

Picking Up Performance When the School Day Ends

After-school mentors can keep middle school kids from dropping out.

Citizen Schools is a national network of after-school programs that connects students with adult mentors, develops school-community ties, and uses project-based curricula. Citizen Schools runs programs in California, Massachusetts, New Jersey, New Mexico, New York, North Carolina, and Texas.

The curriculum download is part of our larger New Day for Learning series, which focuses on the growing national movement to redefine how, when, and where students learn, taking an in-depth look at an exemplary full-time-learning program, including comprehensive articles, sample lessons, and video interviews with program participants. This additional information is available through Edutopia at edutopia.org/new-day-for-learning-two. These lesson plans and curriculum materials are provided by Citizen Schools.

What Citizen Schools Is About and Why We Picked It

Citizen Schools has successfully built a scalable model that connects students to community professionals through real-work experiences and apprenticeships. Through its mentor preparatory course, Citizen Schools teaches adult volunteers how to become strong mentors to students to help reduce the dropout risk.

These programs focus on middle-school students because research has shown that these students are the most susceptible to dropping out of school. Relating to youth through enriched activities during the “golden hours”—the hours after the school day ends—helps to curtail negative behavior that often occurs during this crucial time. Adult mentors are an important component of full-time-learning programs as they become powerful role models to students, keeping youth on a motivated track for academic achievement.

Citizen Schools records show improved attendance, grades, and career planning for youth involved in its programs. The impact can be looked at in three ways: through a rigorous independent evaluation, through internal analysis of the program’s effectiveness, and by the excellent work apprentices create every semester—work that is called *WOW!*

Who It’s Best For

- » Mentors or new teachers who need teaching guidance.
- » Principals or administrators who want to initiate a similar model
- » Middle schools, but much of it is adaptable to other grade levels

How to Use the Material

- » Develop projects and lesson plans for apprenticeships that take place over a three- to six-week period or in one full-day session.
- » Training samples, templates, and worksheets can be used in any order, and on their own or as a supplement to current lesson plans.
- » Customize these samples for different age levels and subject matter, in or out of the classroom.

What It’s Designed to Teach

- » Leadership, teamwork, technology, and oral-communication skills.
- » Subject matter related to the expertise of the mentor, such as art, music, or science.
- » Confidence in working with other students and adults.

Lesson 1: Understanding the Key Concepts

Find out how this after-school program helps kids stay in school.

by Jenny Parma; curriculum by Citizen Schools staff

Keeping children awake in class is one thing. Keeping them in school is another. Citizen Schools has developed a nationwide after-school program aimed at keeping students in school so they can achieve more in their future jobs and in life.

To complete this feat, the program prescribes four essentials to learning: community support, leadership and positive values, access to resources, and new basic skills. These academic and real-life principles set the tone for the rest of the curriculum.

Community

Providing students with a community gives them resources and a sense of relevance. Citizen Schools embeds students in the community by making citizens active participants, or mentors, in the education process.

Mentors are the hallmark of the program. Mentors create a vital link between community, students, and parents. They encourage parents to become more involved in their kids' education; connect parents, teachers, and after-school staff; and entice young people to contribute directly to community improvement.

Leadership and Positive Values

Leadership and positive values help kids obtain self-respect. You can build leadership skills by helping students plan ahead, lead groups, be effective team members, resolve conflicts, be self-aware, and take positive risks.

Access

Access to diverse role models and professional pathways enlightens and enriches student knowledge. Students need access to the best resources their community has to offer—educationally, culturally, and financially. You can help children become familiar with resources in their community by having them visit colleges and museums, introducing them to professionals and tradespeople, and allowing them to share opinions with political leaders.

New Basic Skills

Technology and other forces of the twenty-first century have spawned a new set of basic skills. Recent research indicates that young adults who develop these new basic skills earn higher incomes. In *Teaching the New Basic Skills*, authors Richard Murnane and Frank Levy define these skills (at right):

Try to incorporate at least two of these skills in your lesson plans, by using the chart on the following page, assessing student's progress in mastering each skill along the way.

