

## Sample Agenda

### TEAM MEETING #1

#### Objectives:

1. Get acquainted, begin team building
2. Discuss what PA is and how it will work
3. Set high expectations for
  - a) learning;
  - b) potential accomplishments;
  - c) behavior; and
  - d) cooperation
4. Name and model the use of an agenda and the roles of facilitator and timekeeper.
5. Listen to students' ideas and feelings about the issue or problem.

**Internal Skills:** following an agenda, managing time, listening, speaking, and evaluating.

**External Action:** Discuss what brings this team together; plan steps to learn more.

### SUGGESTED AGENDA

1. **Icebreaker** - see [Games and Exercises](http://www.publicachievement.org/TeachersGuide/GamesAndExercises.pdf)  
([www.publicachievement.org/TeachersGuide/GamesAndExercises.pdf](http://www.publicachievement.org/TeachersGuide/GamesAndExercises.pdf))
2. options (5-15 minutes)

#### 2. Explanation of PA and roles (10 minutes)

Emphasize how team meetings should function (democratically)

- a. Start by showing your written agenda
- b. Name and describe roles:
  - 1) Facilitator (in the next meetings some students will fill that role and that within 3-4 weeks a team member will be expected to facilitate the whole meeting).
  - 2) Timekeeper (the agenda has times suggested, and someone should keep track of the time so the group can keep moving through the agenda).
- c. What is PA? Use and post concepts of citizenship and democracy and/or others you want to highlight.
- d. Set high expectations. Use and post concept of cooperation

#### 3. Team Builder: Un-Common and Common Denominators

(<http://www.publicachievement.org/TeacherGuide/Lessons/TheUnCommonDenominator.pdf>)

(10 minutes)

Interview each other and report back to the group. Process (discuss) this and then post the concepts diversity and interest.

#### 4. Discuss Issue or Problem and plan to learn more (10 minutes)

What brings this team together? What are their hopes and expectations?

How can they go outside the group and learn more?

Plan....research, interviews, guest speaker,

Maybe team will decide on question(s) to ask parents or kids to bring back in writing on a prepared sheet?(see Better Brainstorming Lesson

[www.publicachievement.org/TeacherGuide/Lessons/BetterBrainstorming.pdf](http://www.publicachievement.org/TeacherGuide/Lessons/BetterBrainstorming.pdf) name for team (decide

next week/can change)

**5. Evaluation (5 minutes)**

Name and post the concept evaluation.

Discuss importance of evaluation for learning and for planning.

Evaluate according to Appendix 3, p. 163 of Green Book.

**TEAM MEETING #2**

**Objectives:**

1. Build an agenda
2. Rules - Discuss why rules or norms are necessary. Set high expectations for behavior and cooperation
3. Roles - begin to try roles of facilitator and timekeeper

**Core Concepts:**

– democracy - freedom - accountability

**Internal Skills:**

create an agenda; facilitate; evaluate; appreciate rules

**External Action:** discuss what your problem/issue is

**SUGGESTED AGENDA**

**1. Team Builder/Recall exercise (5 minutes)**

3. Use Charades or another games from [Games and Exercises](#)

([www.publicachievement.org/TeachersGuide/GamesAndExercises.pdf](http://www.publicachievement.org/TeachersGuide/GamesAndExercises.pdf))

to recall concepts learned in previous lesson

**2. Build an Agenda (5 minutes)**

Teacher should suggest items for agenda (esp. discuss rules; evaluation); ask for student input on other items they would like to include; and if they need prompting ask if there's anything about their problem to add. Remember to ease students into the roles of facilitator and timekeeper.

**3. Rules (15 minutes)**

A. Discuss freedom/law or rules; dictatorship/democracy/anarchy.

B. Explain democracy and PA as “rule by the people.” Review school rules that apply, and their consequences.

C. Brainstorm ideas for rules.

D. Nominate, discuss, and agree on rules (and consequences) for this team

E. If ready, vote to adopt rules and consequences. These can/should be modified as you go along. Celebrate in some small way. Have signing ceremony will remind students that they have agreed to abide by these expectations and had input into their creation.

**4. Issue Work (10 minutes)**

Discuss team name.

What research got done? Who can help the team do to learn more? It is important to help the team get beyond what they initially know. Guest speakers, field trips, interviews can help them learn more.

Set some tasks for next meeting.

**5. Evaluation (5 minutes)**

## TEAM MEETING #3

### Objectives:

1. Work together to build an agenda
2. Develop a written record and use recorder role.
  4. 3. Learn [mind mapping](http://www.publicachievement.org/TeachersGuide/MindMapping.pdf) ([www.publicachievement.org/TeachersGuide/MindMapping.pdf](http://www.publicachievement.org/TeachersGuide/MindMapping.pdf))
4. Prepare for research

**Core Concepts:** democracy, public work, accountability

**Internal Skills:** keep a written record; use rules; discuss (talk/listen) civilly; use evaluation to build next week's agenda

**External Action:** do some research on your problem

### SUGGESTED AGENDA

Ask for volunteers as facilitator, timekeeper

#### 1. Build an Agenda

Teacher should suggest items for agenda (esp. discuss rules; evaluation); ask for student input on other items they would like to include.

#### 2. Records and Recorder

What do they remember from previous meetings?

How can we do better at remembering? Introduce Recorder role.

Teams that keep a record book or log don't have to start over each week.

#### 3. Power Mapping (pre-mapping) (15 minutes)

(see [www.publicachievement.org/TeacherGuide/Lessons/MappingStakeholders.pdf](http://www.publicachievement.org/TeacherGuide/Lessons/MappingStakeholders.pdf))

Introduce concept of stakeholders; brainstorm who they might be

Introduce concept of self-interest.

Plan to continue this next week; maybe they can add to list of stakeholders as homework.

#### 4. Issue Work

Discuss research/fact finding that needs to get done. Get volunteers to do some small steps to learn more.

#### 5. Evaluation

Tie in to next week's agenda

## TEAM MEETING #4

### Objectives:

1. Begin process of research, investigation, and fact finding.
2. Understand value of accountability: others are expecting you to do what you say.
3. Distinguish issue/problem/project.
4. Develop a mission statement.

**Core Concepts:** accountability

**Internal Skills:** divide labor; commit to tasks; take on different roles, and write mission statements

**External Action:** interviewing and fact finding

## **SUGGESTED AGENDA**

Ask for volunteers as facilitator, timekeeper and note-taker/recorder

### **1. Build an Agenda**

Teacher should suggest items for agenda (esp. discuss rules; evaluation); ask for student input on other items they would like to include; and if they need prompting ask if there's anything about their problem to add.

### **2. Share Learning**

Did anyone do anything since last time to help learn more about the issue? If this never happens they'll never get power. Discuss accountability and public work.

### **3. Power Remapping**

Research: discuss issue, brainstorming and information sources

Divide tasks: let recorder give written assignments

This session might involve actual research and asking others about where to research.

Consider: guest speakers, media center teachers, parents, students, and the internet.

### **4. Issue/ Problem/Project/Actions**

By asking questions and listening, discuss ideas. Discuss broadening or focusing the issue. Set high expectations, but define success in realistic terms: making a difference; getting the word out; or taking important actions. A completed project is a great goal, but is not the only indicator of success.

### **5. Mission Statement**

Begin to write mission statement.

### **6. Evaluation**

Review tasks assigned; tie in to next week's agenda