

# SLJC Teaches

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2023-2024

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## Curricular Overview

**Project Summary:** For the past two years, SLJC, in partnership with Mercer University and the Johns Creek Historical Society, successfully secured three externally funded grants to support student community service projects. The first project, funded by the Georgia Humanities for \$2500, focused on students' research about the Macedonia Cemetery and resulted in the production of four documentary films on the Cemetery's history and future preservation plans. The second project, funded by the Library of Congress Teaching with Primary Sources grant for \$25000 and a Mercer University Office of the Provost Humanities seed grant for \$3000, involved students' research of archival sources and collection of original primary sources to document diverse experiences during the COVID-19 pandemic in Johns Creek. This project resulted in a traveling exhibit and printed companion book about the students' research process. Upon concluding the aforementioned project, students shared that they had ideas for the next research project. Among the ideas included investigating the immigrant experience in Johns Creek and to develop programming to teach about topics in local history to elementary children in the community. According to [the Georgia DOE CTAE Career Clusters and Pathways](#), the education and training track engages high school students in learning about early childhood education, contemporary issues in education, and examining what is involved in the teaching profession. By aligning to these CTAE guidelines, this proposed project will support SLJC students and Ambassadors in identifying topics of local history interest to Johns Creek to develop, teach, and reflect after implementing community programming to elementary students.

### **Project Goals/Objectives: Students will be able to:**

- 1) Identify basic learning needs of elementary, middle, and high school children
- 2) Describe basic teaching strategies for elementary, middle, and high school children
- 3) Plan a scope and sequence for curricular and lesson planning
- 4) Identify lesson plan learning targets and objectives
- 5) Implement learning activities to begin a lesson, teach new information, and evaluate student learning
- 6) Analyze data to determine student learning
- 7) Reflect on teaching, knowledge of subject matter, and needs of students

### **Rationale:**

The Georgia DOE supports CTAE career pathways to support high school students' economic and workforce development. Among the 17 career pathways the Georgia CTAE program supports is education and training. Although many students in the SLJC program tend to apply for STEM professions, they are acquiring essential skills to apply in leadership positions in their academic and burgeoning professional careers. Many of the skills that are required in the teaching profession, such as organization, strategic planning, conflict resolution, content knowledge, communication, and data analysis, are relevant in many other career fields. Since students in the SLJC expressed an interest in teaching programming to elementary students, which is the focus of CTAE education and training pathways, this project would be an ideal complement to the overall mission and goals of the SLJC program by engaging high school

students in the basics on how teachers create curriculum, instruct, evaluate learning, and reflect upon their practice.

#### **Suggested Project Topics:**

- 1) Cauley Creek
- 2) Ecology and environment of Johns Creek
- 3) Warsaw School
- 4) Rogers Bridge
- 5) Gold mining in Autrey Mill
- 6) Multicultural pedestrian tunnel
- 7) Wall that Heals and Veterans- Newtown Park
- 8) Technology Park/Town Center
- 9) Civil War skirmish- Shakerag
- 10) Founding Families (Findley, Rogers, Waters, Medlock)
- 11) Bridges and Ferries (McGinnis, Jones, Abbotts, etc.)
- 12) Diverse holidays/immigrant experience
- 13) The Cherokee
- 14) Historic trees
- 15) Same Storm, Different Boats exhibit and book (Ambassadors)

#### **Theoretical Framework:**

This project will be couched in the Youth Participatory Action Research (YPAR) framework. According to Caraballo et al (2017), YPAR “engages in rigorous research inquiries and represents a radical effort in education research to take inquiry-based knowledge production out of the sole hands of academic institutions and include the youth who directly experience the educational contexts that scholars endeavor to understand” (p. 312). YPAR exists in the vein of critical pedagogy where traditional notions of power regarding who conducts research, and what kind of research is conducted are challenged through youth collaboration on identifying a problem, gathering data, analyzing evidence, and proposing solutions to challenge power. [The University of California at Berkeley](#) (2023) emphasizes that social justice is a major aspect of YPAR due to the dismantling of oppression by enfranchising youth in the research process through sharing power with adult stakeholders. As such, while adults will be needed to set basic expectations of project goals, timeline, capacity, and evaluation, the goals of YPAR is to shift the onus of the empirical and creative aspects of the research process onto youth. The Macedonia project and COVID-19 project, though focused on student research, was heavily guided by teacher and adult planning of research questions, project objectives, research methodology, and presenting results. SLJC students are more than poised to successfully engage in YPAR through taking greater autonomy and agency to conduct local history research that can be developed into elementary programming as community service.

#### **Curriculum Design:**

Hybrid meetings with student groups and adults will be held via zoom and in-person on SLJC program days. A Google Classroom will be set up for students to access pertinent material to support their research and lesson plan development, and to submit materials for adult feedback. **First, students will be introduced to the YPAR framework by asking them to think**

**about what problems do they think exist in their community, and how developing a lesson plan to teach and inform the community about this problem could be part of the solution. Second, students will brainstorm a list of topics to research or choose from a proposed list of topics** (note- although YPAR relies on students' ideas for research, a proposed list of topics will be provided as a model for students. The Key to Johns Creek SLJC book, Macedonia documentaries, and Same Storm project are also existing examples). Students will craft a research question about their chosen topic.

**Third, students will be asked what they remember from being an elementary or middle school-aged student, and in some cases about their experiences as high school students and young adults, and what they think students might be interested in learning about their chosen topic. They will complete some selected readings on the basics of teaching for elementary, middle, and high school/adult learners and topics concerning the education profession from the GA DOE CTAE site and reflect on these readings in the Google Classroom.**

Fourth, students will receive a template to draft a lesson plan about their chosen research topic. Students will complete the lesson plan template in steps and submit each part for instructor feedback by finding instructional materials, identifying learning targets, connecting their lesson to standards, and consider some basics in differentiating instruction for diverse learners.

Fifth, students will conduct a teaching demonstration with peer groups to practice instruction and to reflect on peer feedback. Students will make any adjustments to the lesson plan based on peer and instructor feedback.

Sixth, students will teach their lessons to their target audience. Students will submit their completed lesson plan and instructional materials, reflections on their teaching to determine whether their lesson plan served as a sufficient solution to the problem they identified at the beginning of the project to the Google Classroom. Materials will be archived online and printed into a binder so that future groups of SLJC can add more curricula and lesson plans to the YPAR teaching project for years to come.

### **Scope and Sequence:**

**August 2023-** create student groups, students brainstorm problems and topics

**September 2023-** program day- in-person session- brainstorm/review mind map, intro them to what teaching is, what a lesson plan is, what standards are

**October 2023-** Google classroom- student groups submit a reflection of readings on elementary, middle, peer/adult education, readings from GADOE on the teaching profession, standards, and their proposed program focus- Jamboard, gallery readings/videos/curate(Katlynn)

**November 2023-** Zoom- go through basic lesson plan template (part 1- contextual statement, standards, audience/age/grade level, rationale; part 2- essential question, learning targets, materials, "differentiation?" ideas for activities/assessment, part 3- intro/start, middle/how you give info, ppl do stuff, closing, part 4- reflection) (Dr. P)

**December 2023-** Google Classroom- student groups submit lesson plan templates with all instructional materials

**January 2024-** program day- draft lesson plan for groups demo lessons to other groups for peer feedback, framework for feedback and to create a “rubric” with reflection (on what worked, what didn’t, how do you know your audience learned something?)

**February 2024-** Final lesson plan with feedback from peers and us

**March -April 2024-** Teach! Google classroom- complete final reflection on teaching

**April 2024-** Submit final curriculum, lesson plans, work samples and assessment data, and reflections,

**May 2024-** submit all final lesson plans and reflections; will print to create a curriculum book for future SLJC groups to use and add to

**Dissemination:**

Students will teach their lessons in the Johns Creek community. Students’ curricula, lesson plans, work samples, reflections, and evaluations will be saved as PDFs and as Google Docs so that future SLJC groups can create and add more curricular programming to this collection.

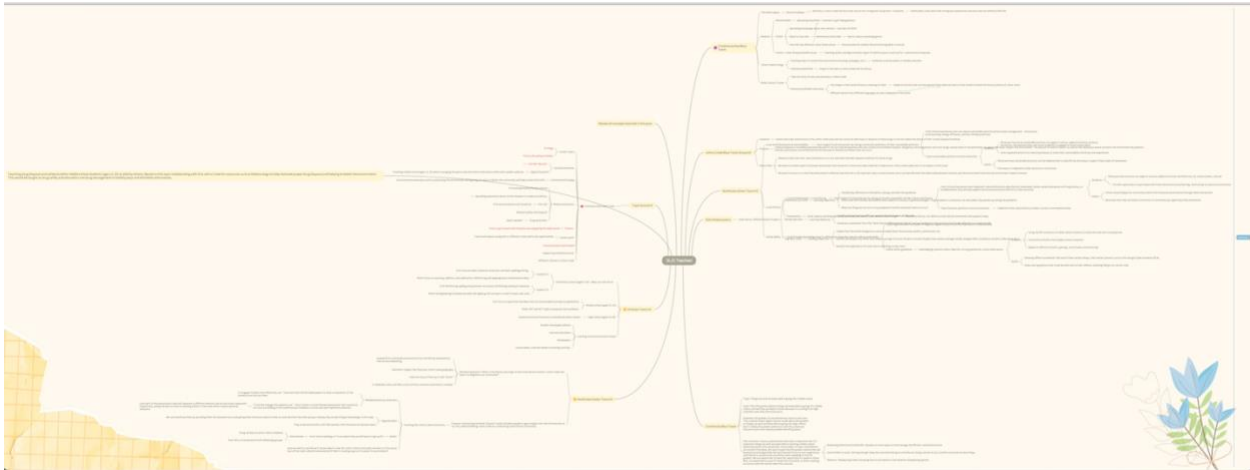
These materials can be printed and stored in a hard copy binder that can be added to it.

Students suggested whether they could implement programming for their schools’ international nights. Additionally, SLJC could apply for a booth at the Johns Creek International Festival in

April 2024. IRB can be applied for via Mercer University to examine whether SLJC participation in this YPAR project impacted their interest in education and training as a CTAE career pathway.

