

CLASS AGREEMENT

Focus Area:	Introduction
Intro to Elevate:	Semester 1, Week 2, Lesson 1 (S1W2L1)
Lesson Duration:	50 minutes

OVERVIEW

Students will discuss healthy families and safe environments, review classroom procedures and syllabus, create a list of reasons why learning with the vision and purpose of Elevate matters, and work in groups to construct class agreements.

ELEVATE OBJECTIVES

Introduction

- Understand and justify the purpose of Elevate, class expectations and why their learning matters.
 - *Students will identify what makes a class safe.*
 - *Students will review the class agreement and add or subtract parts of the agreement.*

COMMON CORE OBJECTIVES

• CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

• CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CASEL COMPETENCIES:

- Self-Awareness, Self-Management

7 PARTS OF A WHOLE PERSON:

- Social, Emotional

Materials

- Handouts (one per student)
 - *Bell Work: "What Does it Look Like"*
 - *"Class Agreement"*
 - *"Elevate Parent/Guardian Letter"*
- 4 Flipcharts (one per group)
- "Quieting Strategies" (one per teacher)
- Elevate Portfolios and *"Portfolio Page #6"*

Preparation

- Room Set-Up: desks arranged in groups of four
- Write the Elevate Objectives on the board

Strategies and Best Practices Used

- Think-Pair-Share
- Brainstorming
- Small Group Work
- Journal

Suggestions for Supplemental Learning

- Students can take a gallery walk to look at all flipcharts, then come together to form whole agreement.
- **IMPORTANT:** Teachers should make a poster out of the final class agreement to reference throughout the year with current and new transfer students. Be creative! For inspiration: <https://www.postermymwall.com/index.php/I/school-posters#.W93ARZKhPb>

Warm-Up
Think/Pair/Share
10 minutes

Team Teaching



#1: G



#2: BW



#3: A

BELL WORK: WHAT DOES IT LOOK LIKE?

This activity is meant to help create a shared vision of what positive culture looks like in the classroom and at home, as a foundation for today's lesson on class agreements and class-chosen quieting procedure to learn and practice.

- **G Teacher** welcomes students as they enter the classroom.
- **A Teacher** engages students and checks in with them as they sit.
- **BW Teacher** gives examples from “*Quieting Strategies*” and practices 2-3 that the class chooses (take a quick class vote).
- **BW Teacher** asks students to brainstorm other strategies and practice them each once or twice (these can be commercial jingles or any other appropriate quieting strategy.)
- **A Teacher** hands out Bell Work: “*What Does It Look Like?*” to each student.
- Bell Work questions:
 - *If you created a Twitter post about how your day is so far, what would it be?*
 - *What does a safe environment in class look like?*
 - *Possible answers: A place where I can be myself, feel like I can share my opinions and ideas, and not be teased, bullied, or threatened*
 - *How do you think the healthiest and happiest families treat each other?*
 - *Possible answers: supportive, respectful, do fun things together, helpful*
- **BW Teacher** allows 3-5 minutes for bell work completion.
- **Teacher(s)** should model this activity first, and then check that students understand what they are being asked to do before moving on.

{TEACHER TIP}

This is a good opportunity for teachers to self-disclose, sharing their own ideas of a safe environment and how a healthy, happy family treats each other.

- **BW Teacher** asks students to share BW responses with a student sitting nearest them.
- **A Teachers** should observe and support partner work throughout this activity.
- Allow two minutes for partner sharing, and then **BW Teacher** calls on several students to share their responses with the whole group.

MINI-LESSON: WHY DOES IT MATTER?

This activity is intended for students to gain background knowledge for the following small group activity of designing a class agreement. This activity should build buy-in, awareness and respect for agreements and for expected behavior.

Brainstorming
10 minutes

Team Teaching

★ #1: L

📋 #2: A

📋 #3: A



Lead Teacher Says: “Welcome! Today we’re going to make sure we all know what to expect this year in Elevate. Our ultimate goal is to transform our city by making the most of OUR life skills and character qualities. When we start to transform who WE are and where WE are going, others notice and strive for more in their own lives. Before you know it, change starts to take place in the school and community through vision, courage, integrity, responsibility, leadership, respect, caring, career-mindedness, decision making, communication, goal setting and problem solving.”

- **Lead Teacher** prompts a group brainstorming session using these questions (ask an **A Teacher** or student scribe to write responses on the board):
 - Why does our learning in Elevate this year matter?
 - in our own lives?
 - to our families and friends?
 - to our school and community?
 - Look for answers like: We’ll be able to set goals and make changes together, we’ll treat one another with more respect and be happier, we’ll make an impact and transform our community together.
- Allow about three minutes per question above.
- **Teacher(s)** should encourage student movement within this activity for improved student engagement and content retention.

ACTIVITY: DESIGN AN AGREEMENT

Small Group Work

15 minutes

Team Teaching

★ #2: L

📋 #3: A

📋 #1: A



This activity is intended with the goal of students understanding through analysis, their class rules and expectations to agree on a shared set of behavior expectations in their Elevate class, and why the agreement is important to how the class will function best.

Lead Teacher Says: “Now we’re going to break up into small groups to evaluate our class agreement and make it our own. We need to have a class agreement that we can all commit to for the best experience possible this year.”

- **A Teachers** divide the students into groups of four, counting of 1-4, and hand out “Class Agreement” to each student. **Teachers** can also project this handout on the board for the class to see, or if students have laptops, this handout can be accessible in a student Google drive or similar platform.
- **Lead Teacher** explains the instructions for the activity:

- *Small groups will read through each section of the Class Agreement, filling in the blanks and making notes where they would add, change or omit words or phrases onto the closest flipchart.*
- *For each section that your small group reviews, you must have 100% agreement before moving on to the next section of the agreement.*
- *If there is disagreement, your group needs to problem-solve and either find a compromise or win one side over to the other side (without forcing anyone to agree to something he/she does not feel comfortable with.)*
- **Lead Teacher** explains that students will have about ten minutes for this activity.
- If there is any confusion at all about what is expected of students, then **Teacher(s)** should model the activity prior to moving forward.
- **All Teachers** walk the room to support, while observing discussions and flipchart work.
 - *Fill in the blank answers:*
 - *1) agreements*
 - *2) teachers*
 - *3) team*
 - *4) future*
 - *5) risks*
 - *6) ideas*
 - *7) leader*
 - *8) habit*
 - *9) focused*
 - *10) respect*
- After ten minutes, **Lead Teacher** calls on each small group to present their flipchart ideas with the whole class.
- Each group has about one minute to present their flipchart notes, including why they made the changes they did.
- **Teachers** can choose to evaluate students and teams on their product, process and/or ability to demonstrate their learning. Teachers should let students know if they plan to evaluate them and on which specific skills.
- **Teacher(s)** should facilitate student movement in this activity to maximize student participation and learning experience.

Student Action: *After students sign the agreement, ask for students to take home the parent/guardian letter and discuss it with their parent/guardian. It is your choice if you wish to have parent/guardians sign the letter.*

EXIT STRATEGY AND TAKE-AWAY

- Come to a consensus about how their final class agreement should be worded.

15 minutes

Team Teaching

 #3: L

 #1: A

 #2: A

{TEACHER TIP}

If there are changes that the class agrees to, you may retype the class agreement to incorporate these changes prior to the next class.

- Ask students to write in their portfolio a brief answer to these questions:
 - *Which classroom agreement do you agree with most (which seems the most important)?*
 - *Which character quality do I need to practice the most?*
- Allow about fifteen minutes for portfolio writing. Students should have the option to use keywords, complete sentences, labeled pictures or symbols, voice-to-text or other varieties of answer forms that will convey the same message in their final product.
- Close this activity by thanking students for their work and participation today, and letting them know that this week in their portfolio and map work they will focus on what they need to put into school to get something worthwhile out of it.

Student Action: Let students know that they will need to bring the parent/guardian letter back for easier communication. These should be kept in a class folder.

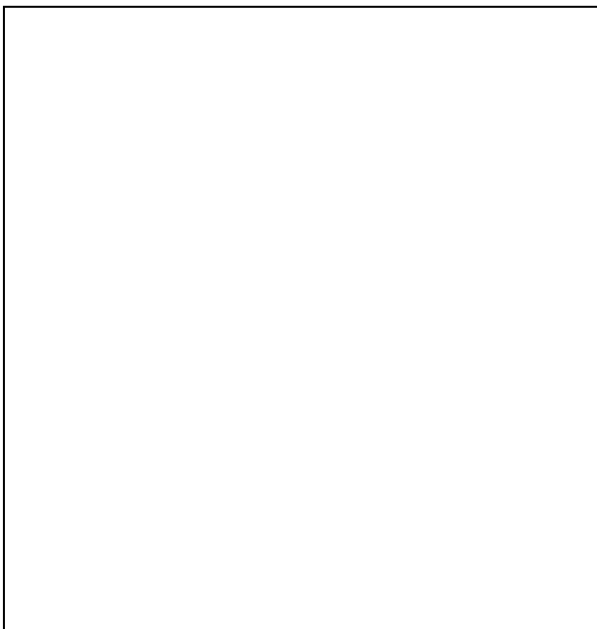
- Make sure to collect Bell Work and Portfolios as students exit.

