Hello again, I'm Teresa Langness. We're here today to talk about the scaffolded 13-S steps, how to build your Full-Circle Learning unit as if you were an architect, because indeed you are. You're an architect of the destiny, not only of your students, but of the communities in which they live.

Now, when you begin to build a learning unit, you will be looking at the end and trying to see the end from the beginning, you will be trying to think about the outcome you would like at the end of that unit, how you're going to help those students really internalize their habit-of-heart, apply it to their academic outcomes, and apply those to a community need a dilemma, something that they need to resolve or solve, or even some joyful goal of uplifting a community that's more vulnerable than themselves.

We've had students address the needs of premature babies, vulnerable people in the community without electricity, and everything in between. Think about this: what is the most relevant issue in your community? Is it a sustainable development issue? Does it have to do with equity, have to do with tribal unification? Every single learning unit, you'll have something relevant locally that you can apply as the end goal. Until they reach that particular hurdle, the students will not have fully experienced what it means to make that habit-of-heart come alive in the community.

So now I'm going to take you to the shared screen. We're going to look at particular steps of the unit the way that the students experience them.

The first step is called Sense It. In this step, we try to use some kind of a sensory introduction to the habit-of-heart. Why is that? Well, we not only want it to be memorable, but we want the students to have a positive association with what it means to practice that habit. We might use taste, we might use aroma, we might use the senses of hearing and visualization all at the same time.

In this case, we are talking about students who have decided that they are going to address a water issue. The teacher introduces a drink of water or has them in some way experience the feel of water and describe the pleasantness of it as the center step.

Now we're going to move on to the See It step. The students will see the word written on the board. Just see how it's spelled. Very simple. They'll see what it looks like. They might see a demonstration of it in action.

Then you will have Say It with them. You'll clap out the syllables. What you're trying to do in these very quick introductory steps is help all of the learners in your classroom whether they are accessing the habit of heart through their visual, their audio, their kinesthetic modalities, to embrace what that habit-of-heart really means and is.

Now we're going to Shape It. You have the word unity written on the board. What shape can you attach to it, that will make it memorable, you can leave it up there on the board for a while and will help your visual learners access it over a period of time and memorize the spelling? If it is someone who has trouble with phonemic awareness and maybe has to memorize sight words, they can remember what distinguishes that word. In this case, we're talking about water. What if you were to circle the syllables and actually make them replicate the elements of a water molecule, draw one underneath, draw the hydrogen and the oxygen elements of that unit.

Now Symbolize It. How can we bring that metaphor to life? Let's take these kids outside, and perhaps have them lock arms in groups of three and simulate water molecules in a watershed. You're giving them instructions for taking three steps to the left, four steps forward. They are tumbling down from the mountain to the tributaries down to the creeks and the rivers traveling to the ocean, they are carrying the salmon, they're feeding the wildflowers along the way. The animals are coming to drink from the water, they are perhaps feeding the farms along the way, and traveling to the canals, where they go into the pipes and help the people who need that water for their communities.

And now you stop and you say, oh, well, suddenly, the hydrogen molecule, hydrogen decided that it didn't really need the oxygen. And so they lock, unlock arms, they lose a member. Suddenly it's just the two of them here. What happens? Well, they look pretty happy. But in the meantime, we've lost water. We've lost water, when we lose unity in nature, we lose something as vital as water, which brings life to all systems and all life forms. Can you imagine what would happen if we had that kind of inconsistency in nature? Well, it’s the same way with life. If we are going to make sure that we have just the right amount of water in the right places, in our natural systems, and in our communities, we need that kind of unity, we need to lock arms, we need to move forward and move as one. Unity suddenly becomes a very vital element.

In the projects we are going to pursue the learning unit Synchronize It. This is the step where you ask three students—because you have three syllables in the word unity—to give you a pitch. And once they sing out those notes, you can harmonize them, you can turn them into a melody. You can clap them, you can chant them, you can change the rhythm, the tune, you can add little verses about unity. We practice unity. We work in unity. You can add all kinds of things that you want, if you are creative, for your students to turn this into a daily chant, pitch and rhythm. This is again to help your audio learners connect to fill the lungs with oxygen, and to help your students understand that it can be joyful to practice unity and to celebrate that at the beginning of the day, or when the group work has been completed and everyone is showing unity.

