

6th Grade - Unit 1: Week 4

Empty the Cup: Students are able to describe the different types of situations that “fill” and/or “empty” their cups.

Speaking to be Heard: Students are able to describe the meaning of “Speaking to be Heard” and use “Accountable Talk” sentence stems in discussions with their peers.

	Quick Summary
	Day 1: Students are introduced to the concept of “Emptying the Cup” and reflect on what fills - and empties - their cups. - Teacher carries out “Empty the Cup” demonstration with cup and water - Whole class goes into “Empty the Cup” concept and fills out a reflection
	Day 2: Students learn about the Leadership Touchstones of “Speaking to be Heard” and how to use “Accountable Talk” stems during discussion. - Teacher introduces the concepts of “Speaking to be Heard” and “Accountable Talk” - Students practice using “Accountable Talk” stems in a group debate about the best movies. - Whole class does an activity debrief
	Time Frame
	- Two 45-minute classes ~ 12 minutes “Empty the Cup” demonstration ~ 25 minutes “Empty the Cup” presentation and reflection ~ 15 minutes “Speaking to be Heard” introduction ~ 15 minutes “Accountable Talk” movie debate ~ 10 minutes activity debrief
	Materials/Resources
	- Opaque cup - Container of water PLT Touchstones: Empty the Cup presentation “Empty the Cup” activity cheatsheet “Empty the Cup” worksheet PLT Touchstones: Speaking to be Heard presentation “PLT Touchstones: Speaking to be Heard” worksheet

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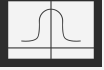
	Do Before Lesson
	❑ Watch the “Empty the Cup” video and read over the “Empty the Cup” activity cheatsheet to prepare for doing the “Empty the Cup” demonstration at the beginning of class ❑ Prepare a cup and container of water for the demonstration ❑ Go over the PLT Touchstones: Empty the Cup presentation ❑ Print copies of the "Empty the Cup" worksheet for all students ❑ Go over the PLT Touchstones: Speaking to be Heard presentation ❑ Print copies of the "PLT Touchstones: Speaking to be Heard" worksheet for all students
	Teacher Modeling
	❑ Complete your own for modeling with students ❑ Familiarize yourself with the “Accountable Talk stems” from the for explanation to students

	Objectives
	● SWBAT describe the different types of situations that “fill” and/or “empty” their cups. ● SWBAT describe the meaning of “Speaking to be Heard.” ● SWBAT use “Accountable Talk” sentence stems in discussions with their peers.

	Key Concepts and Connections
	● Over time, different situations can “empty” or “fill” our cups. ● When our cups are too full, we aren’t able to control ourselves as we would like to. ● It is important to know what fills our cups, and plan to do things that empty our cups regularly to make us better able to handle the things that come our way. ● “Speaking to be Heard” involves speaking to people in ways that make them want to listen. ● One way to do this is by using “Accountable Talk” sentence stems when we’re having discussions in class.

	Student Relevance
	● Figuring out how to manage your “cup” can help you handle all sorts of different difficult situations that you may have to deal with. ● Sometimes, we have something really important and valid to say, but other people don’t listen to us because we are not speaking in a way that makes people able to actually hear us.

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	Subject Extensions
	• <i>All Subjects:</i> ○ <i>What is filling your cup today?</i> ○ <i>How can I help you empty your cup a little bit?</i> ○ <i>How could you say that in a way that other people can hear it?</i> ○ <i>What is an “Accountable Talk” stem you could use in this situation?</i>

DAY 1:				
Time	Subject	Grouping	Activity	Notes
~ 0:03	Do Now	Independent	<u>Write-Pair-Share:</u> When you are overwhelmed, what do you do?	
~ 0:12	Emptying the Cup	Whole Class and Groups	Teacher demonstrates the concept of “Empty the Cup,” using the PLT Touchstones: Empty the Cup presentation for prompts. Students respond to prompts on their “Empty the Cup” worksheet .	Make sure you have gone over the “Empty the Cup” video and “Empty the Cup” activity cheatsheet to best present the concept.
~ 0:25		Independent and Partners	Students follow teacher prompts (with the presentation) to complete parts of their and share with a partner.	Teacher should model their own reflections re: filling and emptying cups prior to student reflection.

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DAY 2:				
Time	Subject	Grouping	Activity	Notes
~ 0:03	Do Now	Independent and Partner	Write-Pair-Share: Think of the last time somebody gave you advice and it upset you - describe.	
~ 0:15	Speaking to be Heard: Accountable Talk	Whole Class	Teacher walks through PLT Touchstones: Speaking to be Heard presentation while students follow along and complete their "PLT Touchstones: Speaking to be Heard" worksheet .	
~ 0:15		Small Groups (~ 4 - 5)	In groups, students hold a debate about the "best movie" and try to use as many "Accountable Talk" stems as possible.	
~ 0:10		Whole Class	Whole class debriefs the debate activity.	