

13-S Step Unit Planner

Teacher:
Class Name (if any):
School:

My Planning Notes

Habit-of-Heart Theme:
Dates of Unit:

SENSE IT.

Present a visceral, sensory anticipatory set or attention-getting activity that establishes an emotional bond or connection with the habit-of-heart, piques curiosity, and links to ultimate service goals. Use one or more of the five senses!

This step explains the significance of the habit-of-heart in a way that ultimately connects to the unit's service goal and may frontload knowledge about history or science. Most importantly, it pleasantly applies a sensory memory to introduce the habit-of-heart and create anticipation of significant learning and transformation on the path ahead.

SEE IT.

Write the habit-of-heart on the board in large letters for visual learners. Sound out the phonemic elements for younger students or foreign language learners.

SAY IT.

Clap out the number of syllables. Students clap along as you say the word together. Audio learners begin to encode the word in their memory.

SYNCHRONIZE IT.

This step not only reinforces audio memories and patterning of syllables and sounds but offers a classroom tradition, a bonding moment around the

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| <p>word and a song as a spontaneous gift for classroom guests. Ask various learners to give each syllable in the word a different pitch. Sing or chant the word together. Synchronize the pitches and syllabic sounds. Add harmonic or spoken parts. A long word has just become an impromptu song! The chant can vary each morning as the teacher and learners celebrate the habit-of-heart.</p> | |
| <p>SHAPE IT.</p> <p>Draw the shape of the word around the written word in a way that suggests a visual metaphor related to the Sense It step.</p> <p>When possible, conduct a kinesthetic activity to reinforce the meaning, such as building a human train to represent the concept of cooperation.</p> <p>Visual learners may need to rewrite the word and shape to promote word recognition and to reinforce the concept.</p> | |
| <p>SYMBOLIZE IT.</p> <p>Learners agree on an action or gesture associated with the word. (Prohibit gang signs.) Have the class practice this action.</p> <p>When silently reinforcing a learner's or a group's positive behavior, the teacher uses the gesture in class. Peers also use this nonverbal gesture to reinforce one another's positive actions in class or on the school grounds.</p> | |
| <p>STORYTELL IT.</p> <p>Use real-life applications, current events, literature from the curriculum, oral traditions from the culture,</p> | |

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| <p>historical narratives, stories from home, plays, skits or puppet shows to present positive applications of the habit-of-heart.</p> <p>Use intentionality not only in the story selection process but in the strategies you will use to encourage analysis, understanding of cause and effect and experiential learning. While emphasizing process-based skills, avoid having children rehearse <i>negative</i> behaviors (e.g. “before” and “after” examples). Rather, stop a story to have students demonstrate the best possible outcome assuming the characters were to apply the habit-of-heart. (They can return to the text and evaluate the actual historical outcome without encoding negative choices into their own list of behavioral instincts and options.)</p> <p>Similarly, learners can imagine, discuss, rewrite, or re-dramatize ways to generate positive literary endings by applying the habit-of-heart. They can later finish reading the text and analyzing the plot elements including applications of the habit-of-heart.</p> | |
| <p>SHOW IT.</p> <p>This step can occur before or after Storytelling It or continuously throughout the unit.</p> <p>It can include habit-of-heart guided imagery, looks-like, sounds-like role play, or other strategies such as Habits-of-Heart Homework (in which learners apply the habit at home and have a parent sign off on a drawing or description of what they did.)</p> <p>A mainstay of the Show It Step, every unit should include conflict resolution applications relevant to the community challenge addressed and to the habit-of-heart. (Sometimes these are drawn from actual current events or draw on academic conflicts in the texts.)</p> | |

Three hypothetical conflicts are constructed, to demonstrate parallels between 1) community-based, 2) global and 3) interpersonal conflicts.

In the column at right, indicate key words showing the conflicts or come combination of these plans within your unit:

1. Assign hypothetical demonstrations on the conflict bridge, using interpersonal, community-based and international conflicts.
2. Use guided imagery to help all students envision the application of the quality in their lives.
3. Reinforce the habit by making Habits-of-Heart homework a tradition. (Students show/describe how they practiced the habit. Parents participate.)

SING IT

Rehearse at least one Habit-of-Heart song about the current habit. (These songs can be sung with lyrics and then performed as instrumentals only. They are accessible on the website for those without a CD.)

Add songs from the culture of the wisdom exchange culture or other relevant music or dance that learners can perform as a group, considering the ultimate purposes of music within the Share It step:

To serve as a gift of joy and comfort or as a tool to inspire action or advocacy.

The music should also serve dual purposes, reinforcing academic content or conveying ideas about the community transformation goal. It should always communicate the significance of the habit-of-heart.

