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**Social & Emotional Learning: From Theory to Practice  
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## Sample SEL Lesson Book

These lessons are derived from a two-year rotation implemented at Open World Learning Community in St. Paul Public Schools. The lessons address the school's habits of work and learning: integrity, perseverance, responsibility, collaboration, and stewardship. They are provided as an illustration of SEL practice. For additional information, please email the authors.



AN EXPEDITIONARY LEARNING SCHOOL | GRADES 6-12



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Grades 6-8	Grades 9-12
<b>Integrity: I can do what is right.</b>	
I can advocate for myself and others.	I can stand up and speak out for what is right, even if no one else does.
I can tell the truth.	I tell the whole truth.
I can imagine myself succeeding.	I believe in myself.
I can do my own work and I give credit for work that is not mine.	I take credit for my own work and give credit to others for theirs.
I can be curious.	I keep my mind curious.
I can treat myself and others kindly.	I can open my heart, treating myself and others with compassion.
<b>Perseverance: I can keep trying.</b>	
I can stay focused on my work even when things are difficult.	I continue to work through difficult tasks.
I can accept constructive feedback and use it to revise my work.	I accept feedback and revise my work and thinking.
I can strive to produce high quality work.	I always strive to produce high quality work.
I can complete long-term projects.	I continue in a long-term course of action until I complete my goal.
I can rise to meet new challenges and try new things.	I try new things and take necessary risks.
<b>Responsibility: I can do my job.</b>	
I can come to class on time, organized and prepared to learn every day.	I come to class on time, organized and prepared to learn every day.
I listen to and follow instructions, using my class time productively to meet deadlines.	I do the things I am supposed to do on time without being told or reminded.
I ask for help when I need it.	I have the courage to ask questions.
I can control my body and language.	I conduct myself in a professional manner.
I can reflect on my own actions and how they affect myself and others.	I can predict and reflect on how my own actions affect myself and others, accepting responsibility and making amends for my errors.
<b>Collaboration: I can cooperate.</b>	
I can work with anyone.	I accept personal differences and can work with anyone.
I can share my ideas and listen to others.	I can contribute my own ideas and solicit the ideas of others.
I can perform a variety of roles in a group.	I take ownership for my role in groups and perform a variety of roles.
I can cooperate in working towards group goals.	I can work actively and cooperatively with others to achieve group goals.
I can respect all voices.	I honor all voices and create opportunities for everyone to speak.
<b>Stewardship: I can make a difference.</b>	
I can take personal responsibility for shared space and materials.	I can take initiative to care for our classroom and our school community.
I can be a role model for my peers.	I can serve as a mentor for other students.
I can make a positive impact on my school and my community.	I ensure that my community and the world are better places than they were when I arrived.
I can reflect on the long-term effects of my actions.	I can create a positive legacy for future generations.



## 6-12 OWL Crew Lesson Integrity 1 of 6, Year 2 of 2

Lesson Title: Letter Writing	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: For middle school, 10 minutes to locate addresses for 3 back-up letter recipients	Materials required: Paper and pens for the greeting. Email accounts and computers OR pens, papers, envelopes, and stamps

### Overarching OWL Value & Learning Target

**Integrity:** I can do what is right.

### Supporting Target

6-8: I can advocate for myself and others.

9-12: I can stand up and speak out for what is right, even if no one else does.

#### 1. Greeting

Silent postcard greeting. Each person writes a “postcard” to the person sitting to their right. Postcards should include a greeting, 3-4 short sentences, and a sign-off. When everyone is finished, pass postcards to the right and read them.

#### 2. Share

When did you last write a letter, and to whom?

### Reading

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.” Rev. Dr. Martin Luther King, Jr.

#### 3. Activity

Letter writing. Share with students the power that they have as letter-writers. Letters can change lawmakers’ actions, free prisoners, and save endangered species. Discuss as a group what issues are important to us. Do we want to brighten someone’s day in a nursing home, veteran’s or children’s hospital, or elementary school? Do we want to have a political impact? An environmental impact? When students more or less agree on a letter-writing topic, write the letters, workshop them, and send them.

#### 4. Closing

Reinforce that anyone can write a letter any day, and that letters can change the fate of our world. The pen is mightier than the sword.

### Differentiation Ideas

Step it down (6-8)

Have a model postcard written on the board: “Dear \_\_\_\_\_, How are you doing? The weather here is \_\_\_\_\_. This weekend, I hope to \_\_\_\_\_. Say “hi” to \_\_\_\_\_ for me and write back soon! Sincerely, \_\_\_\_\_.”  
Prepare 3 choices for letter writing: Amnesty International, a local legislator and current local issue, and an environmental organization are all good choices. If students come up with their own idea, go with that – just have a plan B in case they can’t think of something.

Step it up (11-12)

Challenge older students to locate someone they once served through school or community service learning and write to that person.



## 6-12 OWL Crew Lesson Integrity 2 of 6, Year 2 of 2

Lesson Title: The Whole Truth	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> ), with resources from Origins and Cheryl Doberton
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 5 minutes to make cards for Vegetarianism game; 5 minutes to make sure <i>Zoom!</i> pages are in order.	Materials required: Index cards with names or pictures of vegetables (one per person), consecutive pages cut from the book <i>Zoom!</i> (one per person)

### Overarching OWL Value & Learning Target

**Integrity:** I can do what is right.

### Supporting Target

6-8: I can tell the truth.  
9-12: I tell the whole truth.

#### 1. Greeting

Deceptive greeting. Ahead of time, talk with 2-3 students who will do a fake-out instead of the high-five. Go around the circle with a standard “Good morning, \_\_\_\_\_” greeting with a high-five (and a few fake-out high-fives).

#### 2. Share

What are two true things about you, and one untrue thing about you?  
Have 2-3 people be “it” for a quick round of “Two Truths and a Lie.” “It” shares two true things about themselves and one untrue thing. The rest of the group has to guess which of the three statements is a lie.

### Reading

#### “Truth Never Dies” Anonymous

Truth never dies. The ages come and go.  
The mountains wear away, the stars retire.  
Destruction lays earth's mighty cities low;  
And empires, states and dynasties expire;  
But caught and handed onward by the wise,  
Truth never dies.  
Though unreceived and scoffed at through the years,  
Though made the butt of ridicule and jest,  
Though held aloft for mockery and jeers,  
Denied by those of transient power possessed,  
Insulted by the insolence of lies,  
Truth never dies.  
It answers not. It does not take offense,  
But with a mighty silence bides its time.  
As some great cliff that braves the elements  
And lifts through all the storms its head sublime,  
It ever stands, uplifted by the wise,  
And never dies.  
As rests the Sphinx amid Egyptian sands;  
As looms on high the snowy peak and crest;  
As firm and patient as Gibraltar stands,  
So truth, unwearied, waits the era blest  
When men shall turn to it with great surprise.  
Truth never dies.

#### 3. Activity

#### 4. Closing

<p><b>Warm-up game: Vegetarianism</b>, from Origins:  <a href="http://www.originsonline.org/product_info.php?products_id=285&amp;s=rd&amp;ss=classroom">http://www.originsonline.org/product_info.php?products_id=285&amp;s=rd&amp;ss=classroom</a></p> <p>Each player is given a card with the name or picture of a vegetable written on it. Duplicates are fine. A player is chosen to be It. It tries to get someone else's seat by calling the name of two or more vegetables or the word "vegetarianism!" When It calls individual vegetables, the players whose vegetables are called must get a new seat and It tries to find a seat. When It shouts "vegetarianism" everyone must move to a new seat and It tries to find a seat. The player left without a seat is the new It and starts the next round of play.</p> <p>Play a few rounds normally, then play a few rounds in which players do not have to tell the truth about what's on their cards. In other words, they do not have to get up if their vegetables are called. Compare the two types of play as a group (with goal of realizing that the game only works if everyone tells the whole truth).</p> <p><b>Main activity: Zoom!</b>  (Adapted from Cheryl Doberton's Differentiation Workshop at the National Conference for Expeditionary Learning Schools, Portland, Oregon, March 2011)</p> <p>Pass out consecutive pages from the book, <i>Zoom!</i> Be sure that all of the pages go together; if you have a skipped page, the activity will not work. Announce that the group's task will be to put the pages in order. To do this, they may do one of the following: walk around with their image facing in (so no one else can see it), describing the image on their page truthfully; walk around with their image facing in, describing the image on the page untruthfully; or silently hold their image facing out. Please note that people displaying their images may not speak.</p>	<p>Sometimes, neglecting to tell the whole truth seems like the easiest thing to do. During today's activity, did untruthfulness make our jobs easier or more difficult?</p>
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Differentiation Ideas	
Step it down (6-8)	<p>For the greeting, have everyone try to do a fake-out high-five.</p> <p>For Vegetarianism, use the "Plan for Success" strategy from Origins: Be sure players know what their vegetable card says. Model and practice safe movement in the circle.</p> <p>Problem solve what to do when more than one player comes to a chair at the same time. The game ends if students do not follow safety rules.</p>
Step it up (11-12)	Consider requiring all students to be somewhat untruthful during the Zoom! activity

Ideas for improvement

## 6-12 OWL Crew Lesson Integrity 3 of 6, Year 2 of 2

Lesson Title: Macro Tanagrams	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: Macro tangrams (available commercially at <a href="https://www.fatbraintoy.com/toy_companies/edushape/giant_tangram.cfm">https://www.fatbraintoy.com/toy_companies/edushape/giant_tangram.cfm</a> or make your own with a square piece of cardboard, approximately 1 square meter, cut into basic geometric shapes)

### Overarching OWL Value & Learning Target

**Integrity:** I can do what is right.

### Supporting Target

6-8: I can imagine myself succeeding.

9-12: I believe in myself.

#### 1. Greeting

“I am good at...” greeting. Give students 1 minute to mingle and find partners. As they mingle in pairs, each person says, “Hello, my name is \_\_\_\_\_ and I’m good at \_\_\_\_\_.” The other member of the pair may then ask 1 or 2 follow-up questions about what the first person is good at. Students then switch.

#### 2. Share

Name one thing you can imagine yourself doing well as an adult.

#### 3. Activity

“Macro Tangrams” is adapted from *Silver Bullets* by Karl Rohnke.  
 Divide students into groups of 3-5. Distribute one set of macro tangrams to each group.  
 Once groups are ready, call out shapes for groups to create using their tangrams. Because each set is derived from a square, a square may be the best starting place. To bring extra challenge, you might eventually introduce creative shapes, such as animals.  
 Before students begin, ask them to imagine themselves succeeding and to believe that they can do it.

#### 4. Closing

Then get back together into the larger circle and show off your tangram skills.

### Differentiation Ideas

Step it down (6-8)

Step it up (11-12)

### Ideas for improvement



## 6-12 OWL Crew Lesson Integrity 4 of 6, Year 2 of 2

Lesson Title: Whoo Drew It?	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 5 minutes to gather materials	Materials required: Paper and drawing supplies (color pencils or markers), folder, sign saying “Whoo drew it?” and index cards

### Overarching OWL Value & Learning Target

**Integrity:** I can do what is right.

### Supporting Target

6-8: I can do my own work and I give credit for work that is not mine.

9-12: I take credit for my own work and give credit to others for theirs.

### 1. Greeting

Foxhunt greeting: “Tally ho, \_\_\_\_\_!” Tally ho is a British greeting historically used on foxhunts to announce when the fox has been found. It has also been used in French deer hunting. Foxes, like owls, are forest predators.

### 2. Share

What is your favorite forest creature or forest sound?  
 Forest share: this share activity creates sounds of the forest, a habitat for many owls. Going around the circle, each person shares a favorite sound of the forest. Examples could include wind in the trees, rain, bird calls, frog calls, crickets, etc. Each person continues making his or her sound after beginning; at the end of the greeting, the room should be full of everyone’s sounds. Try not to repeat another person’s sound.

### Reading

#### “Little Owl Who Lives in the Orchard” by Mary Oliver

His beak could open a bottle,  
 and his eyes - when he lifts their soft lids -  
     go on reading something  
 just beyond your shoulder -  
     Blake, maybe,  
 or the Book of Revelation.

Never mind that he eats only  
 the black-smocked crickets,  
 and the dragonflies if they happen  
 to be out late over the ponds, and of course  
 the occasional festal mouse.

Never mind that he is only a memo  
 from the offices of fear -

it’s not size but surge that tells us  
 when we’re in touch with something real,  
 and when I hear him in the orchard

    fluttering  
     down the little aluminum  
     ladder of his scream -  
 when I see his wings open, like two black ferns,

a flurry of palpitations  
 as cold as sleet  
 rackets across the marshlands  
 of my heart  
 like a wild spring day.

Somewhere in the universe,  
 in the gallery of important things,  
 the babyish owl, ruffled and rakish,  
 sits on its pedestal.

Dear, dark dapple of plush!  
 A message, reads the label,  
 from that mysterious conglomerate:  
 Oblivion and Co.  
 The hooked head stares  
 from its house of dark, feathery lace.  
 It could be a valentine.

### 3. Activity

### 4. Closing

#### Who drew it?

1. Everyone obtains a piece of paper and some art supplies, finds a private corner of the classroom, and draws our school mascot, an owl. Be sure not to show your owl to anyone. When finished, owl drawings go into a folder or large envelope. **THE DRAWINGS ARE ANONYMOUS FOR NOW.**
2. When everyone has finished drawing, the teacher posts all of the owls together with the sign saying, "Who drew it?" along with an index card next to or under each owl drawing.
3. Students take 3-5 minutes to individually guess "who" drew each owl, writing down their guesses on the index cards.

1. Walk through the owl gallery. For each owl, read the guesses on the card. Then invite the artist to step forward. Turn the index card over and have the artist put his or her name on it.
2. Have a short discussion on the satisfaction gained from recognition for one's work, and the frustration experienced when someone else gets credit for work that you did.
3. Keep the gallery up for at least a week.

### Differentiation Ideas

Step it down (6-8)

Before beginning the forest share activity, go around the circle and have each student quickly identify his or her reply to the share question and then have everyone practice the sound he or she will use as a group. During the activity, consider providing an outline of an owl and having students draw in feathers, faces, etc.

Step it up (11-12)

Challenge advanced art students to employ a principle of art (line, negative space, etc.) in their drawings.





## 6-12 OWL Crew Lesson Integrity 5 of 6, Year 2 of 2

Lesson Title: One-Minute Mysteries	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: One-Minute Mysteries (samples at <a href="http://www.oneminutemysteries.com/samplechapters.pdf">http://www.oneminutemysteries.com/samplechapters.pdf</a> ; for more information see <a href="http://www.oneminutemysteries.com/home.htm">http://www.oneminutemysteries.com/home.htm</a> ) – Plus Internet access for greeting

### Overarching OWL Value & Learning Target

**Integrity:** I can do what is right.

### Supporting Target

6-8: I can be curious.  
9-12: I keep my mind curious.

#### 1. Greeting

Curious George e-greetings. Go to <http://www.houghtonmifflinbooks.com/features/cgsite/ecard.shtml> and send one another curious greetings. Free.

#### 2. Share

What are you curious to know more about?

### Reading

**Read a one-minute mystery aloud to the class.** Try to solve it as a group.

#### 3. Activity

Divide students into small groups (2-4 people each). Give each group 1-3 one-minute mysteries to solve. Once they have solved them (or are so frustrated that they need to move on), invite each group to collaborate in writing one mystery each.

#### 4. Closing

Invite one or more groups to share their crafted one-minute mysteries and see if the rest of Crew can solve it.



## 6-12 OWL Crew Lesson Integrity 6 of 6, Year 2 of 2

Lesson Title: Dream Tag	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: Scratch paper, writing utensils

### Overarching OWL Value & Learning Target

**Integrity:** I can do what is right.

### Supporting Target

6-8: I can treat myself and others kindly.

9-12: I can open my heart, treating myself and others with compassion.

#### 1. Greeting

Around the circle: "Happy dreams, \_\_\_\_\_."

#### 2. Share

Do you dream in color? (Draw boxes for "yes" and "no" tally marks.)

#### 3. Activity

##### **Dream Tag**

Each person takes a moment to think of a dream, hope, or aspiration and write it anonymously on a piece of scratch paper. The teacher collects all of the papers, shuffles them, and reads all of the dreams aloud 3 times, then puts the papers away.

One person begins by attempting to match a dream with another player. If the person guesses correctly, the correctly identified player joins the first person. Together, they work to match another player with a dream. If correct, the player joins them and they continue; if incorrect, everyone goes back to their spot in the circle.

Moving counterclockwise around the circle, the next person tries matching players to dreams. If a new guesser remembers correct guesses from previous guessers, she or he may use those matches to add to his or her team. Continue around the circle whenever an incorrect match is made. Play continues until all matches are discovered.

#### 4. Closing

Discuss the need for compassion when sharing hopes and dreams. Sharing an aspiration makes a person vulnerable. Students are expected to keep one another's dreams private and not to discuss them with friends outside of Crew. When we are able to do so, we may help one another remember and reach our dreams. This is a way of opening our hearts, treating ourselves and one another with compassion.

### Differentiation Ideas

Step it down (6-8)

Write down matches as they are discovered.

Step it up (11-12)

Consider encouraging students to make commitments to their articulated dreams and to develop ways to support one another in working towards dreams.

