



Why We Learn

Session Content for a Teacher's Course

Provided by Full-Circle Learning



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for Higher Education
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for Higher Education
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Programs One – Six for Higher Education
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For School Leaders, Grades K-12

Introduction

Teachers introduced to these educational practices early in their careers have produced continuous and effective results. Therefore, the instruction would enhance a program of teacher training for bachelors' degree students.

However, it could also be delivered with more intense investments of time as a masters' course, during or after student-teaching periods. The materials in this packet are designed to help higher education students:

- Evaluate an altruistic approach to motivating students
- Learn to collaborate with colleagues to customize their educational vision
- Customize their own pedagogy and practice
- Help teachers integrate character education, conflict resolution and community transformation into integrated academic and arts instruction
- Create dramatic results in local communities in making learning more purposeful

The supplementary course text and planning templates, available in print and online, will provide additional materials for students and instructors. We welcome your questions as you peruse the material and pursue an adventure with your students.

The Full-Circle Learning Board
February 2020

Sample Course Calendar – *Why We Learn*

Week	Monday	Wednesday	Friday
1	Session Materials - Program I	Acquire Reading Material – Read Introduction	Program I Assignments due
2	Program II, Part 1 Activities	Program II, Part 1 Activities	Program II, Part 1 Assignments due
3	Program II, Part 2	Program III, Part 1 begins	Program II, Part 2 Assignments due
4	Program III, Part 2	Program 3 Read & Discuss Chapter 1	Reading Activities for Chapter 1 Assignments due for Program III
5	Program IV, Part 1	Read & Discuss Chapter 2	Reading Activities for Chapter 2 Assignments due for Program IV, Part 1
6	Program IV, Part 2	Read & Discuss Chapter 3	Reading Activities for Chapter 3 Assignments due for Program IV, Part 2
7	Program V, Part 1	Read & Discuss Chapter 4	Reading Activities for Chapter 3 Assignments due for Program V, Part 1
8	Program V, Part 2	Read & Discuss Chapter 5	Reading Activities for Chapter 3 Assignments due for Program V, Part 2
9	Program 6	Demonstrate Learning Leader Assessments	Demonstrate Schoolwide Assessment
	Review/Q&A	Program 3 Final Discussions	Final Papers Due

Sample Course Criteria Course Title: Why We Learn					
Week	Program Number	Program Title	Resources	Deliverables	Assessment Criteria
1	1	Exploring a Collective Vision	<p>Paper and writing material needed for all classes; computer needed, either by instructor or by small groups (if not, print-out will suffice)</p> <p>Classes can be adjusted and can include more than one per week, based on discussion lengths</p>	<p>1. List of impacts of <i>Humanity Circle</i> and <i>Other-Directed Introductions</i></p> <p>2. Current vision for the purpose of education (Can include wish for today's generation – and 10 long-term benefits for society based on prompt in program)</p> <p>3. Description of group vision</p>	<p>Documents complete (<i>pass but no points</i>)</p> <p>Mastery Criteria: Documents reflect listening to others' expressed wishes/visions and predictions and draw logical and farsighted conclusions (15 points)</p>
2	II, Part 1	Vision and Theory	<p>Inventory to Engage parents</p> <p>Survey to engage parents</p> <p>Learning styles inventory</p> <p>World-posed poster</p>	<p>Notes about: 1) a system often strengthened by project-based learning; and 2) a narrative about strengths you gained by either "appreciating differences, learning through hardship or bonding with a role model"</p>	<p>Documents complete – mandatory sessions occur in addition to other course sessions (pass but no points)</p> <p>Mastery Criteria: Systems notes include experience or research; are peer-reviewed (10 <i>points</i>)</p> <p>Personal notes shared optionally 30 <i>points</i>)</p>

3	III	Reading for Reflection	The course text, <i>Why We Learn</i>	Written responses to group discussions and surveys, and a pedagogical vision statement by the end of the course	Documents complete Vision reflects evolution of thought processes between beginning and end of the course (25 points)
3	II, Part 2	Vision and Theory		Description of a hypothetical wisdom exchange with a past project, based on grab bag challenge	Document complete Mastery Criteria: Global project promotes transcendence, appreciation and empathy. Students teach and learn. People in both nations benefit. Project relates to grab bag item. (40 points)
4	III	Reading for Reflection	<i>Why We Learn</i> To Browse: An FCL Curriculum module to review; A FCL Workshop Manual	Summarized topics from <i>Why we Learn</i> Personal Vision Statement (evolving)	Documents complete (pass but no points) Mastery Criteria: Small group peer reviews to check key points for inclusiveness (50 points) Students orally share vision statements to show mastery (40 points)
5	IV, Part 1	Integrated Curriculum Design	Sample conflict bridge 13-S Unit plan Strategies in training manual	Conflict Mediator Score	Mastery Criteria: Mediator redirected incidents of judging; encouraged habit-of-heart; urged personal initiative in solutions; engaged the group as the conscience Peer review gives 10 points for each, for up to 40 points
6	V, Part 1	Integrated Curriculum	Matching Community Needs & Resources	Matching Community Needs & Resources	Documents complete (pass but no points)

		Design	13-S Unit Plan	13-S Unit Plan	<p>Mastery Criteria: Both documents integrate all themes and strengthen systems; a community benefits link to life skills and learning (<i>100 points possible</i>)</p> <p>Peer Review indicates that the class presentation connected the habit-of-heart to the service and accurately demonstrated the strategy (<i>40 points possible</i>)</p> <p>Documents complete (<i>pass but no points</i>)</p> <p>Mastery Criteria: Peer review supports the class name as it builds group identity by reinforces upcoming themes and motivates action, altruism, learning, empathy, unity, etc. (<i>30 points</i>)</p> <p>Mastery Criteria: Positive “we” statements reflect common, actionable behaviors that reflect the positive intentions of the group posters Can be peer reviewed. (<i>50 points</i>)</p>
7	V, Part 1	Classroom Management for a Culture of Self-Mastery	Poster with Habits-of-Heart Sample year-long Curricula Sample code of ethics	Paragraph on selected class name and behaviors it is intended to elicit Code of Ethics statements based on class activity	<p>Document complete (<i>pass but no points</i>)</p> <p>Peer reviewed “best practices” demonstration (<i>30 points possible</i>)</p>
8	5, Part 2	Classroom Management for a Culture of Self-Mastery	Restorative Justice Sheet Mastery Charts Nominations Love Darts Mastery Watches, Parent Surveys and Homework, (Sample Pages from training manual) Mastery	List of 5 strategies and 3 benefits each	<p>Document complete (<i>Pass but no points</i>)</p> <p>Peer reviewed “best practices” demonstration (<i>30 points possible</i>)</p>

			ceremony checklist		
9	6	Assessment and the Role of Reflection	Schoolwide Rubric Sample student rubric Sample Teacher Proverb Rubric	Sample mini-rubric for a student project Schoolwide Rubric with self-assessed scores Narrative plan on strengthening skills	Documents Complete (Pass but no points) Mastery Criteria: Rubric for students integrates process, content and community action; <i>30 points possible</i> Rubric for teacher addresses nine categories in the scoring and planning <i>90 points possible</i>
10	(Program 3, cont.)	Flex date for readings and group work			
11	Variable	Flex date for written work			
12		Final date for assignments presentations			Possible Points: Mastery Criteria: 595 Bonus for turning in all documents: 5 Total: 626

Scoring: Mastery 550 – 625 Practitioner 450 – 549 Apprentice 350 – 449 Novice 225 -349

Why We Learn

Education, Motivation and Transformation

Presented by
Full-Circle Learning

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Meet Your Learning Partners

Practice Two Welcome Strategies
that Can Later Benefit Your Students

- Humanity Circle
- Finding Common Ground in Diads

Humanity Circle

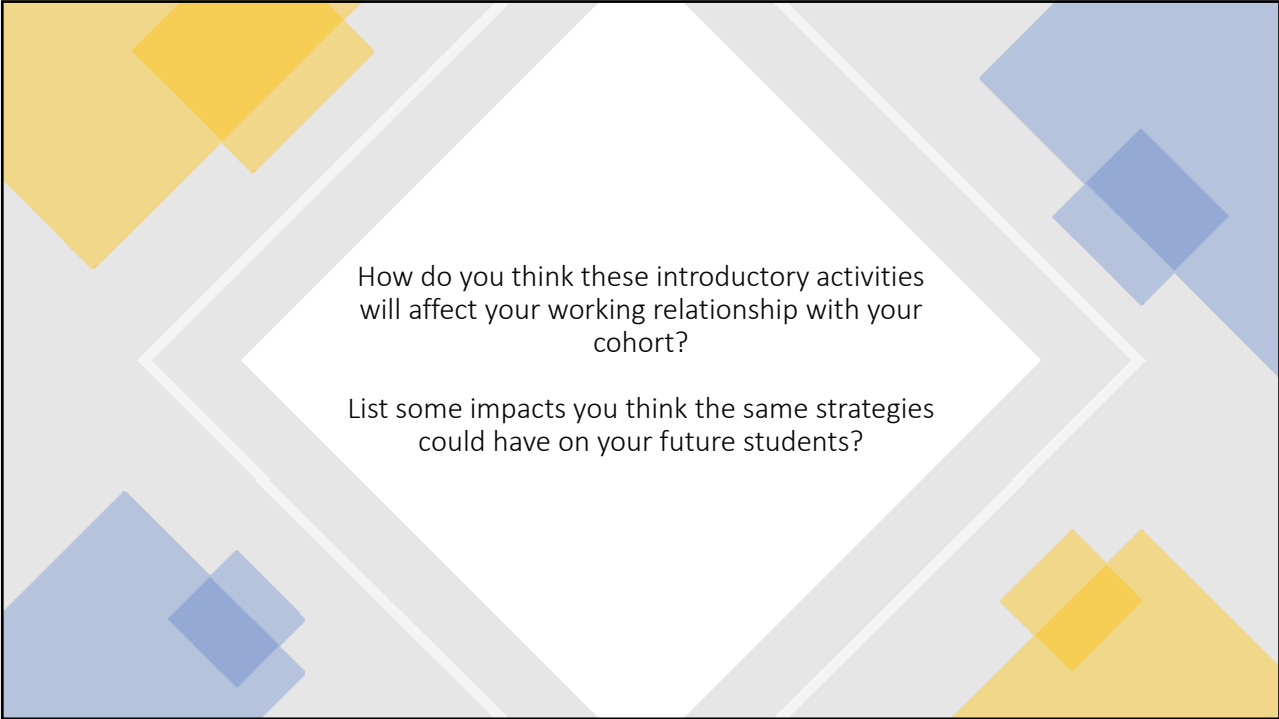
Classmates gather in a circle. Moving from left to right, they each introduce themselves to the next, saying, "I am a member of the human family." Each classmate now senses an empathic connection and obligation. They acknowledge the ever widening family that will include all those whose lives their learning touches.

The teacher can now lay the foundation for projects and processes that teach and inspire as they also reinforce a basic instinct-- to enhance the well-being of the family of humans and other living things.

Finding Common Ground

Divide in twos. Learners find points of connection and introduce their neighbor to the whole group based on a point of interest. No one introduces themselves.

Later activities can ask pairs to discuss open-ended questions in which each party presents the views of the other, strengthening listening skills and other-directedness.



How do you think these introductory activities
will affect your working relationship with your
cohort?

List some impacts you think the same strategies
could have on your future students?

Other Educators Have Found These Results



Students have been more responsive to others they formerly neglected or stigmatized, increasing the motivation of the one who suddenly felt like family



Classmates worked together inside and outside the classroom with a sense of common closeness and concern rather than competition or alienation



Each time a new group of people become the subject of a service project, the collective sense of responsibility toward them transcends clan affiliation, gender and age and builds a stronger fabric of society based on meaningful participation in a family.

Now that you and your cohort are family, you will work together in this course to:



Examine

Examine a common vision.



Consider

Consider research theories that either reinforce or reshape your teaching practice.



Receive

Receive planning tools for project-based, integrated curriculum design.



Apply

Learn to apply support strategies that cultivate a positive peer culture for learners.



Evaluate

Help students assess progress and evaluate your own processes for growth, as an inspiring educator

What do you wish for today's children?



As you wish...

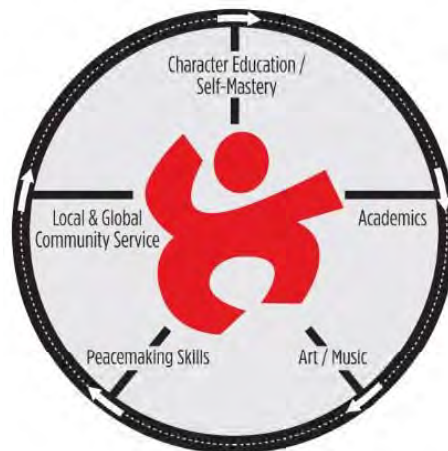
- Imagine the children at the age you teach, or your own children or children of all ages.
- Think of your wish as one sentence, either long or short.
- Write down your wish.