NEW BASIC SKILLS

» Oral communication

The ability to speak to an audience with confidence, making eye contact and using proper body language.

» Written communication

The ability to use new vocabulary, communicate effectively in writing, and read critically.

» Data analysis

The ability to solve problems by looking at the data.

» Technological adaptability

The ability to use technology as a tool.

» Teamwork

The ability to work effectively and solve problems as part of a diverse team.

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New Skill

Definition

Assessing the Skill

ORAL PRESENTATION

The ability to speak coherently and confidently to groups, using appropriate eye contact and body language.

Students are able to:

- » Develop a well-organized written presentation in preparation for their oral presentation.
- » Speak loudly, slowly, and clearly enough for the audience to understand.
- » Present information using eye contact and good body posture.
- » Effectively use visual aids in a presentation.

TEAMWORK

The ability to work in groups, to encourage others, and to give and receive feedback.

Students are able to:

- » Build on other apprentices' ideas during discussions.
- » Contribute to group work or discussions while sharing the spotlight.
- » Ask questions that deepen their understanding of other people's perspectives.
- » Give and receive constructive feedback.

LEADERSHIP

The ability to make decisions and establish goals, and the willingness to volunteer to help other students. The student is a role model because he or she focuses and completes work, follows directions, and guides others.

Students are able to:

- » Speak confidently in front of an audience.
- » Take the initiative to get information and resources in order to accomplish tasks or to solve a problem.
- » Set achievable goals and track their progress in achieving them.
- » Articulate verbally or in writing how the lesson is connected to the larger community.

DATA ANALYSIS

The ability to test hypotheses, use data (qualitative and quantitative), draw conclusions from the data, and interpret and communicate data.

Students are able to:

- » Analyze data and create a bar graph or pie chart accurately.
- » Ask a clear question and form a hypothesis that connects to it.
- » Draw concrete conclusions from data sets.
- » Identify and use data in their everyday life.
- » Develop and use survey questions to collect valid data.

TECHNOLOGY

The ability to identify and use technological tools.

Students are able to:

- » Correctly identify the uses of specific technological instruments and tools.
- » Identify the specific roles of technology in society.
- » Use technology as part of problem solving.

ADVANCED LITERACY (READING AND WRITING)

The ability to use new vocabulary, communicate effectively in a written manner, and make inferences when reading.

Students are able to:

- » Independently develop and think through the main idea of a written piece.
- » Consistently write paragraphs with topic sentences and supporting ideas.
- » Identify the main idea of something they've read.
- » apply terms and vocabulary associated with their apprenticeship correctly.

Lesson 2: Create Lessons for Different Learning Styles

Conceptualize a project plan based on the four stages of the learning cycle.

by Jenny Parma; curriculum by Citizen Schools staff

Everyone learns differently. Some people learn through observation; others learn through doing. To support the many different styles of learning, education theorists and philosophers have developed the experiential-learning cycle.

As the name suggests, experimental learning helps students learn through an experience that involves a direct encounter with the phenomena being studied, rather than just thinking about the encounter. The learning cycle drives home a lesson by having students do an act repeatedly, which helps turn concepts into skills and memory.

The learning cycle is composed of four stages: **experience**, **process**, **generalize**, and **apply**. Each stage drives the next in a continuous loop.

1. Students **experience** what they are going to learn about through a concrete activity.
 2. They **process** the experience by looking back and evaluating it through reflections and observations.
 3. They **generalize** what was important about the project by developing theories and concepts.
 4. Finally, they **apply** the information they've learned by testing it in another activity.
-

The Learning Cycle in Action

To reflect younger learning paths, Citizen Schools has revamped the traditional stages of the learning cycle into the following: modeling, scaffolding, coaching, and fading. Lesson plans for apprenticeships are developed around these stages, so keep them in mind when thinking about your lessons. Below is a basic overview of each stage. Later lessons will elaborate on them further during the development phase.

MODELING

Modeling kicks off the project. Mentors begin by demonstrating how to complete a task that's within their area of expertise. These demonstrations usually involve skills that the mentors use in their day-to-day lives.