Scholarly articles will be written and submitted for publication in Theory and Research in Social Education, and for conference presentation at the annual meetings of the National Council for the Social Studies College and University Faculty, the National Council for History Education, the Georgia Council for the Social Studies, the International Society for Social Studies, and American Educational Research Association.

## Module 1: Brainstorming Mind Map



Mind Map exported to MS Word Docx:

### SLJC Teaches!

#### Chattahoochee Blue Team

##### Cherokee Legacy

- Diverse Holidays
  - diversity in Johns Creek and how that can tie into immigrants living here + inclusivity
    - Adults/kids could share their immigrant experiences and how that has affected their life

##### Medical

- Mental health
  - Spreading awareness + avenues to get help/guidance
- COVID
  - Spreading knowledge about new variants + vaccines of COVID
  - Ways to stay safe
    - elementary school kids
      - how to reduce spreading germs
  - How this has affected Johns Creek culture
    - Remote jobs (for adults) Remote learning (kids in school)
- Cancer + other diseases/health issues
  - Teaching adults and high schoolers signs of health issues to look out for + preventative measures

##### Johns Creek Ecology

- Teaching ways to sustain the environment (recycling campaigns, etc.)
  - Audience could be adults or middle schoolers
- Chattahoochee River
  - impact it has had on Johns Creek and its history

##### Multi-Cultural Tunnel

- Tells the story of unity and diversity in Johns Creek
- Elementary/Middle school kids
  - the shapes in the tunnel all have a meaning to them
    - maybe an activity that can incorporate these abstract parts of the tunnel to teach the history/culture of Johns Creek
  - different letters from different languages are also displayed in the tunnel

### **Johns Creek Blue Team Group #2**

#### Audience

- Adults who take medications in the Johns Creek area and are unsure of safe ways to dispose of these drugs or do not realize the harms of their current disposal methods.

#### Purpose

- medical disposal is incredibly important because it can not only be hazardous but also create environmental impacts. Dangerous microorganisms and toxic drugs spread needs to be prevented, as well as the major impact: the environment. The amount of waste if plastic as well as the hazardous waste can harm the environment by pollution. Animals and humans can be effected by this because of disease and illness that can occur

#### Action Plan

- Research what the most used medications in jc are and teach the best disposal methods for those drugs
- We want to create a plan to Educate and present this research to those who take medicine to help ensure Johns creek makes less of an impact on this issue
- We want to focus in on how the environment is effected and why this is SO important. Also on how humans can in turn be effected: the relationship between humans and the environment and how the environment impacts humans

### **SOS Ambassadors**

#### Same Storm, Different Boats Project

- Elementary (1st-5th)
  - Learning Objectives
    - Identify key differences in life before, during, and after the pandemic.
    - Share how their families and identify what aspects of society in general changed. \*Urge students to share/act out new habits they picked up during the pandemic
    - What are things we can do to stay prepared if another pandemic were to occur?
- Middle (6th-8th)
  - Learning Objectives
    - Identify and analyze how different aspects of society were all affected



- Generate a worksheet from the "Same Storm, Different Boats Book" and ask students to discuss how Covid really affected our society locally
- High (9th-12th)
  - Learning Objectives
    - Explain how the world changed on a more complex level: the economy, politics, professions, etc.
    - Identify and analyze the effect that media coverage of Covid-19 had on society+Explain how media coverage totally changed after Covid(case counters, fake news, etc.)
    - Identify the implications of Covid: how is affecting society now?

### **Northview Green Team #2**

#### Local Small Businesses & Sustainability

- Goal: Support local restaurants by raising community awareness of their sustainable practices
  - Find 3-6 local businesses who use unique sustainable practices (food waste management - restaurants, local sourcing, energy-efficiency, and eco-friendly practices)
  - Teach sustainable practices to local community
    - Students
      - Showcase how local sustainable practices can apply to various subjects/interests (science, economics, entrepreneurship, and social studies) to appeal to future career paths
      - Invite representatives from these businesses to share their sustainability initiatives and experiences
    - Adults
      - Showcase how sustainable practices can be implemented to daily life by choosing to support these types of businesses
      - Find ways to implement similar practices in home lives

#### Local History

- Local Small Business + Local History
  - Goal: Support local businesses by raising community awareness of their culture and history
    - Find 3-6 local businesses who implement cultural/historical value (historic landmarks, family-owned businesses with long history, or establishments that actively support historical preservation efforts) to their practices
      - Students
        - Showcase how practices can apply to various subjects/interests (architecture, art, social studies, culture)



school, but it is likely 5th graders will be our main focus because they are much more impressionable than 8th graders.

Plan of action: Create a presentation that does a deep dive into 2-3 important things we wish we knew before entering middle school. Balancing School and outside life, Good Habits to have, and Behavior are some of the ideas. We want to give the 5th graders advice that will be practical and digestible. We have learned from our own experiences and intend to use personal anecdotes when speaking to the 5th graders. We are aware that to have the opportunity to speak to these kids, our presentation must fit inside the curriculum, so when creating our lesson plan this will be taken into account.

- Balancing School and Outside life- educate on some ways to time manage, be efficient, and be productive
- Good Habits to have- Getting enough sleep, Not procrastinating on schoolwork, Going outside of your comfort zone and try new things,
- Behavior- Respecting others, Knowing how to act based on the situation, Respecting parents.

#### **Review of concepts learned in the past.**

**Teaching drug disposal and safety to either middle school students (ages 11-13) or elderly citizens. Based on this topic collaborating with One Johns Creek for resources such as Dettera bags to help motivate proper drug disposal and helping to better the environment. This would be taught as drug safety and education and drug management in healthy ways and the better alternatives.**

#### **Topic branch 8**

##### **Chattahoochee Green Team**

- Listed Topics
  - Ecology
  - History (Founding Families)
- Social/Humanities
  - Civil War Skirmish
    -
  - Digital footprint
    - Teaching middle school (ages 11-13) about managing the posts and information they share online with a public audience.
- Environment/Ecology
  - Environmental awareness such as protecting the environment and figuring out ways to better the community and help sustain the Earth.
- Medical awareness
  - Promoting healthy lifestyle choices
  - Spreading awareness about certain diseases or medical condition
    -
  - First aid
    - First aid procedures and situations.
  - Medical safety and disposal
  - drug awareness
    - Guest speaker?

- Finance
  - How to go forward with finances and navigating the adult world
- Career paths
  - Teach and expose young kids to different career paths and opportunities
- Emotional and mental health
- Supporting Small Businesses
- Different cultures in Johns Creek

### IA Green Team #2

Elementary school (aged 5-10) - likely our main focus.

- Grades K-2
  - ELA: Focus on basic sentence structures and basic spelling/writing.
  - Math: Focus on counting, addition, and subtraction. Reinforcing and applying basic mathematical ideas.
- Grades 3-5
  - ELA: Reinforcing spelling and grammar structures, facilitating reading for pleasure.
  - Math: Strengthening foundational skills and applying old concepts in order to learn new ones.

Middle school (aged 11-13)

- ELA: Focus on grammar mistakes that are commonplace among our generation.
- Math: SAT and ACT style conceptual math problems.

High school (aged 14-18)

- General assistance focused on schoolwork and/or exams.

Learning interface (tentative ideas)

- Student-developed website.
- Instructional videos.
- Worksheets.
- Lesson plans, could be added to existing curricula.

### Northview Green Team #1

Research Question: "What is the history and origin of the multicultural tunnel in Johns Creek and how it strengthens our community?"

- Inspired from community discussion of our rich history and diversity that we are celebrating
- Geometric shapes that illustrate Johns Creek geography
- Tells the story of the city it calls "home"
- It celebrates unity and tells a story of how a diverse community is created.

Purpose: Introducing the Multi-Cultural Tunnel will allow people to gain insights into the rich diversity of our city, while exhibiting Johns Creek as a welcoming and inclusive community.

- Teaching the Johns Creek Community
  - Middle/Elementary Schoolers
    - To engage the kids more effectively, we'll provide them all with blank papers to draw components of the tunnels as we discuss them.

- To further engage the audience, we'll also create a tunnel-themed powerpoint that transitions as if you are walking in the tunnel and put emphasis on how each part represents diversity.
  - Each part of the presentation slide will represent a different ethnicity the actual tunnel; represents respectively, asking the kids to draw something similar in their lives which creates personal reference
- Highschoolers
  - We can incentivize them by providing them 10 volunteer hours and giving them the lesson plans to help us cover all other the other groups, thereby they would still gain knowledge in this topic.
  - They could attend slots with their parents with the same recruitment plans
- Adults
  - Host Zoom meetings or Tours where they would have to sign up for
    - Recruitment
      - Hang up flyers at Johns Creek complexes
      - Post info on Facebook & Parent Whatsapp groups
- Idea we need to ask: Would it be possible to take the Johns Creek Community members to the actual tour of the multi-cultural tunnel and all of them in small groups so it's easier to accommodate?

**Module 2: Program Day- Why do we Teach?**  
**September 6, 2023 - Emory Johns Creek Hospital**



Today during our program day, we will complete some activities to get you started on your group projects this year!

1) On the chart paper, list some of your memories and experiences as a student in school. You can think about what your favorite subject was to learn, your best teacher, what you

liked about teaching from your perspective as a student, and what you didn't like. Be ready to share!

2) Dr. P will lead us in some discussion about teaching as a profession with a presentation. She will highlight how the skills and knowledge teachers need are important in many career fields. These skills include planning a lesson plan. You will follow along with guided notes during Dr. P's presentation. Dr. P will also discuss what the end goal is for this group project this year.

3) In your groups, go back to the mind map that you completed in Module 1 in our Google Classroom. Talk about the topic you want to teach. Answer the following questions on a new piece of chart paper:

- a) what topic did you choose and why?
- b) why is this topic important for the community to learn about?
- c) who do you want to teach this topic to?

Be ready to share!

4) Dr. P will guide everyone through the timeline of the project.

