Peers as Partners in Learning – High School

Lesson Plan 3.1: Leave a Legacy

Approximate time to allow: 6-9 weeks

Unit

Leave a Legacy

Lesson

Leave a Legacy Project

Standards Supported in this Lesson	Rubric Essential Concepts
SS.912. P.9.8 SS.912.P.10.3 MAFS.K12.MP.1.1 ELA.K12.EE.4.1 ELA.12.R.1.3 HE.912.P.8.3 SS.912.P.12.2	Laws and Educational Implications Impact of Language Problem Solving Process Promoting Access, Involvement and Progress Self-Determination

Essential Questions

What is your legacy as a member of the Peers as Partners in Learning program and how will your legacy impact others individually, school-wide, or globally?

Learning Objectives

Students will:

- Reflect on their learning and development as a PPL team member.
- Understand the planning and problem-solving process.
- Create a product (legacy) that considers sustainability and preservation of a culture where all people are respected.
- Reflect on their experience as a peer support.

Technology/Materials

- Legacy PowerPoint
- Video- Leave Your Legacy (3:32) (https://www.youtube.com/watch?v=pgjmjqrIuy4)
- Projector, screen, speakers
- Student handout for Leave a Legacy (1 per student) or electronic copy
- Problem Solving Process
- PPL Essential Concepts Performance Rubric
- Leave a Legacy Rubric
- Leave a Legacy suggested timeline
- Reflection Questions – Final assignment (1 per student) or electronic copy

Lesson Steps

1. Introduce the concept of a legacy.
   a. Purpose: Anchor students in the background notion of legacy.
   b. Directions:
      i. Prime background knowledge by asking students to define what a legacy is to them. Possible answers: a gift, property, money, something left in a will, anything handed down from the past, etc.
      ii. Hold a discussion about how people might leave a legacy that doesn't involve personal property. Ask students to brainstorm examples of people who have left a legacy beyond personal property.
      iii. Display and follow presenter notes in the Legacy PowerPoint
         a. Present Slide 1. Have students answer the questions on the slide and discuss answers with their shoulder partners. Allow 30 seconds for each student to share.
         b. Present Slides 2-5. Ask students "How does this last sentence of Susan Bosak's quote apply to your experience as a peer support student?" Allow students think time. Students can share their thoughts to the whole group or in small groups.

2. Introduce the Leave a Legacy project.
   a. Purpose: To consider how a legacy can incorporate sustainability and preservation of a culture where all people are respected.
   b. Directions:
      i. Show the video Leave Your Legacy and provide a copy of the Essential Concepts Performance Rubric. Students should reflect on the concepts learned in the PPL course as given in the Essential Concepts Performance Rubric. Ask students to provide understandings or examples of the concepts indicated in the graph. Share out ideas and comments to either large or small group.
      ii. Using the Essential Concepts Performance Rubric, ask students to individually identify concepts of the PPL course that were of particular interest to them, or where they see a need for growth or development while they are serving their assigned student. Instruct students that these concepts of interest are the starting point for them to develop their own legacy.

3. Employ the steps of the problem-solving process to begin the Leaving a Legacy project.
    a. Purpose: To create a product that is designed to intervene on a problem related to the concepts identified on the rubric that students identify while serving peers with disabilities.
    b. Directions:
        i. Provide access to or copies of the handout showing the steps in the problem-solving process.
            a. With student input, identify a common problem that they wish to solve (school based or typical social scenario), as an example of how the problem-solving process works. For example, the students could choose the topic of "homework" and follow the 4-step problem solving process to identify a specific aspect of homework, why it is a problem, possible solutions, and how they will know if their solution works.
            b. Refer to the Essential Concepts Performance Rubric that details the critical content of this course. Ask students (individually or in a group) to revisit the ideas they identified in Step 2 and choose at least one critical concept where they perceive that there is a problem. This problem should be one that has potential for leaving a legacy.
            c. Students (individually or in a group) should follow each step of the problem-solving process and make a plan to work through a problem that they have identified, in order to create a legacy.
        ii. Introduce the student handout and provide access to or copies of the Leave a Legacy Rubric.
            a. Review project rubric requirements and timelines.
            b. Be sure to plan for periodic workdays, peer reviews, and check-ins with the teacher for draft feedback.
            c. Allow time for students to plan (individually or in a group) and to ask clarifying questions.
        iii. Periodically, schedule a workday according to the Leave a Legacy suggested timeline, so that students can plan, collaborate and review each other's progress. Students should review their progress with peers and/or the teacher according to the Leave a Legacy Rubric.
        iv. Optimally, students will share their Leave a Legacy project with others. The format for this will depend upon the structure of the course within the school. Possibilities are to share at faculty meeting, video tape presentations and play on morning news, make a scrapbook for projects, or create a manned display table where other students can ask questions.

4. Students complete the Reflection from the Peers as Partners in Learning- Final Assignment
    a. Purpose: To encourage students to think about all aspects of the course and the benefits of their involvement.
    b. Directions:
        i. Toward the end of the Leave a Legacy project, introduce the Final Assignment Reflection.
        ii. Provide class time for students to collaboratively discuss the questions on the reflection.
        iii. Provide choice for how students respond to the questions. Be creative and flexible.

Assessments

Formative:

- Student responses from conversations, discussions, reflections, and conversations/feedback throughout Leave a Legacy.

Summative assessment:

- Leave a Legacy Project as graded by rubric.

Considerations

- Allowing students time to process and talk as well as providing choice increases student engagement.
- Close captioning, a script, or interpreter may need to be provided for students with hearing challenges.
- Increased font size on handouts or braille format may be provided for students with visual needs.
- Technology may be used for students with writing difficulties or to provide choice.
- Handouts may be read aloud or technology text-to-speech option may be used.