For example, a journalism professional might demonstrate how to collect information by interviewing a possible source. Or, a Web designer might demonstrate how to use algebra by calculating the dimensions for a graphic in pixels.

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The Learning Cycle in Action (continued)

SCAFFOLDING

Scaffolding is designed to help students complete a task on their own. The mentors provide guidance, tools, and support, and students build confidence so they can complete similar tasks in the future without much hand-holding.

In the journalism apprenticeship, mentors had apprentices practice interview skills by first interviewing one another in the classroom. Then the apprentices brainstormed and wrote down questions to ask their official subjects. On the day of the actual interviews, the apprentices were prepared.

COACHING AND FADING

These are two stages in one. Mentors provide constant feedback to students, but slowly, they fade out of the picture as the students' skills and confidence grow. To help apprentices improve their skills, mentors work alongside them, offering encouragement and constructive criticism. As apprentices improve, mentors gradually back away to allow the students to work completely on their own.

Continuing with the journalism example, mentors encouraged students to practice interviews over the phone. The mentors listened in while students spoke to different subjects. When students had trouble, the mentors jumped in and coached them. Eventually, students were able to complete interviews without a mentor's help.

Getting to the WOW

As you've learned, experiential learning involves real, tangible interaction—mostly through project learning. Apprenticeships are structured around project learning to ensure that students have a chance to demonstrate mastery over the skills they've acquired.

The WOW, or final student presentation, represents the end product—what you and the students will be working toward throughout the apprenticeship. In application, it's the product, performance, or presentation that marks the student's progress. Try to incorporate one or several forms of the WOW throughout your apprenticeship.

Keep your WOW in mind when developing your lessons. This end goal should remain a central theme in your lesson plans and apprenticeship.

LEARNING CYCLE IN YOUR LESSONS

How can you integrate the learning cycle into your lesson plans? Here are some basic guidelines.

- » Expose your students to the skills and concepts they're learning through examples and activities.
- » Help students master the subject matter by moving through this cycle a number of times using different stimuli.
- » Build time into each lesson for students to process (by asking questions and doing structured practice) and generalize (by learning about more abstract theories related to the skill or seeing its use outside of the apprenticeship).
- » Allow adequate time for sharing ideas and questions.
- » Use open-ended questions to stimulate thinking.
- » Use outside examples to tie in concepts for each activity.
- » Encourage students to see patterns in the experiments.

Lesson 3: Tips for Lesson Planning

Start planning your lessons with these tips and activities.

by Jenny Parma; curriculum by Citizen Schools staff

The last lesson gave you a foundation for building your lesson plans. This lesson expands on that with practical tips and games you can use in the building process.

Tips for Lesson Creation

When developing your projects and lesson plans, try not to get overwhelmed by too much information. Keep the ideas simple and manageable. Here are some tips for creating your lessons:

- » Make a list of key tasks prior to the apprenticeship.
- » Base your first lesson on building students' trust. Set community ground rules, get to know the students' interests and opinions, and allow students to make a decision.
- » Offer a few but varied projects for students to choose from for their WOW. Be prepared to support any project the students choose.
- » Create activities in each lesson. Learning by doing is an important concept for youth. Come up with an interactive way to get your point across.
- » Add variety to each activity. Options are important to kids. Try not to spend more than twenty minutes on one activity—unless the kids get really into it. Create stations so that students can rotate through different tasks instead of assigning one static task to each student.
- » Use a ritual such as a game or activity at the beginning of each session. (See below for a list of games.)
- » Keep track of each student's progress toward WOW. Give the students long- and short-term goals to look forward to.
- » Model your best work by bringing in professional examples related to what your students are working on. This is a good way to motivate students and to become their role model.
- » Allow time for peer interaction through small-group work and team competitions.
- » Introduce experts in the field by bringing in guest speakers.
- » Expose students to authentic settings through field trips.