- a) First task- Module 3- reading and reflecting about the basics of teaching anything (September- October)
- b) Second task- Module 4- zoom with Dr. P and Ms. Cross about basics of lesson plans and submitting drafts of group lesson plans for feedback (October-December)
- c) Third task- Module 5- groups will teach their lessons to peers during the winter program day for feedback and reflection (January- February)
- d) Fourth task- Module 6- groups will teach their lesson to their target audience (February- March )
- e) Fifth task- Module 7- groups will submit their lesson plans that include learning activities, materials, and final reflections. You will create an archive of your program lessons for other SLJC groups to teach and for future groups to create more program ideas to bring to the community!

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

### SLJC Teaches! Program Day Worksheet

#### **Part I: Some Basics**

**Directions:** Complete the guided notes while you listen to Dr. P's presentation.

Teaching is \_\_\_\_\_

\_\_\_\_\_

Curriculum is \_\_\_\_\_

\_\_\_\_\_

Learning is \_\_\_\_\_

\_\_\_\_\_

A lesson plan is \_\_\_\_\_

\_\_\_\_\_

A standard is \_\_\_\_\_

\_\_\_\_\_

A learning target is \_\_\_\_\_

\_\_\_\_\_

An assessment is \_\_\_\_\_

\_\_\_\_\_

CTAE is \_\_\_\_\_

\_\_\_\_\_





**Part II: Some Skills**

**Directions:** With your group, read the CTAE standards for Education Pathways: Examining the Teaching Profession (scan code below). Highlight the skills in the standards and list which skills that you think you will gain through doing this project in the box below. Be ready to share!



### Module 3: Who do we Teach?

#### Directions for Virtual Notebooks:

- Group members will delegate roles to each person to complete a specific task for their notebook
- Roles include- researchers, reporters, and connectors
- Indicate everyone's role in the group on the first slide of your group's virtual notebook
- See Ms. Cross' 4-Step Virtual Notebook Instructions infographic.

**Virtual Notebook Directions  
for Lesson Plan  
Brainstorming**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>RESEARCHER</b>	<b>REPORTERS</b>	<b>CONNECTORS</b>	<b>COMING TOGETHER</b>
<p>Researchers will read the provided articles to help you begin planning your group's lesson plan topic and summarize each article in the next slide of the virtual notebook.</p>	<p>Reporters will read the articles and summaries, and write 2-3 paragraphs explaining how the articles will help create the lesson plan for targeted audiences on the next slide. Use at least 2 examples from the articles to support your explanation</p>	<p>Connectors will read the articles, summaries, and 2-3 paragraphs and write a 2-3 paragraph reflection on how the CTAE education pathways skills connect to the lesson plan.</p>	<p>Everyone in the group will complete a final reflection on the last slide explaining what they learned, what questions they have, and how they feel about being teachers about these topics in their community.</p>

Next, researchers will read the provided articles to help you begin planning your group's lesson plan topic and summarize each article in the next slide of the virtual notebook. Reporters will read the articles and summaries, and write 2-3 paragraphs explaining how the articles will help the group create the lesson plan for targeted audiences on the next slide. Provide at least 2 examples from the articles to support your explanation. Finally, connectors will read the articles, summaries, and 2-3 paragraphs and write a 2-3 paragraph reflection on how the CTAE education pathways skills connect to the lesson plan. Everyone in the group

will complete a final reflection on the last slide explaining what they learned, what questions they have, and how they feel about being teachers about these topics in their community.

**Articles to Read for Module 3:**

<https://www.educationworld.com/teachers/be-prepared-how-plan-ahead-no-matter-what>

<https://www.edutopia.org/article/what-are-your-teaching-fundamentals/?scrollTo=comments-view>

<https://www.seattletimes.com/opinion/a-high-school-students-view-of-what-makes-a-good-teacher/>

Bureau of Labor Statistics Occupational Handbook: Elementary Teaching

<https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#tab-1>

Bureau of Labor Statistics Occupational Handbook: Middle School Teaching

<https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm>

Bureau of Labor Statistics Occupational Handbook: High School and Adult Teaching

<https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>

## Module 4: How do we Teach?

**Directions:** Continue working on your virtual notebooks by scrolling to the end to the added slides.

- Delegate the following roles to group members to complete a specific task for their notebook and indicate in the next slide.
- **Observer, Analyst, and Synthesizer**
- **Observers** will watch each video and summarize each video in 2-3 paragraphs in the next slides of the virtual notebook.
- **Analysts** will watch the videos and read the summaries, and write 2-3 paragraphs explaining how the videos will help the group create a lesson that is based on standards, Blooms Taxonomy, differentiation, lesson planning, and universal design for learning.
- Finally, **Synthesizers** will read the summaries, watch the videos, and write a 2-3 paragraphs explaining how this information connects to creating a lesson plan for your targeted audience and CTAE education pathway skills.
- **Everyone in the group** will complete a final reflection on the last slide explaining what they learned, what questions they have, and how they can apply what they learned about differentiation, standards, Blooms Taxonomy, and UDL to creating their lesson plan.

# Virtual Notebook Directions for Module 4

<h2 style="font-size: 2em; margin: 0;">1</h2> <p><b>OBSERVERS</b></p> <p>Will watch each video and summarize each video in 2-3 paragraphs in the next slides of the virtual notebook.</p>	<h2 style="font-size: 2em; margin: 0;">2</h2> <p><b>ANALYSTS</b></p> <p>Will watch the videos and read the summaries, and write 2-3 paragraphs explaining how the videos will help the group create a lesson that is based on standards, Blooms Taxonomy, differentiation, lesson planning, and universal design for learning.</p>	<h2 style="font-size: 2em; margin: 0;">3</h2> <p><b>SYNTHESIZERS</b></p> <p>Will read the summaries, watch the videos, and write a 2-3 paragraphs explaining how this information connects to creating a lesson plan for your targeted audience and CTAE education pathway skills.</p>	<h2 style="font-size: 2em; margin: 0;">4</h2> <p><b>COMING TOGETHER</b></p> <p>Will complete a final reflection on the last slide explaining what they learned, what questions they have, and how they can apply what they learned about differentiation, standards, Blooms Taxonomy, and UDL to creating their lesson plan.</p>
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**Videos to Watch for Module 4:**

Video #1: Bloom's Taxonomy <https://www.youtube.com/watch?v=OOy3m02uEaE&t=4s>

Video #2: Lesson Planning [https://www.youtube.com/watch?v=XPpW9UVb\\_90](https://www.youtube.com/watch?v=XPpW9UVb_90)

Video #3: Differentiated Instruction <https://www.youtube.com/watch?v=8BVvImZcnkw&t=2s>

Video #4: Universal Design for Learning  
<https://www.youtube.com/watch?v=gmGgplQkrVw&t=2s>

Video #5: Aligning Lessons to Standards  
<https://www.youtube.com/watch?v=FcJo3tOGde8&t=1s>

### Module 5: What do we Teach?

**Directions:** Open the virtual notebook and scroll to the end.

- Delegate the following roles to the group- lesson plan reviewers, lesson plan standards connectors, and lesson plan resource explorers
- **Lesson plan reviewers** will read Dr. P's sample lesson plan and write their reflection about the lesson in the next slide answering the following questions:
  - *What parts of the lesson do you are the most effective?*
  - *What parts of the lesson do you think needs to be changed or improved?*
  - *What parts of the lesson plan do you think are the most helpful to your group?*
  - *What parts of the lesson plan would the group do differently?*
- Next, **Lesson plan standards connectors** will add a slide and identify **ONE** grade level and content area standard that best connects to the topic of the group's lesson plan. Copy and paste from the GA DOE Standards site <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx> . *Connectors will explain why this standard is the best for teaching this lesson plan for the group's targeted audience.*
- **Lesson plan resource explorers** will read the reviewers' review of Dr. P's lesson, then check the list of lesson plan resources provided in Module 5. Explorers will answer the following questions in the next slide of the virtual notebook:
  - *Which resources provided do you think will be the most helpful for your group's lesson plan?*
  - *How could your group use these resources for your lesson plan?*
  - *What are some other resources that you can find that are not on this list that could be used for this lesson plan?*
- Finally, the whole group will answer the reflection question:
  - *What part of the lesson plan template makes you most excited to complete?*
  - *What part of the lesson plan template might be the most challenging to complete?*
  - *What can the group do if they need help completing the parts of the lesson plan template?*

#### Resources for Module 5:

##### Georgia Standards of Excellence:

<https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>

##### Community-Based Lesson Plan Resources:

Johns Creek Historical Society: <https://www.johnscreekhistory.org/>

Johns Creek City Hall Drug Disposal <https://www.johnscreekgov.gov/residents/police/drug-drop-box>

Johns Creek Pedestrian Tunnel <https://www.johnscreekcjb.com/about-us/pedestrian-tunnel-mural/>

College Board SAT Preparation <https://satsuite.collegeboard.org/sat/practice-preparation/k12-educators/khan-academy/resources>

##### Dr. P's Sample Lesson Plan

<https://docs.google.com/document/d/1it2xx52bsUz1kke7WzLPMKa5CD07cnbGmo47vuRmJ5w/edit?usp=sharing>

### Student Groups Virtual Notebooks Modules 2-5 Scan QR Codes

Northview #1



Innovation Academy



Northview #2



Centennial High School



Johns Creek High School



Secretary of State Ambassadors



**STUDENT**  
*Leadership*  
**JOHNS CREEK**  
DEVELOP • ENERGIZE • ACTIVATE

**SLJC Teaches**

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Virtual Notebook

The logo for Student Leadership Johns Creek (SLJC) features a stylized blue bird icon above the text. The text 'STUDENT' is in a small, blue, sans-serif font, 'Leadership' is in a large, blue, italicized serif font, and 'JOHNS CREEK' is in a medium-sized, blue, sans-serif font. Below this, the tagline 'DEVELOP • ENERGIZE • ACTIVATE' is written in a small, blue, sans-serif font. The main title 'SLJC Teaches' is in a large, black, sans-serif font, with a horizontal line underneath. At the bottom, 'Virtual Notebook' is written in a small, black, sans-serif font.

## Module 6- Lesson Plan Directions

**Directions:** Now that every group has 1) studied CTAE pathways and skills, 2) examined how to plan instruction for targeted audiences, 3) analyzed the major components of a lesson plan, 4) connected standards for lesson plans, and 5) reviewed and critiqued sample lesson plans and resources, now the group will work together to complete each part of the lesson plan template. The entire group must work together to write the lesson plan on the template. The group will refer back to their virtual notebook for information to include in the lesson plan template, and work together to apply this information for their lesson plan.

