



Discovering the **Leader** in **Me**®



MORE WAYS TO LEAD

Greetings

Greeting others properly is considered a professional manner and a leadership skill. What you do and say in the first few minutes of meeting a person is very important.

FORMAL GREETINGS

When you meet someone for the first time, you use a more formal greeting.

1. Smile.
2. Introduce yourself.
 - *"Good Morning. How do you do?"*
 - *"I'd like to introduce myself, my name is _____."*
3. Speak and act sincerely.
4. Look at the other person.
5. Consider adding a compliment.
 - *"I really like your sweater."*
 - *"I've heard so many great things about you."*
 - *"I have been looking forward to meeting you."*

When asked, *"How are you?"*

A formal response would be, *"I'm fine. How are you?"*

INFORMAL GREETINGS

Following the first meeting, you use a more informal greeting.

1. Smile.
2. Say, *"Hi. How are things going?"*
3. Speak and act sincerely.
4. Look at the other person.
5. Consider adding a compliment.
 - *"I really had fun last time we were together."*
 - *"I'm glad you're here."*

If asked, *"How are you?"*

An informal response would be, *"I'm doing fine."*



With a partner, write an "F" if the example sounds formal. Write an "I" if the example sounds informal.

F = FORMAL

- ☐ "Very nice to meet you."
- ☐ "Hey, what's up?"
- ☐ "What's goin' on?"
- ☐ "May I introduce myself?"
- ☐ "How you doin'?"

I = INFORMAL

- ☐ "That is very kind of you to say."
- ☐ "Nice to see you again."
- ☐ "Hi, how have you been?"
- ☐ "Nice to meet you, sir."
- ☐ "What may I do to help you?"

With a partner, complete the sentences:

GREETINGS show good manners because

GOOD MANNERS show leadership because





Hard Work

MORE WAYS TO LEAD




Work can be defined as any meaningful, productive activity. Hard work is rewarding and critical to your character development and leadership ability.

Why is hard work important in each of the following examples?

Hard Work

Purpose or Benefit


At soccer practice, you run extra laps around the field.



You study the math assignment and ask for help on problems you do not understand.



You help wash the dishes after dinner.



You memorize an inspiring poem that you want to share with a friend.



WORKING HARD ON A MEANINGFUL PROJECT BRINGS SATISFACTION, SELF-CONFIDENCE, AND A FEELING OF WORTH.



WORK HARD

Who is someone you know that works hard?

How has that person's hard work paid off?

When have you worked or studied hard?

How has your hard work paid off?




Be a Model

MORE WAYS TO LEAD




Role models are people with qualities like hard work, patience, and determination. You can lead by being a role model for others.

NO SUGAR, PLEASE



Gandhi was a very influential leader in South Africa and his home country of India. He fought for people to be treated fairly. Gandhi did not believe he had to do violent things to have his voice heard. In fact, he saw being violent as a sign of weakness.

Because of how Gandhi lived his life and what he taught, many people went to him for advice. One such person was a young mother who was very concerned because her son ate too much sugar.



The mother knew her son looked up to Gandhi as a role model. She hoped that if Gandhi would tell him to not eat so much sugar, then maybe he would stop. But when she asked Gandhi to talk with her son, Gandhi told her to come back in two weeks.

The mother was disappointed that Gandhi did not speak to her son, but did as he told her. In two weeks, she returned. This time, Gandhi greeted her son with a warm smile. After talking with him a short while, Gandhi said to the boy, "Son, do not eat so much sugar."

This greatly pleased the mother, but it also perplexed her. "Why did you not tell this to my son two weeks ago?" she asked. Gandhi grinned and replied, "Young mother, two weeks ago I was also eating too much sugar."

Think about a role model you know—someone you admire and want to be like.

My role model is...

I see him or her as a role model because...

Whether you realize it or not, someone may be looking to you as a role model.

What makes you a positive role model?



How can you be an even better role model?



Compliments

Sincere compliments mean a lot to people. Knowing how to give sincere compliments is both a leadership skill and an example of professional manners.

WHAT TO KNOW ABOUT COMPLIMENTS:

- Everyone benefits by giving and receiving compliments.
- Compliments can be about something special or unique about another person.
- A sincere compliment matches your facial expression and tone of voice.
- Modeling how to give compliments encourages others to do it.
- Compliments can be when someone has done a job well or special for others.
- Compliments help people feel their worth and potential.

How do **sincere** compliments make you feel?

How do **insincere** compliments make you feel?



Leaders establish clear expectations for what they see as quality work.

Imagine you are a teacher. Your students get all of their work done, but you know they can do better. On the upcoming project, you really want them to deliver quality work. The upcoming project is a three-page research paper on a topic of their choice.

You decide to share your expectations for quality work.

What expectations would you give them?

QUALITY-WORK EXPECTATIONS:

EXAMPLE:

Expectation 1: The paper will be three pages.

Expectation 2:

Expectation 3:

Expectation 4:

Expectation 5:

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great happens here



Greetings

Good manners, including greetings, show respect and courtesy. First impressions are important. Leaders are proactive by greeting others appropriately. In this lesson, students discover:

- Different situations require different greetings.
- Greetings can be formal or informal
- When to use a formal or an informal greeting.

MAIN LESSON (30 MINUTES)

- ? How do you greet someone for the first time?
Allow time for student responses.

- ≡ Greeting others properly is considered a professional manner and a leadership skill. What you do and say in the first few minutes of meeting someone is very important. Different situations require different greetings.

Guide students to page 66. Have students review the page with a partner.

- ≡ As a leader, your first impression is important. When you greet others appropriately, you leave a good first impression.

Allow time for several volunteers to practice a formal and an informal greeting using the prompts in the guide. If time allows, have all students practice with a partner.

Notes & Reflections

Guide students to page 67.

- With a partner, write an “F” if the example sounds formal. Write an “I” if the example sounds informal.

Allow time to complete the activity. Discuss as a class.
(First column: F, I, I, F, I. Second column: F, F, I, F, F).

- Why do greetings show good manners?
First, ask students to think quietly about the question. Next, ask students to share with a partner. Finally, share ideas with the class.

- Why do good manners show leadership?
Use “discussion prompts.”

- Write your thoughts to complete the sentences.
Allow time to complete the activity.

- The way you greet others can leave a strong first impression. Choosing an appropriate greeting is both a professional manner and a leadership skill. Appropriate greetings are a sign of a respectful and proactive leader.

Notes & Reflections

Greetings

Greeting others properly is considered a professional manner and a leadership skill. What you do and say in the first few minutes of meeting a person is very important.

FORMAL GREETINGS

When you meet someone for the first time, you use a more formal greeting.

1. Smile.
2. Introduce yourself.
 - “Good Morning. How do you do?”
 - “I’d like to introduce myself, my name is _____.”
3. Speak and act sincerely.
4. Look at the other person.
5. Consider adding a compliment.
 - “I really like your sweater.”
 - “I’ve heard so many great things about you.”
 - “I have been looking forward to meeting you.”

When asked, “How are you?”
A formal response would be, “I’m fine. How are you?”

INFORMAL GREETINGS

Following the first meeting, you use a more informal greeting.

1. Smile.
2. Say, “Hi. How are things going?”
3. Speak and act sincerely.
4. Look at the other person.
5. Consider adding a compliment.
 - “I really had fun last time we were together.”
 - “I’m glad you’re here.”

If asked, “How are you?”
An informal response would be, “I’m doing fine.”

MORE WAYS TO LEAD

With a partner, write an “F” if the example sounds formal. Write an “I” if the example sounds informal.

F = FORMAL	I = INFORMAL
<input type="checkbox"/> “Very nice to meet you.”	<input type="checkbox"/> “That is very kind of you to say.”
<input type="checkbox"/> “Hey, what’s up?”	<input type="checkbox"/> “Nice to see you again.”
<input type="checkbox"/> “What’s goin’ on?”	<input type="checkbox"/> “Hi, how have you been?”
<input type="checkbox"/> “May I introduce myself?”	<input type="checkbox"/> “Nice to meet you, sir.”
<input type="checkbox"/> “How you doin’?”	<input type="checkbox"/> “What may I do to help you?”

With a partner, complete the sentences:

GREETINGS show good manners because _____

GOOD MANNERS show leadership because _____

Ryan

Jessie

66 MORE WAYS TO LEAD (HABIT 7 AND BEYOND)

MORE WAYS TO LEAD (HABIT 7 AND BEYOND) 67

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (15 MINUTES)

One soft ball to throw.

Play “Glad to See You.”

Have students stand in a circle. One student starts by greeting a student of his or her choice while tossing the ball to that person. The receiving student returns the greeting, then chooses the next student to greet while tossing the ball. The procedure is repeated until every student has been greeted.

Option: Add more balls and keep time to see how fast everyone can be greeted.



INDIVIDUAL APPLICATION (15 MINUTES)

With students in small groups, have them choose a country and present an appropriate greeting for their country to the class.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe students' answers during the "Main Lesson."



DIFFERENTIATION OPTIONS

- Practice both formal and informal greetings with partners or role-play as a class.
- Provide a word bank and/or sentence starters during the "Main Lesson."
- Present various situations to provide an opportunity to identify when formal conversation are appropriate and when informal conversation are appropriate.
- Provide additional time for writing tasks.
- Invite the principal or other staff to visit so students can practice greeting visitors to the classroom.
- Prepare cue cards for students to follow while practicing greetings.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about giving an appropriate greeting.
Ask your child, "How does an appropriate greeting show leadership?"

Hard Work

Leaders work hard. When we work hard, we gain an appreciation for the effort, time, and patience that go into worthwhile endeavors. Hard work makes us stronger physically and mentally. Learning to work hard is essential to growth as a person and as a leader. In this lesson, students discover:

- We become stronger when we are challenged by hard work.
- We feel more capable when we accomplish difficult things.
- Work gives us satisfaction.

MAIN LESSON (20 MINUTES)

? How do you feel after you have worked hard?
Allow time for student responses.

= Work is any activity involving mental or physical effort done to achieve a purpose or result. The purpose of my work as a teacher is to help bright, young people, like yourselves, gain the knowledge and skills needed to contribute to and function in society. Working hard on a meaningful project brings satisfaction, self-confidence, and a feeling of worth.

Guide students to page 68.

= Hard work is rewarding and is critical to your character development and leadership ability.

? Why do you think that is?
Discuss as a class.

= On this page are several examples of hard work. Read each one and the purpose or benefit of the hard work.
Allow time to complete the activity. Have volunteers share.

Notes & Reflections

Guide students to page 69.

- ☞ Hard work can be very satisfying.
- ❓ Who is someone you know that works hard? How has that person's hard work paid off?
Have several volunteers share.
- ☞ Think about people you know who work hard. Then think about times you have worked hard. Answer the questions. When you are finished, we will discuss the questions together.
Allow time to complete the activity. Discuss as a class.
- ☞ Gaining an education is very much worth the hard work it takes, because it will have a big impact on your life. Hard work brings satisfaction and helps develop your character. You learn from hard work and grow as a leader from it.

Notes & Reflections

Hard Work

Work can be defined as any meaningful, productive activity. Hard work is rewarding and critical to your character development and leadership ability.

Why is hard work important in each of the following examples?

Hard Work	Purpose or Benefit
At soccer practice, you run extra laps around the field.	
You study the math assignment and ask for help on problems you do not understand.	
You help wash the dishes after dinner.	
You memorize an inspiring poem that you want to share with a friend.	

WORKING HARD ON A MEANINGFUL PROJECT BRINGS SATISFACTION, SELF-CONFIDENCE, AND A FEELING OF WORTH.

WORK HARD

Who is someone you know that works hard?

How has that person's hard work paid off?

When have you worked or studied hard?

How has your hard work paid off?

68 MORE WAYS TO LEAD (HABIT 7 AND BEYOND)

MORE WAYS TO LEAD (HABIT 7 AND BEYOND) 69

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (30 MINUTES)

Ideas for a worthwhile class project (examples below).

Plan and execute a class service project:

1. **Brainstorm and investigate ideas.**
 - Allow students to discuss needs they see in the community.
2. **Plan and prepare.**
 - After brainstorming a list of ideas, break students into groups and assign each group one need. Working in teams, brainstorm possible hands-on service projects that would meet the need.
 - Have groups share their ideas. Together, decide on one achievable project.
 - As a class create a goal, an action plan, and a timeline.
3. **Take action.**
4. **Reflect, celebrate, and give thanks.**
 - Once the project is complete, hold a plus/delta session to discuss what went well, how the students felt as leaders, and what could be improved.
 - Celebrate your success and thank everyone who helped.

