

<b>Lesson Title:</b>	Campus Climate Graphing
<b>Objective:</b>	Students will learn to identify the times of the school year where their leadership is most needed.
<b>Essential Question:</b>	What is the best time of the year to plan activities for students on campus?
<b>Level (Beginner or Advanced):</b>	Beginner or Advanced
<b>TEKS Covered:</b>	
<b>Time Involved:</b>	20-30 minutes
<b>Materials Required</b>	<ul style="list-style-type: none"> <li>- One piece of paper per student</li> <li>- One pen/pencil per student</li> </ul>
<b>Lesson Procedure:</b>	<ol style="list-style-type: none"> <li>1. Let's make a graph! <ol style="list-style-type: none"> <li>a. Using a white-board or overhead projector, draw a sample graph for your students to look at.</li> <li>b. The y-axis should be labeled <i>emotion</i>, with a happy face at the top and a sad face at the bottom.</li> <li>c. The x-axis should be labeled <i>month</i>, with a range of August to June listed.</li> <li>d. Rules: Your students will have 10 minutes to plot every event they can think of during the school year. These events can include, but are not limited to: <ol style="list-style-type: none"> <li>i. Student Activities</li> <li>ii. Spirit Weeks</li> <li>iii. Testing</li> <li>iv. Weather</li> <li>v. Birthdays</li> <li>vi. Holiday Breaks</li> </ol> </li> </ol> </li> <li>2. Comparison <ol style="list-style-type: none"> <li>a. At the end of ten minutes, instruct students to connect all of their dots chronologically, creating an emotional roller coaster of their school year.</li> <li>b. Give students two minutes to compare and contrast their graphs.</li> <li>c. Ask: What do you notice? Are there similarities? Differences? Did any times of the year surprise you?</li> <li>d. Let them talk for 2 minutes.</li> </ol> </li> <li>3. The Realization <ol style="list-style-type: none"> <li>a. Take your master-graph and circle the low-areas.</li> <li>b. Ask the following: "What if the time student activities are needed the most are when students want to be on campus the least?"</li> <li>c. Give them a low-point of the year to brainstorm activities.</li> <li>d. Take three minutes to brainstorm.</li> <li>e. Repeat with other points in the year if you would like.</li> </ol> </li> </ol>
<b>Debriefing/Processing:</b>	<ol style="list-style-type: none"> <li>1. How can we raise student morale in the "low areas" identified on your graph?</li> <li>2. How do you think your personal morale throughout the year differs from that of a non-leader?</li> </ol>

	<ol style="list-style-type: none"><li>3. What are on our graphs can we begin to fix today?</li><li>4. Are any of our activities detrimental to our campus culture? Why?</li></ol>
<b>Suggested Rubric/Grading:</b>	
<b>Extension Lessons/Activities:</b>	<p>- Create <i>Give Lists</i></p> <ol style="list-style-type: none"><li>a. Tell students that you have hypothetically given them 20 dollars to make a school day memorable.</li><li>b. Give them 10 minutes to create activities that increase morale for students, keeping in mind they are on a tight budget.</li></ol>