- Each group will work together to complete each part of the lesson plan template. In part I, the groups will identify the age group, standard, context for learning (where the lesson will be taught), the rationale for why this lesson is important, and group reflection.
  - **Submit Part I of the lesson plan template by Sunday 1/21! We'll work on giving you feedback that week on your lesson plans so please get this in on time.**
  - **Ms. Cross and I will facilitate a zoom session from 7-8pm on Tuesday 1/30.** A rep from each group must attend so that we can help you with Part I and your work on Part II and Part III. We'll meet using my zoom link here: <https://mercer.zoom.us/j/413308013>
  - Lesson Plan template part II is due Sunday 2/4. We'll give you feedback this week.
  - Lesson plan template part III is due Sunday 2/18. We'll give you feedback this week.
  - Once the entire template is complete, we'll schedule a day where each group can teach their lesson to another group, and you'll give each other peer feedback. This will most likely take place end of February or beginning of March depending upon our schedules.
  - **Your full final lesson plan template is due Sunday March 10!**
  - **After you teach your lessons in March or April, you will complete the post teaching reflection, which is Part IV of the lesson plan template in Module 7. The group will reflect on how the lesson went and submit that final part of the lesson plan by April 30.**
  - You also need to finalize the audiences that you'll be teaching and where the lesson plan will be taught. Based on our notes from our 11.6 zoom, here are the ideas we came up with together during our meeting:



- Ambassadors- Dr. P's middle/secondary social studies graduate class is on Wednesday nights on zoom. You will teach your lesson to these teachers in April on zoom.
- Centennial- you identified 4th or 5th grade to teach your lesson. Unless you have any ideas, I can ask my daughter's girl scout troop to see if they would be interested in being the audience for your lesson plan.
- Johns Creek- we need to set up a meeting with Kendall from One JC to set up a date/time/place to teach your lesson.
- Northview #1- the tunnel lesson will be a lot of fun! Any ideas on who to teach this to? I can also ask the girl scout troop if they'd be interested. Think about this if we have to advertise this or not.
- Northview #2- afterschool programs like YMCA at the elementary schools is a good idea. Do you know which one? We can ask at Findley Oaks because we know the principal and my daughter attends that program, so I have an established relationship there.
- **We'll discuss these ideas for where and who to teach on 1/30.**

Once the lessons are taught, the groups will complete a post-reflection of their teaching in Module 7. We'll have your lesson plans both on Google Docs and hopefully printed as hard copies for future SLJC groups who want to teach these lessons or create new ones to add to the curricula you're creating. Ms. Cross and I will also ask you about your experiences doing these lesson plans, and your considerations of the education pathways as a potential career or perhaps applicable to the majors you will pursue in college.

**Lesson Plan Template****Part I: Planning for Learners**

<b>Audience- age/grade level and time allotted</b>	
<b>Lesson Topic</b>	
<b>Lesson Rationale/Why this is Important to Learn</b>	
<b>Standards Connections</b>	
<b>Context for Learning</b>	

**Part II: Planning for Instruction**

<b>Essential Question</b>	
<b>Learning Targets</b>	
<b>Differentiation for Diverse Learners</b>	
<b>Learning Activities/Measuring Learning</b>	
<b>Materials</b>	

**Part III: Procedures for Teaching**

<b>Opening/Start of Lesson</b>	
<b>Direct Instruction/Providing Information</b>	
<b>Structured Practice/What Learners Do</b>	
<b>Closing/End of Lesson</b>	

**Part IV: Reflection**

<b>What Worked Well</b>	
<b>What Needs to be Improved/Changed</b>	
<b>How do you know that Learners Learned?</b>	

## Northview 2 Lesson Plan

**Lesson Title: Shaping a Sustainable Future: Johns Creek Glass Recycling**

**Group Members: Riana Patel, Amulya Kumar, Lydia Lee, Siddharth Boorla, Zach Cline**

**Part I**

<p><b>Audience- age/grade level and allotted time</b></p> <p><b>Explain who your learners are and how long it will take to teach your lesson</b></p>	<p>The audience for this lesson is for elementary students between grades 3 to 5. This lesson will be taught for ~45 minutes over the course of 1 day.</p>
<p><b>Lesson Topic- explain what your lesson plan is about</b></p>	<p>This lesson is about creating a root of awareness of environmental initiatives being taken by the city of Johns Creek as a part of their “Green Community” certification among young students and to encourage their involvement as they grow into mature adolescents.</p>
<p><b>Lesson Rationale- explain why this lesson is important for learners to learn</b></p>	<p>About 80% of what Johns Creek citizens throw away is recyclable. Students will learn the effects and daily causes that increase pollutants in the city and will learn about several neglected city initiatives around Johns Creek that they can contribute easily to.</p>

	Through this, we hope to instill awareness among families as well to participate in these city initiatives.
<b>Standards Connections- Match the standard from the GADOE website to the topic you are teaching</b>	<p>S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.</p> <p>SEV5. Obtain, evaluate, and communicate information about the effects of human population growth on ecosystems and how these effects can be combated.</p>
<b>Context for Learning- explain where you will teach and how this setting helps you plan your lesson</b>	The lesson plan will be taught at each school's (YMCA) after school program. This setting will be set apart from school hours to provide us more time to teach the lesson plan and give us the opportunity to interact with students from a range of grade levels rather than a single class.
<b>Reflection- what excites you about planning this lesson? What challenges might you face?</b>	We are excited about being able to place ourselves in elementary school students' shoes to build an engaging lesson plan as well as develop a greater understanding of the lesson we plan to teach. There

	<p>may be difficulties in terms of the time constraint and the availability of resources that would be necessary to carry out our lesson. While we are using the idea of multiple stations to battle the time limit, we will need various resources to make each station as engaging as possible and we wouldn't be able to confirm whether they can be provided from the schools.</p>
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## Part II

<p><b>Essential Question- what question will you ask learners to answer at the end of your lesson?</b></p>	<p>What specific step will you and your family take to reduce your carbon footprint?</p>
<p><b>Learning Targets- what are 3 goals you want learners to achieve at the end of your lesson?</b></p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Classify what can and cannot be recycled</li> <li>2. Recognize environmental initiatives taken by Johns Creek</li> <li>3. Develop a plan on how to engage in Johns Creek initiatives with family</li> </ol>



<p><b>Differentiation for Diverse Learners- what are some strategies you can use to teach learners of different backgrounds, interests, and abilities?</b></p>	<p>We will accommodate different learning styles by offering different types of activities that appeal to senses, encourage creative thinking, and active learning. We will also allow students to collaborate with peers because we understand that they will feel more comfortable working with each other than being required to interact with strangers.</p>
<p><b>Learning Activities- describe at least two activities that learners can complete that measures their learning and meeting the learning targets.</b></p>	<p>We will be organizing a sorting game where students will sort different items as recyclable and not recyclable. This will help them easily classify items in the future. In station 2, we will have a fill in the blank worksheet that will be an outline on Johns Creek environmental initiatives (Ocee Glass Recycling, Recycling Awareness Program) to help them recognize and make a plan to engage in these initiatives.</p>
<p><b>Materials- list all the materials teachers and learners need for this lesson plan.</b></p>	<ul style="list-style-type: none"> <li>- White board</li> <li>- Expo markers</li> <li>- Pencils</li> <li>- Markers</li> <li>- Crayons</li> <li>- Recycling bins</li> <li>- Poster paper</li> <li>- Recyclable and non recyclable items (foil, plastic wrap, aluminum cans, cardboard, etc)</li> <li>- Carbon Footprint Worksheet</li> </ul>

<p><b>Reflection- what excites you about planning your lesson? What challenges might you face?</b></p>	<p>We are excited to see different ideas students come up with through our lesson. Children are often enthusiastic learners and they have creative minds. By providing them with tools to make eco-friendly choices, we hope to create a generation of green-aware kids. However, we are concerned with the attention span of children in relation to their engagement throughout our lesson. We plan to keep each activity short enough to prevent them from getting distracted or disruptive but also be able to effectively teach our lesson plan.</p>
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### Part III

<p><b>Opening- write a step by step procedure on how you start a lesson by getting your learners' attention</b></p>	<p>First, students will complete a carbon footprint worksheet which will briefly introduce them to the topic and allow them to relate it to their own lives. We hope to get the learners' attention by getting them to connect to the effect they have on the environment.</p>
<p><b>Direct Instruction- explain step by step how your group will present information and</b></p>	<p>After completing the Carbon Footprint worksheet as a group (5-10 minutes), we will split into 3 different groups with 1-2 group leaders (size depending on students at the after school program). Each group will be assigned a different station that they will rotate</p>

**directions to your  
learners**

through every 5 minutes. Station one will be a sorting activity where they will first be taught what types of items can and cannot be recycled. They will then participate in a sorting game where they will be given objects to place in a box labeled either recyclable and not recyclable. They will also be asked to give a reason why the item is recyclable or not (ie “paper” or “plastic”).

