRAINSTORM & DESIGN: Look at your materials and think about the questions below. Then sketch your ideas on a piece of paper or in your design notebook.

1. How can you make a strong tube out of a piece of newspaper? (This challenge uses tubes because it takes more force to crumple paper when it's shaped as a tube.)
2. How can you arrange the tubes to make a strong, stable table?
3. How can you support the table legs to keep them from tilting or twisting?
4. How level and big does the table's top need to be to support a heavy book?

BUILD, TEST, EVALUATE & REDESIGN: Use the materials to build your table. Then test it by carefully setting a heavy book on it. When you test, your design may not work as planned. If things don't work out, it's an opportunity—not a mistake! When engineers solve a problem, they try different ideas, learn from mistakes, and try again. Study the problems and then redesign. For example, if:

- the tubes start to unroll—Re-roll them so they are tighter. A tube shape lets the load (i.e., the book) push on every part of the paper, not just one section of it. Whether they're building tables, buildings, or bridges, load distribution is a feature engineers think carefully about.
- the legs tilt or twist—Find a way to stabilize and support them. Also check if the table is lopsided, too high, or has legs that are damaged or not well braced.
- a tube buckles when you add weight—Support or reinforce the weak area, use a wider or thicker-walled tube, or replace the tube if it's badly damaged. Changing the shape of a material affects its strength. Shapes that spread a load well are strong. Dents, creases, and wrinkles that put stress on some areas more than others make a material weaker.
- the table collapses—Make its base as sturdy as possible. Also, a table with a lot of triangular supports tends to be quite strong. A truss is a large, strong support beam. It is built from short boards or metal rods that are arranged as a series of triangles. Engineers often use trusses in bridges, buildings, and towers.

Discussion

Instructional Materials and Resources

MATERIALS: (per person)

- 1 piece of cardboard or chipboard (approximately 8 ½ x 11 inches)
- heavy book (e.g., a textbook or telephone book)

- masking tape • 8 sheets of newspaper

Teacher's Notes:

NEXT LEVEL:

- If a little is good, a lot is better! Build a table that can hold two or more heavy books.
- The sky's the limit. Build a table that can hold a heavy book 16 inches above the ground.
- Matching furniture! Build a chair out of newspaper.

Problem Solving Activity - FrostBite

Standards of Learning

Title? FrostBite

The purpose of this activity is to

In thirty minutes, see which shelter can withstand the high winds of the “storm”.

Steps to Complete the Activity or Strategy

Instructions: Picture this: your teams of 4-5 are arctic explorers adventuring across the icy Alps! Have each team select a leader to guide their exploration. Each team must build a shelter from the materials provided before the storm hits in 30 minutes. However, both of the team leader’s hands have frostbite, so they can’t physically help construct the shelter, and the rest of the team has snow blindness and is unable to see. When the 30 minutes is up, turn on the fan and see which shelter can withstand the high winds of the storm.

Instructional Materials and Resources

Materials: A blindfold and 1 packet of construction materials (such as card stock, toothpicks, rubber bands, and sticky notes) for each team, an electric fan.

Teacher’s Notes:

Problem Solving Activity - MarshMallow Spaghetti Tower

Standards of Learning

Title? MarshMallow Spaghetti Tower

The purpose of this activity is to

The goal of this exercise is to see which team can build the tallest tower (that can stand on its own) the quickest

Steps to Complete the Activity or Strategy

Instructions: If you want to add more of a challenge, tell the teams the marshmallow has to be placed on the top of the tower. This team problem solving exercise helps get teams thinking on their toes while building camaraderie and leadership.

Instructional Materials and Resources

Materials: 20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 yard of string, and 1 marshmallow (per team).

Teacher's Notes:

Problem Solving Activity or Strategy #6

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Problem Solving Activity or Strategy #7

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Problem Solving Activity or Strategy #8

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Problem Solving Activity - Saving Sam - A Cooperative Activity

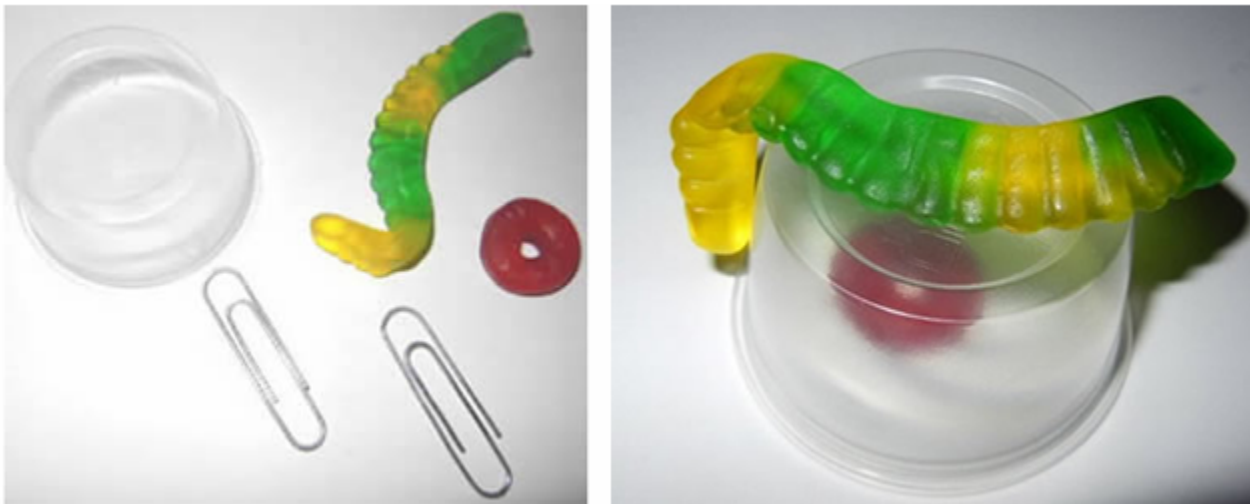
This is an activity for the first day or as an introduction to the scientific method or to just allow students to work in groups so that you can get to know them better. I usually do all instructions verbally and don't require any written documents for turning in. This is great for a first day activity or for an introduction to the scientific method.

Setting Up the Scenario

Sam is stuck on a boat, and how he got there is not important, but Sam can't swim and the boat is capsized. To get to shore, Sam needs to retrieve a life jacket from underneath the boat so that he can float to shore. You and your partner's job is to save Sam by retrieving the life jacket from under the boat and putting it on Sam.

Unfortunately, the only tools you can use to accomplish this task are paperclips. (1 per person, or you can give them 2 per person). You cannot touch Sam, the boat, or the life preserver with your bare hands.

A gummy worm is used to represent Sam, a gummy life saver is the life preserver and an overturned cup represents the boat. *It also may enhance the activity to mention that worms are hermaphrodites, and Sam is technically both boy and girl, which makes the name rather appropriate.



Discussion Questions

1. How did you and your partner figure out how to save Sam?
2. Would it have been easier if you were working alone? Why or why not?
3. Was there a clear leader in your group? Did someone call the shots or make decisions about how to save Sam.
4. Could Sam be saved if you had only one paperclip?
5. How could you make this activity more challenging?

Problem Solving Activity or Strategy #10

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Problem Solving Activity or Strategy #11

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes:

Problem Solving Activity or Strategy #12

Standards of Learning

Title?

The purpose of this activity is to

Steps to Complete the Activity or Strategy

Discussion

Instructional Materials and Resources

Teacher's Notes: