9th Grade POL Activity List – Day 1

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| **Activity Name and Content** | **Activity Choices and Description** | **When to finish this…** |
| **Block 1** | | |
| **Example POL 1** | **Answer the following questions as you watch the first model POL:**   * What do you notice? * What questions do you have? | **By break 1…** |
| **POL Rubric** | **Silently read the rubric while I read it out load.**   1. Annotate as you read 2. Write down at least two questions you have. | **By break 1…** |
| **Note card Expectations** | **Note card expectations:**   1. Only Talking Points! 2. Only write on the front of the card 3. Number of cards:    * One card for introduction    * 1-2 cards for strength    * 1-2 notecards for goal    * One notecard for each reflective question (two total)    * One card for conclusion 4. Number your note cards | **By break 1…** |
| **Example POL 2** | **Answer the following questions as you watch the POL:**   * What kind of evidence did she use? * What were the strengths of this presenter? * How did she transition between topics? | **By break 1…** |
| **Introduction or hook** | **Introduction and hook:**   * Write a hook. * Think about how you can hook your audience. * Hook ideas –   What you like about Animas? How do you feel you have grown overall? Is there one quick story that is a good example of your experience here? What brought you here? How does it differ from middle school? Unexpected experiences. Funny realities. | **By break 1…** |
| **Day 1 - Break 1 10:00 – 10:30** | | |
| **Block 2** | | |
| **21st Century Skills Group Research** | **In groups of 3: Type up one document that you will email to me that includes:**   * For each of the 21st century skills: 1) Define the term 2) Brainstorm 2 concrete examples of how that skill can manifest in school. (specific actions/behaviors)   **Example (from the HABITS)** a) *ADVOCACY:* speaking up for yourself and your needs, for others, for your community, for your planet  - communicating with your teachers about an assignment you are struggling with  - speaking up when you see people being mean to others  **Circle 3 that could possibly count as strengths for you and write out a specific piece of evidence for each** | **By lunch…** |
| **Day 1 – LUNCH 11:30 – 12:05** | | |
| **Block 3** | | |
| **Goal Brainstorm** | **Goal Brainstorm**   1. Go back through the 21st century skills and the HOHAM and write down the top three you think you need to work on. Once you have your top three turn to your neighbor and discuss why you choose the three you did. By the end of your discussion you should narrow it down to your top choice. Then move on to the task below. | **By break 2…** |
| **SMART Goal Action Plan** | **SMART Goal Action Plan:**   1. Fill out the SMART Goal handout thoroughly (20 mins) 2. **Using your SMART Goal handout write a TEA Paragraph for your goal:**   **T –** Which of the 21st century survival skills or HOHAMs is your goal? Define what it means to you.  **E –** Explain a specific piece of evidence that you will show in hand or on your DP that illustrates why you chose the goal that you did.  **A –** Write an **action plan** that will help you meet your goal that meets the SMART requirements.   1. Transfer your TEA paragraph to a **note card**. Make sure all of the SMART ideas are on it so you do not fail your POL. | **By break 2…** |
| **Day 1 - Break 2 1:30 – 2:00** | | |
| **Block 4** | | |
| **Strength Freewrite** | **Freewrite for 20 minutes ideas for your strength.**   * **Think about:**   **a.** Which HOHAM or 21st century skill it includes?  b. What evidence you would use?  c. Get specific, connect your ideas with your evidence.  d. Make sure you are demonstrating self-awareness, honesty, and deep reflection.  Read the criteria we will grade you on from your **rubric** as you write.  **Show it to me when you are done** | **By the end of class.** |
| **Strength**  **Note Card** | **Strength Note Card: (bring your freewrite to me to get the notecards)**   * Transfer your freewrite onto note cards. * Follow the notecard format.   Example Notecard:  #1  **Topic:**  My greatest strength as a student is critical thinking.  (Restate the prompt in your topic sentence)  **Evidence:**   * **Tragedy Graphic novel** * **Google docs**   **Talking Points:**   1. Struggled to get the formatting of the novel 2. Shapes moved 3. Googled how to insert a google drawing 4. Found a solution, created an amazing A project 5. How evidence shows what I am saying | **By the end of class.** |