In station two, they will be given a list of items. They will then draw out a recyclable invention that they can create with these items and share with the group at the end of the rotation. In station 3, we will have a white board trivia game where the group leader will ask a question (ex: Is this item recyclable? Where is the Johns Creek Glass Recycling Program?) and students will write a response on their whiteboard and hold up the answers. After all 3 groups move through the stations, they will rejoin the big group and be placed into partners or groups of 3. They will be given poster paper, colored pencils, markers, and other stationary to make a poster about the Glass Recycling Program, recyclable materials, and the importance of Carbon Footprint. These posters will then be put up

	<p>around the school by the students if time allows.</p> <p>Along with these posters they will have a fill in the blank worksheet to create a family plan to incorporate more green initiatives in their daily life. They will create a step by step plan on how often they can visit recycling sites such as these with their family and choose an initiative they find appealing to share with their families.</p>
<p><b>Structured Practice- explain step by step how learners will complete the learning activities and how you will help them meet learning targets</b></p>	<p>The learning activities include an introduction, three stations, and one concluding poster activity. We will be organizing a sorting game where students will sort different items as recyclable and not recyclable. This will help them easily classify items in the future. In station 2, we will have the students draw a recyclable invention, stimulating their creativity to help them recognize and make a plan to engage within their communities. The last station will be a short trivia game using whiteboards to actively engage the students in order to maintain their attention. Through these diverse, hands-on activities, we aim to help the children meet their learning targets:</p> <ol style="list-style-type: none"> <li>1. Classify what can and cannot be recycled</li> <li>2. Recognize environmental initiatives taken by Johns Creek</li> </ol>

	<p>3. Develop a plan on how to engage in Johns Creek initiatives with family</p>
<p><b>Closing- explain how you will end the lesson with students sharing what they learned</b></p>	<p>At the end of the lesson, students will spend 20 minutes putting together a poster describing the glass recycling initiative to teach their peers and/or create a plan to involve their families (i.e. deciding a day of the month when they will visit the glass recycling post, what they will bring, and who they will go with).</p>
<p><b>Reflection- what excites you about teaching this lesson? What challenges might you face?</b></p>	<p>We are thrilled to see the innovative ideas students develop throughout our lesson plan. By utilizing different teaching strategies in our lesson plan we want to raise a generation of environmentally conscious children. However, we are worried about two major factors considering our target audience is elementary students. Not only could students end up losing focus during the lesson, but also they might not have the intellectual capabilities to process the information we present. Therefore we prioritize our</p>

activities to be short and concise to ensure that our lesson plan is effective.

Include all of your learning activities here! I.e., websites, links, photos of worksheets, etc.

Opening Carbon Footprint Worksheet:

Carbon Footprint Worksheet		NAME _____	DATE _____
<b>Instructions: Answer each question below and write the corresponding number in the space provided.</b>			
1. How do you get to school?	a. walk b. bike c. car d. bus e. carpool	a. 0 b. 0 c. 1115 d. 131 e. 459	_____ _____ _____ _____ _____
2. Do you eat mostly...	a. fast food b. home cooked food	a. 4818 b. 629	_____ _____
3. Do you eat mostly...	a. vegetables/fruits b. meat c. bread	a. 153 b. 644 c. 364	_____ _____ _____
4. Do you turn off lights when you leave a room?	a. yes b. no	a. 133 b. 268	_____ _____
5. Do you unplug appliances/chargers when not in use?	a. yes b. no	a. 9 b. 18	_____ _____
6. How do you dry clothes?	a. hang to dry b. dryer c. both	a. 0 b. 750 c. 375	_____ _____ _____
7. Do you turn off the water when brushing your teeth?	a. yes b. No	a. 34 b. 274	_____ _____
8. Do you turn off the TV when you're not watching it?	a. yes b. no	a. 47 b. 140	_____ _____
9. Do you turn off your video game system when you're not using it?	a. yes b. no c. don't have/use one	a. 29 b. 90 c. 0	_____ _____ _____
10. Do you recycle? (for this question, select all that apply)	a. magazines b. newspaper c. glass d. plastic e. aluminum and steel cans	a. -15 b. -90 c. -7 d. -19 e. -86	_____ _____ _____ _____ _____
		<b>Total</b>	_____
© 2019 LiveYouthStrong.com		SOURCE: EPA	

Recyclable Invention

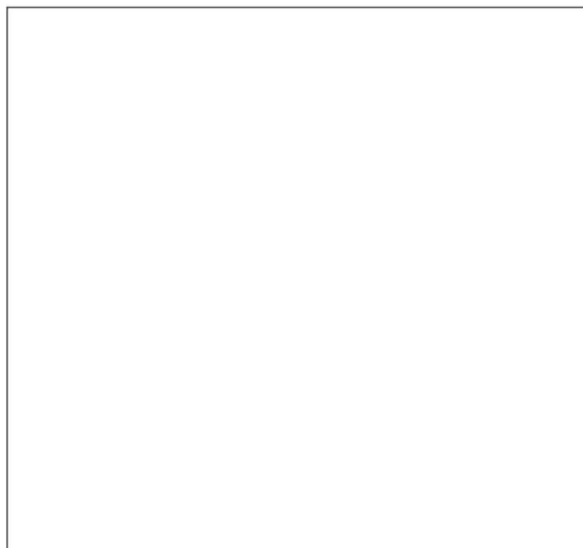
Name: \_\_\_\_\_

Directions: Draw your own invention or art using the recyclable materials provided below. Be creative!

Word Bank

Steel Soda Cans Plastic Bottles Newspapers Glass Cardboard

Electronics Tires Food Cartons



White Board Trivia:

[https://docs.google.com/presentation/d/1-](https://docs.google.com/presentation/d/1-GpkU60m5T1kXhyAXEQclmuUBGFrpTFHr8DE2fEWN)

[GpkU60m5T1kXhyAXEQclmuUBGFrpTFHr8DE2fEWN](https://docs.google.com/presentation/d/1-GpkU60m5T1kXhyAXEQclmuUBGFrpTFHr8DE2fEWN)

[oc/edit?usp=sharing](https://docs.google.com/presentation/d/1-GpkU60m5T1kXhyAXEQclmuUBGFrpTFHr8DE2fEWN/edit?usp=sharing)

Sorting Game Materials:

Non-Recyclable Items: Plastic Bags, Styrofoam,  
Straws, Light Bulbs, Batteries.

Recyclable Items: Paper, Plastics, Glass, Metal,  
Cardboard, Egg cartons.

~2 boxes labeled "Recyclable" and "Not Recyclable"

Family Plan



### Family Recycling Plan

Name:

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List three things you will bring.

What day will you visit the glass recycling post? How often will you go?

Bonus: talk about or draw one fact you learned. Then, share it with your family.

Who will you go with?

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**Part IV: After Teaching Reflection**

<p><b>What worked well?</b></p>	<p>While teaching our lesson plan, the content delivery and interactive activities effectively engaged our learners. Although we were concerned about clearly communicating our lesson, we were able to provide a foundational understanding about (glass) recycling to the students. This was due to the success of the interactive games which we implemented into our</p>
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	<p>lesson plan. The expectations we built our lesson plan around were met, particularly regarding the attention span of the students. Students also communicated their enjoyment in both playing the matching game and even the powerpoint trivia lesson.</p>
<p><b>What needs to be improved or changed?</b></p>	<p>The aspects that required improvement were the timing or pacing of our lesson plan. We assumed each station would take ~5 mins, however we lost track of time and ended up taking longer than we had expected, this prevented us from teaching our full lesson plan. We had to accommodate by moving activities around and didn't get to summatively assess the students. We also failed to effectively communicate with each other as there was a big misunderstanding regarding whether lightbulbs are recyclable or not.</p>
<p><b>How do you know that learners learned?</b></p>	<p>Through observation, we noticed students were highly engaged and inquisitive, they frequently asked questions relevant to the lesson. Additionally, while using our check for understanding strategy, which involved periodic pauses during a PowerPoint presentation station in which we conducted brief</p>

	<p>quizzes, the students quickly and accurately responded to the questions, indicating their comprehension and retention of the material.</p> <p>Furthermore, our use of formative assessments (worksheets) showed that students retained most of the plan, as they completed the worksheets properly and quickly. The students also took home the worksheet on what they learned and were encouraged to share it with their parents and “teach” them ways their family can apply the recycling habits taught during the lesson.</p>
<b>What did you learn from planning and teaching this lesson?</b>	<p>Planning this lesson plan taught us the effectiveness and purpose of different parts of a lesson. We gained a deeper understanding of how different teaching methods and activities contribute to learning outcomes and it allowed us to identify which methods would work for others as well as what would work for us and why. We can apply this understanding to things we are taught to optimize our own learning/retention strategies. While teaching this lesson plan, we learned to adapt to circumstances, especially unexpected ones. Although we attempted to prepare for various</p>

situations, we faced a challenge at the beginning of our lesson plan because a member with the first part of the lesson plan was running late. However, we quickly adapted by switching parts of the lesson plan around and allowing students to begin learning immediately. This experience taught us to remain flexible and responsive.

**Include any photos and work samples from your teaching here! Please include a caption and date for each photo.**



3/26 - Members teaching about glass recycling to a small group of students at the trivia station



3/26 - Members explaining the sorting game station with a group of students



3/26 - The members supervising and helping students completed the worksheets

## Northview 1 Lesson Plan

### Part I: Planning for Learners

#### Lesson Title:

<p><b>Audience- age/grade level and allotted time</b></p> <p><b>Explain who your learners are and how long it will take to teach your lesson</b></p>	<p>For the lesson, our target audience is 7th grade and older.</p> <p>The lesson duration will be a maximum of 1 hour to ensure it aligns with the attention span and engagement level of the learners.</p>
<p><b>Lesson Topic- explain what your lesson plan is about</b></p>	<p>Our lesson plan revolves around the critical topic of environmental sustainability, with a specific focus on medical waste and its impact on the environment and public health. The lesson aims to educate participants, particularly those in 7th grade and older, about the issues surrounding the disposal of medical waste, particularly drugs. We will delve into the potential harm caused by current disposal methods that may seem harmless.</p> <p>Our goal is to raise awareness about safe drug disposal practices and highlight existing waste disposal systems at fire stations and pharmacies. Moreover, we aspire to empower individuals with practical solutions for the proper</p>

	<p>and secure disposal of drugs. Taking our initiative a step further, we plan to collaborate with local government authorities, advocating for the passage of a bill or the issuance of a government statement emphasizing the importance of safe drug disposal. This collective effort is aimed at fostering a safer and healthier community for our city.</p>
<b>Lesson Rationale- explain why this lesson is important for learners to learn</b>	<p>This lesson is crucial for learners to grasp as it addresses significant environmental and public health concerns related to medical waste, particularly the disposal of drugs. By understanding the potential environmental impact and health risks associated with improper drug disposal methods, learners gain awareness of their role in mitigating these issues.</p> <p>The lesson emphasizes the importance of safe drug disposal practices to protect both the environment and the well-being of individuals in the community. Educating learners about the harmful consequences of seemingly harmless disposal methods encourages responsible behavior.</p>



