Teach Like a Champion

School Culture Curriculum Implementation Guide

The School Culture Curriculum (SCC) is a resource for schools that supports students in character development and with self-reflection on common challenges they might face in school.

If a student shares information that may be harmful or if a student reports that they may be in danger, please follow the mandatory reporting protocol outlined by state and school districts.

Below are our recommendations for using the School Culture Curriculum in a school community.

Purpose

The School Culture Curriculum can be used to:
- Help students reflect on their choices, especially those which are counterproductive, and examine why they've made those choices.
- Help students learn replacement behaviors for counterproductive actions.
- Help students understand how their actions impact themselves and others.
- Proactively teach virtues and values to support student character development.
- Develop students' critical thinking, writing, and character development through carefully curated activities broken up by topic.

What's Included

The School Culture Curriculum has two types of lesson plans.

The first type of plan explores specific character virtues. School personnel may assign these plans to help individuals or groups of students develop their understanding of core virtues such as:
- Respect
- Gratitude
- Responsibility
- Integrity
- Perseverance
- Courage
- Compassion

These lessons can be useful in cases where students have engaged in non-productive behaviors but are not limited to use in response to un-productive behavior. In fact, we think they are most effective if taught in advance as part of a larger character curriculum that can be referred to during school and if needed while completing the second type of lessons.

The second type of lesson plan focuses on antecedent behaviors—specifically those that compromise the positivity and productivity of the school, its culture, or individual students within it. While these lessons

start by addressing a specific behavior that caused a student to require adult intervention, they end by referring to the character virtues described above. The goal is always to help students situate their daily decisions in the ongoing effort to be the best person they can become.

Within each lesson plan, there are diverse reflection activities that require students to write, think critically, and explore ideas based on the chapter's focus.

Three Implementation Ideas

The School Culture Curriculum was created to serve a variety of needs for deans, educators, counselors, and leaders in pursuit of developing students' character in the face of challenging behaviors. Student lives and responses to experiences are unpredictable in many ways; however, the SCC strives to make the unpredictable as predictable as possible by uplifting and exploring common issues that students may face in school. The School Culture Curriculum works to support educators by providing a resource to help them address challenges students encounter through teaching.

Therefore, we suggest using the School Culture Curriculum in three ways:

Responsive Teaching

The School Culture Curriculum may be used in response to undesired or problematic behavior that occurs throughout the school year. Consider assigning a lesson plan when:

- A student or group of students are sent out of the classroom for exhibiting an undesired behavior related to one of the lesson plans (e.g. If a student has been dishonest, you may assign activities from the "Integrity" unit).
- A student or group of students shows an undesired behavior repeatedly over the course of a day/week (e.g. If a student repeatedly misses academic assignments, you may assign activities from the "Responsibility" unit).
- A student who struggled behaviorally last school year without marked improvement, returns to school and needs continued support (e.g. If a student received multiple consequences over the course of a school year, you may assign a related series of lesson plans to support the student in making positive choices from the beginning of the school year).

Proactive Teaching

The School Culture Curriculum may be used to proactively teach character building skills to a student or group of students. Use lesson plans to:

- *Pre-teach character skills and values*: The lesson plans may be used to develop a scope and sequence for teaching character-building skills to a student, a group of students, or even the whole student body through a community meeting or assembly. The lesson plans may be adapted to present character skills individually and explored through shared reading, discussion, role play,

and/or practice (e.g. A school leader may use the "Courage" unit to inspire a month-long scripted morning meeting series on how to address peer pressure).
- *Address previous student culture concerns*: If a school has previous culture concerns (e.g., An increase in bullying or inappropriate social media use in the year prior), the School Culture Curriculum may be used to address those concerns from the beginning of the school year and inform how the school will discuss instances of an undesired behavior (e.g. In the previous school year, there was spike in students not showing persistence in their work. Therefore, the "Perseverance" lesson plans could be used to inspire a new feedback system for students who actively establish and meet/exceed their personal goals.)
- *Pre-work for transitional times of the year:* Lesson plans could be assigned to support students through important transitional times of the school year such as the beginning of the year, preparing for exams, or upon returning from a break. The plans may be used to support student reflection and action planning around specific character skills.

Figuring out *when* to proactively teach these character skills can be challenging, but we've listed a few ideas below:
- During whole school assemblies
- In advisory meetings with teachers
- Lunch/snack breaks with school culture leader, teacher, counselor, social worker, etc
- Pre-planned, weekly check ins with a student/group of students and a supervising adult
- As a part of an already established Character Education program
- Assigned as homework

Therapeutic Teaching

The School Culture Curriculum may also be used to develop students' character in a variety of interactive ways including:
- *With established support plans* (i.e. counseling, social work goals, IEPs): In partnership with other school support personnel, the School Culture Curriculum could be used as a tool to support a student's counseling and social work goals. Completed plans can be used as a reference, an artifact, and/or an informal form of assessing a student's critical thinking, reflectiveness and comprehension.
- *Discussion groups*: Facilitate discussion groups with students who completed the same lesson plan, aimed at developing students' communication, critical thinking, and collaboration skills.
- *Collaborative group work*: When appropriate, allow students to work on a lesson plan together to support their communication and collaboration skills.
- *Peer mentoring*: When appropriate, invest a student mentor in the School Culture Curriculum work by sharing the lesson plans and desired outcomes. Then support the student in mentoring their peers through the School Culture Curriculum.

Curriculum Organization

The organization of the School Culture Curriculum should allow adults and/or students to easily access all lesson plan materials. We suggest having copies of the following readily available:

- School Culture Curriculum Table of Contents (for quick reference when assigning lesson plans)
- A sample School Culture Curriculum Scope and Sequence
- Printed or student accessible soft copies of lesson plans
- Additional lined paper (for revisions)
- Pencils and pens
- Timer for pacing

We recommend the following best practices:

- Arrange printed and/or e-materials first by character virtue (unit name, e.g. Respect), then by chapter (series of lesson plans, i.e. Academic Responsibility) titles.
  - For example, when organizing materials for "Respect", group the "Exploring Emotions" and "Social Media" lesson plans separately.
- Identify a specific area where printed copies of lesson plans and materials will be kept.
  - Include labels identifying the character virtue and lesson plan title to allow stakeholders (deans, teachers, and leaders) quick access before presenting student with the lesson plan. We do not recommend students collect their own lesson plans to ensure correct lesson plans are completed.
- Replenish necessary materials weekly.
  - School Culture Leaders print additional copies of materials regularly to prepare for following week.

Where to Begin

The School Culture Curriculum may be used to proactively teach students about a virtue or in direct response to unproductive behavior. All lesson plans are outlined in the Table of Contents. When selecting a lesson plan for students to complete:

1. Identify the need of the student.
2. Review the lesson descriptions and select the lesson(s) that most closely addresses the student's need.

Who Should Use the Curriculum

The School Culture Curriculum is designed to support adults and students throughout the school. We encourage all school staff (deans, social workers, teachers, leaders, etc.) to use these lesson plans in a variety of settings.

Listed below are some additional implementation ideas to help meet the needs of your school:

Based on your school's behavioral data, choose a group of students who will benefit from alternative activities because they:
- Require a deeper understanding of character virtues and/or character-building skills.
- Have frequently demonstrated unproductive behaviors across your school.
- Are repeatedly demonstrating the same off-task behavior(s).
- Are familiar with the school-based reflection, having completed it multiple times without consistent improvement.
- Inconsistently implement replacement behaviors.

Based on your school's needs, you may choose to proactively teach character virtues to a group of students in a specific grade, who are experiencing similar challenges. Once you have determined the grade level, ask students to complete all the lesson plans within a specific chapter. Here are some suggested times:
- In advisory meetings with teachers
- Pre-planned weekly check-ins with a group of students and a supervising adult
- Assigned as homework

In addition to the suggestions above, you may decide to assign lesson plans to students during specific times of the school day or in addition to a consequence to help stamp their learning. Deciding when to assign these plans will depend on the needs of your school and the specific student, listed below are a few suggestions:
- Assigned as homework
- In advisory meetings with teachers
- Pre-planned weekly check-ins with a group of students and a supervising adult
- Assigned during detention

Preparing to Use the Curriculum: Means of Participation

Planning how students to engage with a lesson is a crucial part of your preparation as a curriculum user. This process is referred to as determining the means of participation (MOP). The MOP below are suggested to use in a small or large group in both a proactive setting or a therapeutic setting. Use the table below to determine which MOPs would benefit your students on a given task.

MOP	Quick Definition	Tips for Execution	Ideas for Usage
Cold Call	Calling on students whether or not they have volunteered to ensure voice equity.	• Keep it positive • Make it predictable • Use wait time first • Prepare scaffolded questions if needed	**Great For:** • Review • Questions students have had processing time with first • Increasing participation with a low-stakes task **Potential Sequencing:** • After *Everybody Writes* or *Turn & Talk*

			• Before volunteers in a complex discussion
Volunteers	Asking students to signal they'd like to share their thoughts.	• Increase wait time • Narrate how many hands you see • Be prepared to address callouts • Pair with Cold Call to ensure voice equity	**Great For:** • Complex, meaty questions • Challenge questions • Questions with multiple interpretations • An opening MOP **Potential Sequencing:** • After *Everybody Writes* or *Turn & Talk*
Turn & Talk	Allowing students opportunities to develop, refine, and rehearse their ideas through short, paired discussions.	• Manage turns • Use a clear in-cue • Create a clean finish • "Crest of the wave" • Backstop with a Cold Call	**Great For:** • Adding processing time and formative thinking • A back-pocket response to few volunteers **Potential Sequencing:** • As an opening MOP • After an *Everybody Writes* • After a Guided Discourse
Everybody Writes	Asking students to write pencil-to-paper (or pen to white board)	• Create predictable space • Use a clear in-cue • Create a clean finish • Backstop with Cold Call or Turn and Talk	**Great For:** • Allowing individual processing time **Potential Sequencing:** • As an opening MOP • Before a *Cold Call or Turn & Talk*
Revise	Asking students to make specific upgrades or changes to the ideas in their written work (often within the same lesson).	• Incorporate regularly • Give a narrow, What to Do revision task • Use a doc-cam to model revisions	**Great For:** • Ensuring students do the lift to improve their thinking **Potential Sequencing:** • At the end of a MOP sequence

Introducing the Curriculum to Students (Responsive Teaching)

Below are examples of language to use when asking students to complete an assigned lesson plan in response to unproductive behavior. Before rolling out a lesson plan to a student, ensure other students are working if using responsively. This will allow you to focus your attention on a specific student, while continuing to monitor the entire office.

	Set Them Up
Set Them Up	Before asking a student to complete the lesson plan, set them up for success by naming the purpose, your clear expectations for completion and how students will tell you that they are finished. ● **Show Your Bright Face:** Show your positivity and confidence in the student by having a pleasant expression that shows your intentionality. ● Reinforce the **Why;** stress **Purpose Not Power**

- o "Thank you for taking responsibility for your actions and identifying a replacement behavior. Now, you're going to work on this lesson plan to help you understand the importance of showing integrity."
- **Preview the Lesson:** Offer students a brief introduction to the task to stamp your expectations and communicate next steps.
  - o "Today, we are going to work on the lesson plan 'Managing Anger When It's Hard."
  - o "As you're working, please make sure you annotate and answer all questions in complete sentences."
  - o "Please stop after question 3. Raise your hand when you're done. Then, we can review your work together."
- **Check for Understanding:** Ask students to confirm they understand the expectations before asking them to work independently.
  - o "What are you about to do? Why?"
  - o "How will I know you are done?"
- **Set to Work:** Ask students to begin working, silently and independently. Offer a quick pump-up statement to gain buy-in.
  - o "You've got this! I'm looking forward to hearing ways you will transfer this knowledge the next time you feel X."

Debrief and Feedback

After a student has completed the lesson plan, offer feedback (using the Student Feedback Form or verbally) to help students expand their ideas and revise their work.
- **Acknowledgement**: Describe what the student has done well.
  - o "Thank you for annotating the text."
  - o "All of your answers are in complete sentences, thank you."
- **Precise Praise:** Reinforce successful actions and productive language in student work to transfer ownership of personal success to students.
  - o "When you described what you would do differently, you included speaking to your teacher at 'an appropriate time'. Including this shows you're thinking through your actions beforehand, I can't wait to hear more about this the next time you're feeling frustrated."
- **Deliver Specific and Actionable Feedback:** You may choose to write feedback on student work or verbally deliver feedback to a student to guide their revisions.
  - o "Restate the question."
  - o "Include at least on specific example of how this would have impacted your decision."
  - o "If you have any questions about my feedback, please raise your hand."
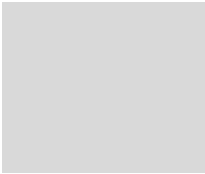
Student Revisions

Asking students to revise their work holds them accountable to meeting high academic expectations and makes implementation of your feedback visible.
- **Push Their Thinking:** Use open-ended prompts to maintain a high Think Ratio and keep the heavy lifting on students. Allow students to meaningfully process their thinking by offering wait time after each prompt.
  - o "What do you mean by ___?"
  - o "What is one more action you can include here?"
  - o "I like this idea. How could we transfer this to the classroom?"
- **Check for Understanding:** If you are offering **verbal feedback**, ask students to confirm they understand the expectations before asking them to work independently.
  - o "What are you about to do?"
  - o "How will I know you are done?"

Sidebar labels:
Debrief and Feedback
Student Revisions

- **Assign the Revision** to students:
  - "You're off to a good start here, but we know this could be great. Please go back to your lesson plan and please include at least one possible outcome if you demonstrated self-control."

Action Planning

Action Planning	Help students transfer their replacement behaviors to the classroom by planning and creating detailed action steps to be implemented in the classroom. ● **Make a Connection:** Ask the student to describe how the replacement behavior and antecedent behavior are connected. ○ "How will writing your feelings down help you manage your anger?" ● **Script It:** Ask students to write their action step directly on their lesson plan. ○ "When I believe a consequence is unfair or undeserved, I will write my feelings on a post-it attached to my desk, in less than 10 seconds. Then, I will center myself with a deep breath, pick up my pencil and continue working."

Follow Up

Follow Up	Effective follow up with students, teachers, and families is important in ensuring behavior is not repeated and all parties feel supported. ● **Follow Up with Student:** You may choose to give students an extension task. Clearly state the parameters of the task and when you expect work to be submitted. ○ "For homework tonight, please complete the "Quotes on Anger" lesson plan to help you brainstorm more ways you can manage your anger in the moment. I will check in with you tomorrow during your Advisory block to collect your completed work." ● **Follow Up with Teachers/Close the Loop**: Email/Text with next steps to ensure everyone is on the same page. ○ "To teacher: [Student] reflected on her decision to walk out of class. As a replacement behavior, immediately following a consequence, [Student] has committed to writing her feelings on a piece of paper so she can follow up at an appropriate time…." ● **Follow Up with Families**: Clearly communicate steps (outside of consequence) the family can take to support their scholar. ○ To family: "[Student] is working diligently toward her goal of managing her anger. Today, [Student] reflected on her decision to walk out of class. Moving forward, she is working on writing her feelings on a piece of paper so she can follow up at an appropriate time…."

FAQs

1. *Why are they called lesson plans?*
   Answer: We call them lesson plans because the activities are meant to serve as a way for students to engage in self-study; independently developing a set of character skills and deepening their understanding about a series of virtues.

2. *How do I decide which lesson plan to assign?*
   Answer: When deciding which lessons to assign, choose a topic that is an area of growth for an individual student or group of students.

3. *Are lesson plans meant to be completed in sequence?*
   Answer: No. Each plan is meant to be completed separately, but they may be used and parse out lessons and reflections over time--in response to incidents or in other settings--to build their knowledge and understanding. If you would like to use the curriculum proactively, you may also try using the SCC Table of Contents to plan out which lesson plans you'd like to use in advance.

4. *Can these lesson plans be used <u>before</u> problem behavior occurs?*
   Answer: Yes! Lesson plans can be used to teach students lessons *before* they make a mistake. For example, using the plans to drive whole school meetings, pre-work before students start a new grade or semester, homework, character education class etc. If these plans are being used for proactive reasons, then all questions that refer to what a student has done today can be changed to either "what you have done in the past" or "imagine this is what you did."

5. *When might I use the lesson plans to support student character development?*
   Answer: The School Culture Curriculum was created to support deep reflection and supportive dialogue between students and supervising adults. The School Culture Curriculum should not be used on its own as a consequence. Each plan is meant to be a tool to support students' critical thinking and support a rich conversation between the student and an adult about making positive choices and learning core values that support character development.

6. *May I adapt these plans?*
   Answer: Yes! All plans are fully adaptable. We ask that you share any adaptions you make with us so we can continue to improve them.

7. *When will there be more elementary and high school lesson plans available?*
   Answer: Very soon! We hope to garner a lot of great feedback on our middle school plans to help inform our lower elementary and high school plans.

8. *What do I do if I have questions or feedback about the School Culture Curriculum?*
   Answer: Please share any questions/feedback using this link.