### Ideas for improvement



## 6-12 OWL Crew Lesson Perseverance 1 of 5, Year 2 of 2

Lesson Title: Blind Polygons	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 1 minute to write LT and share topic on board.	Materials required: Rope and blindfolds

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can stay focused on my work even when things are difficult.

9-12: I continue to work through difficult tasks.

#### 1. Greeting

Standing in a large circle have students number off 1, 2, 1, 2, ... Have the students who were 1's take a step in and turn around (if there are an odd number of students the teacher is a 2, if not the teacher will stay out of it) forming an inner circle. Each student in the inner circle will say "Good Morning \_\_\_\_\_ (name)" and bump elbows with them. Elbow bumps should cross over the body (my right elbow with your right elbow, then my left with your left). Now the inner circle turns one person to the right and repeats the greeting until students are back to their original pairs.

#### 2. Share

Post on the board for students to address as they enter:

"Which of your five senses do you feel is most important? Be prepared to discuss."

Discuss after the greeting.

#### 3. Reading

Sesame Street: Janelle Monae "Power of Yet"

<https://www.youtube.com/watch?v=XLeUvZvuvAs&noredirect=1>

#### 4. Activity

With each member blindfolded, hand them a long piece of rope. Ask them to form geometric shapes (square, rectangle, triangle). Encourage straight sides and exact corners. Each person must be using both hands on the rope. This is a great communication and leadership activity, but takes a lot of patience and can be quite frustrating.

<http://www.campedwards.org/images/COOPERATIVE%20GROUP%20GAMES.pdf>

#### 5. Closing

Discuss the difficulties that arose during this task.

Did anyone quit? Did anyone cheat? What does quitting and cheating at this game tell you about a person's ability to work through difficult tasks in real-life?

Reflect on something that you're having a tough time with right now. How will perseverance help you get through this situation? Share out?

### Differentiation Ideas

Step it down (6-8)	Get two ropes and have smaller groups try this first before taking this on as a larger group (you can use the 1's and 2's from the greeting). Also, consider easier shapes and be more lenient on sides and corners.
Step it up (11-12)	Experiment with different disabilities. Have some students not blindfolded but mute. Try both blindfolded and mute (that may be impossible!).



## 6-12 OWL Crew Lesson Perseverance 2 of 5, Year 2 of 2

Lesson Title: Mel's Fish	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> ) with help from Megan Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: Write LT and share topic on board.	Materials required: A stuffed fish or equivalent and a large open space.

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can accept constructive feedback and use it to revise my work.

9-12: I accept feedback and revise my work and thinking.

1. Greeting	2. Share
<p>Have the group pick a favored greeting that they have done in the past, either in this Crew or another Crew and think of a way to change it. Do that greeting now!</p>	<p>Post on the board for students to address as they enter:</p> <p>“If you could be any age right now, what would that age be? Be prepared to discuss.”</p> <p>Discuss after the greeting. I’m particularly interested in if any want to be younger to redo a mistake in their life.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) One person is “It” and the stuffed fish is behind them on the floor, desk, or table.</li> <li>2) The rest of the class is on the other side of the room. These students can only move when the person who is “It” has their back to the class. If they get caught moving by “It” they have to go back to the starting line.</li> <li>3) The goal of the students is to get the stuffed fish back to the starting line.</li> <li>4) Once the students have the fish, “It” may guess one person each time they turn around as to who has the fish. If “It” guesses correctly, the fish returns to the place it started and the holder of the fish goes back to the start. If not the game proceeds accordingly.</li> <li>5) Students must be facing the direction they are going at all times, and students heading toward “It” can hold the fish (presumably behind their back), but cannot turn around until they have reached “It”.</li> <li>6) The game ends when the fish returns to the starting line.</li> <li>7) Reflect on what went well and what didn’t go well. Everyone should contribute here, especially “It”.</li> <li>8) Play again!</li> </ol>	<p>How did strategy change as the game was played?</p> <p>How did feedback from “It” after the first game help those opposing the next “It”?</p> <p>How did feedback from the students help the next “It”?</p> <p>How do people in life revise their work and thinking?</p> <p>How do you feel about people who are rigid in their work and thinking, especially when a better way comes along? (Focus on technology and things that are not belief-based such as religion or politics [adults routinely struggle with rigidity in these areas!]).</p>

**Differentiation Ideas**

Step it down (6-8)	Consider putting a time limit on the game. If the fish doesn't return to the starting line in 5 minutes, "It" wins.
Step it up (11-12)	Consider having two fish and two opposing teams. Teams can move only when "It" is facing the other team.

**Ideas for improvement**

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## 6-12 OWL Crew Lesson Perseverance 3 of 5, Year 2 of 2

Lesson Title: Dragon Origami	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1-2 Crew Periods
Prep time required: 20 minutes to gather materials and set up website and <b>practice yourself ahead of time</b> . Write LT and share topic on board.	Materials required: Square pieces of paper.

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can strive to produce high quality work.

9-12: I always strive to produce high quality work.

1. Greeting	2. Share
Have students go to someone they haven't yet talked to today and do a quick 30 second greeting. Then they should head to their seat with that person. No more than 2 people per table are advised if possible.	<p>Post on the board for students to address as they enter:</p> <p>“What has been your most creative act?”</p> <p>Discuss after the greeting. Focus on what it took to get to high quality.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Go to the website: <a href="http://origamidragonnow.com/2009/02/the-bird-base/">http://origamidragonnow.com/2009/02/the-bird-base/</a> and follow the directions.</li> <li>2) Next click on the dragon link at the bottom or go to site: <a href="http://origamidragonnow.com/2009/02/origami-dragon-for-a-complete-beginner/">http://origamidragonnow.com/2009/02/origami-dragon-for-a-complete-beginner/</a></li> <li>3) Students may want to try again.</li> <li>4) Also, look at the pictures of origami dragons that come up when you do an image search for Origami Dragons!</li> </ol>	<p>Reflect on the perseverance required to do a good job with origami.</p> <p>Talk about the personal characteristics of those whose dragons came out looking pretty nice.</p> <p>Are there people who gave up? Why? What does that tell you about people who give up when things get hard?</p> <p>Reflect on what, in real life, you are doing less than your best. Willing to share?</p>

### Differentiation Ideas

Step it down (6-8)	Have a student service worker prepare the bird base ahead of time so that they can just do the dragons. Have some images around the room to get them motivated.
Step it up (11-12)	Have them volunteer to look up some other beginning origami shapes and do those as well. Have a friendly competition to see who can make the most interesting and beautiful new origami.



## 6-12 OWL Crew Lesson Perseverance 4 of 5, Year 2 of 2

Lesson Title: Name that Kid	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew period
Prep time required: Write LT and share topic on board.	Materials required: Blanket or tarp or the like

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can complete long-term projects.

9-12: I continue in a long-term course of action until I complete my goal.

1. Greeting	2. Share
<p>A little known fact:</p> <p>Each person in the circle tells their name and announces a little known fact about them and the class says hi back. For example, “Hi, my name is Tom and a little known fact about me is that I played a grandmother in a play in high school.” “Hi Tom (whole class)”</p>	<p>Post on the board for students to address upon entering the following prompt: “Last names used to indicate a person’s job, where they lived, etc. If you could change your last name to describe yourself now, what would it be? Be prepared to discuss.”</p> <p>After the greeting, discuss.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Form two teams.</li> <li>2) Have two people who can name all the students in the room hold the blanket up by the ends so that it is vertical or perpendicular to the ground. These two will be the judges along with you to settle disputes.</li> <li>3) The teams gather on opposite sides of the blanket. One volunteer from each team crouches behind the blanket.</li> <li>4) When the blanket is dropped, each player tries to say the other person’s name first.</li> <li>5) Whoever loses joins the other team.</li> <li>6) Eventually no one will be left on the losing team.</li> </ol> <p><small>Rohnke, Karl. <i>The Bottomless Bag</i>. Beverly, Mass.:Wilkscraft Creative Printing, 1988.</small></p>	<p>Debrief the game.</p> <p>Talk about the importance of knowing everyone name and how knowing people’s name makes them feel like a part of the whole.</p> <p>Talk about what was difficult about the game and how the Crew needed to persevere to be successful.</p> <p>Close with reflection about what the students are experiencing in life that they need to persevere through. Do a think-pair-share or popcorn.</p>

### Differentiation Ideas

Step it down (6-8)	Rotate students through the holders, especially your recalcitrant students, but don’t let them stay there.
Step it up (11-12)	If you have a Crew where students really know each other, it may be appropriate to challenge another Crew to this game.



