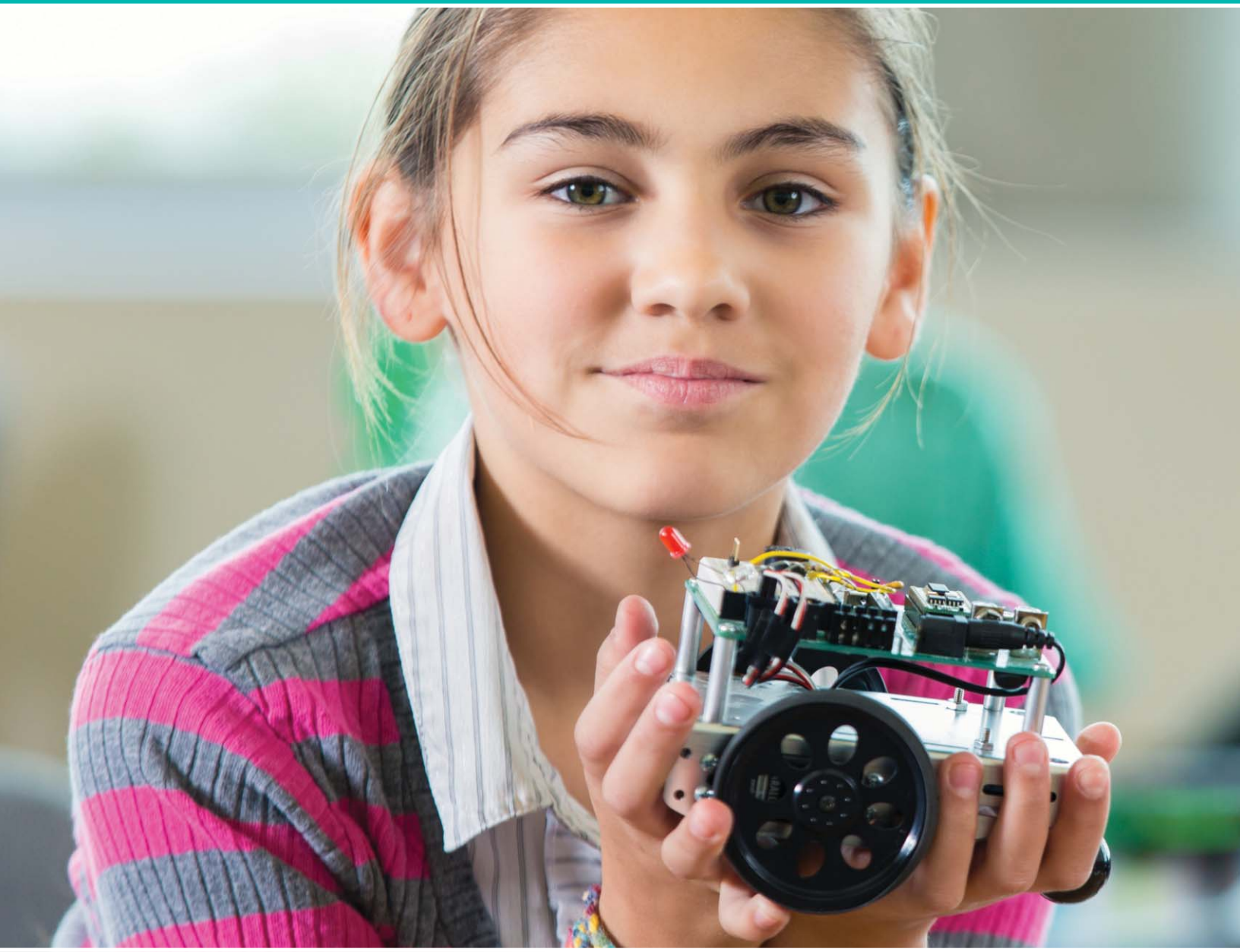
THE EDUCATION FUND

CELEBRATING 30 YEARS

2016-2017

ideas with IMPACT



idea packet

Sponsored by:

Ford Motor Company Fund

Badges of Honor

Badges of Honor

Brigette Kinney
bkinney@dadeschools.net
Ada Merritt K-8 Center
#3191

For information concerning IMPACT II opportunities including

Adapter and Disseminator grants, please contact:

Edwina Lau, IMPACT II Program Director

The Education Fund

305-558-4544, Ext. 113

Email: elau@educationfund.org

www.educationfund.org

Contents

Goals and Objectives	3
Florida Standards	3
Instructional Overview	3
Lesson Plan: How Can I Be the Best Me?	4
Lesson Plan: What Is a Symbol	5
Lesson Plan: Symbol Collage	6
Lesson Plan: Symbolism in Poetry	7
Lesson Plan: Bringing a Symbol to Life	8
Lesson Plan: Everyday Symbolism	9
Lesson Plan: Badges of Honor	10
Reproducibles	11
Resources	18
Student Work Samples	19

Goals and Objectives:

The "Badges of Honor" project recognizes students who contribute positively to the school community. It is a highly flexible program that can be carried out within a single classroom over a short time frame or implemented school-wide over an entire school year and involve faculty, parents, and students.

This character education project promotes good citizenship by encouraging students to demonstrate values that contribute positively to the school community. Students are recognized for their positive actions and attributes with a "badge of honor" that they wear on their uniforms. The badges are created by students, using symbolism to communicate the attribute being recognized. By designing the badges, students get real-world experience creating and interpreting symbols. Students nominate their peers for awards, selecting the attribute they believe the nominee should be recognized for, and providing a rationale that uses examples of how the nominee has demonstrated the attribute.

By turning the focus away from grades and onto positive character attributes such as kindness, integrity, honesty, and respect, this project encourages leadership, builds self-esteem, and promotes a culture of caring throughout the school.

Language Arts Standards:

Integration of Knowledge and Ideas LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Comprehension and Collaboration LAFS.K12.SL.1.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Application of Skills and Concepts LAFS.K12.W.1.1 Write arguments to support claims.

Badges of Honor Instructional Overview

The following lessons introduce students to symbolism and guide them in exploring positive character attributes. Student then use their understanding of communication through symbols to design symbolic representations of selected character attributes. Students practice justifying claims with evidence when they nominate peers to receive a Badge of Honor.

These activities can be used in conjunction with, or independent of, the MDCPS "Values Matter" program, available at http://osi.dadeschools.net/valuesmatter/.

Lesson Plan: How Can I Be the Best Me?

Objective

Students will:

1. Reflect on their own actions and decisions and identify positive choices.
2. Build a vocabulary of character traits by making connections between behaviors and character traits.
3. Set a goal for contributing positively to the school environment.

Standards

LAFS.K12.L.3.4-6: Vocabulary Acquisition and Use

Florida Gifted Program Goal 6, Objective 2: Critical Reflection

Florida Gifted Program Goal 6, Objective 3: Communication

Materials

"How Can I Be the Best Me?" handout

Procedure

- Distribute the "How Can I Be the Best Me?" handout.
- Ask students to think about a time they did something they felt proud of, and a time they did something they felt bad about.
- Discuss how we can tell the difference between actions that are positive (helpful) and negative (harmful).
- Explain that we use words to describe ways that people act. These words are called character traits.
- Explain the graphic organizer on the handout and discuss the example, prompting students to think of other words that could describe someone who behaves in this way (i.e., considerate, respectful).
- Have students complete the graphic organizer with positive actions they can take at home and at school.
- Students may need support in thinking of the character attributes that describe the behaviors they have listed. It may be helpful to allow them to work in collaborative groups.

Evaluation

Ask students to review the ideas they listed in their graphic organizer and to choose a character trait that they want to work on developing. Have students write a pledge that describes actions they will take at school today to begin developing their chosen character trait.

Lesson Plan: What Is a Symbol?

Objective

Students will:

1. Recognize a variety of familiar symbols.
2. Reflect on the practical use of symbols.

Standards

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Materials

"What Is a Symbol?" handout

Procedure

- Distribute the "What Is a Symbol?" handout.
- Invite students to view and interpret the symbols in the top section of the handout.
- Take students on a school tour, asking them to observe symbols throughout the building.
- Invite students to share where they noticed symbols at school (i.e., exit sign, bathrooms, no smoking sign)
- Ask students to think about other symbols they see in their daily lives and draw two symbols that they are familiar with.
- After students add two symbols to their handouts, have them exchange papers with a classmate and try to interpret the symbols.
- Define universal and discuss what a universal symbol is.

Evaluation

Ask students to think about how symbols are a useful form of communication, and write to explain their ideas.