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Examples of Games and Activities

Use these games and activities at the onset of each session and throughout the session to develop relationships and to encourage learning:

HUMAN BINGO

Get to know one another with this game. Draw a grid on a sheet of paper. In each square, write something different, such as “someone who is wearing blue” or “someone who has a sister.” Have the class go around and fill in as many boxes as possible.

NAME GAME

Ask everyone to sit in a circle, say his or her name, and then answer one question. The questions can deal with anything, from favorite books to hobbies. If possible, bring the topic back to the apprenticeship.

NAME ASSOCIATION

Have students sit in a circle and say their names and one thing they like that starts with the same letter as their name. For example, “I’m Bobby, and I like bowling.” Each student says the previous person’s name and association before his or her own.

TWO TRUTHS AND A LIE

Have students think of two true statements and one untrue statement about themselves. Tell students to do their best to make the untrue statement believable. Everyone takes turns telling their three statements, and the group guesses which statement is untrue. Make sure everyone gets a chance to have a turn.

A BIG WIND BLOWS

Arrange chairs into a circle with one fewer chair than the number of people playing. Everyone sits except for one student (the instigator) who stands in the center of the circle and initiates the game. The student starts by saying, “A big wind blows for anyone who . . .” and then says a characteristic that is true about himself or herself, such as “has a little sister.” Students who share that trait get up and find a new seat. While this is happening, the instigator switches places with another student, who then continues the game. You can use this game to review content by asking the instigator to answer a question or perform a skill before the big wind blows again.

HUMAN PRETZEL

Arrange students in a circle. Ask each student to hold hands with two other students—one across the circle and the other with anyone else. The group tries to get untangled without releasing hands. Make this more challenging by setting a time limit or by not allowing students to speak.

COUNTING GAME

Ask the group to count from one to ten. Only one person can talk at a time; if two people speak at once, the group must start over. There should be no designated order, and no one person can say two consecutive numbers. If students get good at it, try having them do the game while their eyes are closed.

Examples of Games and Activities (continued)

IMPULSE

Divide the group into two teams, and put a ball in between them. Each team should stand in a straight line, shoulder to shoulder, facing the other team. Sit at the back of the lines and flip a coin so that only the last person in each line can see it. If the coin lands on heads, the students watching send an impulse down the line by squeezing the next person's hand, without talking. When the impulse reaches the first person in the line, that student grabs the ball and moves to the back of the line. The game begins again with a new coin flip. If team members make a mistake—such as sending an impulse on tails—the team must send the person from the back of the line to the front. Whichever team rotates through all of its members first wins.

GUESS THE WORD

Write words or messages on pieces of paper and tape them to the backs of students. The students then try to guess the word or message on their back by asking each other yes-and-no questions. You can use this as a game to help with vocabulary related to your topic.

TELEPHONE

Start with a word or phrase important to the lesson. Whisper the phrase to the first person in a line (or circle) of students. That student then whispers the phrase to the next person, and so on to the end. The last student in line announces the word, and the first person tells the original word and what it means. You can also play this with drawings. Ask the first person to draw something based on your topic. The next child has ten seconds to look at the drawing before making a replica. At the end of the line or circle, compare the before-and-after drawings.

VOCABULARY

Build vocabulary words by asking students to think up words related to your topic that begin with the last letter of the previous word said. For example, in a business apprenticeship, you could begin with, "A is for assets. S is for security"

GAME SHOWS

Use a popular game show to present your topic, such as *Jeopardy*, *Family Feud*, or *Who Wants to Be a Millionaire*. For example, play photography *Jeopardy* in which all the categories and questions relate to photography.

M&M'S GAME

Hand out small bags of M&M's to each participant. Ask students to estimate and write down the following without opening their bags:

- » The number of blue and brown M&M's in their bag and in the entire room
- » The ratio of blue M&M's to brown M&M's in the entire room
- » The percentage of blue M&M's in the entire room

After making estimates, students count the number of blue, brown, and all other M&M's colors in their bags. Students report their findings to the teacher, who adds up the totals and announces the answers. Give prizes to winners, or just let everyone eat their M&M's.