	<p>Moreover, the lesson offers practical solutions, such as utilizing waste systems at fire stations and pharmacies, empowering learners to make informed choices. By advocating for legislative measures through collaboration with local governments, the lesson goes beyond individual actions, contributing to the creation of a safer and more sustainable community.</p> <p>In summary, this lesson is important for learners because it equips them with knowledge and tools to address environmental and public health challenges, fostering a sense of responsibility and encouraging positive contributions to the well-being of their community.</p>
<p><b>Standards Connections-</b></p> <p><b>Match the standard from the GADOE website to the topic you are teaching</b></p>	<p>Grade Level: High Schoolers</p> <p>Standard: HEHS.1.c Analyze how the environment and personal health are interrelated.</p> <p>Grade level: high schoolers</p> <p>ESS3.C: Human Impacts on Earth Systems Recorded history, as well as chemical and geological evidence, indicates that human activities in agriculture, industry, and everyday life have had major impacts on the land, rivers, ocean, and air.</p>

<p><b>Context for Learning-</b> <b>explain where you will</b> <b>teach and how this setting</b> <b>helps you plan your lesson</b></p>	<p>To teach this lesson, we will be partnering with One Johns Creek who have agreed to help us pick a date/time/place to present our lesson. Ideally, we would like to have an indoors, auditorium, with a projector, and enough space for attendees to feel comfortable. This way, our attendees can focus on our lesson without other distractions. A projector will help us present our slideshow. Due to the current cold weather, it is important to have to lesson indoors so that attendees can once again focus on the information instead of being uncomfortable.</p>
<p><b>Reflection- what excites</b> <b>you about planning this</b> <b>lesson? What challenges</b> <b>might you face?</b></p>	<p>We are most excited to design the small activity for the audience to perform at the end of the lesson to see their retention.</p> <p>The most challenging part will be tailoring our lesson so our audience- which will likely be comprised of people with different levels of understanding and different learning</p>

	preferences- can comprehend the material with ease.
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## Part II: Planning for Instruction

<p><b>Essential Question- what question will you ask learners to answer at the end of your lesson?</b></p>	<p><b>How can we educate the community the impact of the historically significant sites in our community?</b></p>
<p><b>Learning Targets- what are 3 goals you want learners to achieve at the end of your lesson?</b></p>	<ol style="list-style-type: none"> <li>1.) Be able to understand the diversity of the community and how it came to place.</li> <li>2.) Be able find engagement in community related activities and contribute more overall to the community.</li> <li>3.) Be able to use this lesson plan as a professional resources to educate students about a variety of topics regarding Johns Creek history.</li> </ol>
<p><b>Differentiation for Diverse Learners- what are some strategies you can use to teach learners of different backgrounds, interests, and abilities?</b></p>	<ol style="list-style-type: none"> <li>1. <b>Real-life Examples:</b> Share stories about how this tunnel was constructed and also other stories about historical constructions.</li> <li>2. <b>Practical Demonstrations:</b> Conduct hands on activities relating to cultures to make the context more interesting.</li> <li>3. <b>Visual Aids:</b> Use infograophics describing the context of the tunnel to grasp a deeper understanding of the setting.</li> <li>4. <b>Interactive Presentations:</b> Encourage and facilitate discussions about the topic and also answer questions.</li> <li>5. <b>Discussion Groups:</b> Make group activities where students can learn about the topic and teach them more about the tunnel's origins.</li> </ol>

	<p>6. <b>Local Relevance:</b> Emphasize the impact on Fulton County, connecting the issue to their surroundings for increased relevance and concern.</p> <p>7. <b>Accessibility:</b> Ensure materials and communication methods are accessible to everyone, considering potential sensory or mobility challenges that may exist among older participants, or language barriers.</p>
<p><b>Learning Activities-</b> describe at least two activities that learners can complete that measures their learning and meeting the learning targets.</p>	<p>1. <b>Scenario-based Role Play:</b> Design a scenario where participants simulate correct medicine disposal practices. Assign roles, such as a concerned community member, pharmacist, or environmental advocate. This activity not only tests their understanding but also encourages practical application and problem-solving.</p> <p>2. <b>Interactive Quiz:</b> Develop an online or paper-based quiz with questions tailored to the learning objectives. Include scenarios related to incorrect medicine disposal and its consequences, ensuring participants apply their knowledge to real-world situations. Instant feedback can be provided to reinforce key concepts.</p>
<p><b>Materials-</b> list all the materials teachers and learners need for this lesson plan.</p>	<p><u>Teachers</u></p> <p>Personal</p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Printed or written notes of big ideas for lesson (optional – could be digital)</li> <li>- Take notes after lesson reflecting on what worked and what can be changed</li> </ul> <p><u>Learners</u></p> <ul style="list-style-type: none"> <li>- Laptop/phone/tablet</li> </ul>

	<ul style="list-style-type: none"> <li>- Notebook/ notebook paper</li> <li>- Writing utensils</li> </ul>
<p><b>Reflection- what excites you about planning your lesson? What challenges might you face?</b></p>	<p>We believe that our presentation will have a significant impact on people and will hopefully prevent incorrect medicine disposal. We know so many people who think nothing of just throwing away their medicine without really thinking about the consequences it can have on our environment. We value sustainability and education and this project combines both — and that is something we look forward to delve deeper in.</p>

### Part III: Procedures for Teaching

<p><b>Opening- write a step by step procedure on how you start a lesson by getting your learners' attention</b></p>	<p><b>Step 1: We will start by giving a short introduction about medical waste disposal (what items are considered under this category and common ways people dispose of them).</b></p> <p><b>Step 2: We will then conduct an engaging opening activity such as getting the students to talk to each other about their medical waste disposal habits and how they think they can improve them.</b></p>
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	<p><b>Step 3: We will ask them to share some ideas they heard with the whole room and write them down on a large poster at the front of the room.</b></p> <p><b>Step 4: We will ask them what problems or benefits they see in these ideas and write those down as well.</b></p> <p><b>Step 5: We will go over the objectives and give a quick overview of the lesson</b></p>
<p><b>Direct Instruction- explain step by step how your group will present information and directions to your learners</b></p>	<p><b>Step 1: First we will present the overall negatives to disposing drugs in an improper fashion. Present statistics/negative consequence showing the harmful effects on the environment.</b></p> <p><b>Step 2: Go over the multiple methods and procedures of disposing of drugs properly. Giving the guidelines as suggested by experts. Utilizing information from the FDA and Georgia Government Website.</b></p> <p><b>Step 3: Provide adequate “take home” resources for the audience. Recognizing local and state resources to dispose of medication in the proper manner such as the Drug-Drop-Box at the Johns Creek City Hall. Other Drug disposal locations within the area are listed under this</b></p>

	<p><b>Fulton County Website:</b></p> <p><a href="https://www.fultoncountyga.gov/inside-fulton-county/fulton-county-initiatives/end-opioid-abuse/drug-disposal-locations">https://www.fultoncountyga.gov/inside-fulton-county/fulton-county-initiatives/end-opioid-abuse/drug-disposal-locations</a></p>
<p><b>Structured Practice- explain step by step how learners will complete the learning activities and how you will help them meet learning targets</b></p>	<p><b>Our overall goal at the end of this lesson is to have them come out knowing more about drug disposal, enough for them to employ what they learned in real life. We will help them reach this target by having an actively engaging lesson by first asking what they do know, then educating them on the dangers of improper drug disposal to create a sense of urgency to take action, and then provide the necessary information to properly dispose of it.</b></p> <ol style="list-style-type: none"><li><b>1. We will present the information to the listeners</b></li><li><b>2. We will repeat the information and use visuals to engrave the information in their heads</b></li><li><b>3. At the end of the session, we will repeat and give a physical handout for the listeners to take home with them to ensure that they remember all the different drug disposal drop off places</b></li></ol>

	<p><b>4. The physical handout will also include some of the dangers to ensure that the listener remembers the urgency of following through with good practice</b></p>
<p><b>Closing- explain how you will end the lesson with students sharing what they learned</b></p>	<p><b>Step 1: Provide a super brief summary with the most important points. Making sure it is clear and concise for viewers.</b></p> <p><b>Step 2: Ask for any questions and hold a short Q&amp;A session with the audience.</b></p> <p><b>Step 3: Ask for viewers to comment and give their most insightful element learned from the lesson.</b></p>



**Reflection- what excites you about teaching this lesson? What challenges might you face?**

**We are excited about teaching this lesson because this topic is not something that many are aware of, which is why it is crucial for us to educate and empower our community to play an active role in maintaining community health and wellbeing. By educating people on safe and responsible ways to dispose of medications, we can curb the risks associated with improper disposal, such as water contamination and accidental ingestion. Some challenges we may face are generating interest and engagement for our topic. Convincing people to come to our lesson will be hard because the topic does not initially come off as a pressing concern, and there is a perception that drug disposal is a distant or less relevant issue. We will need to have compelling and eye-catching promotion for our lesson in order to encourage attendees.**

**Johns Creek High School**

**Lesson Title:**

**Group Members: Kevin, Bhuvanathi, Edward, Summer, Jane**

**Part I**

<p><b>Audience- age/grade level and allotted time.</b></p> <p><b>Explain who your learners are and how long it will take to teach your lesson</b></p>	<p>The lesson plan is around the theme of diversity and we will focus on providing information regarding the Tunnel and connect it to the different cultural groups and diversity in Johns Creek.</p>
<p><b>Lesson Topic- explain what your lesson plan is about</b></p>	<p>The lesson plan is around the theme of diversity and we will focus on providing information regarding the Tunnel and connect it to the different cultural groups and diversity in Johns Creek.</p>
<p><b>Lesson Rationale- explain why this lesson is important for learners to learn</b></p>	<p>Our lesson is important for students because it will help them develop an appreciation for the diversity in Johns Creek, promoting cultural awareness, a sense of inclusivity, and a respectful atmosphere.</p>
<p><b>Standards Connections- Match the standard from the GADOE website to the topic you are teaching</b></p>	<p>SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America. SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East). SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia. SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.</p>
<p><b>Context for Learning- explain where you will teach and how this setting helps you plan your lesson</b></p>	<p>We will be teaching in a classroom setting. We will use resources like videos, pictures, and interactive activities. The classroom environment will allow students to discuss and do group activities.</p>

<b>Reflection- what excites you about planning this lesson? What challenges might you face?</b>	We are excited about the opportunity to promote an understanding and appreciation for the diverse cultures in Johns Creek.