Lesson Plan: Symbol Collage

Objective

Students will:

1. Reflect on personal character attributes.
2. Use visual representations in conjunction with language to communicate ideas.

Standards

LAFS.K12.SL.2.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Materials

"Symbol Collage" handout or construction paper
Magazines and newspapers
Scissors
Glue or glue sticks
Crayons, colored pencils, markers

Procedure

- Distribute the "Symbol Collage" handout, or provide students with drawing or construction paper.
- Ask students to think about their own character attributes, and what symbols represent those attributes.
- Provide students with newspapers, magazines, and drawing supplies that they can use to create a collage of symbols and words that represent their most important character attributes.

Evaluation

Display the student collages and give the class an opportunity to view and interpret the symbols, discussing what the symbols represent.

Lesson Plan: Symbolism in Poetry

Objective

Students will:

1. Read and comprehend poetry.
2. Use context clues to clarify the meanings of unfamiliar terms.
3. Recognize and interpret symbols in a poem.

Standards

LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Materials

"Symbolism in Poetry" handout

Procedure

- Distribute the "Symbolism in Poetry" handout.
- Provide background information on Paul Laurence Dunbar (available at https://www.poets.org/poetsorg/poet/paul-laurence-dunbar) to activate prior knowledge about the historical context of the poem.
- Read "Sympathy" aloud, listening to the rhythm and sounds of the words. Notice any words or images that stand out.
- Read the poem again, visualizing the images and clarifying any words and phrases as necessary, using context clues to determine meaning. What recurring images are present?
- Read the poem again, listening for clues to the theme. Discuss the inferences we can make about theme, making connections between the poem and the poet's life.

Evaluation

Identify one important symbol from the poem and write to explain what it represents, pointing out specific evidence in the text of the poem that helps you to interpret the meaning of the symbol.

Lesson Plan: Bringing a Symbol to Life

Objective

Students will:

1. Use figurative language to communicate ideas.

Standards

LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LAFS.K12.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Materials

"Bringing a Symbol to Life" handout

Procedure

- Distribute the "Bringing a Symbol to Life" handout.
- Review poetic techniques and types of figurative language (i.e., rhyme, meter, assonance, metaphor, simile, personification, imagery) as appropriate to the grade level of the students.
- Ask students to think of something concrete or abstract that is especially meaningful to them because it represents something important to them.
- Explain that students will write a poem celebrating their special symbol. (You may wish to give students additional guidelines suited to their level of comfort with poetry writing. For younger students, you might ask them to write free verse; older students might be asked to write formal verse such as a sonnet.)

Evaluation

Conduct a poetry reading, with each student presenting their poem aloud.

Lesson Plan: Everyday Symbolism

Objective

Students will:

1. Reflect on personal character attributes (core values).
2. Use visual representations in conjunction with language to communicate ideas.

Standards

LAFS.K12.SL.2.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Materials

"Everyday Symbolism" handout
Crayons, colored pencils, markers

Procedure

- Distribute the "Everyday Symbolism" handout.
- Discuss what character attributes (core values) we should strive to demonstrate at school, at home, and in our communities.
- Brainstorm as a group and develop a list of positive character attributes that students feel should be recognized at school.
- Ask students to choose four of these important attributes and draw a symbol to represent each one. The most successful symbols will be easy to interpret and clearly connected to the attribute.

Evaluation

Students draw a symbol for each of their four chosen attributes and write to explain the connection between the symbol and the attribute.

Lesson Plan: Badges of Honor

Objective

Students will:

3. Recognize character attributes (core values) in others.
4. Use evidence to support a claim.

Standards

LAFS.K12.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Materials

Badge of Honor Nomination Form (This form could be created as an online form with Google Forms or a similar platform.)
Button blanks

Procedure

- Review the core values/character attributes that students have explored throughout the series of lessons.
- Ask students to reflect on what actions a person can take to demonstrate each of these attributes.
- Instruct students to choose one classmate who has demonstrated one of the core values. (For younger students or single class groups, pair the students and ask each student to think of a positive attribute their partner demonstrates.)
- Distribute the Badge of Honor Nomination Form
- Explain that students will identify the attribute their nominee should be recognized for and give the evidence that shows how that student has demonstrated the attribute. Remind students that the evidence must be specific and relate directly to the attribute. (For younger students, it may be helpful to provide a sentence starter, such as "___ shows the core value ___ when she___.")
- Display the symbols that students created for the "Everyday Symbolism" activity.
- Provide a button blank to each student. Supervise students creating a badge for their nominee, using symbolism to show the core value.