Lesson 4: Lesson Plan Examples

Use this example as a guide to complete your own lesson.

by Jenny Parma; curriculum by Citizen Schools staff

So far, you've received tips and insights into what makes a strong lesson plan. Now you get to put the concepts to work by developing lesson plans for your apprenticeship.

Included are three worksheets: a WOW plan, a lesson template, and a self-assessment. You can customize them and print them out. The worksheets are designed for ten 90-minute apprenticeship sessions, but you can adjust them to fit any program.

WOW Plan: Chart Your Course

Use the WOW plan worksheet to chart the course of your apprenticeship—from the first week to the last. This worksheet helps you develop learning objectives so you can progress from one learning stage (such as modeling) to the next (such as scaffolding) until you finally get to the WOW, which is when students do a project presentation or performance.

To review the learning stages, see Lesson 2. To see examples of activities or tips for learning, see Lesson 3.

Lesson Template: Plan Your Sessions

Use the lesson template to create lesson plans for each session. The template includes two parts for preplanning and delineating your agenda. You can also use the example lesson plan as a guide to complete your own lesson.

Weekly Self-Assessment: Check Your Performance

Do you think your lesson resonated with kids? Did you feel good about the lesson outcome? Use this self-assessment worksheet to make an honest appraisal of your teaching performance. If you're working with other teachers or associates, use your results to get teaching tips and advice.

The WOW Chart

This chart explains different forms of the WOW—the end performance, presentation, or product—which students work toward during their apprenticeships.

Use this template to chart the course of your apprenticeship. For each week, list your lesson and learning objectives (based on the guided questions below). Think of one or more related activities. Also, note which stage of the apprenticeship you’re in.

WEEK	STAGE modeling, scaffolding, coaching, fading	LESSON OBJECTIVES: What do we need to get done today?	LEARNING OBJECTIVES: What will students learn today?
WEEK 1		»	»
WEEK 2		»	»
WEEK 3		»	»
WEEK 4		»	»
WEEK 5		»	»
WEEK 6		»	»
WEEK 7		»	»
WEEK 8		»	»
WEEK 9		»	»

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Lesson Plan Example

Use this example as a guide to complete your own lesson.

NAME OF APPRENTICESHIP: My Apprenticeship

NAME OF MENTOR: My Name

Part 1: Preplanning

LESSON OBJECTIVES: What do we need to get done today?

By the end of the lesson, the students will

1. Build a community of trust among apprentices, mentors, and team associates
2. Make a key decision about the apprenticeship or the WOW
3. Teach back on how to make a key decision

LEARNING OBJECTIVES: What will the students learn today?

By the end of the lesson, the students will have learned

1. What they'll get from the apprenticeship
2. What their WOW will be
3. Each student's name

VOCABULARY

What terms or concepts will you introduce in this session? Post these for the students to see.

» WOW

MATERIALS AND EQUIPMENT

What resources do you need for this lesson?

» Bring props—something for students to hold and see

AGENDA

Post it in the room for students to see.

1. Opening ritual (five minutes)
2. Review agenda and set context (five minutes)
3. Activity: Getting to Know You (fifteen minutes)
4. Activity: Exposure to WOW (twenty minutes)
5. Activity: Making a Key Decision (twenty minutes)
6. Closing and teach back (five minutes)
7. Cleanup (five minutes)

Part 2: The Plan

OPENING RITUAL

Time: five minutes

It should be tied to the focus of your apprenticeship and this session if possible.

- » For the first lesson, introduce and explain the ritual. Tell the students you will do the ritual every week.

REVIEW AGENDA AND SET CONTEXT

Time: five minutes

Provide apprentices with a visual agenda. Write it on flip-chart paper that you display in the classroom.

- » Set ground rules for the lesson and the group.
- » Go over the agenda, item by item.

ACTIVITIES

Time: fifty-five minutes

Include a demonstration, guided practice, and individual or group practice. Be sure to link to your learning objectives. Factor in a five-minute break in the middle of one activity or between two activities.

ACTIVITY

OBJECTIVE

DESCRIPTION

1: Getting to Know You

Time: fifteen minutes

To build a mutual feeling of trust among members of the classroom community.