(Here the children of East Cape engage in Full-Circle Learning near Mandela's birthplace.)



Examine the sentence.

- Imagine an education system that includes five spokes of a learning wheel
- Which components of education would you need to emphasize or integrate to make your wish come true?

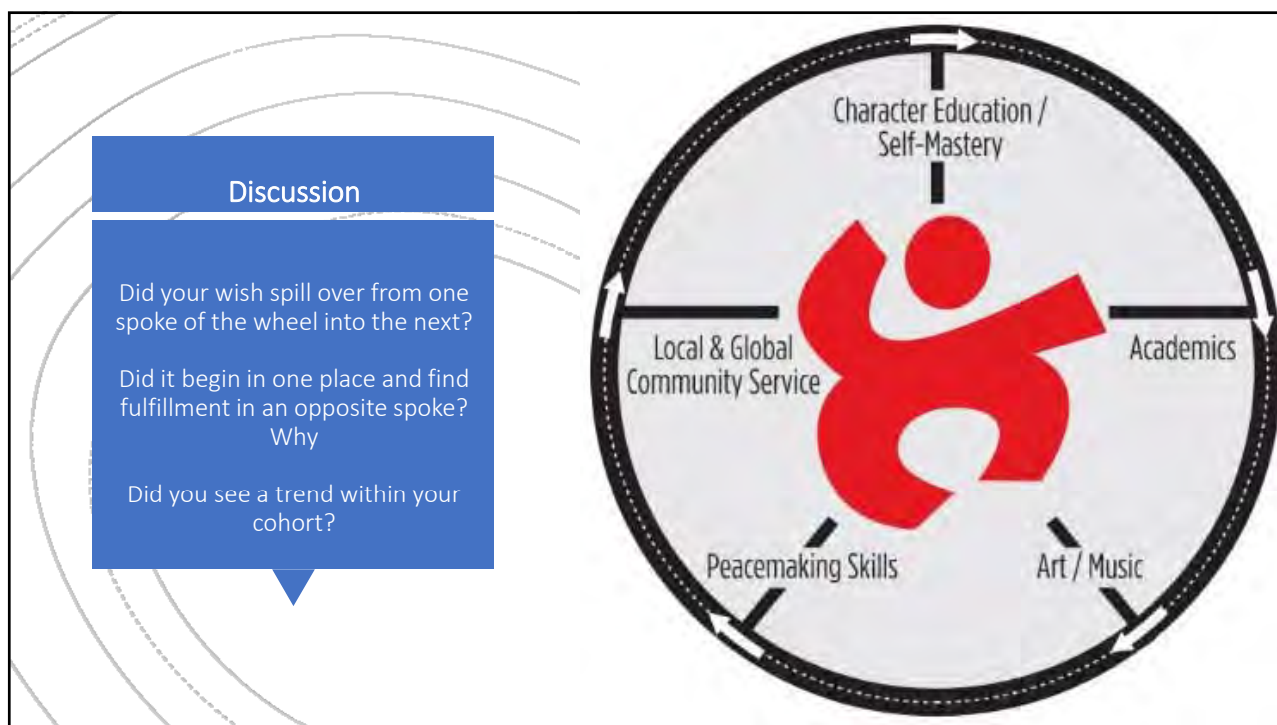
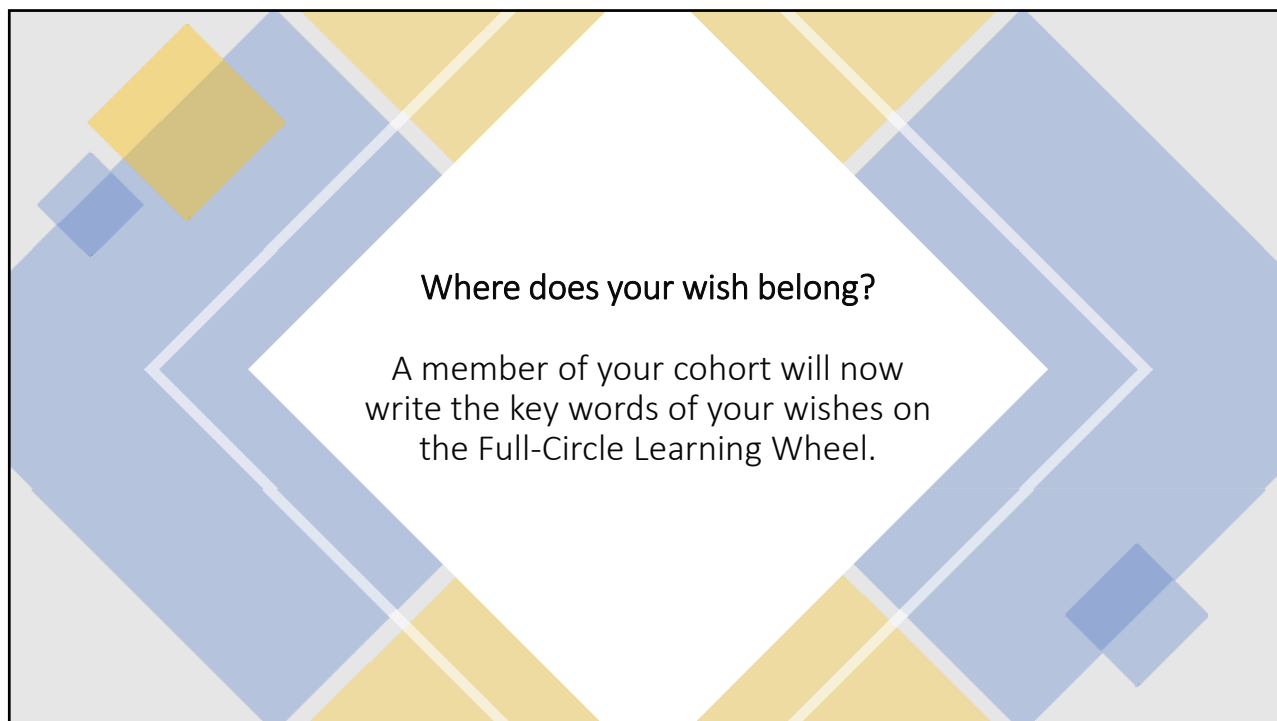


Find Your Common Vision

- Each member of the group — or in a large class, a representative from each group) will read their wish aloud.
- Think about where you would put each person's wish on the wheel graphic.

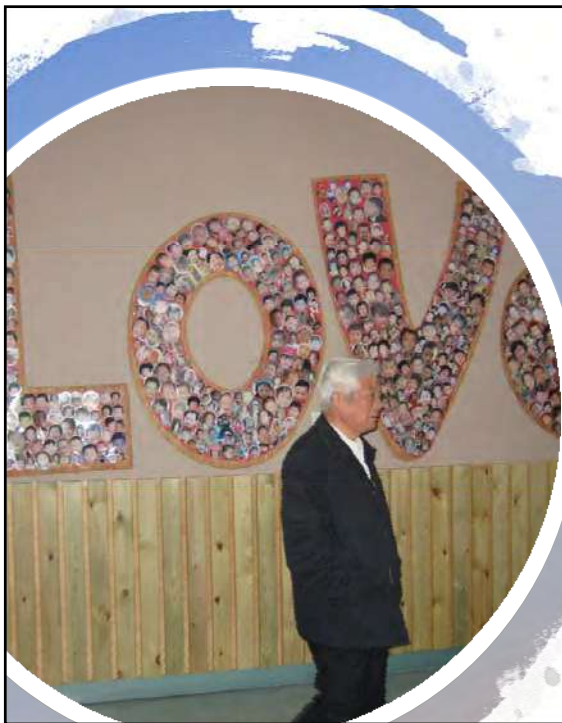


Think about where you would put each person's wish on the wheel graphic.



Imagine all your wishes came true, in a worldwide education system that integrates multiple learning processes and enriches life in the broader community.

Imagine the potential impacts for society result in 25-40 years if all these wishes came true?




What we wish for the children reflects our hopes for the future of the world.

What did you wish for the world?

A person with dark hair and glasses is seen from the side, holding a smartphone up to take a picture of a globe. The globe is positioned to the right of the person. The background is a blurred outdoor scene with green foliage. The entire image is framed within a circular cutout on a white background with faint, concentric grey lines.

You pictured what the world would look like in the future years if every child were educated according to your group's wishes.

List ten benefits--for learners and for society.

A large group of people, including children and adults, are lying on their backs on a light-colored floor, arranged in a large circle. In the center of the circle is a large, flat, circular object that looks like a map of the Earth, showing continents and oceans. One person is sitting in a wheelchair at the top of the circle. The entire scene is framed within a circular cutout on a white background with faint, concentric grey lines.

Thought Question

Do you think service beyond self benefits the learner or the society more, or does their progress align on a path of mutual growth? Explain your response.

Within a small group, presents your thoughts on one of the following topics:

1. A time when an understanding of past history could have improved present conflict resolution
2. A moment when art or music made a community service or act of advocacy more effective
3. The evidence that positive habits can affect collaboration and solutions to local or global problems

Think about your personal experience as a student and the experience you want to give future students.



Review and Evaluate



On the basis of the “Wish” activity and follow-up discussions, write:

1. A statement describing your current vision of the purpose of education

Review and Evaluate



2. A description of your group’s shared vision of the purpose of education

(The teachers pictured locked arms before the start of school to represent the “nest” they would create for learners)



Save a Copy

Submit your responses to your instructor, but save a copy for yourself.

Refine your pedagogy as you read the course content and continue on to Session 2.



Move on to the next session to think about how to make your wish come true.

Our vision must align with:



- the content we integrate
- the priorities we model
- the peer culture we cultivate

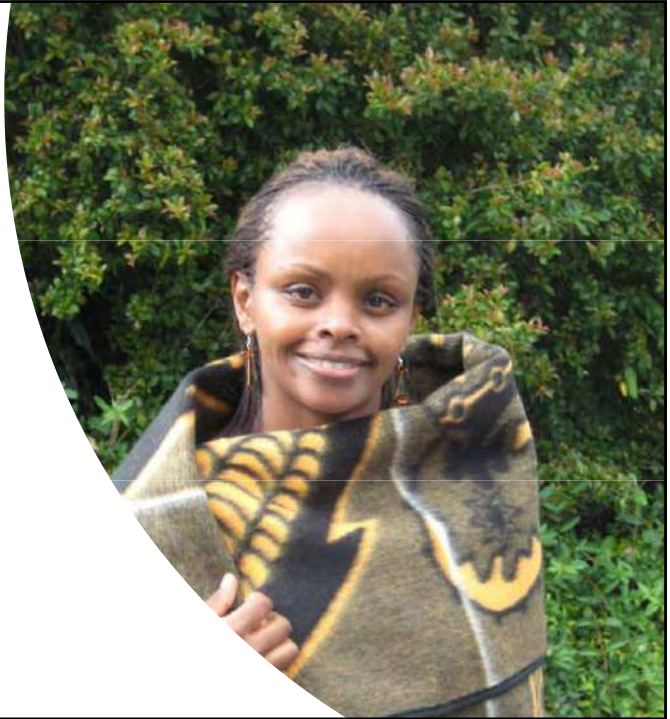
Our vision must align with:

- the lifelong habits we instill
- our vision of each child's potential to meaningfully contribute to society.



Our vision of the present,
in short, must align with
our vision of the future.

You, the educator, face that future
each day in your students' faces.



Think about your school
experience.

Discuss the following
thought questions about
motivation.



What motivates purposeful learning?

- Reward and punishment? (promotes short-term obedience rather than long-term initiative.)
- Competition (does not instill critical thinking about the value of what we are learning).
- Drills (teaches function but not purpose.)

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Why We Learn

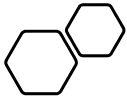
Program II Part 1: Vision and Theory



What did
you wish for
today's
generation?

What we wish for the
children reflects our
hopes for the future
of the world.





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What else is there?

Maslow referred to peak experiences, in which the learner's vision extends beyond basic needs toward self-actualization.



Can educators foster peak experiences?



Then why don't
they?

If peak experiences are possible, why aren't they
frequent and universal in schools and youth programs
everywhere?

Barriers:



Large class sizes, little time to plan



Compartmentalization of content – nothing is relevant to anything else



Testing as a primary measurement of achievement



Students dropping out – literally or mentally – when they don't see purpose in the activity



Students locked in a lifelong mode of comparison with others

Consider These Concepts



People learn 70% more effectively when they teach than through direct instruction. (1)



Your classroom has students of various learning styles, with differing neurological functions and capacities.