(Examples: Clean a common space in the school, develop a motivational bulletin board, set up a tutoring program, begin a community-service project, etc.)



INDIVIDUAL APPLICATION (10 MINUTES)

Have students journal about the rewards, benefits, and results of the hard work they experienced during the class service project.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Have students journal in response to the question, “Why is hard work satisfying?”



DIFFERENTIATION OPTIONS

- Invite students to answer the question, “How do you know when you have worked hard?”
- Discuss the difference between tangible rewards such as a grade or paycheck, and intrinsic rewards, such as satisfaction during the “Main Lesson.”
- Identify and sequence the necessary steps to achieve the class project outlined in “Class Application.”
- Allow students to dictate answers or provide multiple-choice answers during the “Individual Application.”
- Form discussion groups during the “Main Lesson.”
- Have students draw pictures to illustrate what hard work looks like to them.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about the reward that comes from hard work. Ask your child, “When have you felt the reward of working hard?”

Be a Model

Role models come into our lives in a variety of ways. They can be educators, civic leaders, mothers, fathers, peers, and people we encounter every day. A role model may not be the person with the best job title, the most responsibility, or the greatest fame. A role model is anyone who inspires us to achieve our potential in life. In this lesson, students discover:

- We can be a role model each day, in some way.
- Being a positive role model is an important part of leadership.
- Our role models influence the kind of role model we are for others.

MAIN LESSON (20 MINUTES)

- ? Have you ever watched someone learn how to “do it yourself”? Why does it help?

Allow time for student responses.

Relate a personal example of where you looked to a role model to gain a skill or an accomplishment.

- ☞ As a student, you are influenced by a variety of adults and peers. Depending on whom you choose, these role models can have a positive or a negative influence. Role models can have a negative influence if they push you toward unhealthy behaviors like bullying, cheating in school, or drug use.

- ☞ Positive models are people with qualities like hard work, patience, and determination. You can lead by being a role model for others.

Guide students to page 70. Read “No Sugar, Please” aloud.

- ? In this story, how was Gandhi a positive role model?
Discuss as a class.

Notes & Reflections

Guide students to page 71.

- Think about a role model you know—someone you admire and want to be like. Then complete the sections at the top of the page.

Allow time to complete the activity. Have volunteers share their role models and why they consider the person to be a role model.

- Whether it's a younger sibling, a friend, or someone else, you are a role model for someone. The best role models have a clear set of values, a commitment to others, an acceptance of others, and an ability to overcome obstacles.

- What makes you a positive role model? How can you be an even better role model?

Allow time to complete the activity.

- The role models you choose will influence the kind of role model you are. Each one of you has the potential to be a positive role model for others.

Notes & Reflections

Be a Model

Role models are people with qualities like hard work, patience, and determination. You can lead by being a role model for others.

NO SUGAR, PLEASE

Gandhi was a very influential leader in South Africa and his home country of India. He fought for people to be treated fairly. Gandhi did not believe he had to do violent things to have his voice heard. In fact, he saw being violent as a sign of weakness.

Because of how Gandhi lived his life and what he taught, many people went to him for advice. One such person was a young mother who was very concerned because her son ate too much sugar.

The mother knew her son looked up to Gandhi as a role model. She hoped that if Gandhi would tell him to not eat so much sugar, then maybe he would stop. But when she asked Gandhi to talk with her son, Gandhi told her to come back in two weeks.

The mother was disappointed that Gandhi did not speak to her son, but did as he told her. In two weeks, she returned. This time, Gandhi greeted her son with a warm smile. After talking with him a short while, Gandhi said to the boy, "Son, do not eat so much sugar."

This greatly pleased the mother, but it also perplexed her. "Why did you not tell this to my son two weeks ago?" she asked. Gandhi grinned and replied, "Young mother, two weeks ago I was also eating too much sugar."

MORE WAYS TO LEAD

Think about a role model you know—someone you admire and want to be like.

My role model is...

I see him or her as a role model because...

Whether you realize it or not, someone may be looking to you as a role model.

What makes you a positive role model?

How can you be an even better role model?

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (15 MINUTES)

A short summary of a historical role model you admire; one copy for each student or the ability to project it at the front of the room.

Briefly introduce your role model. Have students read the summary.

As a class, identify the competencies and character traits that make this person a positive role model.