How will you learn the students' names and interests? Try the name-association game, in which each student gives his or her name and interest after repeating the previous person's information.

2: Exposure to WOW

Time: twenty minutes

To model skills that you will teach to students through examples of excellence.

Get your students motivated by giving them an example of something exciting related to your subject matter, such as a robot (if you're an engineer) or handmade jewelry (if you're an artist). Bring in tools of the trade or show a video

3: Making a Key Decision

Time: twenty minutes

To build student ownership and to begin working toward WOW.

Allow students to choose some aspect of WOW or the apprenticeship, something the students want to create or learn about.

CLOSING AND TEACH BACK

Time: five minutes

Review what you've covered in this session, and prep students about what's coming in the next session. Test the session's effectiveness by encouraging one or several students to teach back.

- » What is the meaning of WOW?

CLEANUP

Time: five minutes

What roles can you designate for each student to build team accountability?

Lesson Plan Template

Use this template to create lesson plans for each session.

NAME OF APPRENTICESHIP: _____

NAME OF MENTOR: _____

Part 1: Preplanning

LESSON OBJECTIVES: What do we need to get done today?

By the end of the lesson, the students will

- 1.
- 2.
- 3.

LEARNING OBJECTIVES: What will the students learn today?

By the end of the lesson, the students will have learned

- 1.
- 2.
- 3.

VOCABULARY

What terms or concepts will you introduce in this session? Post these for the students to see.

MATERIALS AND EQUIPMENT

What resources do you need for this lesson?

AGENDA

Post it in the room for students to see.

1. Opening ritual (time: five minutes)
2. Review agenda and set context (time: five minutes)
3. Activity: _____ (time: _____)
4. Activity: _____ (time: _____)
5. Activity: _____ (time: _____)
6. Closing and teach back (time: five minutes)
7. Cleanup (time: five minutes)

Part 2: The Plan

OPENING RITUAL
Time: five minutes

It should be tied to the focus of your apprenticeship and this session if possible.
»

REVIEW AGENDA AND SET CONTEXT
Time: five minutes

Provide apprentices with a visual agenda. Write it on flip-chart paper that you display in the classroom.
»
»

ACTIVITIES
Time: fifty-five minutes

Include a demonstration, guided practice, and individual or group practice. Be sure to link to your learning objectives. Factor in a five-minute break in the middle of one activity or between two activities.

ACTIVITY

OBJECTIVE

DESCRIPTION

1.
Time:

»

»

2.
Time:

»

»

3.
Time:

»

»

CLOSING AND TEACH BACK
Time: five minutes

Review what you've covered in this session, and prep students about what's coming in the next session. Test the session's effectiveness by encouraging one or several students to teach back.
»

CLEANUP
Time: five minutes

What roles can you designate for each student to build team accountability?

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Mentor Weekly Self-Assessment

Use this worksheet to make an honest appraisal of your teaching performance.

YOUR NAME: _____ **CAMPUS:** _____

APPRENTICESHIP NAME: _____ **DATE:** _____

Instructions

- Place a check mark next to each of the goals you reached this week.
- Circle your level of performance in each of the areas listed:
1 = Getting there; 2 = Pretty good; 3 = Excellent; NA = Not applicable
- Upon completion, give this self-assessment to a team associate or another teacher who may be able to coach you. Or use it to see what you can do better next time.

Preparation, instruction, and collaboration goals

MY WEEKLY PREPARATION

1 **2** **3** **NA**

- I prepared this week’s lesson plan prior to the session.
- I arrived on campus before my apprenticeship block and was ready to teach.

TEACHING MY LESSON

1 **2** **3** **NA**

- My lesson made learning visual, physical, and fun.
- My lesson included opening and closing rituals.
- My lesson provided a chance to use resources associated with our apprenticeship topic.
- My lesson included opportunities to develop and practice skills and vocabulary with appropriate scaffolding and coaching.
- My lesson included opportunities to practice the new basic skills laid out in my WOW plan.
- I provided clear and meaningful roles for students in the apprenticeship.
- I provided opportunities for each student to speak publicly.
- I provided opportunities for students to work in small groups.
- I observed evidence of strong teamwork during my lesson.