You increase motivation by presenting them unique ways to learn – *and* to teach!—by applying their unique skills.

Using Projects as Tools...

Students apply skills collaboratively to teach, honor or advocate for others. They shift their focus from personal inequities to improving the vision and well-being of all.

(Example: These students in India attended a school for students who could not afford tuition. In an environmental project, they taught tree planting to students from an orphanage.)



Connecting to Larger Systems

Divide

Divide into four groups.

Document

Each cohort will document a discussion on one of the four ways in which a project can strengthen a system, listed on the next slide.

Evaluate

When the class later develops unit projects, evaluate how their projects strengthen the system you researched. Suggest ideas to complement each project accordingly.

Projects Strengthen Internal and External Systems as They:

1. Build collaboration skills
2. Foster alliance between school, home and community
3. Potentially stimulate all learning styles
4. Create connections as they enhance life for the family of humans and living things



Well-planned projects take students into communities for real-world service as they develop job skills and a vision for their lives.

Process Links Character Formation with Community Transformation

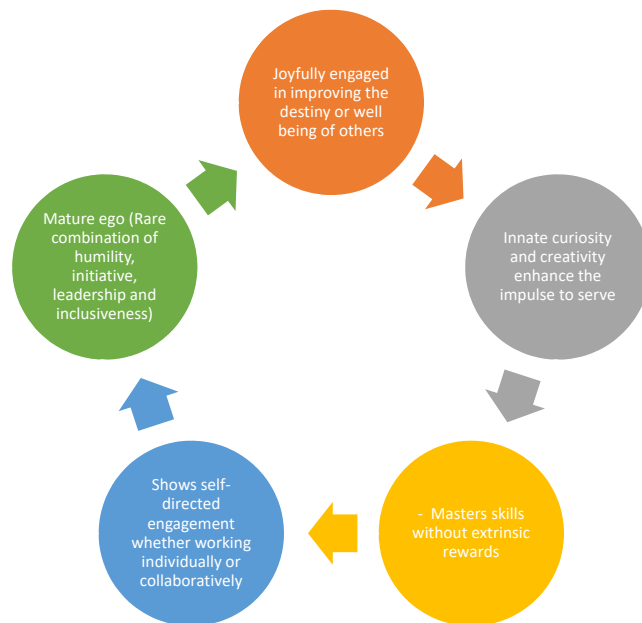


Process matters when planning a project in ways that transform self and community.

As character formation leads to community transformation, peak experiences become habitual.

(These students doubled enrollment at their school with an advocacy project.)

Maslow's Signs of a Self-Actualized Learner





When Do We Reach the Peak?

Maslow's early adherents spoke of hierarchical needs.

On Maslow's original hierarchy of needs, however, peak experiences followed only when life's basic needs were all met.

Experience contradicts those limitations.

Seeing Opportunities for Growth

- Full-Circle Learning motivation research among children in various population groups and economic levels indicates this: A sense of purpose matters more than any other factor.
- An example exists in a refugee camp, with the child who delivers bandages as the one least likely to experience the trauma of war.
- The higher the stakes, the greater the innate and acquired empathy. The clearer the understanding of the value of helping, the likelier the learner will transcend personal challenges in order to help.
- Local disparities fade as the learner exhilarates in a peak experience that rewards others, suspends suffering, and offers a creative path to giving.

Why We Learn, Indeed

This departure from Maslow sees the peak experience as a tool that fosters hope and vision — a means of *transcending* trauma, lack of equity or other basic needs.

For learners in less vulnerable communities, the peak experience unhinges anxieties associated with competition and enhances purely motivated expressions of creative giving. It also paves the way for equity in the wisdom exchange.

Heightened Potential

- Education reform has focused on developing strong habits of mind and critical thinking skills. (2)
- When combining these with positive “habits-of-heart,” we maximize a sense of potential and heighten joy in learning.



Applying skills with an altruistic purpose awakens:

- a) compassion
- b) critical thinking skills
- c) collaboration and
- d) creativity in the moment — all markers of the peak experience.



The Relationship of Altruism and Achievement

Consider the noblest achievements of humankind, marked by.

- a blending of
 - innate curiosity
 - high creativity and
 - intrinsic concern for the preservation or enhancement of the lives of others.





An Integrated Education Model with Projects Connecting the Spokes Strengthens this Vision

Discussion Question

Think of altruism as selfless concern for the well-being of others.

Do you think people are altruistic more by nature or by nurture?

Compassion

Exists as a natural brain function, in a region associated with happiness; when active, it boosts immune function. (3)

We may be born with natural compassion, but we can still exercise the muscle!



Research Indicates

- The nerve bundle at the top of the spinal cord activates many organs. It produces a warm expansion in the chest (the feeling of inspiration or compassion, trust, communication, ethical intuition and bonding). (4)
- People with high baseline vagus nerve activation are prone toward altruism, love and happiness. (5)

Indications of Early Altruism

- Toddlers in a German study showed variations in toddlers' altruistic instincts.
- Those who were the most helpful proved the most civic-minded, employable and self-sufficient when tracked into their twenties.
- They also proved most likely to graduate.
- Similar studies have now been replicated at Yale, Harvard and ASU (2013).

Primary Instincts to Reinforce

- Infant Studies researchers once claimed that the drive for personal gain vied with altruistic development for dominance.
- They now see empathy and giving as primary instincts in early childhood. Teachers and primary caregivers can encourage prosocial identities and actions in specific ways to reinforce dominant traits. (6-8)

Reflect on Your Experience

Share experiences with a study partner that shaped your thinking about building self-mastery in early childhood.

- How do you think your views affect your approach to teaching?
- After the discussions, write a paragraph to summarize your thoughts.



The Legend of Two Wolves

A boy asked his elder, the chief, for his counsel before going on a vision quest.

The elder said that two wolves – the wolf of ego and greed and the wolf of selflessness and empathy — would travel with the boy, but only one would return. “Which one will survive?” asked the boy.

Gravely the elder replied, “whichever one you feed.”

Negative Modeling and Ego



Studies show that parents who model aggressive behavior influence a child's tendency to apply aggression, and:

1. The child's aggression does not tend to correlate with productive problem solving.
2. Gender can create a complex reaction, with aggressive dads sometimes producing aggressive daughters and fearful sons, for example. (11)

Adolescent Study Confirms Infant Studies

- Dartmouth College conducted a study in 2004 among scientists shows craving for purpose.
- Neurologists discovered that young people are "hardwired to connect" to positive role models and to search for patterns of meaningful living while their identities are forming. (9)

Compassion and Purpose Affect Lifelong Learning and Doing



A Humboldt University in 1996 reviewed the lives of 1,000 altruistic adults. (10)

Recurring experiences during the formative years of an altruist included the following breakthrough research...

Compassion and Purpose affect Lifelong Doing!

Doers Benefited from Early Opportunities For:

- Bonding experiences with a positive role model
- Opportunities to empathize with those who are different
- Problem solving experiences related to hardship

Do you recall experiences in your schooldays that helped you to...

1. Appreciate differences?
2. Learn from hardships?
3. Create bonds with a positive role model?

Imagine positive ways to integrate these processes into your own curriculum design and teaching strategies, to encourage student growth.



Review and Evaluate

Write about a strength you've gained through one of these three channels. Comment on the most relevant research you learned in this session.

Why We Learn

Program II, Part 2 Vision and Theory



FCL Research Confirms the Benefits of Mentoring Youth as Change Agents



Building altruistic identities through service-learning projects provides multiple benefits over years of a student's life

Positive gains

Independent academic assessments show short-term gains in grade equivalency for at least 75% of students; longer gains as time goes on



Parent, Student and Educator Surveys Confirm



Higher motivation and aptitudes

- Motivational gains and new skills
- Character growth
- Career and civic goals concerned with community needs
- Improved well-being



More peak experiences!

Depositing in an Idea Bank

You will find help in cataloging project ideas with a document called Matching Community Needs and Resources.

Meanwhile, a practice session will help you begin to align:

- Content Goals
- Community Needs
- Community Resources

Experience the Grab Bag 5-minute Challenge

Divide into groups of four. In each group:

1. The first person writes down the role of a community member with a special skill in the community.
2. The next person writes down one of the following words: patience, cooperation, love, respect, forgiveness, or kindness.
3. The next person writes down a number between 5 and 13.
4. The next person chooses one of three scenarios: An elderly man falls in the marketplace; a family needs to replant a flooded farm; a health clinic celebrates a new opening but needs supplies.

Grab Bag Instructions, Continued

- Each group member reads what they wrote. The number they chose will represent the age of their students.
- The word represents their unit theme.
- In five minutes, they must plan a project that applies newly applied academic skills, a community partner, and the community challenge.
- For example: Seven-year-olds studying respect made hats to keep the sun out of the eyes of the elderly after a local man fell in the street. They exchanged the hats for stories that would help them learn wisdom from these respected elders. To prepare, the students drew geometric-pattern ideas for the hatmaker's fabric based on the shapes learned in class.



Practice Conflict Resolution Scenarios

Preview the steps of conflict resolution in your materials.

Develop a conflict related to your grab bag challenge. Use the bridge on a tabletop or sketch a larger one if time permits.

Two group members will face off on the bridge. Another will serve as mediator. The other will act as the conscience for the players, offering help when asked by the mediator. For example, the hatmaker discuss may have a conflict with the person selling him cloth. They have to learn mutual respect.

As time permits...

...Develop other conflicts to address personal, community-based or regional conflicts your students might practice resolving, based on the same habit-of-heart you selected for your grab bag.



Benefits Expand Through Wisdom Exchange

Extending service-learning from local to global creates a paradox of empowerment and humility

Students see parallels between challenges near and far



The Value of the Global Wisdom Exchange

- Honors the contributions of diverse cultures
- Learners address issues through a wider, more collaborative lens
- Projects reinforce identity of students as compassionate members of one human family

Preview the dozen project examples that follow. Discuss those that resonate with you most and describe the reasons why—either with a learning partner or with the larger group.



Sample Projects

The sample projects may further your ideas about how to customize your curriculum for your local needs. Think about ways to align your:

- Content Goals
- Community Needs
- Community Resources

Habit of Vision Seeking

2nd-3rd graders in Los Angeles

- Marched in parade with their art to give art homeless people a face
- Studied causes of homelessness
- Turned statistics to bar graphs
- Held mock town hall meeting and wrote essays
- Compiled art, charts and writings in book for mayor
- Sent one copy to global partners in India, to research other ways to address poverty



Habit of Advocacy

Students in Chibolya, the poorest neighborhood of Lusaka, Zambia:

- Assessed causes of extreme poverty
- Created advocacy bracelets
- Learned oratory skills and took community poll to gain ideas about solutions
- Helped community realize need for education and doubled school size in a year



Habit of Sacrifice

Children in China sent online art and songs to Haitian children living in a park, following their own earthquake. The director had no home, but she could receive and share the virtual blessings online.

When they had an earthquake in a nearby city, they learned sorting and math to create a sale and give away their own belongings to raise money for another fallen school.



Habit of Patience

Children in a farm community studied the water cycle through hands-on activities until they thoroughly understood the reasons for their drought.

- They learned fractions and used measuring cups to make pies.
- They invited farmers to a banquet and sang to them and served pies to honor them for patience during the drought.



Habit of Respect

- Haitian teacher Christelle integrated science, writing, math, agriculture and technology into a village reforestation project
- They taught parents respect for environment as well as the needs of the people
- Students were ages 4-8



Habit of Awareness

- 5th grade students studied the need for coral reef preservation. They:
- Cleaned a local beach
- Honored scientists at a water treatment plant and
- Wrote to President Obama imploring his attention to the issue, based on his Hawaiian roots



Habit of Farsightedness

Students in various countries have learned the relationship of farsightedness to challenges such as deforestation, hunger, far-sightedness to girls' education.

- In Lesotho, students learned tree planting. Here they sang for botanists who helped them plant trees to create shade for farms.
- In Tanzania they taught dung patty making to help girls return to school instead of collecting firewood.



Tanzania



Lesotho

Habit of Acting on Convictions

Mexican-American students:

- Honored elders at senior center for preserving a clean environment during their working years
- Planted trees
- Made birdhouses to welcome songbirds to the community
- Wired a birdhouse with a webcam to observe whether chicks would be born



Habit of Empathy

Traumatized girls in Haiti:

- Practiced listening skills to become peer counselors
- Learned to write poetry, make art and take photos
- Created an anthology to share with girls in other countries, who then formed Girls United Clubs



Habit of Sacrifice

Two non-swimming Mexican-American students saved a drowning girl on a field trip, instinctively practicing their habit-of heart.