INDIVIDUAL APPLICATION (25 MINUTES)

Have students write a persuasive essay on the role model of their choice. The purpose of the essay is to persuade the reader that the person is a positive role model.

Students should include the attributes, traits, and qualities they believe qualify the person as a positive role model.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe the role models students identify.



DIFFERENTIATION OPTIONS:

- Have students identify leadership roles they currently hold or have held and how their leadership in the role can model behavior for others.
- Reference peer modeling and how that is used in the classroom.
- Evaluate a famous person and discuss what he or she had to achieve or overcome.
- Consider providing sentence starters during the “Main Lesson.”
- After selecting a historical role model, have student sequence that person’s life events. What did he or she have to overcome? What tough decision did that role model have to make?



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about what makes a positive role model. Ask your child, “Who is a positive role model for you and why?”

Compliments

The ability to give compliments graciously is a leadership skill. Compliments build the confidence of both the recipient and the giver. Sincere compliments are the result of empathy and gratitude. In this lesson, students discover:

- Giving compliments is a leadership skill.
- Giving sincere compliments builds confidence in others.
- Giving compliments builds our own confidence.

MAIN LESSON (20 MINUTES)

- ? What is the best compliment you have ever received? How did it make you feel?

Allow time for student responses.

- = Today we are going to practice the leadership skill of giving sincere compliments. The ability to give sincere compliments is a leadership skill because compliments reflect gratitude, give recognition, and show a willingness to consider others.

Share a compliment you've received. Express how it made you feel.

Guide students to page 72. Have students read the introductory paragraph with a partner.

Read "What to Know About Compliments" aloud.

- ? How do sincere compliments make you feel?
- ? How do insincere compliments make you feel?

First, ask students to think quietly about the questions. Next, ask students to share with a partner. Finally, write ideas in the space provided.

Notes & Reflections

Guide students to page 73.

- With a partner, choose five people in the school and create a compliment for each person. Choose both adults and students.

Allow time to complete the activity.

Then have pairs of students share their ideas with another pair.

- Why is giving a compliment considered a win-win?
Discuss as a class. Then have students write the answer.

- Giving someone a sincere compliment requires some effort. But when you take the time and make the effort to notice the good in others, it makes both you and the other person feel great. You will find that giving compliments allows you to see both the good in others and the good in yourself. Win-win!



Notes & Reflections

Compliments

Sincere compliments mean a lot to people. Knowing how to give sincere compliments is both a leadership skill and an example of professional manners.

WHAT TO KNOW ABOUT COMPLIMENTS:

- Everyone benefits by giving and receiving compliments.
- Compliments can be about something special or unique about another person.
- A sincere compliment matches your facial expression and tone of voice.
- Modeling how to give compliments encourages others to do it.
- Compliments can be when someone has done a job well or special for others.
- Compliments help people feel their worth and potential.

How do sincere compliments make you feel?

How do insincere compliments make you feel?

MORE WAYS TO LEAD

With a partner, choose five people in the school and create a compliment for each person. Choose both adults and students.

PERSON	COMPLIMENT

Why is giving a compliment considered a win-win?

72 MORE WAYS TO LEAD (HABIT 7 AND BEYOND)

MORE WAYS TO LEAD (HABIT 7 AND BEYOND) **73**

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Play ***“Pass It On.”***

Sit in a circle with students. Pay a compliment to the student to your left. Then invite that student to pass a compliment to the person to his or her left. Continue around the circle until everyone has received and given a compliment. Challenge students to give genuine compliments.

- ❓ How did it feel to give a compliment?
 - ❓ How did it feel to receive a compliment?
 - ❓ Which did you find more difficult? Why?
- Discuss as a class.**



INDIVIDUAL APPLICATION (20 MINUTES)



It feels great when positive actions or contributions you make are noticed. But sometimes people get caught up in their own concerns and don't notice. That's when you need to be kind to yourself. Seeing and acknowledging the good in yourself can help you see and acknowledge the good in others.

Have students write a compliment to themselves. Have volunteers share.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe as students identify ways to compliment others.



DIFFERENTIATION OPTIONS

- Watch video clips of people giving compliments to open the lesson.
- Set containers on students' desks. Students can write each other compliments and drop them into the containers.
- Identify as many ideas as possible to complete the sentence, "I feel _____ when someone gives me a sincere compliment."
- Provide a list of compliments to use during the "Class Application."
- Have students discuss in pairs things to compliment that they see in each other.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about giving compliments. Ask your child, "What is the best compliment you have ever received?"