## 6-12 OWL Crew Lesson Perseverance 5 of 5, Year 2 of 2

Lesson Title: Haiku	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 5 minutes to make copies. Write LT and share topic on board. Post the Greeting Haiku.	Materials required: Copies of handout below. If you have time/interest, consider obtaining a book of limericks.

### Overarching OWL Value & Learning Target

Perseverance: I can keep trying.

### Supporting Target

6-8: I can rise to meet new challenges and try new things.

9-12: I try new things and take necessary risks.

### 1. Greeting

Greeting Haiku – In a circle, each person says it to the group.

Hello my good friends,  
We are here again in Crew —  
Now let's have some fun!  
© The Math Prophet

### 2. Share

Post on the board for students to address as they enter:

“If you were a poet what would you write about?”

Discuss after the greeting.

### Reading

If you obtained a book of limericks, take turns reading some aloud.

### 3. Activity

Students will write a limerick around the topic from their share or a different topic. If they cannot pick a topic, give them one from the list on the bottom of the handout.

With about 7 minutes left in class, have everyone whip share their limericks.

### 4. Closing

How is writing and sharing poetry a risk taking activity?

What is gained by sharing poetry with people?

In what other ways could you branch out and take risks with other and try new things?

### Differentiation Ideas

Step it down (6-8)

Have students choose a Haiku (5-7-5) if they want to instead. Instead of sharing with the whole group, have them share in groups of 3-4.

Step it up (11-12)

Have students try to think up Haikus for the greeting on the spot, or create deeper poems and take their poems through a few revisions. Consider publishing in the literary magazine or at <http://www.teenink.com/poetry/limerick/>

### Ideas for improvement

How to Write a Limerick

•Limerick: The limerick is a five-line poem that is usually humorous in nature. The poem is made up of a triplet and couplet, meaning that three of the lines rhyme in the same manner, and the remaining two rhymes in a different manner. Lines one, two and five make of the triplet, while lines three and four make up the couplet.



Examples:

A - A canner exceedingly **canny**,

A - One morning remarked to his **granny**:

B - "A canner can *can*,

B - Any thing that he *can*,

A - But a canner can't can a can, **can he?**"

- Carolyn Wells

A - There was an Old Man with a **beard**,

A - Who said, 'It is just as I **feared!**

B - Two Owls and a *Hen*,

B - Four Larks and a *Wren*,

A - Have all built their nests in my **beard!**

by Edward Lear

Now try your own:

Line 1 A - \_\_\_\_\_

Line 2 A - \_\_\_\_\_

Line 3 B - \_\_\_\_\_

Line 4 B - \_\_\_\_\_

Line 5 A - \_\_\_\_\_

For a revision or a new poem:

Line 1 A - \_\_\_\_\_

Line 2 A - \_\_\_\_\_

Line 3 B - \_\_\_\_\_

Line 4 B - \_\_\_\_\_

Line 5 A - \_\_\_\_\_

**Some topic ideas**

Parents

Love

Past Relationships

Friends

Friend Betrayals

Interests

Hobbies

Celebrities

Nature

Politics

Ghosts

Children

Night

Death

Life

Dreams

Difficult Questions

Aliens

Math

Fear

Food

Astronomy

School

Past event

Sports

Feelings

Favorite Song



## 6-12 OWL Crew Lesson Responsibility 1 of 5, Year 2 of 2

Lesson Title: Party Planners	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 2 Crew periods in a row
Prep time required: None	Materials required: Varies

Overarching OWL Value & Learning Target
Responsibility: I can do my job.

Supporting Target
6-12: I come to class on time, organized and prepared to learn every day.

1. Greeting	2. Share
Popcorn style, students ask, “Hey _____, are you going to a party?”	What <i>constructive, school-appropriate</i> elements make a party fun?
3. Activity	4. Closing
Use one Crew period to work together to brainstorm and plan an awesome party. The party will take place during the next Crew meeting. Everyone will contribute something. Underscore the learning target: we are practicing coming prepared. Everyone needs to remember their contribution for the party to be fun. Keep it simple, but make sure that each person has an achievable responsibility. Consider going off campus to a nearby park (everyone brings a walking map); including music (everyone brings a CD or audiofile); making decorations with classroom supplies (everyone makes something); or making invitations to give one another or to all members of another Crew.	Discuss the impact that a person can have by showing up on time, organized, and prepared. With a party, there’s more time to have fun and more fun to be had. With class, there’s more time to learn and more learning to be had.

Differentiation Ideas	
Step it down (6-8)	Consider asking each student to bring in their MP3 players with one song to play. The party could include one song from each student playing in the background while students relax, socialize, play cards or engage in another game. Be sure to honor district and school electronics policies. Another option would be making a list of everyone’s favorite Crew games. Maybe your Crew likes playing Bloop. The teacher could give each student one balloon. If students bring their balloons back the net day, Crew can play Bloop for the party.
Step it up (11-12)	Older students may want to do more organizing themselves and have the teacher serve as a facilitator or “guide on the side.”



## 6-12 OWL Crew Lesson Responsibility 2 of 5, Year 2 of 2

Lesson Title: Relay Games	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> ), Origins
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 5 minutes to gather materials	Materials required: For “Catch a Plane,” 4 tennis balls and a marker For “Pretty Dicey,” each team needs 1 paper cup, 1 die from a set of dice, string, and 2 chairs

Overarching OWL Value & Learning Target
Responsibility: I can do my job.

Supporting Target
6-8: I listen to and follow instructions, using my class time productively to meet deadlines. 9-12: I do the things I am supposed to do without being told or reminded.

1. Greeting	2. Share
Today we will engage in relays that require everyone to move quickly, completing tasks without reminders. Our greeting will work in the same way. Going around the circle, do a simple fist bump with each of your neighbors.	What is something you do every day without being told or reminded?
3. Activity	4. Closing
<p><b>Catch a Plane</b>  <a href="http://www.originsonline.org/product_info.php?products_id=386&amp;s=rd&amp;ss=classroom">http://www.originsonline.org/product_info.php?products_id=386&amp;s=rd&amp;ss=classroom</a>            In this relay, two teams of eight compete against each other. There can be as many pairs of teams as you have players.            For each team, mark one tennis ball with a T for TAXI and mark the other ball with a P for PLANE (you could use two different colored balls for this instead of tennis balls).            Set up the teams in a shuttle formation, two single-file lines facing each other. Four people from each team are on one side of the dividing line and the other four people are on the opposite side. Players one and two are at the head of their lines.</p> <p style="text-align: center;">7   5   3   1   *   2   4   6   8</p> <p>Give the tennis ball marked T to player 1 on each team. Have the ball marked P on the dividing line.            The object of the game is to have all members of your team catch the TAXI so they can catch the PLANE before all members of the opposing team(s) do so.            On “GO,” player 1 from each team throws the TAXI to player 2 and then runs to the end of the line on the opposite side (for example, 1 runs behind 8), and player 3 moves forward. Player 2 throws to player 3, then 3 to 4, and so on until 8 throws the TAXI to player 1. Player 1 puts the TAXI down and picks up the PLANE, and the team repeats the drill. When player 8 catches the PLANE, the relay is complete. The first team to do so wins. The further the distance between the lines, the more challenging the relay!</p> <p><b>Pretty Dicey</b>  <a href="http://www.originsonline.org/product_info.php?products_id=387&amp;s=rd&amp;ss=classroom">http://www.originsonline.org/product_info.php?products_id=387&amp;s=rd&amp;ss=classroom</a>            Divide the players into teams of equal numbers (six or more per team). Each team should line up single file at one end of the classroom. At the other end of the room place one cup for each</p>	How did students’ ability to take initiative help their teams in the relays?

team. Hang a piece of string between two chairs at waist level, and place the string on the far side of the row of cups. Place one die in front of each team.

On “Go,” the first player from each team rolls the die until she rolls the number one. Then she runs with the die to the far side of the string (she is now facing her teammates), leans over the string, holds the die at waist level, and drops it into the paper cup. She is allowed a maximum of six tries to get the die in the cup. After the die has landed in the cup, or six attempts have been made, she runs back to the starting line and gives the die to the second player.

The second player must roll the die until it shows the same number as the number of tries it took the first player to get the die in the cup. For example, if player one got the die in the cup on her third try, player two rolls until he gets a three; if player one did not get the die in the cup at all, then player two rolls until he gets a six). When player two has rolled the proper number, he runs down and tries to drop the die in the cup. This continues until everyone has had a turn.

The objective of each team is to move through the relay as fast as they can.

### Differentiation Ideas

Step it down (6-8)

For “Catch a Plane,” do a practice round.

For “Pretty Dicey,” use the Origins Plan for Success: Before playing, strategize with students how to improve their chances of getting the die in the cup.

Step it up (11-12)

Before each round of each game, give students two minutes to “prepare” but do not use the word “strategize.”