Evaluation

Students nominate a classmate for a badge of honor, providing evidence to show how the nominee demonstrates the identified attribute.

How Can I Be the Best ME?

What can you do to be the best possible **you** at home and at school? In the first column, write what you can do. In the second column, write the character attribute this shows. Draw a line from the action to the attribute.

At home, I can…	**This shows I am…**
Say please and thank you →	polite
At school, I can…	**This shows I am…**

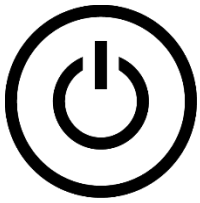
Write a pledge, or a promise, that tells how you will be the best **you** today.

I pledge to _____

_____

What is a Symbol?

A **symbol** is a sign that stands for something. We look at it and understand what it means. Write what each of the symbols below represents.



Think of two other symbols that you would recognize immediately. Draw them below. Show your symbols to a friend. Can they tell what the symbols mean?

Many signs use symbols because they are universal. This means that all over the world, no matter which country you are in or what language people speak, you will be able to recognize certain signs. Why is this useful?

Symbol Collage

What represents you? In the space below, create a collage of symbols that represent who you are inside. You can cut pictures and words out of magazines or newspapers, use photographs, or draw your own pictures.

Symbolism in Poetry

If something is **symbolic**, it stands for or represents something else. Symbolism is frequently used in poetry to emphasize a central theme (message or lesson). Read the poem by Paul Laurence Dunbar, looking for symbolism. The explain the symbol(s) you find.

Sympathy

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
When the first bird sings and the first bud opes, 5
And the faint perfume from its chalice steals—
I know what the caged bird feels!

I know why the caged bird beats his wing
Till its blood is red on the cruel bars;
For he must fly back to his perch and cling 10
When he fain would be on the bough a-swing;
And a pain still throbs in the old, old scars
And they pulse again with a keener sting—
I know why he beats his wing!

I know why the caged bird sings, ah me, 15
When his wing is bruised and his bosom sore,—
When he beats his bars and he would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart's deep core,
But a plea, that upward to Heaven he flings— 20
I know why the caged bird sings!

Identify a major symbol in this poem, and explain what it represents. Cite lines in the poem that help you understand this symbolism.

_____

_____

_____

_____

_____

The poem "Sympathy" by Paul Laurence Dunbar is in the public domain.

Bringing a Symbol to Life

Think about something—an object or even an idea—that has been especially meaningful in your life. What does it symbolize to you?

Write a poem celebrating your special symbol. Your poem should use figurative language to bring your symbol to life and make the reader think of it in an original way. Choose your words and comparisons thoughtfully and deliberately to create new and meaningful images for the reader. Avoid clichés and predictable comparisons. Make sure every word you use is precise and powerful.

Everyday Symbolism

Choose four core values. Draw a symbol inside the circle to represent each value. Write to explain how your visual symbol connects to the core value.

Core value: _____

Core value: _____

Core value: _____

Core value: _____

Badge of Honor Nomination Form

Name of Student Nominee _____

Which core value did the nominee demonstrate? _____

Explain why the nominee should be awarded a Badge of Honor.

_____

_____

_____

_____

Nominated by _____

Badge of Honor Nomination Form

Name of Student Nominee _____

Which core value did the nominee demonstrate? _____

Explain why the nominee should be awarded a Badge of Honor.

_____

_____

_____

_____

Nominated by _____

Resources

Miami Dade County Public Schools "Values Matter" initiative lesson plans and resources http://osi.dadeschools.net/valuesmatter/ – This program includes character education lessons and activities for all grade levels.

Google Drive https://www.google.com/drive/ – This free resource is an excellent platform for creating an online form for students, teacher, and parents to nominate students to receive badges.

Materials to be purchased

This project is highly flexible and can be implemented as a one-time activity within a single class, as an ongoing school-wide program, or anything in between. Below are suggestions for materials and budgets for a range of implementations.