In a wisdom exchange with indigenous students, they made a simple picture book showing how to risk your own life to save another.



Habit of Friendship

During a kindergarten wisdom exchange:

- A US kindergarten sent costumes depicting the first American Thanksgiving.
- They explained Thanksgiving as a truce between two cultures.
- The Chinese class created a role play on the conflict bridge, learning history, improving on the outcome and celebrating with a dance.



Customizing for your Group

Understanding community needs can help you turn curricular concepts into integrated projects designed for your grade level and regional education standards.

Curriculum manuals offer ideas that have worked in multiple locations, as kindling for **your own** creative ideas.





Review and Evaluate

You began this session with the Grab Bag and ended with a global project tour.

Now imagine you want your students to develop *empathy*, *appreciation of differences* and *transcendence of hardship*—all through a wisdom exchange.

(Continue to next slide.)

Review and Evaluate

Describe a doable exchange for your grab bag activity that would serve students on both sides of the exchange. What would your students teach and learn? What joint service would they extend? What skills would they develop? Describe your “Grab Bag Gone Global” in writing.

Think creatively



Always practice idealism. A few extra letters can turn “idle” into “ideal” and “impossible” into “probable.”

(A student from Lesotho above turned a recycled water jug into a lamp, above.)

Session Summary

When students conceive, believe and achieve in order to enhance the destiny of the human family, they maximize their own sense of purpose as well as their own academic potential.

In the next session, we will:

- Learn the steps of a Full-Circle Learning unit
- Brainstorm its integrated steps and develop sample projects
- Model portions of a unit



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Refining a Personal Vision

Program III Asking the Why Question

Why We Learn: Reading and Thinking

Schedule

Schedule nine Reading and Thinking sessions simultaneously with other sessions in the course -- on different days of the week, for example.

Read

All participants read the course text, [Why We Learn](#), independently — online or in print. Small groups may be assigned to prepare key points of each chapter, while others add input.

Set Aside

Set aside time for the discussions and activities suggested in each of the seven chapters and introduction and the step described on the next slide. These activities can occur: 1) class-wide; or 2) within a smaller cohort; or 3) with a study partner.

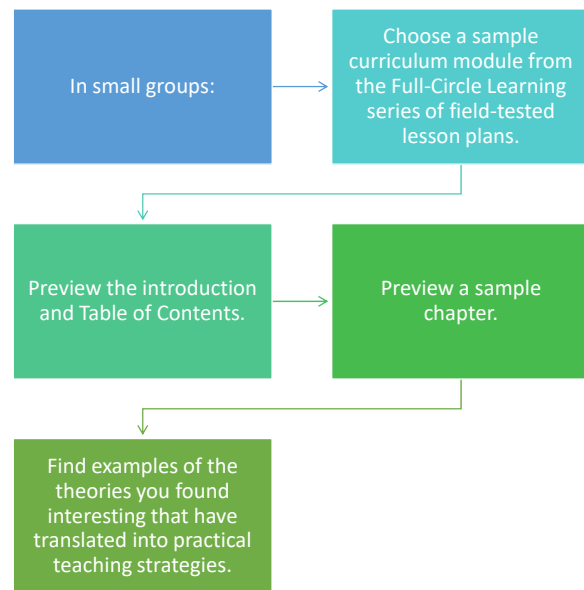
Summarize

Summarize key points. Reflect on the points most relevant to your pedagogy and teaching practice as you move to the review and evaluation step.

Submit

Submit written materials to the facilitator.

Connect Theory and Content



Reflect and Discuss

Think about your stated wish for the next generation.

Does purpose-filled human connection, as a motivation for learning, support or expand your pedagogy?
If so, how?

Review and Evaluate

- One African teacher described his new methodology as a “blueprint to help propel humanity into its next evolution of world action.” (20)
- Describe in one short paragraph (up to three sentences) your own Vision Statement. It will combine your personal teaching philosophy, based on your “wish for learners of this generation,” your new research, and your evolving teaching practice.

Program IV, Part 1: Integrated Curriculum Design: The 13-S Steps



Features of a Full-Circle Learning Unit

- Learning units integrate five broad categories.
- 13 types of activities fuse these categories.



More Features



- Character themes or habits-of-heart motivate learning
- A systems approach expands fields of service to include family and community



Planning Features

- Learning goals align with local and global service goals as essential outcomes
- Teachers envision the end of the unit from the beginning



Unit Plans Show Evidence of

- Local customization
- Projects that integrate skill sets and learning styles
- Student opportunities to address relevant community needs

Effective learning units include at least 13 Scaffolded Steps



Sense It.

Always introduce the habit-of-heart through multiple senses. The habit-of-heart theme, as defined here, will have a connection to the ultimate transformation project and will trigger a positive emotional through a sensory experience.



See it. Say it.



Speak the word and have the class repeat it. Clap out the syllables.



Consider how you will teach the concept to reach students of various learning styles represented within your group.

Shape It

- Teach phonemic memory games and create top of mind awareness of the theme, by outlining the habit-of-heart or making word art on the board. How does the shape of the word suggest its own definition?
- What story does the picture tell?
- What unit-linked activities teach the word as a process?



Sample Shape-It to Accompany Sheep Activity

Shape It for Pre-K and Kinder



Word-play extension for Early and Middle Grades

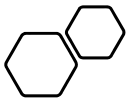
unity

ewe-nity



Synchronize it.

- Clap the syllables in the habit-of-heart. Ask individuals to each offer a different pitch based on the number of syllables.
- Connect each syllable to its pitch to create a repetitive melody.
- Alter the rhythm. Add solos. Create a chant or song to reinforce the habit on a regular basis.



Symbolize it.

What gesture will remind students to show the habit? Students offer ideas. The agreed upon gesture becomes a bonding, congratulatory signal when students catch each other in the act of practicing the habit-of art — or when the teacher wants to grant a student silent reinforcement during a quiet activity.



Which of the learning styles did the lesson reach so far in the introductory steps:



Visual



Auditory



Kinesthetic



Show It.

The Show It step includes role plays, examples (as in the server nominations) and habit-of-heart homework. The teacher assigns role plays that explore context. One of the most effective tools for doing so is the conflict bridge.



Teachers Practice the Nuanced Process of Conflict Resolution with Heart at its Core



Grouping Your Goals

Introduce the conflict bridge by integrating the habit-of-heart into a story-based dilemma connected to your community transformation goal.



Conflict Bridge

Extend the challenge to parallel conflicts.

Students see how commitment to the habit-of-heart similarly affects three similar hypothetical conflicts in these arenas:

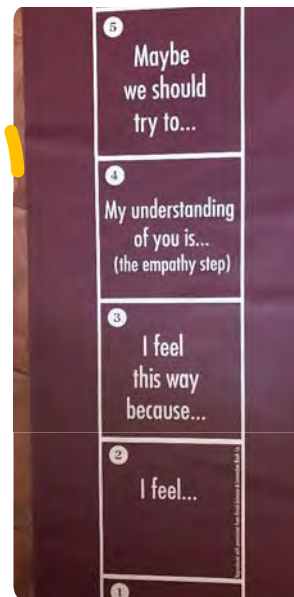
- 1) personal
- 2) community-based
- 3) global



The vinyl bridge has two mirrored sides – or students and teachers can use paper to make their own individual bridges.

Assigning a Hypothetical (Imaginary) Conflict as a Learning Process

- Two students receive a challenge.
- They strive for the habit-of-heart, crossing the bridge without judgment
- The class serves as conscience if called upon



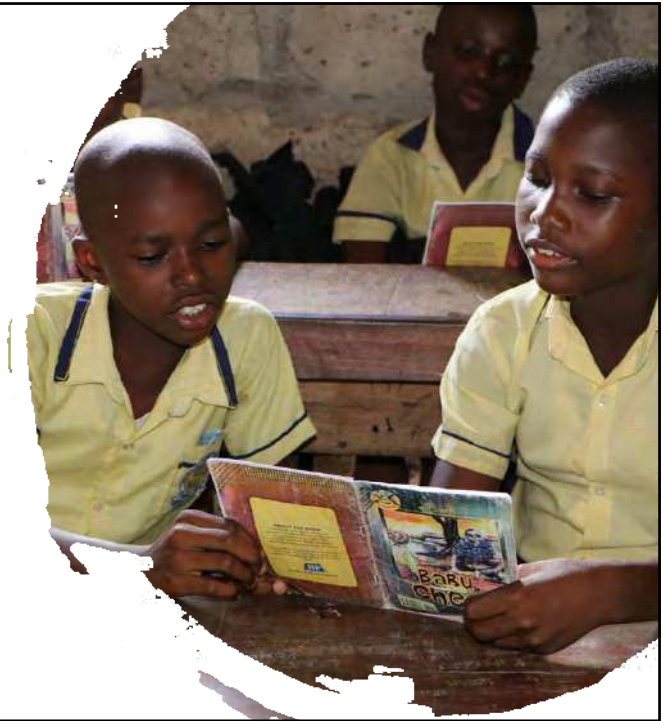
Storytell it.



Stories create examples of positive outcomes when the habit-of-heart factors into literature or history. They also create examples for the conflict resolution activities.

Reading Supports

- Reenactments of history
- Drama, fables, puppets
- Examples in the media
- Students journal assignments
- All incorporated into later acts of service



An Option for Inclusive Storytelling

- Find stories in history, in the news, in books or in oral stories
- Assign Literature Circles

(Students each choose a story among several choices. Their choice determines their group. Groups read and discuss the impact of the characters' efforts to show the habit-of-heart. They determine how expressions of the habit affected the action and ending of their story. Assigning roles, they make a classroom presentations, with an artist, a narrator, actors, etc.)



Story-making Challenge

Teach literacy as you integrate the habit-of-heart with a history or creative writing goal.

1. As young learners tell the stories, write their words on the board.
2. The class reads the words together. Different rows read the dialogue of different characters. Each student then writes the words on paper.
3. Soon the class has a book of stories. They have heard and seen the correct spelling, pronunciation and punctuation of their own words, while absorbing the habit-of-heart messages. They now have a gift for a special guest presenter.

Writing Stories at Home

In some schools, children demonstrate weekly that they have shown the habit-of-heart at home by drawing a storyboard or writing the story of their personal actions and service.

The caregiver certifies with a signature or checkmark that they have completed the work. This also prompts the family to reinforce and model the habit-of-heart at home.

This father read to his child as part of his own parental habit-of-heart assignment!





Inclusive Storytelling

- Find stories in history, in the news or in storybooks
- Assign Literature Circles

(Students each choose a story among several choices. Their choice determines their group. Groups read and discuss the impact of the characters' efforts to show the habit-of-heart. They determine how expressions of the habit affected the action and ending of their story. Assigning roles, they make a classroom presentations, with an artist, a narrator, actors, etc.)

Strategy for Predicting Outcomes

1. Stop a story or historical account in the middle
2. Challenge students to predict the outcome
3. Place students on the conflict resolution bridge
4. See if they can improve on their predictions by helping the characters apply the habit-of-heart.
5. Read and discuss the final outcome of the story.



Practice Conflict Resolution



Meet in groups of three. Presume you are helping student practice resolving conflicts based on the habit of empathy. Two participants will act as students and one as the teacher. Mediate conflicts between:



1) A farmer or rancher and a trespasser assumed to be a cattle thief



2) A leader of a nation and a potential invader



3) A child mistaking another child's hat for her own



Sketch out the steps of the conflict resolution bridge before you begin. Each person will have one opportunity as the mediator.



Submit Your Score for Evaluation and Extend Congratulations

You're halfway through the
unit plan. Stay tuned for
the rest of the 13-S Steps!

Peer Review for Mediators

Assess each group member's performance as the teacher/mediator. Each action below is worth 10 points, for a total of 40 points:

1. Redirect the student when a player launches a judgment instead of owning a feeling or giving a story/reason for the feeling.
2. Invite group input from the conscience after the first round of solutions or if the pair feels stuck along the way.
3. Encourage the pair to show the habit-of-heart after paraphrasing, just before they near the solution stage.
4. Remind each player to offer a solution that involves their own initiative and to give more than they take.



Program IV, Part 2 Integrated Curriculum Design

13-S Steps

- We learned about the early steps of a learning unit in the first half of Program IV.
- Part 2 will cover the remaining steps.
- Some of these steps can occur or reoccur throughout a learning unit. These include arts-based activities that stimulate creativity.



Where We Left Off



The Role of Creativity

- Habits-of-heart instruction, and often academic concepts, find expression through the creative instinct.
- For example, these Gambian students are making clay replicas of the earth. Their project integrates poetry, geography, local service and global awareness with their habit-of-heart.
- Aesthetic standards simultaneously reinforce character *and* academic motivation in many service projects.

