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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Inclusive Leadership | | **Duration (days):** 3-4 weeks | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** PBL | **Teacher(s):** Natalie Toney | | **State:** Kansas | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Diversity and Inclusion, Service Learning, Leadership | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will learn the importance of understanding and including people from different backgrounds when leading at school, in their careers and within their community. Students will gain an understanding of how people’s different identities can serve as assets, and can bring groups together. Throughout the PBL, students will learn important definitions, engage in first hand experiences through interactive activities and dialogues, dig deeper into their own identities and build community within their school and local area. There will be difficult conversations students will have, but it is through those conversations that students will grow and learn about themselves and others. Students will finish the PBL better understanding the power of an inclusive and accepting culture, and knowing their role in building that culture as a leader. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | As a leader, how can I use people’s differences and similarities to build unity and inclusion within my school, work, and community? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Students will participate in a series of team builders related to perspective and first impressions. This entry event will build into the conversation of how we allow these things to affect the way we interact and include people on a daily basis. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** As a class or in groups, students will create a schoolwide or community wide product educating people on the importance of inclusion. | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Students will create a product to share with their class. The product will be based on their social identities they identified on their Identity Wheel activity. The student will have voice and choice on what the product will be. (Art piece, video, collage, book, etc.) | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  G.40 Conduct a job analysis  G.41 Apply critical thinking skills  G.42 Demonstrate effective study skills  G.43 Demonstrate how to use group dynamics techniques  **What competencies will be in progress during this project?** (Level 2):  C.19 Practice effective human relations  G.53 Exhibit work ethics and behaviors essential to success  G.54 Set and prioritize goals and establish a timeline for achieving them  G.55 Apply the problem-solving process to complex problems  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  F31-37  Middle school: P123-127, Q130 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | Essay | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Researching local organizations to come in to speak. Introducing guest speakers. Take lead on planning team public product.  Community Service: Research organizations to do a service project and oversee students in their committee to plan a service project.  Career Prep: Research local businesses people who is known for inclusion and invite them to speak to the class. Introduce the speaker.  Civic Awareness: Research local civic leaders and invite them to speak to the class. Introduce the speaker.  Social Awareness: Work with students in their committee to research and create activities where students can celebrate their cultures.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Students will each take lead on different tasks when planning their Public Product.  Community Service: Students can help to plan a service learning activity related to Socio Economic Status.  Career Prep: Students could invite guest speakers from local businesses to discuss the importance of being an inclusive leader in the workplace.  Civic Awareness: Students could invite civic leaders to discuss the importance of having difference voices at the table will making laws and policies for diverse constituents.  Social Awareness: Students can create activities and spaces for each other to celebrate their specific identities and cultures.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Businesses from any of the Career Pathways could come in to speak to the importance of diversity in the workplace. More importantly, they can speak to the need for employees who can work with different people from different backgrounds and be inclusive. They could speak share experiences of how inclusion in their businesses has led to retention and creative synergy within the organization. | |
| Agriculture, Food & Natural Resources  Architecture &Construction  Arts, A/V Technology &Communications  Business Management &  Administration  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | Human Services  Information Technology  Law, Public Safety, Corrections &  Security  Manufacturing  Marketing  Science, Technology, Engineering &  Math  Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: Click here to enter text. | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)   * Determine how much time you have to spend on this unit and adjust to your school schedule * Build relationships with business/community partners to assist with project implementation. * Secure necessary materials and resources, especially technology. * Adjust provided lessons or design new lessons with relevant materials for cultural perspective, diversity vocabulary, self-identity exploration, bias and stereotypes, social identities and privilege. * Create/modify assessments & reflections. * Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.   **Launching the Project:**  (How will you SPARK their attention?)   * Perform the entry event * Introduce the driving question * Have students name the PBL   **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)   * Introduce vocabulary that will be used throughout the PBL. Have the students research the terms in groups and then relate it back to themselves. Students will present in front of the class their word, definition and how they related the term to themselves. * Explore personal social identities through the Identity Wheel activity. * Reflect on personal social identities through class discussion and/or journaling. * Begin to brainstorm ideas for individual public product. * Identify personal biases and stereotypes through activities and team builders. * Reflect on personal biases and stereotypes through class discussion/or journaling. * Invite community organization or civic leader to speak about incorporating different voices when making decisions for the community. * Interactive activities focused on race, ethnicity and racism. * Share personal experiences related to race and ethnicity, using class discussion * Allow individual work time on individual public product. * Interactive activities focused on ability, disability and ableism. * Share personal experiences related to ability or disability by journaling. * Outline of individual public product and peer review of outline. * Invite guest speaker from local businesses known for its diversity to talk about the importance of diversity in the workplace. As well as speak to the need for employees who can work with different people from different backgrounds and be inclusive. They could share experiences of how inclusion in their businesses has led to retention and creative synergy within the organization. * Interactive team activities focused on socio-economic status. * Share personal experiences by journaling. * Interactive activities focused on privilege. (The privilege walk is an excellent activity!) * Share personal experiences using class discussion. * Begin planning group public product * Role-play scenarios for showing inclusiveness and discussion on how they believe they can be more inclusive in all areas of their lives. * Allow time for team project planning * Test their knowledge of all the terms covered in the PBL. * Peer critique of individual public product. * Revise individual public product. * Allow time for team project planning and outline reviewed by specialist. * Service learning project * Oral presentations of individual public product * Finalize team project planning * Present team public product * Self and peer evaluations * Final reflection   \*Religion, Sexual Orientation, and Gender are also areas that are great to delve into more detail. However, be careful not to discuss areas that parents and school districts will not approve. In addition, it is important to be knowledgeable yourself in these areas before sharing information. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Throughout they will be given time during their individual and team public product planning to critique each other and revise their work. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  School Staff  Business Professionals/Employers  Community Leaders/Organizations  Technology  Other: local college diversity offices and departments, local cultural initiatives. | **HOW will you be incorporating? (please describe)**  School staff could critique and review the public product, and be invited to the individual and team public product.  Local employers could speak to the class about the importance of inclusion in the workplace. They can also assist with creating or critiquing the public product.  Community leaders and organizations could speak to the class about tips for mobilizing people from different backgrounds to accomplish a common goal. They could also assist with creating and critiquing the public product. They could assist the students with planning service project.  Computers could be used to research terms covered in the PBL, as well as finding local guest speakers.  Local college diversity offices or community cultural initiatives could assist with the creation of the public product. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** Inclusive Leadership | | |
| **Driving Question:** As a leader, how can I use people’s differences and similarities to build unity and inclusion within my school, work, and community? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| Formative  Final Product | Journal Log Reflections  Test/Quiz | Student knows the meaning and concept of the terminology related to diversity and inclusion, and can relate it back to themselves and their community. |
| Team  Individual |
| Formative  Final Product | Journal Log Reflections  Outline  Peer Critique  Revision  Final Product Presentation  Journal Self Reflection | Student understands how their personal social identities intersect and influence the way they lead and interact with others. |
| Team  Individual |
| Formative  Final Product | Group research and presentation  Outline  Specialist Critique  Revision  Final Group presentation  Peer Evaluation | Students are able to effectively communicate what they have learned about diversity and the importance of inclusion. |
| Team  Individual |
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| **P R O J E C T W E E K O N E** | | | | |
| What is Inclusion? Open discussion on what inclusion means to them.  Using the “Seeing Things Differently” Icebreaker activities, students will learn how one’s perspective can influence the way we interact with others, which directly affects inclusion.  Students will debrief using the debriefing questions in the packet.  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Introduction of terminology. Students will be given a list of words. They will break into groups, and each group will be given 2-3 words to research. They will find the definition and put it in their own words. They will then have to share three examples relating it back to themselves what they have observed within their community.  After time is given to research, they will present what they have learned to the class. Students may use visuals, role playing, etc. to present their terms to the class.  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Pose the question, what about you makes you who you are?  Begin discussing social identities, and how they make you who you are. Students will do the Identity Wheel exercise. They will debrief using the debriefing questions on the worksheet.  The rest of the class period will be given to allow each student to individually plan their individual Public Product.  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Introducing bias, stereotypes and discrimination.  Using the fishbowl method, students will discuss stereotypes associated with different identities. This will also allow for an open dialogue about students’ personal experiences with stereotyping and bias.  Other activities that could be incorporated are the “Stereotyping” Worksheet and/or the “More Than a Label”.  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Guest Speaker: Community organization or civic leader to speak about the importance incorporating different voices when leaders are making decisions for the community.  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. |
| **P R O J E C T W E E K T W O** | | | | |
| Using interactive activities and open dialogue, discuss race and ethnicity, and how racism and prejudices can keep us from being inclusive.  Available Resources:   * How Diverse is your Universe? Worksheet * Lemonheads and Whoppers Worksheet   In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Individual Public Product work day. | Using interactive activities and open dialogue, discuss ableism, and how ableism can keep us from being inclusive.  Available Resources:   * Disability Awareness Packet   In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Students will turn in an outline of their individual public product.  Peer Critiques  Personal Revision | Guest Speaker: From local businesses known for its diversity to talk about the importance of diversity in the workplace. As well as speak to the need for employees who can work with different people from different backgrounds and be inclusive. They can share experiences of how inclusion in their businesses has led to retention and creative synergy within the organization. |

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| **P R O J E C T W E E K T H R E E** | | | | |
| Using interactive activities and open dialogue, discuss the different socio-economic statuses and how classism can affect inclusiveness.  Available Resources:  <https://www.apa.org/pi/ses/resources/publications/classroom-exercises>  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | Class will begin with specialist conducting the privilege walk. Following the privilege, specialist will debrief using debriefing question attached to the packet.  Available Resources:  <https://www.youtube.com/watch?v=hD5f8GuNuGQ>  <https://www.youtube.com/watch?v=2KlmvmuxzYE>  In the last 10 minutes, students will write in their journals what they learned, how the activities made them feel, and how they were able to connect it to their lives. | After gaining all the knowledge they have over the past several week, students can now discuss and begin planning their team public product. Students will use voice and choice to make this decision. | Team Public product work time. | Test/quiz over what they have learned so far.  The remainder of the time, students will work on their individual public products. |
| **P R O J E C T W E E K F O U R** | | | | |
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