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| <p>Within your learning unit, plan enough time to rehearse the music, separately from the improvisational chanting of the Synchronize It step. These rehearsed songs will also later help parents understand the goals of the projects their children have pursued on field trips and in service-learning projects.</p> | |
| <p>STANDARDS-BASED LEARNING</p> <p>Strive to “see the end from the beginning.” Thus, you will have already looked for thematic threads of continuity in core content areas. Some may drive the timing of the lesson plans within your unit and may even have helped you select the community need that best reinforces your academic goals over the course of this particular learning unit. (Just one example: A focus on DNA in biology may match up with the habit of Respect or Appreciation of Diversity and a need to reduce stigmatism or bias against albinos, HIV-afflicted orphans, or religious or racial minorities.)</p> <p>“Standards” refers to whatever educational requirements your government syllabus or school outlines in core content areas. Jot down key concepts for the unit related to your syllabus (writing, reading, science, math, social studies, geography, art and sometimes technology). Your syllabus may include other content as well.</p> <p>Do include visual arts, whether your educational framework lists it as core content or not. You will integrate many concepts in projects with art as the connective tissue -- the language shared by all learners and community members. Sometimes this factor brings the project to life</p> <p>On the Standards-based Step, you will:</p> <ul style="list-style-type: none"> -Seek ways for learners to express the habit-of-heart through research, study and, ultimately, | |

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| <p>through applied action (on the Share It and Send It steps).</p> <p>-Apply process-based learning and project-based learning, using graphic organizers, to connect thematic and academic content.</p> <p>-Integrate overlapping ideas to suggest a potential purpose in learning: To produce transformation in the learners and in the society.</p> <p>-Help learners apply authentic outcomes such as: 1) experiments or shared wisdom to advance the wellbeing of the human family, 2) relevant writings or physical work performed out of empathy or advocacy on behalf of a community need; 3) original artifacts that become teaching tools they use to serve others; 3) gifts to honor someone working in an altruistic field of interest; 4) products engineered for advocacy or problem-solving; or 5) relevant handmade gifts they create relevant to the needs of the project.</p> | |
| <p>SEND IT.</p> <p>This step enables learners to share their creative works, ideas, written treatises or experiments with those offsite, too far to share an onsite visit. They can participate in global transformation without leaving the classroom, by exchanging designs for drought-resistant farming or solar cooker designs or news of handwashing campaigns or letters about how to increase respect for elders, for example.</p> <p>Examples include letters to the editor of a newspaper, advocacy letters to officials and wisdom exchange emails partner classrooms in another country.</p> <p>Create a wisdom exchange with another class by sending Full-Circle Learning your concept and asking for the possibility of an appropriate school</p> | |

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| <p>with which to correspond, unless you have one within your list of contacts.</p> <p>You might also have learners practice writing and science skills as they seek information or send congratulations from a research facility.</p> <p>Both the habit-of-heart and the service goal should determine the nature of the Send It step.</p> <p>For global collaborators, if possible, include photos or drawings of the students and artifacts of their project, telling of its impact and relationship to the habit-of-heart. Challenge the distant brothers and sisters to share ideas and to join them as they address the issue. (i.e. poverty, deforestation, energy concerns.)</p> | |
| <p>SHARE IT.</p> <p>By now, students may have already experienced a distant connection with the human family. They also need to witness the value of their teaching and learning in their own community, through field trips and guest presenters. The Share It step enables them to look into the eyes of the group whose lives they will participate in transforming.</p> <p>They teach or advocate for a cause or share something they have created with their knowledge. They may grow food and deliver it to the elders. They may teach a neighborhood about diabetes awareness or help farmers prepare for the dry season or fill potholes to prevent traffic deaths after the flooding season or help a city obtain solar energy to power the local health clinic. All these ideas have come to fruition as Share It steps in a teacher's learning unit, along with hundreds of others.</p> <p>Often, music, art and multiple standards-based steps all come to play as students see the impact of their habit-of-heart on the community transformation process.</p> | |

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| <p>If they cannot leave the school, guests can come into the school and receive the service. (For example, when children were not allowed in a hospital ward for new babies, a pediatric nurse came to receive a presentation and gifts for premature newborns, which she took back to the hospital.)</p> <p>Students have also created an in-school museum as a Share It step, to teach a community about the environment or some other important information they needed to share.</p> <p>The Share It step represents the culmination of their personal character development, their academic development and their creative development in service to an expanding human family in their midst.</p> | |
| <p>SUSTAIN IT</p> <p>Consider this a reflection step. It need not take up a great deal of learning time to establish great value in the life of the learner. If you have established a Humanity Circle time at the beginning of the day, it could occur in the last day or two. This step connects the original purpose of the unit and its personal transformation goals, the new skills applied across the unit, the services rendered, and the short- and long-term benefits to humans and living things, near and far. The practitioners begin to realize the value of the learning unit from a broader perspective.</p> <p>As they repeat more units over time, the Sustain It step helps learners recognize the value of their lifelong efforts to enhance the wellbeing of those served. (They do not need to sustain the project itself but, rather, their lifelong commitment to the habit-of-heart.)</p> <p>To “sustain the habit,” first conduct a layer cake activity or a discussion with a talking stick or a shared pair activity or a journal writing activity or all the above.</p> | |

Next, challenge students to layer their responses to identify those who benefited from their work together. Add those people as stick figures to an expanding world or have learners in some other way document the efficacy of the work and identify its potential positive impact.

(For younger learners, this could mean simply counting the number of smiles they saw as they served the elders on the Share It Step and as they completed the Habits homework.)

Offer a chance to reflect privately on personal growth (through journals, letters to classmates, etc.) and especially to discuss their group impact on local and global community transformation, both qualitative and quantitative. Sometimes this act, in itself, becomes another data set.

Review the class name. Help the class connect the habit-of-heart to their evolving code-of-ethics and to their altruistic identity. Help them identify when, for them, the purpose of learning each content area came to fruition over the course of the project. This step often helps learners self-identify career paths and strengthen relationships.

Congratulations. You have now prepared your class to move on to the next habit-of heart unit!



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