**9th Grade POL Activity List – Day 2**

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| **Activity Name and Content** | **Activity Choices and Description** | **When to finish this…** |
| **Block 1** | | |
| **Reflective Questions** | **Reflective Question Dinner Party**   1. Write down the reflective questions from your rubric. 2. Now go out there and mingle, get to know one another | **Follow with the class…** |
| **Reflection Questions** | **Reflective Question Freewrites: (1/2 – 1 page for each at least)**   1. How is the work that you are doing here relevant to you personally or to your larger goals? 2. What topic have you engaged with this year that has caused the most personal or intellectual growth for you? 3. Make sure you are **demonstrating self-awareness, honesty, and deep reflection.**   Bring freewrite to me to get a notecard.  Turn each freewrite into a TEA paragraph form notecard. (Use the example note card) | **By break 1…** |
| **Day 2 - Break 1 10:00 – 10:30** | | |
| **Block 2** | | |
| **Evidence Gathering** | **Start Evidence Gathering :**   * First generate a list of evidence you will need. Write where the evidence is, is it on your DP, in your math class. Be specific. * Put physical evidence from this class in manila folder * Get evidence from other classes today and bring tomorrow   **You must have all evidence by lunch!** | **By lunch…** |
| **Conclusion** | **Conclusion preparation:**  Answer these questions in your notes:   * What do you want to leave your audience with? * Where are you going next? * If you had to sum up the theme of your presentation in a few sentences, how would you do it? * Generate any ideas you have for a strong conclusion. Remember the last words you leave the audience with have a strong impression. End strong!   Create a **TEA notecard** for your conclusion | **By lunch…** |
| **…if you have time** | **If you have additional time:**   * Make sure your DP is up to date | **By lunch…** |
| **Day 2 – LUNCH 11:30 – 12:05** | | |
| **Block 3** | | |
| **Hook Practice** | **Practice your introductions and hooks in groups of 3, no likes or ums.**   * Before you start go over the presentation skills you will be graded on. Use them.  |  | | --- | | **Professionalism:** Student uses professional verbal language and professional body language during the POL. | | **Eye Contact:** The student makes eye contact with all panelists, and uses note cards appropriately. | | **Vocal Delivery:** The student’s delivery is strong, energetic, and easily understood. |   **When you are all finished, discuss the following as a group:**   * What introduction was the best? Why? * What do you all need to do to improve? | **By break…** |

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| **Activity Name** | **Activity Choices and Description** | **When to finish this…** |
| **Group Critiques** | **Get in your POL groups: as a class we will go over the critique rubrics**   1. Each person will go once – (if you have time you can all go a second time)  * Written and verbal feedback * Choose a timer for the group. Make sure you time both the presentation and Q & A. | **By break 2…** |
| **Partner Practice** | **Partner Practice –**  **Find a partner: for the remainder of class practice your POL over and over.**   * Use your rubric to make sure they are at a passing level * Give verbal feedback each time * Make sure to time each other * Ask follow up questions | **By break 2…** |
| **Day 1 - Break 2 1:30 – 2:00** | | |
| **Block 4** | | |
| **3 Example Models** | **3-4 students will volunteer to give their POL to the entire class.**   * While the present write: 2 specific pieces of positive feedback   2 pieces of constructive feedback that will help them pass their POL | **By the end of class…** |
| **POL Reminders** | **POL Reminders**   1. **Make sure your DP’s are updated!** 2. **POL Dress Code**  * If you are not dressed properly, you will be sent out of the room, and asked to come back on Friday to redo your POL in proper dress. * Males: Slacks , chinos or khakis (NO JEANS), button-up shirt, tie, dress shoes. NO SNEAKERS. Matching socks are highly encouraged! * Females: Slacks or skirt, nice sweater, button up shirt, or suit jacket. Heels are okay as long as you can comfortably walk in them. DO NOT: wear tight/revealing clothing, show excess leg, or cleavage. Dresses that are appropriate for dances are often not appropriate for POLs. If you’re not sure, check with me.  1. **Green Room Behavior:**  * If you are waiting to present you will need to wait in the commons, aka the Green room. You must be on your best behavior, no shenanigans! Use that time to practice, help your peers practice. Please stay in the Green Room, not in the halls! | **By the end of class…** |
| **Homework** | * Practice, practice, practice – to a friend, a dog, stuffed animal, the wall * Write your paneling and POL time in your planner. Be on time!! * Be in professional dress! (head to toe) | **By the end of class…** |