WORKING WITH MY APPRENTICES

1 **2** **3** **NA**

- I learned something new about my apprentices’ lives today.
- I demonstrated my belief in the unlimited potential of my apprentices.
- I provided supportive feedback that reinforced my apprentices’ ability to learn and grow.
- I used appropriate language, including body language, with my apprentices.

WORKING ON IMPROVEMENTS

1 **2** **3** **NA**

- I incorporated feedback into my lesson plan.
- I asked for support on strategies for working effectively with the students.

OTHER OBSERVATIONS

(use the back if necessary)

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Lesson 5: How to Manage the Classroom

Take control of the classroom by assigning roles and setting up learning procedures.

by Jenny Parma; curriculum by Citizen Schools staff

Some teachers are just born controllers. They're the ones who can turn a raucous classroom into a silent one with the bat of an eyelash. They demand attention and respect by just being there. How do these teachers do it? What's the trick? And how can the rest of us emulate these natural class constables?

Turn to classroom-management strategies. Classroom management refers to all the things an adult does to organize students, space, time, and materials so that instruction and student learning can take place. Through basic techniques—such as assigning roles and setting procedures—you can encourage positive behavior and order in the classroom.

Establishing Procedures

Kids need routine for discipline and security. Set up a routine at the beginning of your apprenticeship by establishing and communicating classroom procedures. For example:

- » Use a ritual when entering the learning space.
- » Start work immediately during homework or project time.
- » Hand out passes when a student is tardy.
- » Ask students to raise their hands to ask questions.
- » Introduce all classroom visitors.
- » Ask students to read silently when they finish early.
- » Handle problems at the conference corner.

Concluding Stats on Misbehavior

Often, just knowing why students misbehave can give you ideas to help remedy the problem. Take a look at some of these causes of misbehavior to help you curb the problem in the future. About 90 percent of student misbehavior is due to one or more of the following issues:

- » Poor general management
- » Inappropriate work that is above, below, or unrelated to a student's learning style
- » Boring instruction
- » Confusing instruction
- » Unclear expectations and consequences
- » A feeling of powerlessness
- » The physical environment (the room is too hot, too cold, too crowded, and so on)
- » Value clashes
- » Heavy emotional baggage

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Assigning Classroom Roles

Understanding student behavior is beyond the means of this lesson. But you don't have to be an expert in human development to identify a restless, unmotivated, or shy kid. Educators often use role assignment to thwart or to encourage certain behaviors. By assigning roles in the classroom, you give students an added sense of ownership and responsibility.

The following is a list of role assignments you can give students based on their traits and their behavior. When assigning roles, try to highlight to the class each one's importance in establishing community.

ROLE	WHAT THE STUDENT DOES IN THE ROLE	WHOM TO ASSIGN IT TO
AGENDA MASTER	Posts the agenda, crosses off an activity when finished, and throws away agendas	» A restless student, one who gets out of his or her chair frequently
TIME KEEPER	Makes sure the team is on time (using the agenda as a guide)	» Someone with a short attention span and who easily gets off task
MASTER OF SUPPLIES	Carries the mentor's equipment and passes out supplies	» Someone who needs a little extra attention
COLLECTION MASTER	Passes out and collects papers	» Someone who needs a little extra attention and who needs to feel special
RITUAL STARTER	Initiates the ritual by passing out supplies or props, setting up, and reminding others about what to do	» Someone who needs to experience positive reinforcement and needs to be settled down
CLEAN-UP CAPTAIN	Makes sure the room is back in order	» Someone who finishes work early
CHART KEEPER	Keeps track of everyone's progress	» Someone who is unmotivated

Don't see everything you want on this list? Feel free to make up roles specific to a task, particular subject, or assignment. And reassign roles as you see fit.

Lesson 6: Do Your Lessons Stick?