The Show It step is of course, vitally important. It involves usually role plays, it might be role plays about what's going on at home. But the habit-of-heart homework was that your students want to talk about often it involves the conflict bridge, these five steps that students take, facing each other and walking toward each other. You will learn more about that conflict bridge in an upcoming session about human contact and human conflict. But for now, what you're seeing is a situation where the students are on the conflict bridge, rehearsing something that they'll actually do in the community. And that is to help to members of ethnic tribes who have differences of opinion on whether it's alright to put additives in the water to create a supply of clean drinking water so that they can avoid typhoid. Isn't that interesting? Isn't that an interesting conflict to resolve? Water is the theme. Unity is the habit-of-heart.

They must have unity of thought, without judgment without accusation or blame. They must come together on how they can save lives in their community, and still honor the diversity perspectives of those groups. I would have liked to have been in the room when they finish that exercise to see how they practiced unity. By the time they got to the center of that conflict bridge. Just one example of a Show It step.

How do you practice unity in the context of the project? Storytell It. Every single classroom, in the world probably has a story associated with learning somewhere along the line might be in your reading books, and your literature circles. In your oral storytelling units. You might have dramas, you might have puppet shows, however, it is that you're using storytelling. This is an opportunity, just to introduce the habit-of-heart to stop the story and say, what happened when these characters faced this challenge or this dilemma? How can they apply the habit-of-heart right here? How do they finish out the story to their own liking? Did they show unity at the end of the story?

There are all kinds of ways you can use storytelling to link the themes of your unit. You can see these children in their literature circles that they're using to teach one another about the story. They have animals in a habitat, or those animals reliant on water. I see some penguins there I see ice. They probably have some riparian habitats. Somewhere down there at the bottom, I see a bear with a fish in its mouth.

How can you introduce water into the assignments for the storytelling project that you're going to do so that you are introducing your content themes for literacy, numeracy, science, and still moving your way inching your way towards your project goals and always infusing your habit-of-heart into everything that you do?

Sing It is different from the step earlier that we talked about where you're doing a daily chant that is organic and emerges from your students. Sing It is a song that you've chosen or several songs, you've rehearsed, a performing arts feature of the unit that students will use to teach the community or to advocate, to educate, to inspire, to uplift.

In this case, they are singing and performing a song about shrinking islands. They are in a community that doesn't have a great deal of awareness because it's not an island nation. But in this group, they have members of island nations. They're using music to teach the impacts of climate change, as they relate to oceans, and water, and the whole process of weather extremes and how they happen. So again, seeing it is used in so many different ways. We do have songs on the website. If you go to the educator feature at www.fullcirclelearning.org. Go to the educator button, there's a pulldown bar. With audio, you'll find several different CDs that have songs you can choose. So you can customize these songs to your learning unit. We have students who have developed their own drum arrangements, students who have written their own songs, anything you can do to integrate your theme, your habit of heart and the academic needs of your community. Your learning community works well in the send it step.

Standardize It. This is where your unit becomes very flexible and can grow and become two months or six weeks or as long as you like. You're going to take the standards of your national syllabus, your school requirements, your regional curriculum framework, and you are going to build this into your learning unit. So that it will include some elements of the required daily work in science, social science, geography, mathematics, everything that you're doing, the arts, visual arts, everything at some point will become a part of this learning unit.

You're going to take those concepts that are dominant and integrate those in a meaningful way that addresses the relevant concerns of your community. In this case, there is a pipe coming out of the river, up to a property. This boy is with his class exploring hydrology, how we turn water into energy, how we do it on a small scale, and how that relates to large scale hydrology projects is part of the study of energy. Just one of many, many, many examples of how to standardize it.

Take your standards. Take wherever you can the opportunity to reinforce your academics by making them purse purposeful in your project.

Share It, of course, is where it all starts to come together. As your students teach, serve, uplift, problem-solve, they really, literally transform the community based on a theme.