## Part II: Planning for Instruction

<b>Essential Question- what question will you ask learners to answer at the end of your lesson?</b>	<b>How can we educate the community about the impact of the historically significant sites in our community?</b>
<b>Learning Targets- what are 3 goals you want learners to achieve at the end of your lesson?</b>	<ol style="list-style-type: none"> <li>1.) Be able to understand the diversity of the community and how it came to place.</li> <li>2.) Be able to find engagement in community related activities and contribute more overall to the community.</li> <li>3.) Be able to use this lesson plan as a professional resource to educate students about a variety of topics regarding Johns Creek history.</li> </ol>
<b>Differentiation for Diverse Learners- what are some strategies you can use to teach learners of different backgrounds, interests, and abilities?</b>	<ol style="list-style-type: none"> <li>1. <b>Real-life Examples:</b> Share stories about how this tunnel was constructed and also other stories about historical constructions.</li> <li>2. <b>Practical Demonstrations:</b> Conduct hands-on activities relating to cultures to make the context more interesting.</li> <li>3. <b>Visual Aids:</b> Use infographics describing the context of the tunnel to grasp a deeper understanding of the setting.</li> </ol>

	<ol style="list-style-type: none"> <li>4. <b>Interactive Presentations:</b> Encourage and facilitate discussions about the topic and also answer questions.</li> <li>5. <b>Discussion Groups:</b> Make group activities where students can learn about the topic and teach them more about the tunnel's origins.</li> <li>6. <b>Local Relevance:</b> Emphasize the impact on Fulton County, connecting the issue to their surroundings for increased relevance and concern.</li> <li>7. <b>Accessibility:</b> Ensure materials and communication methods are accessible to everyone, considering potential sensory or mobility challenges that may exist among older participants, or language barriers.</li> </ol>
<p><b>Learning Activities-</b>  <b>describe at least two</b>  <b>activities that learners can</b>  <b>complete that measures</b>  <b>their learning and meeting</b>  <b>the learning targets.</b></p>	<ol style="list-style-type: none"> <li>1. <b>Scenario-based Role Play:</b> Design a scenario where participants simulate correct medicine disposal practices. Assign roles, such as a concerned community member, pharmacist, or environmental advocate. This activity not only tests their understanding but also encourages practical application and problem-solving.</li> <li>2. <b>Interactive Quiz:</b> Develop an online or paper-based quiz with questions tailored to the learning objectives. Include scenarios related to incorrect medicine disposal and its consequences, ensuring participants apply their knowledge to real-world situations. Instant feedback can be provided to reinforce key concepts.</li> </ol>

<p><b>Materials- list all the materials teachers and learners need for this lesson plan.</b></p>	<p><u>Teachers</u></p> <p>Personal</p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Printed or written notes of big ideas for lesson (optional – could be digital)</li> <li>- Take notes after lesson reflecting on what worked and what can be changed</li> </ul> <p><u>Learners</u></p> <ul style="list-style-type: none"> <li>- Laptop/phone/tablet</li> <li>- Notebook/ notebook paper</li> <li>- Writing utensils</li> </ul>
<p><b>Reflection- what excites you about planning your lesson? What challenges might you face?</b></p>	<p>We believe that our presentation will have a significant impact on people and will hopefully prevent incorrect medicine disposal. We know so many people who think nothing of just throwing away their medicine without really thinking about the consequences it can have on our environment. We value sustainability and education and this project combines both — and that is something we look forward to delve deeper in.</p>

<p>Opening- write a step by step procedure on how you start a lesson by getting your learners' attention</p>	<ol style="list-style-type: none"> <li>1. Ask everyone if they have ever been to an art tunnel. If someone has, we can inquire about their experience.</li> <li>2. Based on their responses, we can connect it to the core principles of the Multicultural Tunnel, focusing on basics such as what the tunnel represents and various art styles.</li> <li>3. If no one has been to an art tunnel, ask someone about their cultural background. We can then connect their cultural knowledge to a specific aspect of the Multicultural Tunnel, which will likely excite them about our "virtual tour."</li> <li>4. Additionally, we can distribute worksheets to them and explain the activity they will be participating in during the presentation.</li> </ol>
<p>Direct Instruction- explain step by step how your group will present information and directions to your learners</p>	<ol style="list-style-type: none"> <li>1. 1st and 2nd slides: Geometry = Geography       <ol style="list-style-type: none"> <li>a. In these slides, we will describe the overlapping geometric shapes and how they symbolize the geography of Johns Creek's community areas. We will include a map in the second slide along with a picture of the Multicultural Tunnel's geometry for comparison.</li> </ol> </li> <li>2. 3rd slide: Signs = Peace       <ol style="list-style-type: none"> <li>a. The shape forms both a heart and a peace sign, illustrating how people from all walks of life are welcome here as they come together with one goal: peace for everyone. Once again, we'll ask the kids to add a sign that represents something important to them or their community.</li> </ol> </li> <li>3. 4th slide: Languages = Diversity!       <ol style="list-style-type: none"> <li>a. We'll include a picture of the Multicultural Tunnel with language scripts, explaining the background and why the artist specifically chose to incorporate them. We'll also ask the kids to add a symbol from their native language.</li> </ol> </li> <li>4. 5th Slide: Background Information regarding the Artist &amp; Creations       <ol style="list-style-type: none"> <li>a. We will give credit to the Johns Creek Convention and Visitors Bureau, the City of Johns Creek, the Georgia Department of Transportation, Urban Catalyst Lab, and artists Hanif Kureshi and William Massey.</li> </ol> </li> </ol>

	<p>We'll describe Kureshi's background in his profession, how his murals have been showcased worldwide, such as at London's Design Biennale and the Venice Biennale. We'll also discuss how the design was a collaborative effort to express the committee's discussions about Johns Creek's rich history and diversity.</p>
<p><b>Structured Practice-</b> explain step by step how learners will complete the learning activities and how you will help them meet learning targets</p>	<p>Slide 1 &amp; 2:  a. Ask the kids to paint anything geometric that reminds them of the geography of their culture.</p> <p>Slide 3:  b. Once again, we ask the kids to add a sign that represents something important to them or their community.</p> <p>Slide 4:  c. Ask the kids to add a symbol from their native language.</p> <p>Slide 5:  d. Ask the children if there is anyone they found inspiring to their heritage/culture.</p> <p>Finally, at the end, we all share our drawings. The reason this helps meet the learning targets is not only because they are learning content about the Multicultural Tunnel through watching the presentations, but also because they are practicing the self-reference effect by replicating the underlying principles the Multicultural Tunnel signifies onto their own drawings. (The self-reference effect means they will remember the learning targets better if they connect the lesson material to their personal lives.)</p>
<p><b>Closing-</b> explain how you will end the lesson with students sharing what they learned</p>	<p>As a group, we want to make sure that the kids learn something new. Therefore, we will end the lesson by asking them questions after our activities. We will ask questions like:  “What is something new that you learned today?”  “What is your favorite part of the lesson?”  At the end of the day, we want to make our lessons engaging as that is the number one factor that we consider to make a successful lesson plan.</p>

<p>Reflection- what excites you about teaching this lesson? What challenges might you face?</p>	<p>We are excited to meet the kids! We really hope to share the Tunnel with everyone as it is a part of our community and shows the diversity in Johns Creek. We want to let the younger generation know that Johns Creek is an inclusive and supportive city. Some challenges we might face include not having enough time to do all the activities we prepared. However, we will make sure to try our best to do everything in 45 minutes!</p>
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Include all of your learning activities here!

1. Coloring sheet (Homework!)
2. Going to the MultiCultural Site
3. Live discussions: kids can share their ideas and thoughts.

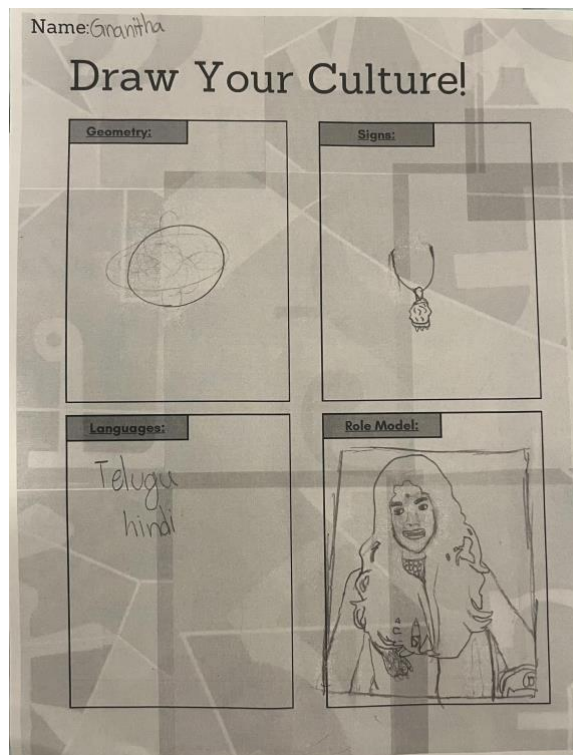
#### Part IV: After Teaching Reflection

<p>What worked well?</p>	<p>The kids were interested in our lessons and asked questions about the tunnel. Through teaching the kids about the history of the tunnel, they became intrigued by the origins of the city. We also received compliments from teachers about our purpose.</p>
<p>What needs to be improved or changed?</p>	<p>Sometimes kids struggle fully understanding so possibly create an easier lesson plan that is fully comprehensible of the aspects of cultural diversity. While most kids were engaged, throughout our presentation, a couple seemed to lose focus. This can be improved upon by adding in more gag bits or creating more interactive bits to keep the attention span of the children.</p>



<p>How do you know that learners learned?</p>	<p>When kids began to ask questions, we knew that they were engaged and listening. Creating active listeners not only allowed us to teach engaging lessons where they asked questions but also interested in doing our worksheet.</p>
<p>What did you learn from planning and teaching this lesson?</p>	<p>We gathered a lot of knowledge planning these lessons. There were some implications on how the overall history of Johns Creek tied into the construction of the Multicultural tunnel. However, after researching and coming in contact with the Johns Creek Historical Society, we learned a lot about the historical significance of the tunnel, but the cultural significance of Johns Creek itself.</p>

**Include any photos and work samples from your teaching here! Please include a caption and date for each photo.**



(April 6th -

Worksheet picture)

We're asking everyone to send pictures of their worksheets, we'll email them to you right away once we have them, sorry for the delay.