Art as Service



- What teachers and students may lack in resources they make up for in imagination!
- This community feeding project doubled as an art lesson in sculpture, with watermelons as the medium.



Sing It

Music and memory reinforce learning. The natural desire to make music profoundly affects attitude and aptitude.

Music in a competitive environment can promote anxiety or can introduce cynical themes. As an alternative, when applied in a spirit of service, music can contribute to a peak experience, even among those who do not claim to be singers.

Sing It – And Mean It

In the context of a Full-Circle Learning unit, students sing to uplift, to teach, to honor (practitioners of the habit-of-heart), or to advocate for a cause.

Here, they sang to thank the botanists who helped them plant trees in Mokhotlong.





Sing It – And Link It

Teachers use Full-Circle Learning songs or songs they already know to reinforce academic themes while also teaching ethics and service themes. Here a singer joins a wildlife sanctuary field trip. The students will sing for the biologists.



Sing It – And Dance It

Introducing new musical genres through dance and song can expand cultural awareness and help students teach others about the issues associated with the wisdom-exchange partner school — in this case, shrinking islands.

Sing It – and Write It



When students have no other gift to give to a guest presenter or class visitor, they can always give the gift of music.

These Zambian students from the Mildred School engage in songwriting as a part of their curriculum. Here they offer a beautiful student-written song called “Dreamland.”

Music and Math

- Studies comparing childhood lessons in piano, athletics and computer keyboarding showed that playing the piano made the greatest impact on test scores 10 years later, especially in mathematics. (14)
- Understanding the relationship of pitch and rhythm on the white and black notes of a keyboard replicates the equations in a mathematical process, affecting the brain’s comprehension of systems and patterns.
- A chord may be composed of A, C and E, the numerical equivalent of 1-3-5. Drawing an 8-note octave on the playground, a teacher could assign students to write number and letter names with chalk and hop through the chords and melodies he or she calls out.



Standardize It

Every country varies in its expected outcomes for each age level. This S may refer to your “Syllabus” or to your “Standards.”

These standards might be a first place to look before deciding on a relevant community issue for your culminating unit service projects. Even though the *students* will experience the introductory steps first, your own planning, as a teacher, will take into account the government standards and community issues before you plan the introductory steps.

Consider the questions: What must my students explore this month in science? What vocabulary words must they master? What social science lessons do the educational authorities think they should know? One of these topics may prompt an idea for the overarching theme of your community transformation project.



“S” for Standards

- To “Standardize It,” find the best hook and then apply the habit-of-heart by integrating it into all the academic subjects you teach.
- Lesson plans can reinforce character assets as well as skills through projects.
- These students, for example, presented their own poems to honor elders in the community for keeping the air clean when the seniors once worked in agriculture and manufacturing jobs. More examples follow.

Example of a Project Inspired by Literacy



- One teacher wanted to teach a book about World War II and radiation sickness. She incorporated science to teach the similarities between this illness and leukemia.
- The girl in the story made paper cranes, a symbol of hope and a wish for long life. The students in class made 1,000 origami paper cranes for children with leukemia, to hang in their local hospital. They also sent 1,000 paper cranes to their wisdom exchange partner school in Japan, whose teacher shared it at an international curriculum conference.

Example of a Project Inspired by Literacy

Knowing that students *learn* best when they *teach*, the community of St. Joseph's Township asked students to teach reading to the elders in the village.

The students' own fluency improved as they aspired to serve by teaching others.



Vocabulary and the Habit-of-Heart



Teachers can expand the range of vocabulary and character traits by integrating the habit-of-heart into daily lesson plans.

Here a Liberian teacher integrates the habit-of-heart into the sentences in her daily English lesson plan.



Example of a Project Inspired by Science

- Students in the Gambia learned how to create a growing model that maximizes use of water for high-density plant growth, helping plant roots absorb water and accept composted vegetables as natural fertilizer. They constructed keyhole gardens to feed their local neighborhood.
- The project became internationally known as other wisdom exchange partners introduced it into combat drought-ridden neighborhoods.
- Schools in Chad also used knowledge of drought resistance to help farmers prepare for the dry season.

- When farmers lost their crops to pests due to the changing climate in Cameroon, students studied chemistry to find pest control solutions.
 - Their scientific research and resulting service project resulted in a bumper crop the next year.
-

Example of a Project Inspired by Science



Example of a Project Inspired by Math

- Increased flooding left potholes in the roads leading to the Mildred School in Zambia. Cars overturned and passengers became injured or died.
- Students practicing the habit of Unity taught math to younger students by taking them outside the school wall, where they counted, subtracted and multiplied rocks. They sang songs of unity as they did so.
- Neighbors came out to listen. The students began using the rocks they had piled up to fill the potholes. The neighbors smiled, sang along and soon joined in.
- Practicing the habit-of-heart Unity, they filled all the holes in one day. During the next rainfall, no lives were lost.





Math and Science to Alleviate Suffering

- Economics makes a difference. Liberian children at the Deborah K. Moore School took a field trip to interview vendors in the marketplace, to encourage them to make prices more affordable for those affected by hunger in the aftermath of the Ebola crisis.
- Children in another school learned about science as they studied public health. They became health advocates and first aid providers in their community.

Everyday Examples

- Even a simple activity in class can integrate the habit-of-heart.
- When these students practiced the habit-of-heart Friendship, they learned multiplication tables by seeing how their friendship circle grew as they multiplied the number friends who came to the front of the room.



Example of a Project Inspired by History

- Students at a Full-Circle Learning school in India went to Gandhi's birthplace each year to reenact stories from history and to encourage the habit of peacemaking.
- Wisdom exchange students at a school across the globe held a peace walk on the very same day each year, in a city where some of Gandhi's ashes were buried.



Preparing for the Peak Experience



The following steps in the unit integrate some combination of all the learning that has come before, allowing the students to give back to society, contribute to the well-being and positive destiny of others, and experience their peak moments in the learning unit. (You may already have noted a few of these moments.)



Send It

- Students send challenges, questions or knowledge products to others (wisdom exchange partners, local officials, honored guests, international agencies, etc.)
- Students extend their “human family” beyond the classroom.
- Students see the purpose of their creativity and/or curiosity.

Exchanging Wisdom

A “Send It” step often occurs as a “community transformation collaboration” with those too far away to visit or to invite into the classroom. Some students declare this as the moment when they realize how much their learning matters to the whole human family.

Dear Friends in Haiti,
Here we use rain barrels to catch rainwater.
Rain helps us get water for drinking water.
Congratulations on your skills in patient
Farming. We will send you pictures of how
to make a rain barrel. please write back

From
Justine Coray

as The barrel can be made out of
plastic or something else except
wood because the water will warp
and the water will not stay in
The barrel.

The Value of the Send It Step

- Students have sent letters to officials to bring electricity to a town, peace to a nation, conservation benefits to wildlife, equity to the oppressed and housing to the homeless.
- They have written to honor, to thank, to inquire, to research, to share and to congratulate.
- This important step enhances skills and becomes a valuable lifelong habit.



Share It

- Learners also need a chance for face-to-face contact with the recipient of a service or a transformation project.
- When they see the joy in the eyes of the one served, they gain important information about the hands-on skills that help communities and the vision of their potential life of altruistic service.
- They also feel a strong sense of how a community becomes a family.
- Each unit should include at least one Send It and one Share It step.





Examples of the Share It Step

- Students can share by conducting service-learning field trips or teaching sessions.
- They may invite special guests into the classroom to receive their service, or they may leave the classroom.
- They share can share their gifts of learning with adopted grandparents, younger students, classroom guests, field trip hosts, or honorees in the local community.
- These students in Haiti taught their community to put hurricane clips on rooftops to secure the rooves. Their wisdom exchange partner in California taught earthquake preparedness at the same time and showed how to rescue people, giving away earthquake kits to their visitors. In both locations, the habit-of-heart was Preparedness.

Share It Reconnects to Sense It



The initial symbol presented in the Sense It step finds its match in the Share It step. Students see the threads of the unit come together.

In this unit on the habit of Advocacy and food insecurity, students had to divide a plate of food on the first day to feed every member of the class.

On the last day, they gave their group-painted platter to an organization that serves the hungry and cooked a meal to honor the organization's volunteers.

In the steps in between, they researched new agricultural methods for feeding people in climate-change-ravaged regions.



Sharing It can Shape Society

- When civil unrest seemed imminent in 2019, students in Liberia practiced oral speaking skills, conflict resolution techniques and the instincts for collaboration learned over many years.
- They traveled to the area where instigators were planning violent action against the government. The students staged a rally and gave talks to convince the adults to consider the needs of the children and to choose peaceful negotiation instead.
- Ultimately, peace prevailed.

Share It Connects the Learner to Society



The Share It step marks the peak of the unit, when students connect learning with giving or with contributions to the well being of others in society.



Sustain It

- Sustain It, the last step, helps students, at last, reflect on the ways in which their work improved the destiny of others.
- They engage in talking circles, paired sharing, whole-class discussions, journaling or other reflective assignments.
- They commit to sustain this culture of altruism, an attitude related to their specific habit-of-heart.

Sustain It



The Sustain It step gives closure to the unit while sending the classroom community into a spiral of perpetual giving.

Summary Points

Each student has many ways to discover his or her special place in the community.

Discovering innate curiosity and creativity while expanding critical thinking skills can expand motivation in the context of process-based and project-based learning.



Summary Points

- The search for goals that serve the individual and the human family begins with experiences that connect:
 - emotional bonding and collaboration
 - expanding capacities and
 - the transformational application of learning.

How to Use the Extra Tools Provided

- While planning a project, look for helpful tools among your resource sheets, such as the **Matching Community Needs and Resources** and the **Integrative Planning Calendar**.
- When determining how to integrate elements of your project across the curriculum, look at the sample on the next page. A unit plan typically lasts four to six weeks. This sample shows a piece of the unit.
- **As you look at your syllabus**, seek common threads in each content area. You may need to teach seemingly unrelated elements in your school day as well, but it will become easier, with experience, to see the threads that sew more themes together so that an overall theme emerges to reinforce your habit-of-heart and community transformation goal, integrating elements of from each subject: reading/writing; science/technology; social science; mathematics; creative arts; and of course, the character development that underpins your habit-of-heart.
- **If you teach secondary school**, hold a weekly meeting with teachers of other disciplines to see how your plans can intersect around your common habit-of-heart.

A Tool for Cataloging References

Matching Community Needs and Resources	
Habit-of-Heart / Theme	Community Need or Relevant Issue/Dilemma
Knowledge or Relevant Applications Presented	Potential Guest Presenter/s (with contact info)
Apply new capacities	Potential Service Learning Field Trip (with contact info)
Wisdom exchange to gather input and share experiences	Potential agencies/officials (with contact info) to receive correspondence - or global partner school contact

Piecing the Puzzle – Sample Calendar

Sample Calendar	Tuesday	Wednesday	Thursday	Friday
Habit/Unity Issue: Water	Steps 2-4	Academic	Show It Conflict bridge – acts of love at home quench a family's thirst; also show unity while resolving conflicts over borehole locations or reservoirs or fishing rights	Share It Prep
Sense It Step	Agree on symbols – Love is like molecules joining; introduce songs about working together in harmony	Standards- Humanities		Create awards for collaborators in water conservation; carve boats or make nets for fishermen; see science and social science for other options; prepare songs for service. Sing.
Create molecules with sticks and pegs to show how hydrogen and oxygen work together to create water (How can we bond tightly to accomplish a purpose?)		Read and perform folk stories about communities who worked together to create enough clean water for all and fishermen and women who fed their communities		
Science: What makes water: molecules attract to sustain life for all living things	Demonstrate the water cycle with markers on recycled plastic bags discuss science of increasing drought and floods.	Keep water clean; creating filters with rocks and gray water	Plan outreach to help communities collect and/or keep water clean and to teach about water-borne disease; literature circles compare articles	Graphs, letters, surveys about water use for wisdom partner. Sing.
Social Science: Study water and Sustainable Communities; aridity and geography	Consider waterways as import channels and transportation and consider their impact on economies and on the environment; visit a shoreline with a history. Sing to those who preserved its benefits.	Follow the path of a freshwater fish from stream to sea; consider the role of dams and rivers; consider the role of climate change on the fish and humans	Letters to honor those who helped during floods or prepare gifts for fish hatchery workers or submit a design for a new flood plain	Deliver thank yous, songs, art to microbiologists who clean water or farmers or hatchery workers

Small Group Assignment

1. With teachers of the same grade level, identify a need for a specific transformation outcome in the broader community.
2. List at least one desired academic outcomes in each content area over the length of the unit.
3. Determine what type of habit-of-heart project would address goals in both areas.
4. Outline the 13-S Steps to flesh out your plan. (See next slide.)