Quality Work

Quality work is about more than just getting the job done, it is about getting the job done right. Leaders identify the criteria and expectations behind their tasks to deliver quality work. In this lesson, students discover:

- Leaders don't just produce work, they strive for quality work.
- Quality is a function of meeting, and even exceeding, expectations.
- Doing quality work builds self-confidence.

MAIN LESSON (20 MINUTES)

- ? What do you think when you hear “quality work”?
Allow time for student responses.
- ☞ Quality work is much more than just getting work done. Quality work is doing the right work in the right way. Leaders have high-quality expectations for the work they do.
- ☞ Think about your favorite sandwich. Chances are you have a favorite combination of ingredients with your favorite condiments or toppings. Done well, it's a quality sandwich.
- ☞ When I receive work that is well thought out, I can tell almost immediately that it's going to be great and that it has all of the characteristics of quality work, much like your sandwich.
- ☞ But sandwiches with odd ingredients or soggy sandwiches have all the characteristics of poor-quality work. It's still a sandwich, but you can tell that person who made it didn't seem to care.

Guide students to page 74.

Divide the class into discussion groups of four to five students. Have each group discuss and write answers to the questions. Then discuss as a class.

Notes & Reflections

Guide students to page 75. Read the paragraph at the top aloud.


- ☞ Quality work addresses the content and expectations of the assignment. Creativity is good; extra effort is great. But the end result needs to meet the expectations that were given.
- ☞ With your same group, write expectations you think would be important to produce quality work. Be prepared to share your answers and justify your thoughts. Everyone should write the expectations. I will choose one representative from each group to share.

**Allow time to complete the activity. Discuss as a class.
Use “discussion prompts.”**

- ☞ Producing quality work takes more time and effort, but it results in feelings of satisfaction and pride. Striving to do your best by having high expectations for yourself is a sign of a leader.

Notes & Reflections

Quality Work



Quality work is doing the right work in the right way. Leaders have high-quality expectations for the work they do.

Write your answers in the spaces below.

What do you do differently when you produce quality work?

EXAMPLE: I take my time.

How does quality work look and feel different from other work?

EXAMPLE: I am proud of the work.

MORE WAYS TO LEAD

Leaders establish clear expectations for what they see as quality work.

Imagine you are a teacher. Your students get all of their work done, but you know they can do better. On the upcoming project, you really want them to deliver quality work. The upcoming project is a three-page research paper on a topic of their choice.

You decide to share your expectations for quality work.

What expectations would you give them?

QUALITY-WORK EXPECTATIONS:

EXAMPLE:

Expectation 1: The paper will be three pages.

Expectation 2:

Expectation 3:

Expectation 4:

Expectation 5:

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MORE WAYS TO LEAD (HABIT 7 AND BEYOND) **75**

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Select a recently completed project or paper you assigned for your class.

At the front of the room, capture students' ideas around criteria that would act as a measure of quality work for that assignment.

Then have students peer-assess the quality of a partner's work based on the established criteria.

Allow time for students to coach each other on ways to improve the quality of their work.



INDIVIDUAL APPLICATION (20 MINUTES)

Have students reflect on the quality of work they typically submit. Then have students reflect on the ideas they were given by their partner during the "Class Application."

Next, have students select one of the ideas and write and/or illustrate a quality-work "advertisement."

Display the advertisements in the classroom.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Exit ticket: Students list three criteria for quality work.



DIFFERENTIATION OPTIONS

- Open the lesson by showing students a soggy sandwich and a “perfect” sandwich. Have a discussion about the characteristics of each. Connecting the sandwich analogy to student work, pair the soggy sandwich to poor quality work and the perfect sandwich to good-quality work.
- Have students actually make sandwiches while encouraging quality work during the “Main Lesson.”
- Create a visual to show the placement of a soggy sandwich (bottom) and a perfect sandwich (top). Connect this to student work.
- Have students critique anonymous, younger students’ work during the “Class Application.”
- Create a quality-work collage or drawing in place of an advertisement during the “Individual Application.”



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about the importance of quality work. Ask your child, “What is the benefit of doing quality work?”

The
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great happens here