For example, this girl on the left, Bendu had a very serious flood in her community and it contaminated the water supply. Well, Bendu had learned how to act on her convictions because acting on convictions was the habit-of-heart that her class had been studying. So she said, I know how to act on my convictions, I am going to design a water filtration system so that the people in my community won't get dysentery won't get sick, would have these high medical bills trying to find a clinic that they can afford. She did that with recycled materials. She went to every family in our community and taught them to use a home water filtration system.

In the center these students are cleaning the beach. Students in many countries have done work starting with a theme either about coral reefs or beach pollution or plastics. World Oceans Day, where their theme was “one world, one ocean,” became a very meaningful project because they can use it to begin writing letters to the editor about pollution or writing letters to manufacturers about the trash that they're finding on beaches. A very popular water project.

On the right we have students who have been campaigning for various fire environmental issues. It all started when they were studying water and learning how to teach their parents to upgrade the water filtration systems in their own homes, where they had a cistern in the front yard and gray water in the backyard and too many people were getting sick from the poor sanitation in their water systems. The students worked with families and with their local government to improve water filtration. These children are in a small Full Circle Learning school in India.

So the list goes on. I have 1000s of pictures of projects, literally with ideas in them. I pulled out these three because they deal with water. You will find many more ideas on the website. Click on the map. And you'll find what other countries have done with their projects. Or you can go to that educator button again and find curriculum. And you will find books like habits of heroes, habits of helpers for the little ones, habits of humanitarians, habits of oneness, where you too can use these as a springboard. But ultimately, the goal is to make these projects relevant to the needs of your own community and the age level of your students and what will allow them to see the joy in the faces of those that they serve.

That's what the Share It step is all about. To attach purpose to learning. Similarly, the second step in this step they may be sending out messages to wisdom exchanges, partner schools, advocacy letters to officials, even correspondence to someone local who they want to honor for showing the habit-of-heart, someone that they can't bring into the school. They can't bring them out to the school and so they send a letter or text, an email a video. That's what the second step is all about.

The Wisdom Exchange. Opportunities are just endless. In a recent one that was very inspiring, our students in Nigeria were addressing health disparities, such as Lassa fever, and they were discussing the process of going to your local hospital, gaining new expertise and going out and going door to door actually in teaching prevention techniques. Students in Zambia were trying to prevent typhoid in their community. So they were mostly talking about the process. But at the end of it, all the students in in Zambia said, well, wait a minute, we have rodent infestations here. That's the cause of Lassa fever, we need to send this information to those in our country who can research whether or not we have a Lassa fever problem that has been misdiagnosed. So here you have students actually influencing global health. Because they began with a wisdom exchange, they didn't wait until later in life, to influence their global human family and family of living beings. This is a profound and exciting opportunity for them. Recently, students have done projects with tribal unification across nations, they've prevented civil unrest in their own countries.

The opportunities are endless for you to help your students really feel what it's like to be a change agent, not just have it remain a concept on paper. You can use the Share It step and the Send It step in succession in relation to each other, and in relation to your relevant communities, always through the lens of the habit-of-heart, always picking up those content skills that you've introduced in your required learning unit, integrating all of it. So, so important. You'll learn in other units how to assess it. But here, it's all about what it looks like to the student when the teacher has had the temerity and the farsightedness to build it in to that scaffolding, that architecture of the unit plan.

The last step, Sustain It, how are we going to sustain this habit-of-heart along paths that project goals, we're going to first sit down and think about those in the community who benefited from our work. We can go one by one around the circle, and each person can add a comment about who benefited and why. So we can come to some kind of closure and celebration. We may want to add stick figures to the globe that we've drawn on the board. As we have this ever-widening family, we may want to ask students to write in their journals.

Whatever we do, we are celebrating transformation. We’re getting some sense of reflective closure, what we've learned, how we've grown, what we've mastered, and how we can retain that, how we can master one habit-of-heart and sustain it and then move on to the next.

And that, my friends, is the end of the unit. That is the end of the 13-S steps. At that point, you're ready to move on before you think about your next learning unit. However, you will want to take the next session, because there are many things that will be incorporated into this unit and into the strategies you apply as you turn a design on paper into actual classroom instruction.

Thank you so much as you pursue these activities in the unit and in the downloads. I hope you enjoy every minute and envision the gift that you're giving to your students. Thank you and good luck.