Wishing, Resolving, Reaching and Realizing-2023 Wishing well for Selves, Community and Others,

Resolving steps to achieve goals within our individual Power

Instructional Goals: To support students in understanding the vocabulary nuances beyond proactive wishing and actualizing academic, social and emotional and global citizenship goals through identifying doable actions/steps to achieve resolution objectives.

To engage students in citizenship lessons they can implement as young persons to make positive community and world impact now.

To make explication and procedural narrative discussions and writing come real life student authentic.

Wicor Connections:

Writing through academic language and literacy solutions, disciplinary literacy and collaboration.

Inquiry through engaging in thinking, learning, and discussion to inspire innovation. Utilizing collaborative study groups.

Collaboration through group interactions. Listen effectively to decipher meaning.

Organization –focused notetaking, graphic organizers(in this case creation of 2023 lenses), engaging meta-cognitively as they study the concept of resolutions in goal setting, strategically and intentionally take responsibility for one’s own learning.

Reading –making critical connections between texts, self and the world, evaluating information from a variety of digital and text formats. Evaluate sources for accuracy and cultural relevancy.

Essential Questions to start a totally owned student:

What does it mean to “wish for” something? Have you ever done it? What did you wish for? Did you get what you wished for? Did you expect that because you wished it, it would happen?

What does it mean to make a “resolution”? How is that different from just “making a wish”? In what ways might you be able to make a ‘resolution” actually happen in reality? Why might that be?

Procedure:

1. Allow the students time to react in class to each of the questions and encourage them to also “tag” by name peer comments and build/add to them or ask questions directed to the peer. If students desire allow them to share their real life connections with wishes and resolutions or examples of how family and friends have “wished” or “resolved.”
2. Next, have the students listen to and read any of the following resources. Choose those which are most appropriate for the students’ age and grade level. These digital and print resources expand the reading, listening and critical media scope of this project on a literacy and addressing audio and visual learner level plus offering access and equity for ESL learners.

Resources:

1. Lia Purpora (2018) Resolution poem

<https://poets.org/poem/resolution>

1. Kwame Alexander Collected Community Poem couplets from NPR audience New Year’s Resolution poems- great for a collaborative class project on this topic-

<https://www.npr.org/2020/01/31/800395415/a-poem-for-those-who-dropped-the-ball-on-new-years-resolutions>

1. Rudyard Kipling- New Year’s Resolutions

<https://fourteenlines.blog/tag/new-years-resolutions-by-rudyard-kipling/>

1. Song from Pinocchio Classic Movie

Wish upon a star

<https://g.co/kgs/Aw1FbM> (lyrics)

<https://youtu.be/aemsjz41XVA> (audio)

1. Edgar Albert Guest (late 20th century poet)

A Patriotic Wish Poem

<https://internetpoem.com/amp/edgar-albert-guest/a-patriotic-wish-poem>

1. Song/Video presentation excellent in terms of vocabulary connections-

Resolution video

<https://youtu.be/b3kc1culY6Y>

1. Whatever resource or set of resources the students listen, view or read, focus them in discussion on how that resource supports, amplifies or contradicts the definitions of “wish” and “resolution” they offered at the beginning of the topic to the essential questions. Challenge them to share their own responses on a personal and a vocabulary meaning response to the definitions of “wish” and “resolution” used in these resources. It should be noted that Kwame Alexander is very much a 21st century acclaimed cultural icon while Rudyard Kipling is the very English poet and writer of the first half of the 20th century with Edgar Albert Guest bringing his popularity as a syndicated favorite poet of the late 20th century. Quite a range of perspectives and ideas about wishes and resolutions.
2. Next challenge students individually to generate as two-three sentences, personal wishes, and personal resolutions for the coming year. Caution them that given the discussion the wishes need to be communicated clearly with details so that a reader can visually and comprehend what the student wishes will happen or come to be. In a similar way, the resolutions have to include not only distinct measurable goals, but also steps or actions the student can implement to reach these goals.
3. Beyond the writing and discussion of the student personal wishes and resolutions, there can also be a graphic organizer artifact for this project which will allow students to work individually or in small groups to generate the graphic artifact equivalent of a community poem. For classes with significant numbers of visual and interpersonal learners, ESL learners or others who do not have print/text driven learning styles, this artifact for wishes and resolutions, provides an opportunity to shine.

Display if possible a pair of 2023 (or whatever upcoming year glasses) or heavy cardstock template that can then be cut out or displayed. Of course letting student model these glasses will only add to the joy of this project. Challenge students to decide on either a “wishes” or a “resolutions” focus for the glasses or if desired one “lens” for wishes and one for resolutions. Next have the students work individually or in small groups- not more than 3 or 4 to fill in their desired wishes and resolutions using words, images, collaged graphics, and beyond. This project only requires standard already available scissors, glue sticks, scotch tape, post-its, stick-on labels, colored pencils, markers and crayons.

1. Require that each group or student also prepares an artist statement describing the groups or individual’s wish and/or resolution and how the images, art tools, graphics, and words communicate that wish or resolution effectively.
2. If possible photograph each artifact and its creator or team plus video for uploading to class/school website and of course for display on school bulletin boards. They can also be referenced or revisited at the school year end or even following calendar year, to allow students an accountability as to the extent to which they acted to realize their resolutions or their wishes came true without action.

In adult life, around calendar New Year, many adults lament their inability to stick to their New Year resolutions even within the first month and of course they are saddened they do not get everything they wish for in their lives. This multi-platform, range of texts, formats, and arts enhanced “fun” project also rigorously grounds next generation so to be adults in the realities of wishing, resolving and realizing what they can do to achieve their goals. This is a needed “lens” to perceive and to strategize any new calendar new year so students can resolve and stay on course to achieve their resolutions.