Recommended for single class one-time implementation:

Design-A-Button 2½ inch (24 buttons)		$15
Drawing paper		$15
Color markers set		$20
	TOTAL	**$50**

Recommended for class or grade-level ongoing implementation:

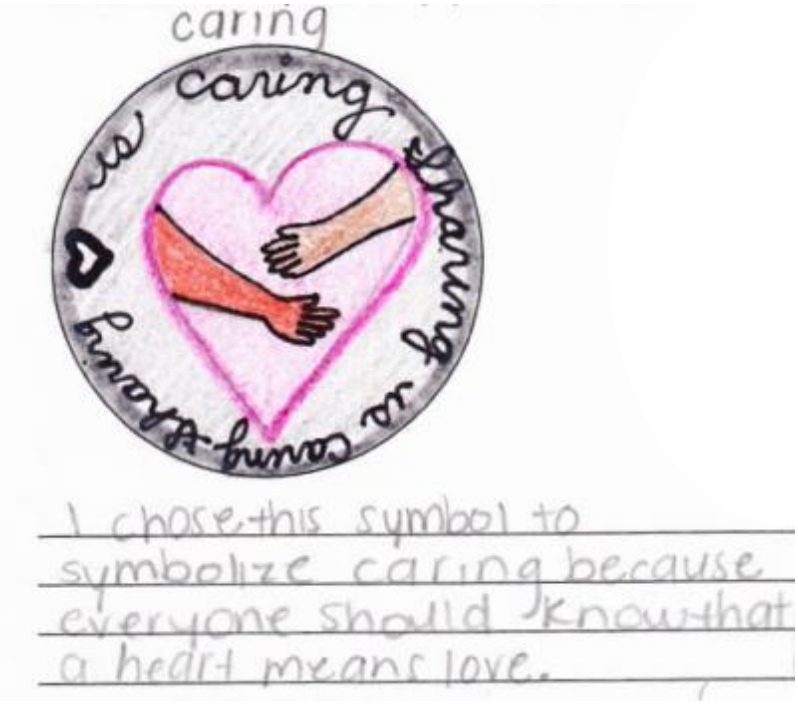
2¼ inch Badge-A-Minit Button Machine Starter Kit		$30
2¼ inch Badge-A-Minit Pin-Back Button Sets - 100 sets		$40
2¼ inch Cut-A-Circle		$30
Printer paper		$15
	TOTAL	**$130**

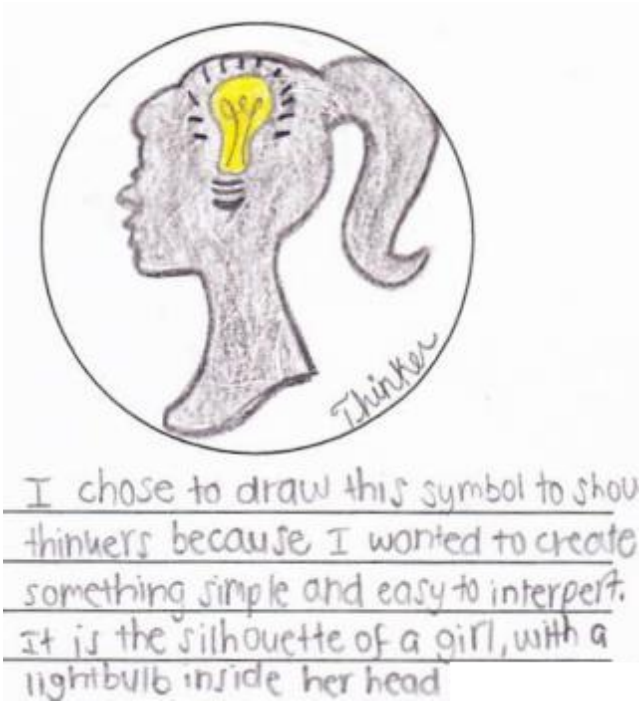
Recommended for school-wide ongoing implementation:

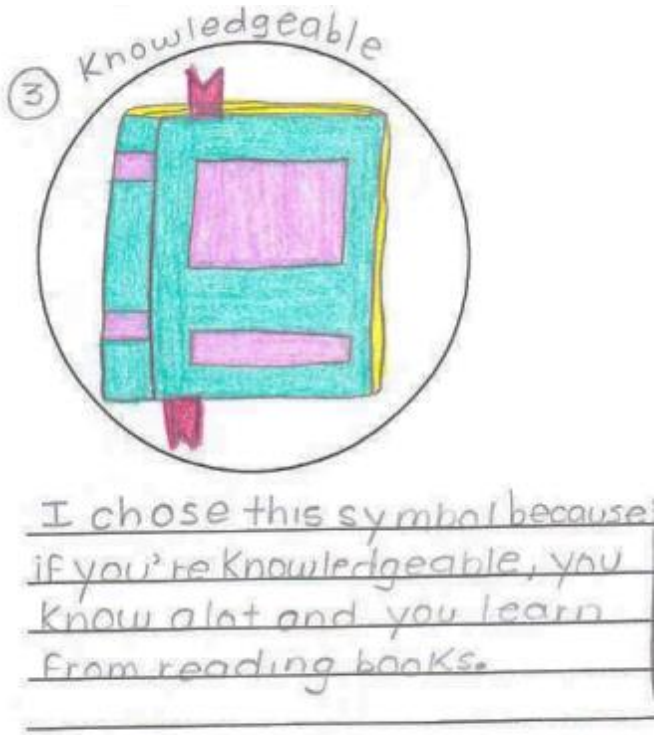
2¼ inch professional button machine		$280
2¼ inch front and back badge parts with safety pin - pack of 500		$105
Printer paper		$15
	TOTAL	**$400**

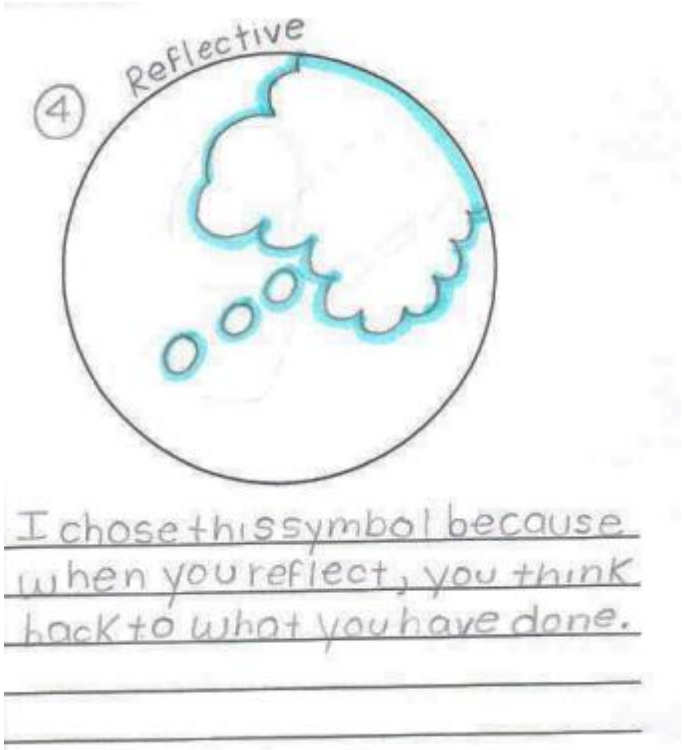
*Prices are approximate.

Student Work Samples









THE EDUCATION FUND
CELEBRATING 30 YEARS

APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2016-17. Most catalogs can be viewed at The Education Fund website at www.educationfund.org.

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, May 5, 2017.

APPLICATION DEADLINE:
Monday, December 12, 2016

Apply online at www.educationfund.org

For more information, contact:
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

FORD MOTOR COMPANY FUND

Driving a **Brighter Future**

For more than 65 years, Ford Motor Company Fund has worked to improve people's lives, investing $1.5 billion to support innovative programs in Community Life, Education, Safe Driving and the Ford Volunteer Corps.

For opening minds, creating opportunities, and helping to create a brighter future, Ford Salutes The Education Fund.

www.community.ford.com · @fordfund_ · @ford

THE EDUCATION FUND
CELEBRATING 30 YEARS

Contributors with IMPACT

Platinum Star

School District
Education Foundation
Matching Grant Program

Gold Star

TD Bank
America's Most Convenient Bank®

Ford Motor Company Fund

Humana Foundation

ASSURANT®

P L Dodge Foundation

FPL

FLORIDA 123 ABH SUPPORT EDUCATION

Silver Star

Learning A-Z

PEREZ TRADING COMPANY

Rod and Lucy Petrey

Raj Rawal and Anne Marie Miller

Robert Russell Memorial Foundation

Bronze Star

The Jack Chester Foundation

PNB

Miami Sportfishing Tournament/ Gary M. Pappas

NSU NOVA SOUTHEASTERN UNIVERSITY
Abraham S. Fischler College of Education