

Taking Leadership in the Classroom

The madrichim program is a service learning program in which teens are given opportunities to learn and practice new knowledge and skills. Over the course of the year, madrichim will:

1. Plan and lead a *kehillah* (community) building activity (September/October)
2. Lead a *limud* (learning) activity (November/December)
3. Lead a lesson (January/February)
4. Plan and lead a lesson (March/April/May)

Madrichim may do this in individually or in groups of 2-3.

Use of class time for planning:

- Madrichim may use up to 30 min. of class time each week to plan.
- The use of class time to plan is at the discretion of the teacher.
- If planning with others, this must be done quietly in the hall.

Kehillah (Community) Building Activity

Madrichim will plan a community building activity (ice breaker, mixer) for their class. The activity should take place in class in September or October.

- a. This activity must help the class (including madrichim & faculty) build positive relationships.
- b. Madrichim will ask their teacher for the best date and time for their activity.
- c. The activity should take 10-20 minutes.
- d. Madrichim will share their activity plan with their teacher at least one week before the intended date. The teacher will provide constructive feedback to the madrichim. Madrichim will use this feedback to finalize their activity plan.
- e. Madrichim will use this sheet to plan, receive feedback and reflect on their activity.

Name of Activity:

Time needed:

Supplies Needed:

Activity plan (describe exactly what you will do, use backside if needed):

How will this activity help build *Kehillah* (community):

Teacher feedback:

Student reflection (what went well? What could have gone better? Why?):

Limud (Learning) Activity

Madrichim will plan and lead a *limud* (learning) activity for their class. The activity should take place in class in November or December.

- a. This activity must teach a concept that is part of the curriculum for that class.
- b. Madrichim and the teacher will together choose the best topic, date and time for the activity. Teachers will help brainstorm activity ideas with students.
- c. The activity should take 10-20 minutes.
- d. Madrichim will share their activity plan with their teacher at least two weeks before the intended date. The teacher will provide constructive feedback to the madrichim. Madrichim will use this feedback to finalize their activity plan.
- e. Student will use this sheet to plan, receive feedback and reflect on their activity.

Topic of *Limud* Activity:

Goals of *Limud* Activity (what knowledge or skills will students walk away with?):

- 1.
- 2.
- 3.

Time needed:

Supplies Needed:

Limud activity plan (describe exactly what you will do, use backside if needed):

Introduction –

Instructions –

Reflection/Conclusion -

How will this activity help students learn about the topic?:

Teacher feedback:

Student reflection (what went well? What could have gone better? Why?):

Lead a Lesson

Madrichim will lead a lesson planned by and with the support of their teacher.

- a. This lesson should be within the regular curriculum for the class.
- b. Madrichim will ask the teacher for a lesson to lead.
- c. Each teacher will provide the lesson(s) for their madrichim to teach and go over the lesson with their madrichim at least one week in advance.
- d. Madrichim will prepare materials and teach the class with the guidance of their teacher.
- e. Student will use this sheet to plan, receive feedback and reflect on their teaching.

Topic of lesson:

Goals of the lesson (what knowledge/skills should the students walk away with?):

Materials to be prepped before lesson:

Questions to ask the teacher prior to teaching the lesson:

Teacher feedback:

Student reflection (what went well? What could have gone better? Why?):

Plan and Lead a Lesson

Madrichim will plan and lead a lesson the guidance support of their teacher.

- a. This lesson should be within the regular curriculum for the class.
- b. Madrichim and the teacher will together choose the lesson topic and day. Teacher will help brainstorm ideas for the lesson.
- c. Madrichim will provide a draft lesson plan at least 3 weeks in advance to their teacher. The teacher will provide constructive feedback. Madrichim will use feedback to write their final draft to be shared with their teacher and Liza at least one week in advance.
- d. Madrichim will prepare materials and teach the class with the guidance of their teacher.
- e. Madrichim will use this sheet to plan, receive feedback and reflect on their teaching.

Names of madrichim:

Topic:

Grade Level of Students:

Lesson Topic: _____

Date of Lesson: _____

Objectives of lesson (What knowledge or skills will students walk away with? Pick at least 2-3 *specific* items)

- 1.
- 2.
- 3.
- 4.

Materials needed (What will you need to make your lesson work? Make sure to list ALL materials on here, even if you know they are things already readily available in your classroom)

Introduction to lesson (How are you going to introduce this topic to the students? What will you say? What will you do? Do you need to give them/remind them of any background information?)

Time needed for introduction

Activity (How will you teach this topic to the students? What will the activity look like? What will you do? What will you say? What will the students do? How will they be grouped for the activity—individuals, pairs, groups, etc.?)

- *Your activity must hit at least two types of learners (visual, auditory, kinesthetic-tactile)*
- *Your activity must have options for at least 3 out of the 7 types of intelligences (linguistic, logical/mathematical, musical, visual/spatial, bodily-kinesthetic, interpersonal, intrapersonal)*

Time needed for activity

Conclusion (How will you wrap up your lesson? What is the take away message you want the kids to be left with? Will you have any kind of assessment to make sure they understood what you were teaching and that your objectives were met?)

Time needed for conclusion

“Sponge” Activities (What will students who finish early do? What if the above takes less time that you anticipate? “Sponge” activities are things you are not necessarily going to do, but will have ready just in case)

Anticipated behavioral issues (You know your kids—which parts of your lesson are potentially problematic for behaviors? What do you think your students *might* do that would be a behavioral challenge?)

Solutions for behavioral issues (How will you respond if behavioral issues arise? What will you do? How will you be sure you can continue with your lesson?)

Teacher feedback:

Student reflection (what went well? Why? What could have gone better? Why? How would you change this lesson if you were to teach it again?):