PORTFOLIO PAGE #6

DATE: _____

Write and/or draw your answers to the following questions. You have about 5 minutes.

Which classroom agreement do you agree with the most (which is the most important to you?)



Which character quality do you need to practice the most?

Circle one:

Vision
Courage
Integrity
Responsibility
Positive Work Ethic
Respect
Caring

BELL WORK: WHAT DOES IT LOOK LIKE?

If you created a twitter post about how your day is so far, what would it be?

1. What does a safe environment in class look like?

How do you think the healthiest families treat each other?

CLASS AGREEMENT

Word Bank to fill in the blanks

risks
ideas

leader
future

teachers
respect

habit
agreements

focused
team

At ELEVATE, we operate on agreements, not expectations. Expectations are a set of rules or actions that someone else has placed over you and that you have to follow. Often, our human nature tends to push back against expectations. But an agreement is different. _____ (1) are when *all* parties, in this case, all students and _____ (2) agree on a set of behaviors that we commit to practice. Agreements allow everyone a voice and the power to commit to something they know they can do and want to do.

Great teams have seven essential characteristics. We will be a great _____ (3), so these seven characteristics represent our core responsibilities to each other.

Vision	Plan for and commit to a better future
Courage	Take risks to do good
Integrity	Live out values with consistency and in all circumstances
Responsibility	Fulfill commitments faithfully
Positive Work Ethic	Work hard with conviction and passion
Respect	Honor self and others
Caring	Meet others in their place of need

Vision: *Plan for and commit to a better* _____ (4)

In the ELEVATE classroom, we know that we must begin with a clean slate and that from this day forward we agree to create a plan to build a better future for our selves, our friends, our family and our community.

In and out of class, this looks like: Behaving as a leader from today onward regardless of our previous actions. We plan for the future through making intentional and planned decisions to improve our lives and the lives of others.

Courage: *Take* _____ (5) *to do good*

The reason ELEVATE exists is to *fan the flame* of your spirit by helping you to discover and carry out your passions while building a lifelong relationship with you. It takes courage to risk building a relationship with others. We know there will be obstacles and those who will tell you that it's not worth it. It takes courage to not join with the crowd because we know that when we act with passion we will triumph, good always wins.

In and out of class, this looks like: Be willing to truly be ourselves, share our _____ (6), stand up for others and never go along with the crowd because it's the easy thing to do. Exploring ideas to make something (or someone) better, speaking up and sharing your voice, looking at circumstances with an open mind and open eyes to new perspectives and possibilities.

Integrity: *Live out values with consistency and in all circumstances*

As an ELEVATE _____ (7), we understand that we want to do the right thing, the right way, in all areas of our life, even when no one is watching. We understand that we are role models for others in our school and in our community.

In and out of class, this looks like: Being our best selves always and taking the time to really think before making decisions and being honest with others in a kind and caring way.

Responsibility: *Fulfills commitments faithfully*

We are accountable to one another and ourselves...all the time. We know the only way to grow is by changing our behavior and making a _____ (8) of that positive behavior. We agree to hold our classmates, our mentors/teachers, and ourselves responsible for upholding our agreements and to act according to a high moral code.

In and out of class, this looks like: Being on time, remaining fully engaged through all of class, coming to class prepared, following set classroom procedures, turning in your work on time and with excellence, not passing blame on others.

Positive Work Ethic: *Work hard with conviction and passion*

We know there is only one way to take on life: with 100% determination and a full-force dedication and drive to be successful. We understand that we are role models for others in our school and in our community and that when we work hard, others naturally follow and work hard as well. We know that others will try to distract us from our mission, but when we stay _____ (9) on our hard work as a team has an exponentially positive effect on others.