## 6-12 OWL Crew Lesson Responsibility 3 of 5, Year 2 of 2

Lesson Title: Question Games	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: None

### Overarching OWL Value & Learning Target

Responsibility: I can do my job.

### Supporting Target

6-8: I ask for help when I need it.

9-12: I have the courage to ask questions.

#### 1. Greeting

Popcorn style, ask, "How are you today, \_\_\_\_\_?"

#### 2. Share

What makes asking questions difficult?

#### 3. Activity

##### 20 Questions

One person thinks of a person, place, or thing. Everyone else tries to discover the thing using 20 questions. Be sure to keep track of the number of questions asked.

##### Question Game

This is a type of verbal duel between two people. Solicit two volunteers from Crew. The first person asks a question. The second person responds with a question, to which the first person responds with yet another question. The questioning stops when one person or another makes a statement, repeats a question, uses a synonym, hesitates, or poses a non sequitur or rhetorical question.

#### 4. Closing

Everyone knows the scene. You're in class, and the teacher asks if there are any questions. No one says anything. You hear crickets chirp in the background. Five minutes later, it's time to work independently, and everyone seems to have a question. Why doesn't anyone ask questions when it's time to do so?

### Differentiation Ideas

Step it down (6-8)

For a demonstration of a round modeled by experts, show the questions game scene in *Rosencrantz and Guildenstern are Dead*. Available on YouTube: <http://www.youtube.com/watch?v=y-Sx4W2cKIU>

Step it up (11-12)

Begin the Question Game with two people dueling in front of the group. Once everyone understands how it goes, divide into groups of two and have everyone dueling at once.

### Ideas for improvement



## 6-12 OWL Crew Lesson Responsibility 4 of 5, Year 2 of 2

Lesson Title:	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: Objects for activity (see activity description)

### Overarching OWL Value & Learning Target

Responsibility: I can do my job.

### Supporting Target

6-8: I control my body and language.

9-12: I conduct myself in a professional manner.

### 1. Greeting

Mirror greeting. Going around the circle, each student chooses a greeting and motion (for example, "Hello, \_\_\_\_\_" with a wave). The recipient of the greeting mirrors it back, and then chooses a different greeting for the next person.

### 2. Share

What activities require you to control your body and language?

### 3. Activity

#### Warm-up: Mirroring

In pairs, students do the classic mirroring game. One person makes slow, simple movements (raising a hand, standing on one foot) and their partner copies them as though creating a mirror reflection. Go for one minute; change places.

#### Activity: Touch This

[http://www.originsonline.org/product\\_info.php?products\\_id=713&s=rd&ss=classroom](http://www.originsonline.org/product_info.php?products_id=713&s=rd&ss=classroom)

The leader begins by choosing or placing a large object in the classroom space. Each group member places and keeps one hand on the object without touching anyone else. Once the first group member touches the object, he cannot let go until all the team members are touching the object at the same time without touching each other. With each successful round, the game progresses with group members touching smaller and smaller object. For example, players are asked to: touch this desk, basketball, book, shoe, pop can, short piece of rope or string, etc.

### 4. Closing

Discuss the benefits of being able to control one's body and language.

### Differentiation Ideas

Step it down (6-8)

Use larger objects for "Touch This."

Step it up (11-12)

Use smaller objects for "Touch This."

### Ideas for improvement



## 6-12 OWL Crew Lesson Responsibility 5a of 5, Year 2 of 2

Lesson Title: Interdependence	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> ), Origins
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: Ball of string or yarn

### Overarching OWL Value & Learning Target

Responsibility: I can do my job.

### Supporting Target

6-8: I can reflect on my own actions and how they affect others.

9-12: I can predict and reflect on how my own actions affect myself and others, accepting responsibility and making amends for my errors.

### 1. Greeting

Web Greeting: This greeting gives a visual demonstration of how everyone in Crew is connected. Using a popcorn style greeting, the first student holds the yarn and describes a connection she or he has to another Crew member. The connection could be about how the first student affects the second one (“I chose you for my partner in gym”) or how the second student affected the first one (“You asked me how I was doing and encouraged me on a difficult day”). After describing the connection, the first student tosses the ball of yarn or string to the second student, who repeats the process. Continue until everyone is in the web. No coming back to a person until everyone is included.

### 2. Share

What has another person done lately that affect you?

### 3. Activity

Web Traverse

[http://www.originsonline.org/product\\_info.php?products\\_id=448&s=rd&ss=classroom](http://www.originsonline.org/product_info.php?products_id=448&s=rd&ss=classroom)

Players create a web with string anchored by two sturdy objects placed 8-10 feet apart. Good inside anchors are heavy desks or tables; if outside, use trees or posts. The resulting web is perpendicular and low to the floor or ground and consists of 10 to 15 open sections. All players must choose an opening and pass through the web without any part of their bodies or clothing touching the string. Because of time and web constraints, allow no more than two players at once passage through the web. Players can support other players through physically and by offering strategy ideas. In the beginning, the facilitator can monitor the touching of the web and then allow for self-monitoring.

### 4. Closing

Sometimes our connectedness, or interdependence, makes life easier; sometimes it makes life harder. Try to get students to make a connection between traversing the web in the activity and figuratively traversing the web of human interactions in their lives.

### Differentiation Ideas

Step it down (6-8)

Use the Origins Plan for Success: Like all trust-building activities, this game presents problems or obstacles that challenge groups mentally and/or physically. All participants must work together to accomplish the tasks safely and completely. There is always a facilitator with the group, helping them with teamwork objectives, problem solving and group processing. When first playing this game, if players discover an easier access through the web, all can use it. This builds understanding and skill in the game.

Step it up (11-12)

If there is time, try the Origins Extension of the Web Traverse: Once a player uses an opening, it is closed for further passage. As the game progresses, it will become more and more challenging to pass through.



## 6-12 OWL Crew Lesson Responsibility 5b of 5, Year 2 of 2

Lesson Title: Erasers	Author: Megan Olivia Hall ( <a href="mailto:megan.hall@spps.org">megan.hall@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: Music player with speakers, CD or sound file of “Eraser” by Bare Naked Ladies, from the album <i>Snacktime</i> , 5 index cards labeled with the five languages of apology, clipboards for half your Crew members, paper, pens or pencils

<b>Overarching OWL Value &amp; Learning Target</b>
Responsibility: I can do my job.

<b>Supporting Target</b>
6-8: I can reflect on my own actions and how they affect others. 9-12: I can predict and reflect on how my own actions affect myself and others, accepting responsibility and making amends for my errors.

1. Greeting	2. Share
<p>Greeting at a show. While the music is playing, students schmooze. Turn up the music so they need to raise their voices a little – as though they are networking at a concert or show. Music to play: “Eraser” by Bare Naked Ladies, from the album <i>Snacktime</i>.</p>	<p>Everyone makes mistakes. Name a recent mistake that you made and haven’t had time to make amends for yet. ***Note: Students may be uncomfortable voicing their mistakes out loud. Allow students time to think through their answer to the share, but consider refraining from asking them to write their answer on a board or discuss as a large group.</p>
3. Activity	4. Closing
<p>Project or post the five languages of apology (expressing regret, accepting responsibility, making restitution, genuinely repenting, and asking for forgiveness) and explicate each to your Crew.</p> <p>Divide students into five groups. Assign one “director” or “theater expert” to each group – these can be students who participate in school plays or anyone willing to step into a leadership role. Give each group an index card with one of the five languages of apology and ask them to act out an example in a skit. Give students 10 minutes to prepare. Circulate and encourage students to rehearse.</p> <p>After the skits, divide students into pairs. Consider allowing students to choose partners so that they trust and feel comfortable sharing with one another. Tell them that each member of the pair will get a chance to be an apology coach. After one partner (the apologizer) talks about the mistake brought to mind by the share, the other partner (the apology coach) will suggest 3 ways that you could make amends, or 3 different “erasers.” Instruct apology coaches to select from the five languages of apology and to write the three different choices down on the clipboard provided. The apologizer will</p>	<p>Before closing for the day, be sure to include how to accept an apology gracefully.</p> <p>The next day, have partners check in. Who followed through with their plan to apologize? What was the outcome?</p> <p>Everyone makes mistakes, but not everyone makes amends. Discuss why some people choose to make amends, and the impacts of this powerful choice.</p>



<p>select one apology option and commit to it.</p> <p>Come back together as a whole group. Invite volunteers to share the mistake they made and the eraser they chose.</p>	
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Differentiation Ideas	
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Step it down (6-8)	Prepare a printed list for each apology coach with examples of each of the five languages of apology. Possibilities include verbal apology, written apology, and apology of action (like repairing a broken object, or if there is nothing to fix, bringing a person a cookie or small gift). Consider model each of these before beginning the coaching activity.
Step it up (11-12)	The Five Languages of Apology are: expressing regret, accepting responsibility, making restitution, genuinely repenting, and asking for forgiveness. See <a href="http://www.5lovelanguages.com/learn-the-languages/the-five-languages-of-apology/">http://www.5lovelanguages.com/learn-the-languages/the-five-languages-of-apology/</a> to take on online quiz showing each student's preferred language of apology.