WOW helps you gauge students' knowledge retention.

by Jenny Parma; curriculum by Citizen Schools staff

Hopefully, after reading through this tutorial, you've come away with some learning techniques and even hard lesson plans that will enrapture your students and help them develop their WOW—their end product, performance, or presentation. For you the mentor, WOW gives a tangible representation of things you've taught through the apprenticeship. In other words, it lets you assess whether or not your lessons have stuck.

The Learning Triangle

Assessing what students have retained is important to all educational programs. Citizen Schools uses something called the learning triangle to give a visual representation of the path to retention. Moving from the base of the triangle to the top, this model shows that students retain the most and the deepest knowledge when they hear something, see it, discuss it, do it, and teach it back to someone else. Students who progress to the pinnacle of the triangle are often the ones who have absorbed the most.

To appreciate the importance of having students teach back, think about something you learned in school, such as the principle of natural selection or the atomic orbital theory. You may have thought you understood the concept until you tried to explain it to someone else. Teaching something out loud exposes all the holes in your knowledge. When you're able to teach back successfully, you've mastered the subject and will usually retain it for a long time.

In essence, the goal of your entire apprenticeship is to have students reach the triangle's peak by preparing them for WOW. Keep track of your student's progress so they reach this end goal. During the final session, have students present their project or what they've learned to a larger group or just to one another. This will reveal to you how you did as a teacher, and more important, how the students did as students.

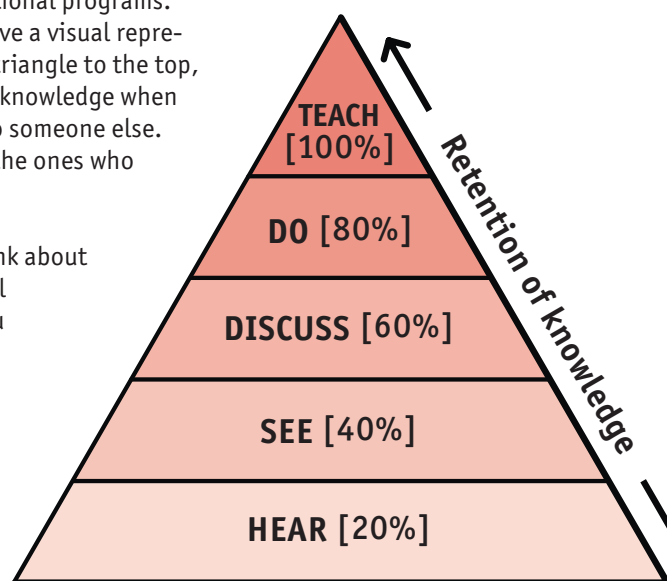


Illustration: Damien Scogin

The Learning Triangle

A Glossary of Common Citizen School Terms

Vocabulary used throughout the Citizen Schools curriculum.

We use the terms listed below throughout the curriculum. Please peruse the list and refer back to it when needed.

Achieve, inspire, make the grade (AIM): The period of time at the apprenticeship when apprentices work on their homework and develop good study habits and school-navigation skills.

Apprentices: Students who work with one or more mentors to master skills related to their apprenticeship.

Apprenticeship: A series of sessions in which two to four mentors work with five to ten apprentices to master specified skills. The apprenticeship culminates in a real, adult-quality performance, product, or presentation.

Explorations: Hands-on learning adventures throughout the city or on campus that engage apprentices in a variety of historical and cultural resources. Explorations take place on non-apprenticeship days and focus on building the academic skills of writing, data analysis, and oral presentation.

Mentor: An adult volunteer who imparts knowledge in his or her field of expertise to small groups of apprentices. Mentors receive training in how to teach.

Teaching fellows (TFs): Talented, young educators who work as full-time liaisons between the school, mentors, and the after-school program.

Teaching associates (TAs): Educators who help tutor apprentices, support and train mentors, lead explorations and apprenticeships, teach writing skills, communicate with families, and keep apprentices engaged in all aspects of the program.

WOW: An authentic, adult-quality product, performance, or presentation that showcases what students have created and learned throughout the apprenticeship.