In and out of class, this looks like: Creating exceptional work each and every day in class. Staying on task during classroom discussions. Going above and beyond to teach the very best lesson possible to the Little ELEVATE students.

Respect: *Honor self and others*

We know that leaders approach every situation and person with a sense of _____ (10). We understand that when we make a decision it almost always impacts others. We understand that we must create and maintain healthy boundaries for our own behavior and the behavior of others. We know that even the best of leaders listen to others, heed a mentor's advice, and need correction at times.

In and out of class, this looks like: Making a great first impression, we identify and tell others of our personal boundaries and are willing to act to protect those boundaries.

We agree to operate with two classroom procedures to promote respect of the teacher and other students:

- 1) The Class Opening: We will open class by 'centering' ourselves through a 30-second to 1-minute exercise. The exercise might look different from class to class, but is meant to help us to enter Elevate with a clear mind and strong focus.
- 2) Getting Your Attention: You will have the opportunity to speak a great deal in class, so we will operate class with a few attention getting strategies, such as "RESPECT".

Caring: Meet others in their place of need

ELEVATE relationships are critical to our success within this class and well beyond. We know we are building life-long relationships every single day and we agree to treat each other with kindness, respect, gratitude, and love.

In and out of class, this looks like: Speaking with kindness, going out of your way to be nice, and looking out for others, proactively seek out ways to help.

A final note:

The ELEVATE experience is so much more than a class. You will be challenged, you will grow, you will learn, and it will be **hard**. Trust us, the challenge is totally worth it.

We are so glad you are on our team!

Signature

Date

Name

Class Period

ELEVATE PARENT/GUARDIAN LETTER

Dear ELEVATE Parents/Guardians:

We are so glad your student is with us!

ELEVATE is not just a class; it is an experience. Your student will get the chance to impact the lives of many people, and undoubtedly along the way they will find that they too have changed for the better.

ELEVATE and its root organization, Colorado Uplift, have over 30 years of experience helping urban youth across the nation connect more and achieve more. We have helped thousands of students become doctors, lawyers, business owners, church leaders, educators and other professionals who are literally changing the world for the better, right now. Just like we know your students want and have the capacity to do!

WHY WE ARE HERE:

We build long-term, life-changing relationships with urban youth.

ELEVATE USA is dedicated to your child! We are here to help them learn more, achieve more and impact more. We believe in them and know our nation, and world, will be better because of their dedication to live out their potential and lead others do the same.

HOW WE ACCOMPLISH OUR MISSION:

ELEVATE is guided by the following seven values. They represent who we are and what we strive to be!

Vision	Plan for and commit to a better future
Courage	Take risks to do good
Integrity	Live out values with consistency and in all circumstances
Responsibility	Fulfill commitments faithfully
Positive Work Ethic	Work hard with conviction and passion
Respect	Honor self and others
Caring	Meet others in their place of need

We will change our community by being excellent role models and leading the way for those who come after us.

WHAT WE DO:

We know how to grow leaders and your student will become the leader they have the potential to be.

We have worked hard to build the best Urban Youth Leadership Program. Our program includes:

1. In-School Support (this class)
2. After School Mentoring
3. Adventure Programming
4. College Preparation

In all we do, we focus on growing in the following seven character qualities and six life skills.

Character Qualities

1. Caring
2. Courage
3. Integrity
4. Leadership
5. Respect
6. Responsibility
7. Vision

Life Skills

1. Career Minded
2. Communication
3. Decision Making and Relationships
4. Goal Setting
5. Positive Work Ethic
6. Problem Solving

We have meticulously thought out every day of their experience in ELEVATE to learn the knowledge and habits necessary to master each of the character qualities and skills through the most effective learning strategies possible.

In our class, we will take several weeks to train your student to become a certified ELEVATE Leader. Then, when the students are thoroughly prepared, we will head down to mentor an elementary school class within our community nearly every week. Research shows the people learn more when they teach others. Your child will have the chance to act as role model and mentor as they teach younger students the character qualities and life skills they too are learning.

WE NEED YOUR HELP!

Every day, your student will have an action item they will need to complete. And on occasion, we will need you to sign a document, like a permission slip, or answer a question from your student such as, "Do you think school is really all that important?"

Your first task is to sign this document. Also, please ask your student, "What exactly is ELEVATE?" and "What's one thing you might learn from the class?"

Thank you in advance for all you to do help us help your child change your community for the better!

Parent/advocate/guardian signature

Phone number

Date