Ideas for improvement
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## 6-12 OWL Crew Lesson Collaboration 1 of 5, Year 2 of 2

Lesson Title: Build a Story	Author: Thomas Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> ) with help from <a href="http://originsonline.org">originsonline.org</a>
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: None

<b>Overarching OWL Value &amp; Learning Target</b>
Collaboration: I can cooperate.

<b>Supporting Target</b>
6-8: I can work with anyone. 9-12: I accept personal differences and can work with anyone.

1. Greeting	2. Share
In a circle, the teacher will pick the most creative (and appropriate) way to greet someone from those suggested during the share. They will get up and greet someone not next to them in that way and take their seat. That displaced student will then go and greet another student and displace them. This will continue until all have been greeted, the last student will greet the teacher and displace them. This is important to mix up the students for the day's activity.	Post on the board:  As oppose to hello and a handshake, what would be a fun new way to greet your friends?
3. Activity	4. Closing
Let the students know they are going to tell a story. Here are the order of events: <ol style="list-style-type: none"> <li>1) The teacher will read the prompt below.</li> <li>2) Starting with a student the teacher selects, the students will continue to tell the story.</li> <li>3) After a few words or sentences, the leader says, "Cut!" The next player begins exactly where the previous one left off.</li> <li>4) This continues all the way around the circle.</li> <li>5) If this goes too fast, try the second prompt as well. Have the students take this one in a different direction (if the last one was funny, make this one serious etc.) and go the other way around the circle.</li> </ol>	Talk about what it was like to have to tell a story with other people. Ask people if they were frustrated because they wanted to take the story in one direction and someone else took it somewhere else. Ask students how they see this like other group work situations that they experience in school or life.

Differentiation Ideas	
Step it down (6-8)	Have each student only fill in one sentence and continue the story around until the story is done.
Step it up (11-12)	Have each student write a short part of their own intro, then continue to pass the paper around the group in one minute intervals until everyone has written on everybody else's. Then read them out loud. Consider publishing outside of your room with this lesson plan!

**Prompts:**

- 1) Yesterday a friend of mine, Brad, wanted to buy his friend a special gift for her birthday. Everything was going well until Brad got to the mall.
- 2) Tomorrow the dog walker that I employ is going to use his dog walking money to start a new business. He has saved up over \$50,000 and had the craziest idea the other day.
- 3) Last week a friend of mine's child asked me the weirdest question and I really had to think about the answer.
- 4) Make up your own!



## 6-12 OWL Crew Lesson Collaboration 2 of 5, Year 2 of 2

Lesson Title: Human Pretzel	Authors: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: None	Materials required: Hand Sanitizer

### Overarching OWL Value & Learning Target

Collaboration: I can cooperate.

### Supporting Target

6-8: I can share my ideas and listen to others.

9-12: I can contribute my own ideas in group work and solicit the ideas of others.

1. Greeting	2. Share
<p>Have everyone sanitize their hands (I squirt it onto their hands as they enter the room).</p> <p>Students stand in a circle and put their right hands out (like a teapot in the “I’m a little teapot song), then students put their left hands on top of the right hand offered by the person to their left. Now the teacher starts by slapping the hand of the person to their right while saying “hello _____ (name)” and the next person does the same all the way around. See how fast you can do it!</p>	<p>On the board posted so that students can answer as they enter post “What does it mean to be an important part of a group?”</p> <p>Discuss after the greeting, focusing on today’s learning target in particular.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Players form a circle. Each player reaches into the circle with their right hand and clasps hands with anyone across from them. Then each player clasps their left hand with a different player.</li> <li>2) Two people are then designated to be the ends. One end player is to release their right hand from whoever has a hold on it and the other end player is to release their left hand.</li> <li>3) By stepping over, under, and around each other; the group needs to work together to untangle their big human pretzel. Again, players are to try to accomplish this without releasing their hands.</li> </ol>	<p>Get back in a standing circle and discuss how the day’s activity went. How was it successful or not (most groups will get this done).</p> <p>Reflect on how this is similar to working in groups in everyday life.</p> <p>As a close, decide on a chant that your Crew will say and have everyone put a hand in the circle and say “1, 2, 3, _____ (CHANT)”</p> <p>For example my Crew might say “1, 2, 3, BEST CREW AT OWL!”</p>

### Differentiation Ideas

Step it down (6-8)	Scaffold by splitting the group into two smaller groups first then have each group do it (race?) and see that it is possible and then do it as a larger group.
Step it up (11-12)	Try to do it silently, eyes closed, or some other additional impediment.



## 6-12 OWL Crew Lesson Collaboration 3 of 5, Year 2 of 2

Lesson Title: Mafia	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 9-12	Lesson Timeframe: 1-2 Crew Periods
Prep Time: 5 minutes to review the game. Possible more if you need a run-through.	Materials Needed: Deck of Playing Cards

### Overarching OWL Value & Learning Target

Collaboration: I can cooperate.

### Supporting Target

6-8: I can perform a variety of roles in a group.

9-12: I take ownership for my role in groups and perform a variety of roles.

1. Greeting	2. Share
A quick greeting this morning for a long game. Have students sit two to a table around the room. Give them 30 seconds to greet the students and ask about their day then switch for a total of one minute.	Post on the board for discussion: “How does it feel when you’re in a group and everyone has a role and a someone else ruins it for the whole group?”  Discuss after the greeting.
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Go over the rules included below (from Wikipedia.com)</li> <li>2) Using a deck of cards, set aside 2 Aces, 1 King, and 1 Jack. The Aces are the Mafia, the King is the sheriff, and the Jack is the doctor. You need other number cards to fill in the rest of the deck so that each person gets one card.</li> <li>3) Repeat until there is a victor.</li> <li>4) Play again as time permits! (if you take too long to practice, then play next Crew period)</li> </ol> <p>Notes: Lying is okay, but showing your card is not allowed. If you do you are instantly dead if you’re alive. You may be asked to leave if you are a habitual cheater. Ghosts don’t get to talk! Also, some kids REALLY love this game and will want to play it anytime time permits, so keep the deck around.</p>	Review how well the game went. <ol style="list-style-type: none"> <li>1) Did everyone play the roles they were given?</li> <li>2) What happened when someone didn’t do their job?</li> <li>3) How did it feel when you didn’t get the role you wanted? Did you complain and quit or make the most of it?</li> <li>4) How did this game model real-life situations?</li> </ol>

### Differentiation Ideas

Step it down (6-8)	Do a few trial runs before you start the game for real. Set up a buddy room for “cheaters.”
Step it up (11-12)	See the advanced versions on Wikipedia and make a deck to reflect all the roles. Play the game and teach other crews how to play the advanced version. Twilight variant anyone?

## Mafia

### Basic gameplay:

One person is the game's Narrator (popularly called the "God") - they moderate the game, rather than participating. Everyone else is dealt a card that gives them their secret role as a player.

### Roles:

Townspeople (the innocents) **Numbered Cards**

Mafia (who win by killing off the innocents) **Aces**

Sheriff (an innocent who can detect mafia members) **King**

Doctor (an innocent who can protect other innocents, or themselves, from attack) **Jack**

**Night:** The Narrator tells everyone to close their eyes ("It is now nighttime and all the villagers are asleep..."). The night phase can optionally be accompanied by all players tapping gently to mask any giveaway sounds of player movement.

Each night, the Narrator tells the Mafia to open their eyes and acknowledge their fellow members. They kill off one of the other players by silently gesturing to indicate their target and to show unanimity. Then the Narrator instructs the mafia members to "sleep" (close their eyes again).

Now the Sheriff will open his or her eyes and point at a suspect; if that player is in the mafia, the narrator nods. Then the Narrator instructs the Sheriff to "sleep" and the Doctor to open his or her eyes; he or she points at someone to protect, then goes back to sleep.

**Day:** The Narrator tells everyone to wake up. Unless the Doctor and the mafia selected the same target a murder is announced, sometimes with a little narrative detail. For example, "The police chief said, 'Bob was shot seven times, stabbed three times, and drowned in the river. This is the worst case of suicide I've ever seen.'" This player is "dead" and may no longer participate in the game in any way.

During the daytime phase, the players deliberate over which suspected Mafia member they wish to nominate for execution. Once nominations are made, the narrator administrates an election between the nominees, in which all players vote - whoever receives the most votes is lynched; they are "dead," and in certain variants of the game flip their card up (revealing their true alignment).

