



Muse Machine 2019 Summer Institute-Inspired Lesson Plan

## ***What You Might Not Know About Failing Students***

Developed by Ken Neff

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Greenville, OH

### **Lesson Plan Summary:**

During the Muse Machine 2019 Summer Institute, educators participated in a workshop presented by the world-renowned Ping Chong + Company. The theme was “Belonging and the Sense of Self” and one of the demonstrations was entitled, *Undesirable Elements*. Ping Chong + Company has developed this interview-based theatre work to, “examine issues of culture and identity of individuals who are outsiders within the mainstream of the community.” Teachers are often faced with students who find themselves on the fringes of the mainstream, particularly in the high school setting. Teacher Ken Neff from Greenville High School works with students who sometimes feel they are on the outside looking in. In this lesson, Ken uses the concepts he learned from the Ping Chong presenters to bolster the interviewing skills that he wants his students to use during his credit recovery classes. He often finds that his students believe that successful people possess some innate ability that they do not have. As we know, Malcolm Gladwell tells us that it takes 10,000 hours of practice for anyone to become successful at a task. There is a very moving piece in this lesson from Kobe Bryant about the practice that it took for him to reach the pinnacle of his career. The moral of the story is, never underestimate the number of times that it takes for *everyone* to achieve success!

<b>Name:</b> Ken Neff	<b>School:</b> Greenville High School	<b>Subject:</b> School Climate / Credit recovery classroom	<b>Date:</b> 11/25/19
<b>Inspiration</b>	My inspiration was <i>Undesirable Elements</i> , the devised theatre series performed by Ping Chong + Company and introduced to us at the Muse Machine Summer Institute in 2019, which is based on interviews with real people. I believe students who fail classes are viewed by many as the “undesirable elements” in our classrooms.		
<b>Title:</b> What you might not know about failing students			
<b>I. <u>OVERVIEW</u></b>	<p><b>A. Summary:</b> Students will individually respond in writing to questions about their academic struggles. Responses will be exchanged between students and they will interview each other (taking notes) to expand on the short answers. Those notes will be turned in as evidence of success in completing the task. Through the process of interviewing each other, students can share insights that will be informative to themselves and to an audience.</p> <p><b>B. Standards:</b> <i>Ohio Social Emotional Standards</i></p> <p><i>Competency A: Self-Awareness</i> <i>A3 Demonstrate awareness of and willingness to seek help for self or others</i> <u>A3.2.d</u> Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths</p> <p><i>Competency B: Self-Management</i> <i>B3 Persevere through challenges and setbacks in school and life</i> <u>B3.2.d</u> Reframe a current challenge or setback, by reflecting on successes</p> <p><i>Competency D: Relationship Skills</i> <i>D1 Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.</i> <u>D1.1.d</u> Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals <u>D1.2.d</u> Apply constructive feedback to strengthen connections and achieve common goals</p>		

	<p><i>Competency E: Responsible Decision-Making</i></p> <p><i>E1 Develop, implement and model effective decision and critical thinking skills</i></p> <p><u>E1.2.d</u> Implement a decision-making process to solve complex situations including academic and social challenges</p> <p><i>E2 Identify potential outcomes to help make constructive decisions</i></p> <p><u>E2.3.d</u> Integrate prior experience and knowledge of outcomes to inform future decisions</p> <p><i>E4 Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable</i></p> <p><u>E4.1.d</u> Actively seek out new opportunities to expand personal knowledge and experiences</p> <p><u>E4.2.d</u> Embrace productive struggle as an opportunity for personal growth</p> <p><b>C. Objectives/Outcomes:</b> Eventually, this material provides the basis for a theatrical interview performance in which the students will read from a script based upon their story as told by them and told to their peers. This can be performed for an audience of teachers, peers and other stakeholders to enlighten them on the reasons that students fail and spark discussion on potential preventative efforts and interventions.</p> <p><b>D. Teaching Approach:</b> Small group instruction</p> <p><b>E. Assessment:</b> Interviewer rubric and interviewee rubric</p>
<p><b>II. <u>LESSON PREPARATION</u></b></p>	<p><b>A. Teacher Needs:</b></p> <p><b>a. Teacher Information:</b></p> <ul style="list-style-type: none"> <li>• Research the background of the students by drawing upon resources such as school records, conversations with the student, the parents, teachers, counselors and administrators.</li> <li>• Teachers can help students understand how long successful people work to become successful! The Grant Baldwin workshop could provide some useful background: <a href="http://grantbaldwin.com/how-long-does-it-take-to-become-successful/">http://grantbaldwin.com/how-long-does-it-take-to-become-successful/</a> (NOTE: The author refers to a documentary about Kobe Bryant's life and successful career in this link.)</li> </ul>