My Unit Planning Tools

Academic/Arts Content I will Cover

From regional mandates, core texts, syllabus, or program guidelines

Habit-of-Heart

From the poster, sample curricula or my team's selected habit-of-heart

Community Need

A dilemma my students can solve or a need they can address to improve the community

Community Resources I can access on the project

From among friends, families, organizations, news outlets or community networks

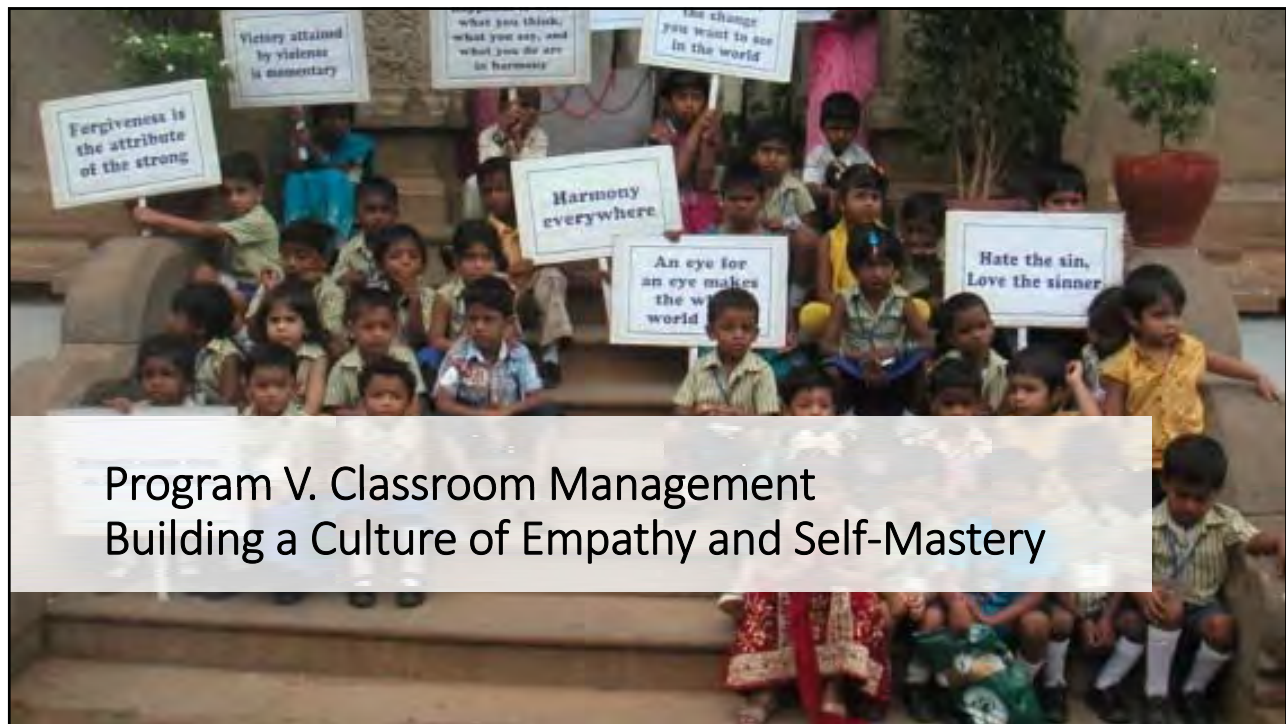
Review and Evaluate

- Write up a copy of your 13-S group plan, with key words beside each step.
- Submit a copy of this unit plan, keeping one for yourself.
- Submit a copy of Matching Community Needs & Resources for the same unit plan.
- Present a portion of one of the lessons to the larger group. Explain the context.
- Together with your group, discuss the highlights of the oral presentations.
- Suggest layers or extensions to each group's unit plan, as time permits.

Congratulations!

You now have the basic tools to heighten your students' motivation to learn — and to maximize your own sense of purpose as an educator!





Program V. Classroom Management Building a Culture of Empathy and Self-Mastery



In this session, we will:

- Learn and model strategies that support the curriculum design you have created in earlier sessions.



How Does Identity Influence the Culture of Learning?

The wider a learner's circle of "family," the greater the influence of the learning activities on their evolving social capacities.

The Students' Sense of Responsibility to an Ever-Expanding Human Family

- Springs from your teaching approach
- Is affected by your classroom management style
- Can be encouraged by classroom routines and traditions
- Is enhanced by the way you present problem-solving opportunities.

...So we deliberately extend identity-building acts from curriculum development to culture-building strategies.

Each learner identifies with a class name, based on module in use, e.g. Vision Seekers or Heroes.

Projects are based on the habits-of-heart associated with that module.

Each habit becomes the focus over the course of a unit.

Peers support each other in practicing the habit.

How Can a Name Influence Class Culture?

- Imagine your students respond to the name Peacemakers instead of Second-graders. How will they resolve a disagreement on the yard?
- Imagine they respond to the name Helpers instead of First-graders. How will they help clean up the classroom at the end of the day?
- Imagine they respond to the name Ambassadors instead of sixth graders. What will they do when the need arises to talk with the neighboring town about helping clear a new path for a flood plain?
- Imagine they respond to the name Givers. What will they do when a new child comes to school who does not have any pencils?

Popular Identity-building Class Names

Givers - Lovers - Peacemakers Forgivers - Heroes -
Humanitarians - Seekers - Ambassadors - Change Agents -
Sages - Society Builders - Altruists – Vision Seekers -Helpers

Students inherit a new identity with its associated traits each year, adding a nuanced understanding of the life skills needed for maturity. (They relearn only a few habits at more than one age level.)

Write Your Ideas

1. Suggest a preferred class name based on your initial experience planning a habit-of-heart unit (also considering your students' potential, ages and developmental needs).

(See the suggestions on the next three slides for sample habit-of-heart modules that might inspire class names)

2. What behaviors might you expect to see as a result of choosing this name?

3. If you had your own school, what class names you would assign to each of the age levels? Justify the order you give. Note that younger children have shorter units and older students have fewer but more in-depth learning units over the course of a year.

60+ Habits of Heart (to span 12 years)

Habits of Helpers

Respect, Kindness, Friendliness, Appreciation of Diversity, Patience, Empathy, Sacrifice, Cooperation, Acting on Convictions, Aspiration, Creativity, Love

Building Blocks of the Heart

Unity, Kindness, Preparedness, Open-mindedness, Forgiveness, Reliability, Humility

Habits of Heroes Vision- Seeking Selflessness, Advocacy, Dedication

60+ Habits of Heart, continued

Habits of Giving Sacrifice, Consideration, Determination, Compassion, Integrity

Habits of Oneness Awareness, Leadership, Teamwork, Altruism

Habits of Collaboration Appreciation of Diversity, Patience, Cooperation, Acting on Convictions, Empathy

Habits of Humanitarians Humanitarianism, Far-sightedness, Universal Connectedness, Understanding, Seeking

Habits of Society Builders Insight, Ingenuity, Initiative, Harmony, Perseverance

60+ Habits of Heart, continued

Habits of Peacemakers Peacemaking (add to any grade)

Habits of Change Agents

Respect, Moderation, Civic-Mindedness, Honor, Oneness, Open-mindedness Collaboration

Habits of Sages Honesty, Honor, Industriousness, Transcendence, Refinement, Aspiration, Gratitude

Habits of Leaders

Trustworthiness, Self-mastery, Humility, Ethics, Harmony

Cultivate Positive Peer Culture The First Week of School



By Creating a Class Code of Ethics

Linked to a grade-specific geographic concept (e.g. a farm, an island, space, Mesopotamia)

Experience the Strategy



- Small student groups each draw a place associated with the introductory habit-of-heart, such as the River of Respect or the Village of Empathy.
- The drawings show what people do and say to show the habit-of-heart on that river or in that village.



Finding Common Themes and Habits

- As the groups present to the class, the teacher quietly takes notes to extrapolate common themes in the drawings.
- The teacher presents three positively stated broad values based on the context of the drawings and writes them as action statements. This Code of Ethics remains on the wall year-round, with the posters.

Example of a Code of Ethics

- **We protect and share resources.**
- **We speak only kind words.**
- **We unite to help our human family.**

The code must be short and memorable. Instead of external, punitive rules, it will motivate positive behavior. If issues arise, the teacher calls students to act on their noble goals and holds them accountable to the code they agreed upon.

Personal Commitment Means Prevention

- Using this strategy the very first week of the school year can make the difference between a well-managed classroom, in which students feel intrinsic motivation and collaboration, and one in which they do not take true ownership of the teacher's imposed rules.
- To promote deep character formation and self-mastery, you will want the students to embrace humanistic social behaviors as an outcome of their own creative instincts and ethics.



Simulate the Activity

- Act as if you are your students, assigned to create a River of Respect poster with your group.
- After completing the poster, explain the action and intentions to the class.
- As you listen to the presentations, quietly write what you perceive as the consistent themes, as if you were the teacher in the corner detailing a code of ethics through consistent class values.

Review and Evaluate

Develop your notes into three positive actions to create a class code of ethics. Working quickly, as the teacher would, you must post this code by the time the last group finishes its presentation.

How does your list of statements compare with the others created by your cohort?

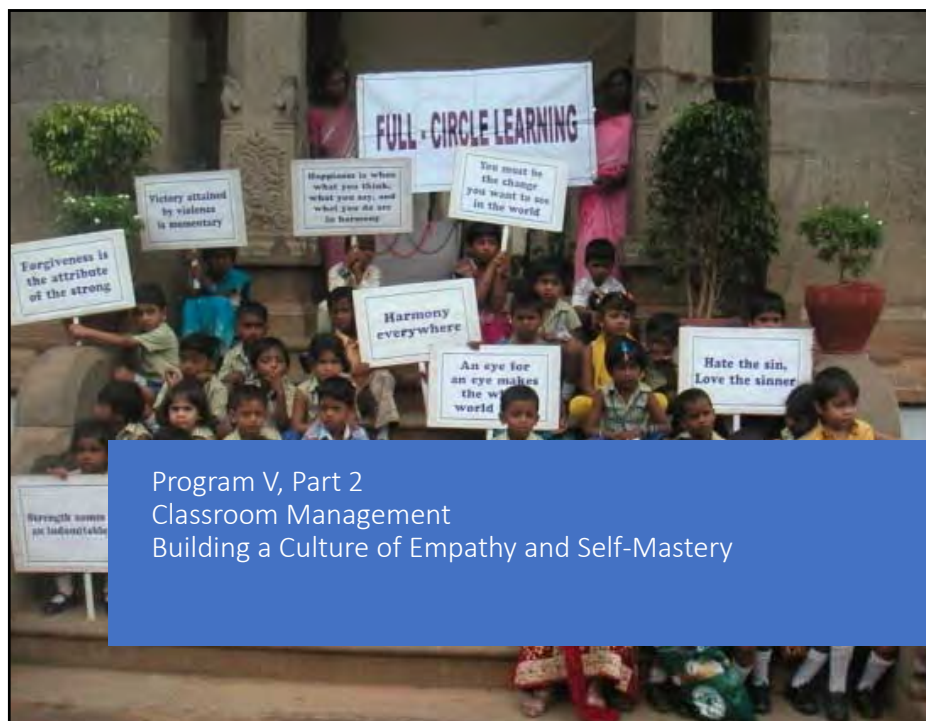
Do they vary in word choice and perception?

Discuss the reasons why certain sentences might produce varied outcomes in students' self-expectations.

Think about ways to help students follow through on the Code of Ethics

You will learn special tools for doing so in Program V, Part 2.





Program V, Part 2
Classroom Management
Building a Culture of Empathy and Self-Mastery

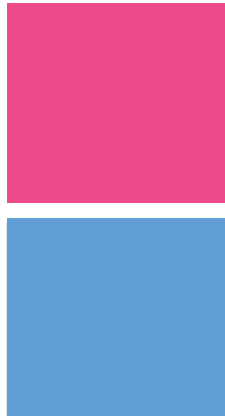
Prevention, Proximity and Conscience- Prodding

- Most classroom management challenges diminish or are greatly reduced through prevention.
- When students feel immersed in the essential nature of the learning and its creative expression in the life of the community – and when they respond to the nomenclature of the class identity and code of ethics - they want to make moral choices that respect everyone in the learning environment.
- Once their focus shifts from self-regulation to looking forward to the next peak experience, your work becomes easier. Keeping students on track may take only a little reminder – moving in closer and touching the shoulder of a dozing student or using a key phrase to call a student to their inner best nature – to keep each student focused on the activity and on its potential outcome.
- In this session, you will practice more classroom management prevention strategies, as well as the intervention strategies occasionally needed for nurturing self-mastery in a student's more vulnerable moments.