Because players have less information and more freedom to deliberate, during the day, the day phase tends to be longer than the night phase. The day phase either has a set time limit [**I have found a time limit of 1 minute can help speed things along**], or continues until a lynch has been performed.

**Win condition:** The game ends either when the last Mafia member is killed (Innocent victory) or the Innocents no longer outnumber Mafia members during the day (Mafia victory).



## 6-12 OWL Crew Lesson Collaboration 4 of 5, Year 2 of 2

Lesson Title: Sharks in the Water	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 Crew Period
Prep time required: 2 minutes to set up music	Materials required: 6 Carpet samples and a music playing means (radio, computer with speakers, etc.)

### Overarching OWL Value & Learning Target

Collaboration: I can cooperate.

### Supporting Target

6-8: I can cooperate in working towards group goals.

9-12: I can work actively and cooperatively with others to achieve group goals.

1. Greeting	2. Share
<p>Students move to the center of the circle and greet as many people as they can in one minute with a handshake and “Good morning _____ (name).”</p> <p>Remind students to follow the criteria for greetings (eye contact, saying the person’s name, friendly voice, etc.). Did anyone greet everyone?</p> <p>Adapted from:  <a href="http://www.originsonline.org/product_info.php?products_id=414&amp;sr=results&amp;sr=classroom">http://www.originsonline.org/product_info.php?products_id=414&amp;sr=results&amp;sr=classroom</a></p>	<p>Post on the board the following question for students to respond to as they enter the room: “What kinds of things do you do to make other people happy?”</p> <p>Share out after the greeting.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Outline a large square on the floor with the six carpet squares in a 2x3 rectangle. This area is the safe island and the area surrounding the square is the ocean.</li> <li>2) When the music begins children "swim" around the island. The stopping of the music indicates that sharks are coming and all players must retreat to the safety of the island.</li> <li>3) With each round remove another carpet square. Players must make work together to make sure everyone has a safe place to get away from the sharks.</li> <li>4) See how few carpet squares the students can get it down to!</li> </ol> <p>Adapted from:  <a href="http://www.childcarelounge.com/activity/cooperative-games.php">http://www.childcarelounge.com/activity/cooperative-games.php</a></p>	<p>Return to the circle and talk about the following:</p> <ol style="list-style-type: none"> <li>1) Debrief what made the game easy and what made the game hard?</li> <li>2) What did the group do well and what would you do differently if you were to play this game again?</li> </ol> <p>Reflect on the process and discuss the learning target and how this is similar to working in groups in everyday life.</p>

### Differentiation Ideas

Step it down (6-8)	Once it gets harder, instead of reducing area keep the area the same and time the students to see if they can get on the carpet faster. **Need stopwatch then.**
Step it up (11-12)	Use poly dots instead so that the area starts out smaller and decrease from there.



## 6-12 OWL Crew Lesson Collaboration 5 of 5, Year 2 of 2

Lesson Title: Crew Mascot	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1-2 Crew Periods
Prep time required: None	Materials required: Index Cards and sticker dots with poster paper, maybe a few computers with internet

### Overarching OWL Value & Learning Target

Collaboration: I can cooperate.

### Supporting Target

6-8: I can respect all voices.

9-12: I honor all voices and create opportunities for everyone to speak.

#### 1. Greeting

Sitting in a circle, have students turn to each other and say “Good morning \_\_\_\_\_ (name) [animal sound]” where each student is to make a different animal sound. See who can be the most creative!

#### 2. Share

Post on the board the following question for students to respond to as they enter the room: “Mascots are important for sports teams to develop identity. If this Crew were to have a mascot, what would it be?” Share out after the greeting.

### 3. Activity

Note for teachers: This will go really well if you sell it. If you want to make the mascot part of everything you do. If you aren't into this, my suggestion is holding off on it until you see other Crews doing it and trying to build excitement through competition.

- 1) Giving each student an index card, have students think about a mascot name that they think Crew would really like. (It can be one from earlier or a new one altogether).
- 2) Have students pair up and share their mascot with someone to near them. Give them one minute each to pitch their mascot to the other partner then switch.
- 3) Have them partner up with a different partner and repeat step two.
- 4) Returning to the circle. Have each student report out which of the two mascots that was pitched to them they like the best. Write them down on the poster paper (note: students cannot select their own!)
- 5) Give each student 2 or 3 dots to vote on each of the mascot names that were suggested. They can put all on one or split them up however they like.
- 6) Once the voting is done, see if there is a clear winner, if not go around the circle creating opportunities to everyone to speak about what they like or not like about the alternatives. Try to build consensus.
- 7) If you built consensus, great! You now have a mascot. Work on finding or creating an image for you mascot so you can do some branding.
- 8) If not, take the top 2 or 3 and have mascot ideas from the board and have students divide up into groups to pitch their brands. Student groups should devise logos or images and catch phrases as well as presentation about why their mascot is the best choice.
- 9) Have a final conference trying to get a consensus again.

### 4. Closing

Reflect on the process and discuss the learning target and how this is similar to working in groups in everyday life. As a close, have everyone put a hand in the circle and say “1, 2, 3, \_\_\_\_\_ (MASCOTS)” For example, “1, 2, 3, OWLS!”

### Differentiation Ideas

Step it down (6-8)	Consider bringing in 5-8 mascot ideas to limit choice or bringing in older students from a Crew that has already done to process to help the students with the branding.
Step it up (11-12)	Have students who have gone through this already help younger Crews complete the process of picking a mascot and going through the branding.



## 6-12 OWL Crew Lesson Stewardship 1 of 4, Year 2 of 2

Lesson Title: Our School	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 1 or more Crew Periods
Prep time required: None	Materials required: Varies

### Overarching OWL Value & Learning Target

Stewardship: I can make a difference.

### Supporting Target

6-8: I can take personal responsibility for shared space and materials.

9-12: I can take initiative to care for our classroom and our school community.

#### 1. Greeting

In a circle, greet each person with the Ojibwe greeting “Aanii \_\_\_\_\_ (name)” (Pronounced AH-knee). And have that person greet you back the same.

#### 2. Share

On the board post the following: “What are three words that would describe your most delightful vision of paradise?”  
Discuss.

#### 3. Activity

We are going to try and bring a part of paradise to the school environment. Discuss the following:

- 1) Are there any common themes that are suggested from the share that could inform a way to transform either the room or a place in the school? For example, if students mentioned a lush jungle paradise, think about bringing in plants.
- 2) Are there any spaces that the students feel strongly about making more “paradise-ish”? Make sure that if it is a common space that nobody else is responsible for it and that any décor would stand the test of time and students.
- 3) Make a plan! This might mean students split up to take on different projects, or break up one project into different parts. Consider using Megan’s rubric for guidelines (included).
- 4) Do it! Make sure everyone is involved!

#### 4. Closing

When finished, talk about what kind of follow-up will be required (watering plants, making sure posters stay on wall, etc.). Have a silent reflection on the supporting and/or HOWL for about a minute then popcorn out student reflections.

### Differentiation Ideas

Step it down (6-8)	Consider focusing on a specific place to make the decision process easier, such as just the classroom, or a given common space. The narrower focus might really help them get to work faster. Also, consider the reflection be a writing piece in a journal you keep in the room.
Step it up (11-12)	Perhaps have the students think about an ongoing program that they can do once a week that would help the overall school be a better or prettier place. For example, recycling once a week or bulletin board maintenance.





## 6-12 OWL Crew Lesson Stewardship 2 of 4, Year 2 of 2

Lesson Title: Peer to Peer Mentoring	Author: Thomas Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: One Crew session for set-up, ongoing Crew times throughout the year.
Prep time required: Copy sheets attached below. Think about a mentorship role that was important in your life that you can share.	Materials required: Sheets attached below

### Overarching OWL Value & Learning Target

Stewardship: I can make a difference.

### Supporting Target

6-8: I can be a role model for my peers.  
9-12: I can serve as a mentor for other students.

1. Greeting	2. Share
Students get into a circle and greet each other saying “Konnichiwa sensei (name)” and the student responds “Konnichiwa grasshopper (name).” This should continue until everyone is greeted as an expert and as a learner.	Write on the board as students come in, “What are a few words that describe you when you know that you are needed?” Share after the greeting.
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Address how everyone in the circle got greeted both as a teacher and as a student (even the teacher) and relate that to how everyone has something to learn from other people.</li> <li>2) Talk about the role mentors have played in the lives of students and ask students to share a case or two. If nobody volunteers, be prepared to share your experience (student teaching, in school, as a tutor, etc.).</li> <li>3) Have students do some evaluation about whether they think they are ready to mentor or if they are interested in being a mentor. Do a think-pair-share about the pros and cons of being a mentor or a mentee.</li> <li>4) Have students fill out the mentor or mentee forms. Students who are successful in school should consider mentoring while students who struggle in one aspect or another should consider being mentees. It is important to note that students are not expected to be perfect in order to be mentors!</li> <li>5) Give time to fill out the form and collect them before leaving the room.</li> </ol>	<p>Reading: “<b>Mentor:</b> Someone whose hindsight can become your foresight”</p> <p>Reflect on one thing that you would like to learn or teach someone and do a quick whip around sharing that idea.</p>

### Differentiation Ideas

Step it down (6-8)	Many of these students should expect to be mentored by older students.
Step it up (11-12)	Many of these students should expect to mentor younger students.