	<p><b>b. Helpful Hints:</b></p> <ul style="list-style-type: none"> <li>• Review written answers to student questionnaire to suggest follow up questions if an interviewer is struggling to come up with their own questions.</li> <li>• Prepare students for the actual interview by modeling the interview process from the point of view of the interviewer and the interviewee.</li> <li>• Allow students to practice interviewing skills with a set of questions that are not as revealing (e.g., favorite sports teams and why?) to allow students an opportunity to gain experience with the process.</li> <li>• Make sure that the interviewer records the exact words of the interviewee.</li> </ul> <p><b>B. Student Needs:</b></p> <p><b>a. Prior Knowledge:</b> Several students have significant personal issues that contribute to their failing classes that they may share with another student. It is important that the teacher monitor the conversations to keep students in a “safe space” and on task.</p> <p><b>b. Student Voice:</b> Students share their experiences of failing academically with each other and may choose the extent to which they share any specific issues.</p> <p><b>c. Vocabulary:</b> Persistence, perseverance, wait time, eye contact, disclosure</p>
<b>III. <u>EVIDENCE/ASSESSMENT OF OUTCOMES</u></b>	Student responses to the questionnaire, interviewer notes
<b>IV. <u>ENDURING UNDERSTANDINGS</u></b>	Students underestimate the number of attempts and time it takes to accomplish something for the first time. While outside factors significantly impact student academic performance, each student has a unique path to success. People often fail many times before they achieve success!
<b>V. <u>LEARNING PLAN</u></b>	<p><b>A. Prompt:</b> Do successful people make mistakes?</p> <p><b>B. Hooks:</b> <i>If at First You Don't Succeed, You're in Good Company</i> poster</p> <p><b>C. Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What can we learn from failing students about how to help them pass classes?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why do students fail a subject(s)?</li> <li>• Why is it difficult for many failing students to reestablish good academic standing?</li> </ul> <p><b>D. Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Student questionnaire</a></li> <li>• <a href="#">Rubric</a></li> <li>• <a href="#">Poster</a></li> <li>• Writing materials</li> </ul> <p><b>DI. Teacher and Student Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students individually complete the questionnaire.</li> <li>• Teacher sets up an interview schedule based on completed questionnaires.</li> <li>• On a subsequent day, students are assigned at least one other student to interview.</li> <li>• Each student is given the other student's completed questionnaire and directed to interview that student. The expectation is that the interviewer will ask follow-up questions to the responses of the interviewee and that the interviewee will elaborate on their answers. The interviewer is expected to record notes and submit them to the teacher.</li> </ul> <p><b>DII. Final Review:</b> All students are encouraged to share what they find out about each other and how they felt about the experience.</p>
<b>VI. <u>LESSON REFLECTION</u></b>	<p>The lesson eventually produced good dialogue between the pairs of students. There were a few moments of rich conversation about common feelings. It is critical to this activity's success that students be well prepared on interview procedures and notetaking. If students are not invested in the activity, follow-up questioning is hindered.</p>

# IF AT FIRST YOU DON'T SUCCEED, YOU'RE IN GOOD COMPANY.



Abraham Lincoln's first business as owner of a dry goods store was a flop. He was later appointed postmaster in his township and had the worst efficiency record in the county.



Franklin D. Roosevelt began his career in public service after flunking out of Columbia Law School. He then decided to run for governor of New York.



Dwight D. Eisenhower was rejected three times for command positions before being appointed Supreme Allied Commander in 1942.



Harry Truman opened a hat and shirt shop at age 35 that went bankrupt after just two years. Truman worked 15 years to pay off the debt.

Credit Recovery

11/21/19

Mr. Neff

9<sup>th</sup> Period

Name \_\_\_\_\_

Answer the following questions providing as much detail as possible. (Use the back if necessary)

1) What is a subject that you have failed?

2) Why did you fail it?

3) What is something that you could have done that would have resulted in you passing the class?

4) Rank the following factors in order of importance in determining whether you pass or fail a class:

\_\_\_\_\_ A place to study

\_\_\_\_\_ Attendance

\_\_\_\_\_ Classmates

\_\_\_\_\_ Homework

\_\_\_\_\_ Paying attention

\_\_\_\_\_ Personal Life

\_\_\_\_\_ Reading ability

\_\_\_\_\_ Sleep

\_\_\_\_\_ Subject

\_\_\_\_\_ Teacher

\_\_\_\_\_ Technology

\_\_\_\_\_ Time to study

\_\_\_\_\_ Work

\_\_\_\_\_ Other \_\_\_\_\_

1. Most important factor

12. Least important factor

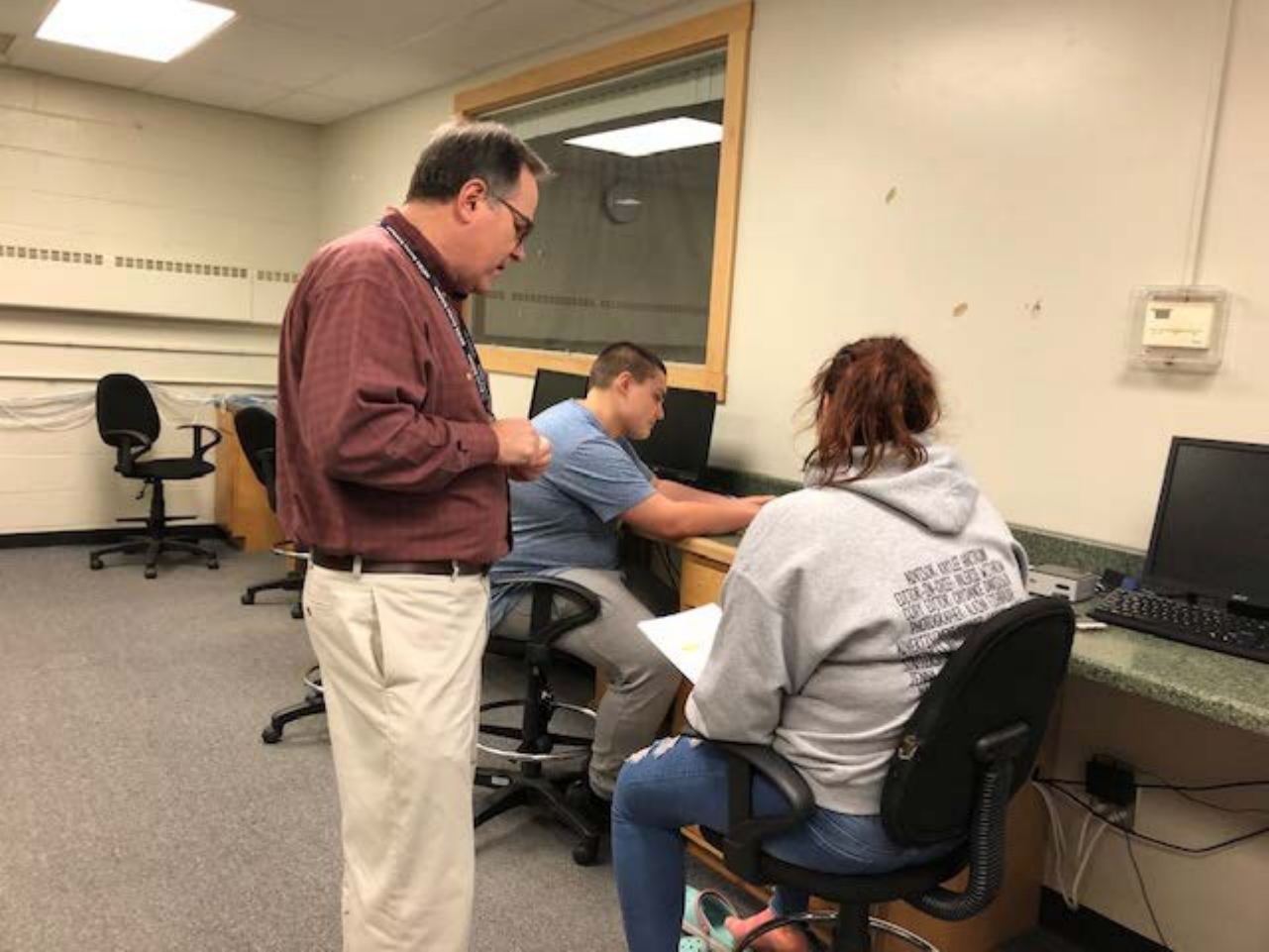
**Interviewer**  
**Rubric**

Criteria	Rating	Excellent 4	Good 3	Acceptable 2	Poor 1
<b>Stays on Topic</b>		Entire time	Most of the time	Sometimes	Off topic
<b>Makes Eye Contact</b>		Entire time	Most of the time	Sometimes	Does not make eye contact
<b>Asks Follow up Questions</b>		Asks four or more	Asks three or more	Asks two or more	Does not ask follow up questions
<b>Allows Wait time</b>		5 seconds +	3 seconds +	1 second +	Does not wait for answers
<b>Records notes</b>		Records exact words	Paraphrases	Omits responses	No notes recorded

**Interviewee**  
**Rubric**

Criteria	Rating	Excellent 4	Good 3	Acceptable 2	Poor 1
<b>Stays on Topic</b>		Entire time	Most of the time	Sometimes	Off topic
<b>Makes Eye Contact</b>		Entire time	Most of the time	Sometimes	Does not make eye contact
<b>Answers Follow up Questions</b>		Answers four or more	Answers three or more	Answers two or more	Does not answer questions





Charlie  
SAGE  
MAY  
RIN  
KE



~~KE~~  
LONDON

William  
Thomas

CASH  
AURORA  
JASON  
ANE  
GUS



CAMP RON  
HART

MAX MAYA  
JON MARIA  
JACE

RORY

Name\_\_\_\_\_

A

Answer the following questions providing as much detail as possible. (Use the back if necessary)

1) What is a subject that you have failed?