Self-Mastery from Week One

How does a teacher support the class Code of Ethics?

A visual can encourage personal and collective self-mastery and can motivate deliberate positive choices.



Make a Self-Mastery Chart

- Based on the geographic theme selected for the code of ethics assignment, the teacher prepares a self-mastery chart featuring three habits-of-heart the students will practice during the first few months of the year.
- Each student has a paper object (a swimmer, animal, boat, bird, chair, etc.). It may be made of felt or may have tape on the back, so it can move from one habit-of-heart to the next until it reaches the top, the peak of self-mastery.
- For example, the objects may move up a pyramid, across a music hall, or from island to island, but the goal is always to reach the cloud at the top of the poster.





Details of the Chart

- A habit-of-heart is written on each of the three steps/islands/stopping points below.
- The teacher silently moves a student's object when she catches them in the act of practicing that particular positive habit. In this way, they progress from the three lower habits toward self-mastery. They become aware, by osmosis of what it means to practice the habit.
- After all students arrive at the top of the chart, a celebration ensues, avoiding the need for competition.



Other Strategies for Cultivating Positive Peer Culture Early in the Year

Other strategies can also be incorporated from the first day on, such as classroom traditions (humanity circle, morning motto, synchronize-it-song). These were covered in an earlier session.

An extremely well-proven strategy for building classroom culture and deepening understanding of the habit-of-heart is the daily practice of the Server Nomination.



Habit-of-Heart Nominations

Use this strategy at the same time each day when distributing resources (pencils, paper, books, food or water).

1. Call for students to nominate someone who has demonstrated the habit-of-heart.
2. As students suggest a name, ask them to clarify the action the student took to demonstrate the habit. Repeat and clarify as needed, to make the response a demonstration of the habit in action.
3. Those who have been nominated for practicing the habit-of-heart become the honored servers. (Keep track of names, as students may only receive one nomination per week.)

Server Nomination Guidelines

1. Students cannot nominate randomly, so encourage the person nominated to act the following day if the student who nominated gives a flawed reason (e.g. I like her shirt; He is my friend, etc.) Call on someone with a *specific* habit-of-heart action built into the nomination. (e.g. "She showed sacrifice by giving me her pencil when mine broke.")
2. The nominations do not go up for a vote; students cannot nominate themselves, nor can they "un-nominate" another. Say, "This is the time of day we look for the good in others."
3. Two nominees should come forward before the items can be distributed. Students all clap one another on the back quietly to celebrate the nomination.
4. The two nominees receive accolades and the gift of service. They are the ones who serve the food, water, books or pencils or who act as door greeters/ushers. They give up their turn at being first, but this sacrifice is presented as an honor.

Try demonstrating the strategy with a partner.

Purposes of the Server Strategy



The strategy students define everyday examples of the habit-of-heart, with the teacher's refining comments and encouragement



It makes habitual the practice of seeing the good in others (You cannot nominate self)



It promotes civic service rather than self-service as the higher reward

Culminating Mastery Ceremonies Reinforce School Culture



At the end of the year, the Mastery Ceremony helps students:

- Share with their families the news of the broader community impact they've made, by repeating songs and giving speeches about the year's projects and habits
- Honor their parents with habit-of-heart awards (as a surprise)
- Receive self-mastery awards from teachers for the habit-of-heart each has best mastered, showing that character must grow alongside knowledge.

Components of an Effective Mastery Ceremony

1. Student speeches explaining the purpose of service projects throughout school year and benefits to recipients
2. Outline of habits-of-heart and benefits to students, offered by each grade level
3. Performance of music and displays of art and academics associated with projects
4. Awards held by teachers to give to students for habits mastered
5. Student-made awards held by teachers for caregivers (for habits mastered), which the teacher hands to the student to deliver after receiving their own award



Everyday Classroom Strategies Can Build Collaboration



Asking yes or no questions does not encourage critical thinking and promotes the tendency for only a few students to respond.



The layer cake strategy encourages students to layer their wisdom.



It becomes useful for all open-ended questions to generate universal participation.



It especially helps create a sense of anticipation when used to honor a guest or to build to a climactic point at which input from every class member is essential.

Building a Layer Cake



Encourages active listening



Teaches the value of collective wisdom



Works effectively with open-ended questions, whether social, moral or academic (relating to history, philosophy, science, etc.)

To Use the Layer Cake Strategy

1. Draw a box on the board to input the first student response. Each answer will follow in another stacked box, using just key words.
2. Ask the key question of the student at one end of the room. For example, perhaps you have invited an engineer to help the class with a technology project. By way of honoring them for the value of this skill, you ask the first person, "Name one object you see that required an inventive mind."
3. Without hesitating, the student names something as you write it in the box, while the next person responds with a new answer, moving around the classroom in order until each person has responded. (No one can repeat an answer. If someone passes, you return to them at the end.)
4. You will soon have a tall cake of responses. Someone draws a decoration on top and the class offers it to the inventor/presenter as a thank-you gift for their wisdom.



Using the Layer Cake To Evoke Thought?



Some layer cake questions might include:



Name a cause or an outcome of the last civil war.



Name ways that our current habit-of-heart can prevent war.



List the many ways to care for the planet earth.



Create a list of things we will do to help our sister, who is ill, to return to class.



See if you can recall all the countries in the Eastern Hemisphere.



What would you *expect* to see along the way if you were a nearby river flowing to an ocean? Next question: What would you *want* to see?

Identity Shifters When Something's Amiss

When a student needs a behavior boost, specific strategies can call attention to that noble character within. Remind students that you expect the best of them. These identity shifters might help.

- Framing a needed change as an “opportunity for growth”
- Assuring a student of his identity based on the class name; giving time to calm down and then asking for an “instant replay” to undo the mistake
- Cooperation Games (e.g. Spelling out the habit-of-heart in a ball game)





Consider When to Teach “Love Darts”

- Some students can resist bullying by returning meaningless insults with sincere compliments
- While keeping students safe, teach them ways to turn a bully into a friend
- Kind words as opposing rejoinders may neutralize the negatives and help students see their own resilience as strength
- Example: If a bully pushes and says, “You don’t belong here. I don’t like you,” the other child could say, “I come from up the hill, but I’d like to know more about this new place. Can you please show me around?”

Restorative Justice Pledge

- If a student's behavior has caused a serious negative impact, ask the student to name the impact, then imagine, write and/or draw an opposite, positive state of being for those affected.
- Challenge the student to decide how to bring about that positive effect, in addition to the apology.
- The student signs a pledge and carries out the actions to reverse the harmful impacts for all concerned.

Restorative Justice Example: Story with a Happy Ending

- Two 12-year-old boys invaded the girls' lavatory for a full lunch hour, chasing the girls away. The principal was ready to suspend them from school and send them home. They looked morose.
- When the Full-Circle Learning representative walked onto the scene, she asked the problem, and they explained. "How did those girls feel?" she asked. The question surprised them. "Hmm. Uncomfortable. Humiliated. Upset?"
- "How can you make them feel the opposite way?"
"Do you mean dignified, at ease and confident? Well, I'm very good at math. I can give up my lunch hour to teach them," said one boy. The other boy wanted to teach them basketball. They insisted they should give an hour each day for a month to do this and report to the principal every day. When their mothers came to the school, their signed pledges were ready. The boys felt good about their service instead of being expelled from school. It only took a few minutes to find the better angels within.

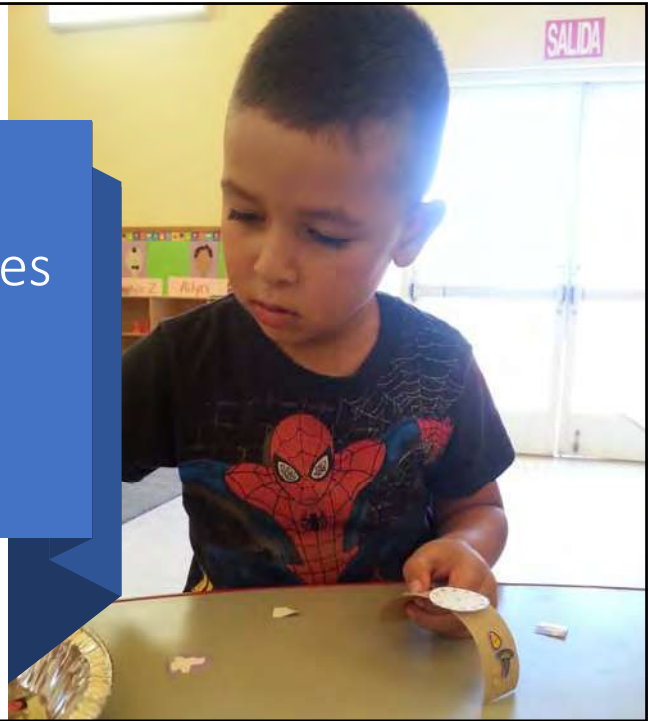
Tools for Reducing Anger

- Conflict resolution, introduced first as an academic tool, can now be used for student conflicts.
- Guided Imagery sometimes helps bring down the level of adrenaline before engaging in meaningful dialogue on the bridge.
- It also teaches self-management, concentration and mindfulness, while reinforcing the habit-of-heart
- A book of guided imagery exercises, *The Sky Belongs to Everyone*, is available online, in the resource section at www.fullcirclelearning.org

Guided Imagery

- Is used in the Full-Circle Learning classroom to help students act on the current habit-of-heart in their semi-conscious thoughts
- Reduces stress and improves learning when practiced at least twice weekly
- Helps students learn impulse control
- Helps bring down adrenaline for a student too upset to resolve a conflict

Self-Mastery Watches Teach Patience and Self-Mastery



Self-Mastery Watches

- Make bands with paper or hair fasteners.
- Students each write five digits on the paper face of their watch.
- They recognize when they are about to become upset and imagine five predetermined options for action; they draw the choices (e.g. sing a song, use the conflict bridge, look out the window, meditate, etc.)
- When upset, the watch reminds them to exhale slowly 5 times and choose the most helpful, least hurtful option

To Distinguish Procedures from Moral Choices

Give

Give explicit instructions after calling class to attention for transitions.

Pair

Pair students in diads for problems that link critical thinking and ethics

Teach

Teach collaboration as well as initiative

Learners Retain Dignity and Strive for Mastery as You

1

Consistently use the self-mastery chart and procedures from the first week on

2

Use proximity and gentle touch on the shoulder when attention lags

3

Weave a student's name into story or idea to redirect a student

4

Quietly call attention to a code of ethics concept and ask for instant replay

Teacher Talk from Effective Learning Leaders

“Someone has the opportunity to practice...”
(insert habit-of-heart, i.e. sacrifice, respect)

“Show me how a Hero makes good choices”

“Vision Seekers think of others’ needs, so what
can we do in this situation?”

“Our group is one family. Let’s build a layer cake
and see all the ways we could help someone
who was upset by what happened today.”

By the time we finish our
work, we have helped
transform the student and
the student has helped
transform the community.





The teacher
who would mentor
a vision seeker must be a
visionary teacher.

Read on to strengthen
your vision.

Visionary teachers...

1. Plan long- and short-term processes that engage all learning styles, integrate the habit-of-heart and generate a sense of authentic purpose in the child and the community;
2. Maintain high expectations for every student, valuing each learner for their altruistic identity as well as for their meaningful contributions to projects and collaboration processes;
3. Model a noble vision with their words and actions; helping students strive for self-mastery and transcendence while seeing challenges as opportunities for growth.

Review and Evaluation

Assignment 1:

- Write down at least three classroom strategies that promote self-mastery, altruistic identities or positive peer culture.
- List specific benefits of each strategy.
- Sign your name and submit your paper.

Review & Evaluation

Assignment 2:

- The instructor will assign small-group “best practices” demonstrations based on the papers submitted.
- Each of the most named strategies will be assigned, to promote learning. Your group may be asked to demonstrate a strategy recommended by another, so cohorts may add comments after your presentation.
- Each group should present collaboratively. Also describe lessons learned from the other best-practices demonstrations.



Thank you for
practicing classroom
management skills
that nurture
self-mastery.

To find the balance between
compassion and accountability-
building, practice makes perfect!



Program VI.

The Role of Reflection

Education
Reform
Includes
a Fresh Look
at
Educational
Assessment

- This course has presented many factors that motivate learning.
- We must now ask, How can we design evaluation methods that reflect our new knowledge?
- Let's start by comparing the limitations of the past with the potential of future methods.



Students study what they know will appear on an evaluation. However, an exam cannot measure *all* aspects of learning.



When Assessment Becomes Learning

An evaluation itself can promote learning when it:

- clarifies expectations
- instills reflection
- deepens understanding
- promotes self-mastery
- encourages critical thinking
- invites creativity
- teaches collaboration
- rewards integrative thought processes
- and encourages the application of new skills.