## Mentor Application

Name \_\_\_\_\_

Crew Leader \_\_\_\_\_

Grade \_\_\_\_\_

What are some personal qualities that would make you a good mentor? **Name at least two.**

What academic strengths do you bring into a mentoring relationship?

What are some qualities that you would like in a mentee? **Name at least two.**

Name **at least** three things that you would like to teach a mentee that you are really good at?

Name **at least** two things that you would like to learn from a mentee?

If there are too many mentors and more mentees are needed, what would you like to learn from a mentor that would help you personally or academically?

## Mentee Application

Name \_\_\_\_\_

Crew Leader \_\_\_\_\_

Grade \_\_\_\_\_

What are some personal qualities you think a good mentor should have? **Name at least two.**

What academic strengths would you want your mentor to have?

What are some qualities that you have that would make you a good mentee? **Name at least two.**

Name **at least** three things that you would like to teach a mentor that you are really good at?

Name **at least** two things that you would like to learn from a mentor?

If there are too many mentees and more mentors are needed, what would you like to teach a mentee that would help them personally or academically?



## 6-12 OWL Crew Lesson Stewardship 3 of 4, Year 2 of 2

Lesson Title: Partnerships	Author: Thomas Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 10 Crew Periods over course of the year (once a month or so)
Prep time required: Potentially substantial if you are attempting to partner with a museum.	Materials required: Depends on Partnership, post-it notes.

<b>Overarching OWL Value &amp; Learning Target</b>
Stewardship: I can make a difference.

<b>Supporting Target</b>
6-8: I can make a positive impact on my school and my community. 9-12: I ensure that my community and the world are better places than they were when I arrived.

1. Greeting	2. Share
<p>Elbow Bump – Students get in a circle and the teacher starts. The teacher walks up to a student not sitting next to them and while bumping the same elbow together say “Good morning _____ (name),” and takes that student’s chair. The displaced student continues until all students have been greeted. The last student greets will greet the teacher.</p> <p>When done right, you will cross over each other’s bodies with your elbows. Your right elbow will bump their right elbow, and then your left elbow will bump their left elbow.</p>	<p>On the board post, “If you had to give away \$10,000 to an organization, which organization would you choose? Be prepared to share why.”</p> <p>After greeting, share what they chose and why.</p>
3. Activity	4. Closing
<ol style="list-style-type: none"> <li>1) Students should be mixed up after the elbow bump greeting. Introduce the idea that they are going to partner with the community to do something to make the world a better place. Have them do a Think-Pair-Share about a way to partner with the community.</li> <li>2) See if there were any common themes that came out of the conversation and select a location to partner with.</li> <li>3) Collaboratively brainstorm roles that people in the room would have to take on if the partnership were going to be successful (contact custodians, talk to the museum, figure out the best path there, contract with administration to see if partnership is possible, fundraise coordinator, etc.).</li> </ol>	<p>Assign roles for people and set a check in date for when work should be done by.</p> <p>Talk about how this is something that we as a Crew are going to do to make the world a better place. Have them reflect on what they can do individually to make the world a better place. Have them write their answers on post-its and post them in a place on the board (time permitting).</p>

Differentiation Ideas	
Step it down (6-8)	Consider a green space as there is less interaction with professionals and the commitment is lower. Also, students will need less individual guidance and the work would be similar for all of them.
Step it up (11-12)	Consider a more complicated partnership where a longer-term commitment is required. Here students may have to work in groups to get different tasks done and need more individual guidance.

Ideas for improvement

**Museums:**

- Shubert Club Museum
- Traces
- Minnesota Museum of American Art
- American Association of Woodturners
- Landmark Center *Gallery, Special Exhibit, "Uncle Sam Worked Here"*
- St. Paul Central Library
- Ramsey County Historical Society

**Green Spaces:**

- East Green space
- West Fountain and West Green space
- Central Green Space and East Fountain
- Rice Park
- Landmark Plaza
- Mears Park
- Harriet Island



## 6-12 OWL Crew Lesson Stewardship 4 of 4, Year 2 of 2

Lesson Title: Legacy Statement	Author: Tom Totushek ( <a href="mailto:tom.totushek@spps.org">tom.totushek@spps.org</a> )
Grade levels: 6-12	Lesson Timeframe: 3 Crew Periods
Prep time required: Copying (5 minutes)	Materials required: Reading copied for kids (included). Template to help getting started. Writing materials, some students may desire to type it (not required!).

<b>Overarching OWL Value &amp; Learning Target</b>
Stewardship: I can make a difference.

<b>Supporting Target</b>
6-8: I can reflect on the long-term effects of my actions. 9-12: I can create a positive legacy for future generations.

1. Greeting	2. Share
Choice (quick) Example: Students get in a circle and the teacher starts. The teacher turns to a student and says “Good morning _____ (name),” and the student responds in kind and turns to the next student and does the same all the way around the circle.	On the board, write the question “Do you think your ancestors are proud of you?”  After the greeting, have students respond and ask follow-up questions.
3. Activity	4. Closing
Day 1 1) Read <i>A Legacy Statement</i> together. 2) Have students use the template to assist them in getting started. 3) Have them start a rough draft. Day 2 (do a quick greeting of your choice) 1) Have students finish rough drafts and have their peers edit them for convention and clarity (NOT FOR CONTENT). 2) Have students start putting together a draft for publishing (this may look different for different students). Day 3 1) Have students finish the publishable draft. 2) Have students share their legacy statement with two new students in Crew.	At the end of each day allow students to share what is going well and what they are struggling with.  At the end of the third day, bring students back to the circle and ask them how they think writing their legacy statement will change the way they act moving forward.

Differentiation Ideas	
Step it down (6-8)	Consider writing to a younger student at OWL or to a student at the school they attended before coming to OWL that you can send via Interdistrict mail.
Step it up (11-12)	Consider writing to younger students about what they wish they would have heard from an elder or compiling them and giving them as part of a class gift (with another object like a bench, mural, etc.).

## *A Legacy Statement*

A Legacy Statement is a publication of a message you wish to give to those you leave behind. It can take the form of many different media. While most Legacy Statements are in writing, an ever-increasing number are being delivered by audio or video recordings.

A Legacy Statement allows you to deliver a personal story based on a theme you select. Legacy Statements may be long journals or brief letters. Each is as unique as its author, but most have certain elements in common.

1. A Target Audience. This is the object of your message and lesson. The person or persons to whom you are directing the Legacy Statement. It may be your spouse, your children, your friends, your community or anyone you intend to be impacted by your statement.
2. A Message. The message is the expression of the purpose for writing the Legacy Statement. You will need to decide the purpose of your Legacy Statement. Some examples of the reasons people write Legacy Statements are:
  - o To impart advice to those who follow you.
  - o To serve as a love letter to those who mean so much to you.
  - o To introduce yourself to future generations who will never have the honor of meeting you in person.
  - o To emphasize what has been important to you and has been a profound influence in your life.
  - o To tell your personal story; your hopes, your dreams, your disappointments. It may be a narrative of past successes and failures, an accounting of your life. Some writers use the occasion to speculate how they would do things differently if they had the chance to "do it all over again."
3. A Lesson. Out of the message comes a directive or lesson that you may wish to impart. You can use your life experiences to create a background for your statement of the moral and ethical principles you implore your heirs to follow.

Article Source: <http://EzineArticles.com/3637867>

## Legacy Statement Template

Your Audience: Choose a person or group of people to write to:

What is the purpose of your legacy statement: (pick one)

\_\_\_\_\_ Advice to younger students

\_\_\_\_\_ A thank you to those who have meant a lot to you

\_\_\_\_\_ To introduce yourself to those who are yet to come

\_\_\_\_\_ To emphasize what has been important to you so far in life

\_\_\_\_\_ To tell your personal story (your hopes, your dreams, your disappointments, etc.)

Tell me more about why you picked that:

What lesson do you want people to learn from your Legacy Statement? Writing this will help focus your writing.

Start writing! Keep in mind that you will be sharing your Legacy Statement with those in your target audience as a published piece of work and that this will also go into your portfolio.