Geometry and Biology

2) Why did you fail it?

I always get the definitions all mixed up or I typically get the ways to solve a certain equation wrong because I'd be confused on how to solve them.

3) What is something that could have happened that would have resulted in you passing the class?

I would study for long periods of time and work on the same kind of problems and will still lose myself in the process

4) How would you rank the following factors in order of importance in determining whether you pass or fail a class: (Put a number next to each factor)

- 11 A place to study
- 4 Attendance
- 8 Classmates
- 7 Homework
- 1 Personal Life
- 5 Reading ability
- 2 Sleep
- 10 Subject
- 10 Teacher
- 9 Technology
- 12 Time to study
- 3 Work

1. Most important factor

I'm worried about getting other things done (sports, and helping people) and I never really focus on myself. I keep busy and keep things to myself.

12. Least important factor

Other \_\_\_\_\_

Name\_\_\_\_\_

Answer the following questions providing as much detail as possible. (Use the back if necessary)

1) What is a subject that you have failed?

~~history~~ history,

2) Why did you fail it?

history - because i didnt turn in homework

3) What is something that could have happened that would have resulted in you passing the

class? having less homework, doing more of the work together in class.

4) How would you rank the following factors in order of importance in determining whether you pass or fail a class: (Put a number next to each factor)

10 A place to study

2 Attendance

7 Classmates

1 Homework

4 Personal Life

12 Reading ability

5 Sleep

6 Subject

3 Teacher

11 Technology

8 Time to study

9 Work

1. Most important factor

12. Least important factor

     Other \_\_\_\_\_

C

Name \_\_\_\_\_

Answer the following questions providing as much detail as possible. (Use the back if necessary)

1) What is a subject that you have failed?

formal geometry

2) Why did you fail it?

I don't

understand it

3) What is something that could have happened that would have resulted in you passing the class?

pay more attention

4) How would you rank the following factors in order of importance in determining whether you pass or fail a class: (Put a number next to each factor)

1 A place to study

2 Attendance

3 Classmates

4 Homework

11 Personal Life

5 Reading ability

9 Sleep

1 Subject

6 Teacher

10 Technology

7 Time to study

8 Work

   Other \_\_\_\_\_

1. Most important factor

12. Least important factor

D

Name\_\_\_\_\_

Answer the following questions providing as much detail as possible. (Use the back if necessary)

1) What is a subject that you have failed?

History; PE.

2) Why did you fail it?

PE - I gave up

History - Missed a lot of school and teacher wouldn't give my work.

3) What is something that could have happened that would have resulted in you passing the class?

PE - Not giving up.

History - Trying to get through the school day and talking with guidance.

4) How would you rank the following factors in order of importance in determining whether you pass or fail a class: (Put a number next to each factor)

- 5 A place to study
- 2 Attendance
- 7 Classmates
- 12 Homework
- 1 Personal Life
- 11 Reading ability
- 3 Sleep
- 10 Subject
- 4 Teacher
- 9 Technology
- 6 Time to study
- 8 Work

1. Most important factor

Attendance

1  
3  
Personal  
Life

12. Least important factor

Other \_\_\_\_\_

Reading  
ability

Credit Recovery  
Mr. Neff  
9<sup>th</sup> Period

ABSENT ON 11/25/19

11/21/19

E

Name \_\_\_\_\_

Answer the following questions providing as much detail as possible. (Use the back if necessary)

1) What is a subject that you have failed?

Zoology

2) Why did you fail it?

all the memorization

3) What is something that could have happened that would have resulted in you passing the class?

shorter tests

4) How would you rank the following factors in order of importance in determining whether you pass or fail a class: (Put a number next to each factor)

- 11 A place to study
- 10 Attendance
- 1 Classmates
- 7 Homework
- 2 Personal Life
- 12 Reading ability
- 3 Sleep
- 4 Subject
- 6 Teacher
- 9 Technology
- 5 Time to study
- 8 Work

1. Most important factor

12. Least important factor

\_\_\_\_ Other \_\_\_\_\_