When Assessment Becomes Learning

An evaluation method, at its finest, also demonstrates to learners that facts and skills alone cannot bring about success—not without the requisite character traits that translate knowledge into wisdom.

Examples of these traits include: Empathy, responsibility, patience, integrity, ethics, or whatever habit a project requires.



When Assessment Becomes Learning

A project assessment tool, then, must integrate the process of practicing learned character traits.

Such a tool would harness intellectual development to socio-emotional and moral development.

Compare such an evaluation with the sole use of exams.



Discuss your Experience with Assessments

Talking in pairs, try to recall how you felt about your school-day assessments.

- Did the methods of measuring learning assess only acquired information, or other outcomes as well?
- Did they create a sense of comparison among students?
- Did exams strengthen skills more than create anxiety?
- Did the future tend to depend on a student's performance on one given day?
- Discuss the pros and cons. Would you have liked to see a shift in the types of assessments used in your own experience as a student?

Formative Assessments

The following definitions help us think about how and when to assess.

Formative assessments:


- Help present guidelines about expected outcomes for learning
- May occur at the beginning and/or during the learning process
- Create benchmarks to help us assess our own progress
- Help teachers redesign the plan and understand what material to reteach



Summative Assessments

Summative Assessments occur at the end of a learning period.

They:

- Give evidence that a class has mastered the intended learning goals at the end of the unit, semester or year
 - Indicate whether an individual can advance to the next level
 - Help learners earn certifications or graduation certificates
 - Help teachers evaluate and revise their teaching plans and strategies
- 

Responses to Assessment

Teachers make use of evaluations as they:

1. Set benchmarks for the students they serve
2. Track observations and interpret results
3. Update student records
4. Discuss results with caregivers & colleagues
5. Adapt their teaching plans
6. Help students set class goals and celebrate mastery

Reflective Assessment Tools

- Challenge both the student and the teacher to think about the process of learning as well as the *impact* of their work.
- May incorporate rubrics, journal-writing, essays, or self-assessments
- Incorporate processes that help learners sustain the commitment to *apply* their learning

Reflective Assessment Tools

- Help teachers and students set benchmarks during the formative stage and revisit them during the summative stage
- Can include artifacts created by students, as well as observed discussions, anecdotal observations, and student self-assessments
- Factor in valued learning *processes*

Reflective Assessment Tools

- May or may not use numerical or letter grades as the measurement of success, but *favor* identity-based words; for example, students strive to “master” a process related to a project.
- Allow teachers to use an internal metric for determining grade level advancement if required, while assessing students more holistically.
- Help learners see the distinctions between achieving the level of mastery, practitioner, apprentice, etc. Varied contributions to a project are valued, while mastery goals are clear.



A Concept to Consider

The most effective assessments do more than quantify; rather, they qualify learning—and inspire more of it. They measure not just *what* but *why* learning occurred.

Discuss the Value of the Sustain It Step as a Reflection Step



Rubrics Connect Expectations with Community Goals

- Look at an example of a student project rubric linked to a learning unit.
- Study the relationship between the original unit plan and the definition of mastery in some of the project areas. The rubric may not include every activity that occurred over the unit but, rather, some of the key events that show impact on the community and the learner as well as teaching academic outcomes.
- Create a portion of a sample rubric to accompany the unit plan you created in an earlier session. (Instructions follow.)

Build Your Own Sample Rubric

- First draw three boxes you would include on a rubric for the 13-S unit you planned.
- Box 1 = academic content
- Box 2 = a Share It step
- Box 3 = the habit-of-heart as a process used in class or on the project

Tip:

www.rubistar.com has printable samples, or you can build one using a WORD table.
~~Or you may sketch your boxes for now.~~

Mastery: Aspiration or Assessment

- With or without the tables, write and submit a description of “Mastery” that you would insert into each box:
- Box 1 – An academic content area
- Box 2 – a Share-it Step
- Box 3 – The habit-of Heart process you identified

Discussion

What would your project rubric communicate to your students at the end of the unit or semester that a test alone could not communicate?

Learning Leader Reflection Rubrics

- At a monthly staff meeting, teachers at some schools like to gather to inspire one another about the current habit-of heart they are striving to model. They use a rubric as their reflection tool.
- Teachers may submit several proverbs about that habit a month in advance. One teacher compiles them in a rubric and posts it in the school office.
- At the meeting, the teachers divide into several breakout groups based on which quote they chose as their favorite.
- They reflect upon their quote and how it is inspiring their teaching practice and their personal lives.
- At the end of the meeting, the groups reunite. Each group summarizes its discussion for the others.
- Try the exercise, when time permits, using the sample Learning Leader Rubric.

Learning Leader Rubric Instructions

- View the sample proverb rubric
- Select a quote meaningful to you
- Meet with those who selected the same quote
- Share reflections and applications of the proverb as teachers
- Share with the larger group; volunteer to select the next theme and quotes

The Value of Schoolwide Reflection



One of the most effective rubrics can help schools advance their own progress.



The rubric toggles the main teaching elements that support student learning. If you, the teacher, are first 1) considering the community impact of your student projects, putting effort into 2) integrating your curriculum, 3) reaching out to peers and caregivers, and 4) learning effective classroom management strategies, you will likely see students motivated to perform at their highest levels. One strength leads to another.



Schools use this rubric as both a formative and summative assessment. Early in the year, teachers self-assess in each category and submit their results. The school then determines the areas where help is most needed. The principal identifies teachers with those strengths. They offer “best practices” demonstrations at after-school staff meetings. The teachers reevaluate at the end of the year.

Cause and Effect Suggested

- The rubric shows areas for reflection in chronological order; when learning first presents community impact as its purpose, students feel valued and relevant; motivation to learn increases.
- When strategies for classroom management, conflict resolution, curriculum planning and collegiality fall into place, studies show that student achievement tends to improve.



Rubrics Direct School Goals

- Study the Schoolwide Planning Rubric
- Imagine your school will ask each teacher to self-assess mid-year and again at year's end. Teachers will share best practices, based strengths and areas of needed improvement.
- What does the rubric suggest about educational priorities?

Create a Self-Assessment

Assess your skills today. Where do you feel most and least confident? Cite your results based on the School Assessment Rubric. Which “best practice” would you share with your school, based on your current experience in this course?

Write a narrative plan for strengthening your skills in your weakest areas and for sharing your best practices with study partners.



Review and Evaluate

- Assemble into groups based on your strongest skill set on the rubric.
- Collaborate to demonstrate “best practices” in an area of strength.
- Take notes as others demonstrate new approaches.
- Now demonstrate what you learned in the practices you formerly found challenging.
- Document your progress in a final paper.

Thank you for completing this course. Polishing
your own sheen will help your students shine!



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Creating a Year-Long Pacing Guide

Seeing the
End
From the
Beginning





Building Blocks for the Year

- Just as we need to see the end from the beginning when creating a unit plan, we can best support our vision by planning the end of the year from the very start, during the break. Unit by unit, we fasten the intended learning outcomes to the goals the development of the student and the community.



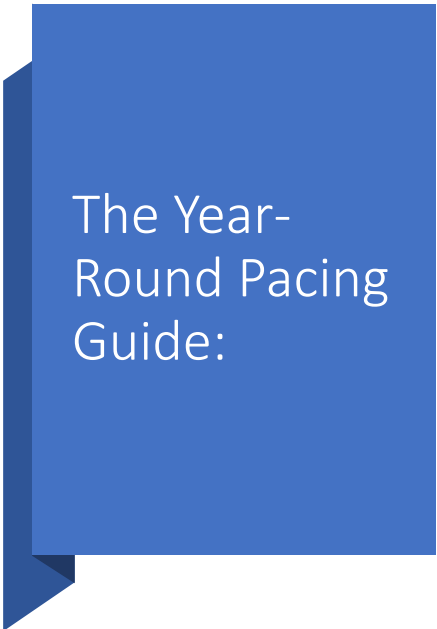
Building Blocks for the Year

- Looking ahead helps us determine the best timing for projects.
- This affords us time to plan field trip hosts and guest presenters well in advance, including family members who can serve as role models to demonstrate certain applied skills in the context of the habits-of-heart.



Building Blocks for the Year

- Using this process, we can identify families helpful to the classroom with full-knowledge of the year's goals, either through community networking or as through surveys the first week of school.
- Pacing guides offer the road map for the year.



The Year- Round Pacing Guide:

- Outlines national or regional frameworks and standards for learning academic content
- Appropriately times academic goals, linked habit-of-heart themes and community transformation projects, for at least one FCL unit each semester
- Allows adequate time to plan for guest presenters to make learning relevant
- Facilitates FCL-unit planning in the off-season, to make the year easier

Before You Create Your Pacing Guide:

Look

Look at the list of habits-of-heart you will teach this year, based on your grade level and module. (Older students need fewer and more in-depth habit-of-heart units.)

Check

Check the school calendar.

Divide

Divide the year into the number of habits-of-heart you will teach.

Pacing Guide Step One

- Bring your syllabus and blank poster paper to a planning meeting.
- Meet with your grade level team.





Pacing Guide Step Two

Subjects	Objectives for Dates:	Objectives for Dates:	Objectives for Dates:
Humanities			
Mathematics			
Science			

Draw a vertical table. Include space for the required content and processes in the subjects you will teach for the first three months of school. (Enlarge as needed.)



Pacing Guide Step Three

- Think about the community challenge and transformation needs you identified in your earlier brainstorm.
- Add to the list of needs students could address.

Pacing Guide Step Four

- Next, look for alignment down the vertical columns of your chart.
- Do you see any correlation between social science and science? Between an item on your list of needs and a story from history or literature?
- How could a building project support a need and add a new skill to the mix?

Step Four Example

History	Students compare models of governance. They learn King Moshoeshoe's diplomatic role in ensuring Lesotho's independence.
Mathematics	Students learn to convert fractions to percentages.
Science	The effect of the water cycle on plant biology
Community Issue	Effects of the drought and absentee farmers (working in the mines) on agriculture in the local area

Pacing Guide Step Five

Imagine who feels the impact of the community issue.

How could these applied learning skills benefit them?

Consider an appropriate student project.

Which habit-of-heart in your module integrates the project and the academics?

Step Five Example

Integrated Project	Students experiment with sorghum and maize to determine best crop for dry soil. They plant a community garden and use fractions to track results.
Who Benefits?	Students share results – and crops – with farm families in need.

Pacing Guide Step Six

- Review the habits-of-heart in your module that support your class name. Which one best matches the goals of this project?
- Align the habit-of-heart with the syllabus and project, writing it in at the top.

Step Six Example

Class:
**Society
Builders**

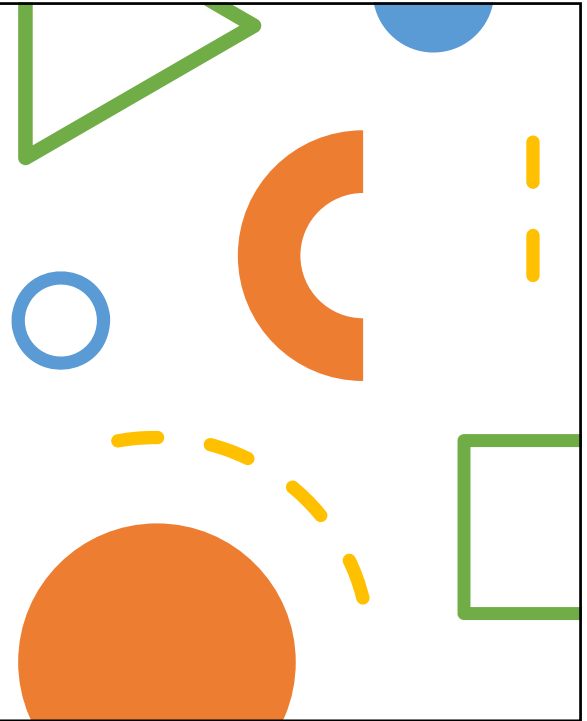
Habit-of-Heart:
Unity

Subjects

**Objectives for
Dates:**

Pacing Guide Step Seven

- Move ahead with the next learning period and unit projects, repeating the steps you have just followed.
- Match each time period to integrated content, habit-of-heart themes and project goals.



Pacing Guide Step Seven Sample Template

Class Name	Habit-of-Heart:	Habit-of-Heart:	Habit-of-Heart:
Subjects	Objectives for Dates:	Objectives for Dates:	Objectives for Dates:
History			
Mathematics			
Science			
Literature			
Visual Arts			
Music			
Conflict Resolution Applications			
Integrated Community Transformation Project			
Who Benefits?			



Thank you for joining the ranks of those who will nurture a generation of change agents.



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