

Example for Class Outline

Introduction (10 mins):

- Handshake and check- in with students
 - We shake hands as a sign of respect; it's important to make eye contact as we do this. One, it's partly to demonstrate that we are afraid to have physical contact aka they're not individuals we should be afraid of or discouraged from interacting with them
 - Some individuals might not want to shake hands for religious reasons or personal reasons. That is completely understandable. If they do not want to shake hands just introduce yourself as kindly as possible and still make eye contact.
- Introductions using first names and name tags
 - while MCD staff says to only use last names, we've never had an issue with this and we find it creates a more relaxed environment
 - Also, because we are all using first names, it creates more of an even playing field. Although there is a professor and intern inside, we want to reassure all the men that no one figure holds "power" over the class.
 - The introduction sets the energy for the first half of the class. Walking in excited and enthusiastic allows for some of the men to become less reserved
- Introduce the program and its goals
 - Explain more or less what the objective of the classes are, how they will flow, etc.
 - Also make sure to hand out the paper that give them resources that they can reach out to after the completion of the program.

Warm Up (15 mins):

- Can either be an activity or ToO exercise.
 - It's always good idea to start with an activity that allows them to stand up and move around a bit or be silly. This not only gets their energy levels up (if it's a bit quiet at first) but it also shows them that this an environment they can be comfortable in.
 - In the past we've done Name Gumbo, Opposite of Jackson Game or

Introduction of the text/book (10 mins):

- This varies on the class and professor. It is always a good idea to give a summary about the text you're working with because although we do assign readings to the students, we can't assume that they actually did. Or maybe they read them earlier in the week. '
- Also, sometimes new students come in and are not familiar with the material yet.

Reading Section (45 mins)

- After introducing the text, students can participate in some reading, either out loud or in groups.
- It is important to encourage everyone to read but also respect students' wishes to not read out loud. Find a good balance.

ToO Exercise (5-10 mins) *Intern leads

- By this point it is important to have at least one ToO exercise so students can re-engage or stretch out. Sitting for extended periods of time is not always comfortable.
- ToO can also be used to help explain concepts or certain themes.
 - The Shape Game is a very popular game works with various kinds of texts.

Discussion/Activity (40 mins)

- This is a time when everyone can discuss major themes or express questions regarding the text. Again, how this part is executed will always vary. You can separate the students into groups and give each one a question. You can make it more like a seminar where people just engage in the discussion.
 - Keep in mind, the discussions may not always be engaging or easy. Sometimes the students need a little push to start or need to refocus with a ToO exercise.
- This can also be the writing portion! If so, you can also discuss possible homework for next week.

ToO Exercise (5 mins) *Intern leads

- Usually by this point, another ToO is helpful to help refocus everyone. I like this one in particular to be a bit more active, if possible, since the students would have been sitting for an extended amount of time.
 - In the past, the Count to Ten, Opposite of Jackson, or Slow Race have been very successful!

Discussion/Activity (25 mins)

- Again, this can vary. If the writing portion was introduced first then this section can be more discussion based or group activity. It is completely up to the professor and intern.
- The most important thing is to make sure to **include a writing portion at some point.**

ToO Exercise (5 mins) *Intern leads

- May or may not need another game! It depends on both time and the class. I find that games always makes sure that the class leaves off on an energetic note!

Conclusion/HW (10 mins)

- Wrap up here!
- Discuss any homework or assignments for the next class.
- Take any questions from the students, if you can

(This template should leave you with about 10 mins of “spare time” that can help not feel too rushed during the end)

Example for Class Outline #1 (Blank)

Introduction (10 mins)

Warm-Up (15 mins)

Introduction of the text/book (10 mins)

Reading Section (45 mins)

#1 ToO Exercise (5-10 mins) *Intern leads

Discussion/Activity (40 mins)

- Writing or reading activity

#2 ToO Exercise (5 mins) *Intern leads

Discussion/Activity (25 mins)

- writing or reading activity

#3 ToO Exercise (5 mins) *Intern leads

Conclusion/HW (10 mins)

Example Class Template #2

Text: *The Republic*

Intro (10 min):

- Prof leads: Introductions, shake hands
- Distribute folders; name tags [tell them to write 1st name]
- Distribute sheet of resources

Warm-Up: Name Game (10 min):

● **[Name Gumbo:** My name is x and I love y [chocolate, swimming, my kids...] with debrief (how did that feel...; (maybe, like philosophy: confusing but interesting)

Intro to Text (10 min):

Philosophy - what is it?

The Republic: *justice, happiness.* [duty/interest]

Do we think these conflict? Converge? Discuss initial thoughts.

The reading (45 min):

Text: take turns reading, Prof leads discussion. [emphasize this is *hard work* understanding!]

1) Cephalus [volunteer to read out passage, discussion]

2) Polemarchus [same]

break in between - SHAPE GAME (10 min): [Intern leads]

part 1: stand up, backs to circle, make shapes for *happiness, wealth, honor, function, reason, virtue, human, animal, goal, life..*

3) Thrasymachus [same]

Group Work, with writing component (45 min)

- Break students into groups of 4 or 5, some with TAs, others with intern/prof, or we can “float.”
- Each group pulls a question out of a hat. They have 10 minutes to discuss it together, 10 minutes to write individually. Then we switch up the groups and repeat, using some of the same questions.

Refocus Game: Count to ten or opposite of Jackson [Intern leads] 10 minutes

DISCUSSION 25-30 minutes - Maybe include a game that’s focused on the material (Prof leads)

- Professor leads
- Students share their statements or ideas and people can ask each other questions.

WRAP-UP (10 mins)

- Discuss writing homework - edit their paragraphs and expand for next week
- Introduce next week's reading portion