## Secretary of State Ambassadors

### Lesson Title: Same Storm Different Boats Declassified

Group Members: Tiffany, Neha, Maggie, Rohan, Lakshana, Sana, Riya, David, Charlotte, Girish

#### Part I

<p><b>Audience- age/grade level and allotted time</b></p> <p><b>(Charlotte)</b></p> <p><b>Explain who your learners are and how long it will take to teach your lesson</b></p>	<p>This lesson was designed for grad students teaching middle schoolers. It should take about 30 minutes to get through content and activities, and we'll take about 20 minutes for questions and comments that come up.</p>
<p><b>Lesson Topic- explain what your lesson plan is about</b></p> <p><b>(Charlotte)</b></p>	<p>This lesson plan is to help grad students understand the importance, background, and lasting effects of Covid-19 along with its impact on society which includes effects on individuals and relevant communities, as well as how to teach and carry out projects like these with their own students.</p>

<p><b>Lesson Rationale- explain why this lesson is important for learners to learn (Maggie)</b></p>	<p>This lesson is important as it discusses the events that stirred the lives of so many people &amp; how each level of society was impacted by it. It also serves as a time for people (specifically students, who were impacted firsthand) to reflect and truly understand what it was and how it impacted other levels (community, city, state, nation, world, etc.) besides just them. It allows us to examine history and compare &amp; contrast other events to gain some awareness &amp; possibly relate the pandemic to other events. Students can examine historical documents, as well as more recent artifacts (primary &amp; secondary sources) to further their knowledge and appreciation for those who helped restore the community during the pandemic (healthcare workers and such).</p>
<p><b>Standards Connections- Match the standard from the GADOE website to the topic you are teaching (Maggie)</b></p>	<p>SS8CG6 Analyze the role of local governments in the state of Georgia.</p> <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p>
<p><b>Context for Learning- explain where you will</b></p>	<p>We will present our lesson over Zoom to the teachers. This setting will help us plan our lesson because we will be able</p>

<p>teach and how this setting helps you plan your lesson</p> <p><b>Sana</b></p>	<p>to present on a virtual presentation like powerpoint and get engagement through online interactions, and videos. The virtual setting helps us be able to easily make a presentation that is both engaging and effective.</p>
<p>Reflection- what excites you about planning this lesson? What challenges might you face?</p> <p>- <b>Tiffany</b></p>	<ul style="list-style-type: none"> <li>- We're excited to be able to open up conversation around what it is that we did and why we did it.</li> <li>- We all put in a great deal of time and effort, and that all wasn't for nothing.</li> <li>- Although we all had something specific we felt we got from the experience, one that unites us all (despite the "prestige" that comes with being able to say we were a part of it), is: we were able to cultivate an environment within the project and united the variety of different, yet similar, experiences we had during the pandemic.</li> </ul> <p><b>As we present this project, that must be what drives our talking points and activities.</b></p>

## Part II

<p>Essential Question- what question will you ask learners to answer at the end of your lesson?</p> <p>- <b>Tiffany</b></p>	<ul style="list-style-type: none"> <li>- Why did we take up this project?</li> <li>- How did we carry out this project?</li> <li>- How can it be replicated in classrooms/groups in the (hopefully not near) future? [we don't need another pandemic!]</li> </ul>
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<p><b>Learning Targets- what are 3 goals you want learners to achieve at the end of your lesson?</b></p> <p>- <b>Tiffany</b></p>	<ol style="list-style-type: none"> <li>1. See and understand at least 3 new perspectives, different from their own, that was displayed in the project</li> <li>2. Understand the positives and pitfalls of carrying out a project like SSDB: <ul style="list-style-type: none"> <li>- in the manner we did</li> <li>- within the timespan we did</li> <li>- with the age-group of students we did</li> <li>- With the lofty goals we had</li> </ul> </li> <li>3. Understand the importance of regularly planning and replanning the logistics of a project like this (Answer: to make it as easy as possible for the true magic to happen!)</li> </ol>
<p><b>Differentiation for Diverse Learners- what are some strategies you can use to teach learners of different backgrounds, interests, and abilities?</b></p> <p>- <b>Lakshana</b></p>	<ol style="list-style-type: none"> <li>1. Visual learners: for students who do best when seeing pictures and visuals, it will be helpful to use parts of the SSDB exhibit that collected photographic evidence of the pandemic</li> <li>2. Auditory learners: similarly for students who do best when hearing information, it will be helpful to use parts of the SSDB exhibit that collected audio evidence of the pandemic</li> </ol>
<p><b>Learning Activities- describe at least two activities that learners can complete that measures their learning and meeting the learning targets.</b></p>	<p>Learners will have open discussion in class about their experiences in COVID (teacher will guide the conversation using questions such as “Were your parents health workers?” or “What did you do to continue worshipping and engaging in cultural events?”)</p>

<p>- Rohan</p>	<p>From the discussion, learners will write a reflection/analysis on the new perspectives gained. Using this written assignment, they will create a powerpoint presentation showcasing how various different areas of life can be affected. This powerpoint will also entail the use of sources, both primary and secondary.</p>
<p><b>Materials- list all the materials teachers and learners need for this lesson plan.</b></p> <p>-Rohan</p>	<p><b>Materials for teachers:</b></p> <ul style="list-style-type: none"> <li>-list of conversation guiding questions</li> <li>-resources to find secondary data</li> <li>-example of SSDB's slides</li> </ul> <p><b>Materials for learners:</b></p> <ul style="list-style-type: none"> <li>-note taking materials</li> <li>-access to powerpoint</li> </ul>
<p><b>Reflection- what excites you about planning your lesson? What challenges might you face?</b></p> <p>Lakshana</p>	<p>What excites us the most about planning this lesson is having the opportunity to share the information that we all worked hard to collect and research. The SSDB project had multiple parts to it and took detailed planning to execute. Now after we all did the planning, we can show teachers how to plan similar lessons to create another big project.</p>

<p><b>Opening- write a step by step procedure on how you start a lesson by getting your learners' attention</b></p> <p><b>Riya</b></p>	<ol style="list-style-type: none"> <li>1. Introduce ourselves in order</li> <li>2. "Road Map" of the day → order: digging into exhibit → talk about the WHY → talk about the HOW → talk about how they can REPLICATE IT</li> <li>3. Ask question: "Why is it important for us to note down history from the recent pandemic?"</li> <li>3. Each give personal anecdotes on our experience during COVID and why that motivated us to take up the project.</li> <li>4. Ask last question, and they can either answer talk or type in the chat: "What are you most excited to learn/ get more perspective on today?"</li> </ol>
<p><b>Direct Instruction- explain step by step how your group will present information and directions to your learners</b></p> <p><b>-David</b></p>	<p><b>Step 1 : We are going to create a demo group of students to show teachers how to conduct the learning plan. This will act as a test group and provide us with information on its success and potential improvements</b></p> <p><b>Step 2 : During the demo group we will ask the teachers what they believe they can add or do to make it better and improve on it and then implement those into our learning plan</b></p> <p><b>Step 3: We will put the teachers in action and ask the students this time for feedback on what they believe the teachers could do better or what they did good.</b></p>



	<p><b>Step 4: The final lesson plan will combine all improvements and feedback from both students and teachers to create an amazing lesson plan!</b></p>
<p><b>Structured Practice- explain step by step how learners will complete the learning activities and how you will help them meet learning targets</b></p> <p><b>-Neha</b></p>	<p><b>In class discussion:</b></p> <p>For their own lesson, the teacher will have gone through the exhibit and created subsections of the pandemic. For example, there will be subsections on the different impacts in life that COVID has affected (work, school, social, etc.)</p> <p>Using the artifacts provided in the exhibit, the teacher will then separate the different areas of life affected with the different pieces of evidence. EX: school has several artifacts including audio visual, photo, etc.</p> <p>Using these subsections derived from the exhibit, the teacher will create guiding questions to assist in the class discussion. Ex: Were your parents essential healthcare workers? Did they have to work in person or did they remain at home? These questions will vary with the</p>

different subsections though the purpose remains the same - guiding the conversation so students can realize the true gravity of the pandemic.

As Ambassadors, we will be assisting in taking them through a deep analysis of our exhibit. Our presentation will be structured not by school, but by the different areas of life that were affected.

After the presentation of the exhibit, teachers will then participate in a discussion of their own. The Ambassadors will ask that the audience members share new perspectives amongst themselves and note new ones that they had gained regarding the pandemic. Following the discussion, the teachers will then be tasked with creating an outline for their own presentation/exhibit of the pandemic. The exhibit will be freely structured in accordance to each audience member's preferences. This exhibit will allow the teachers to understand the process in which it took to put together our exhibit as well as the importance of such an exhibit for the benefit of our communities.

<p><b>Closing- explain how you will end the lesson with students sharing what they learned</b></p> <p>Riya</p>	<p>- How they can replicate it/ what they learn:</p> <ol style="list-style-type: none"> <li>1. They share the biggest ideas/ points they gathered from our “why” and “how”</li> <li>2. We give them practical action points on how to conduct this themselves (contacting figures, getting a good group of students to do it, dividing and conquering with the workload, logistics–consent forms, materials (cameras, phones, notetaking materials)</li> <li>3. Questions and comments on how we did it</li> <li>4. They brainstorm ideas on how they could replicate it</li> </ol>
<p><b>Reflection- what excites you about teaching this lesson? What challenges might you face?</b></p> <p>Riya</p>	<p>We are excited about sharing our story and how we dealt with the pandemic in our point of time in our lives. Our main challenge throughout this lesson is not being crystal clear on how we can teach/spread the information to students on how we use the SSDB exhibit and book to teach about the COVID-19 pandemic and our experiences.</p>

**Include all of your learning activities here!**

**Padlet for scavenger hunt**

- <https://padlet.com/tiffanyobasohan/ssdb-scavenger-hunt-xkj30jobm7a6gazg>

## Part IV: After Teaching Reflection

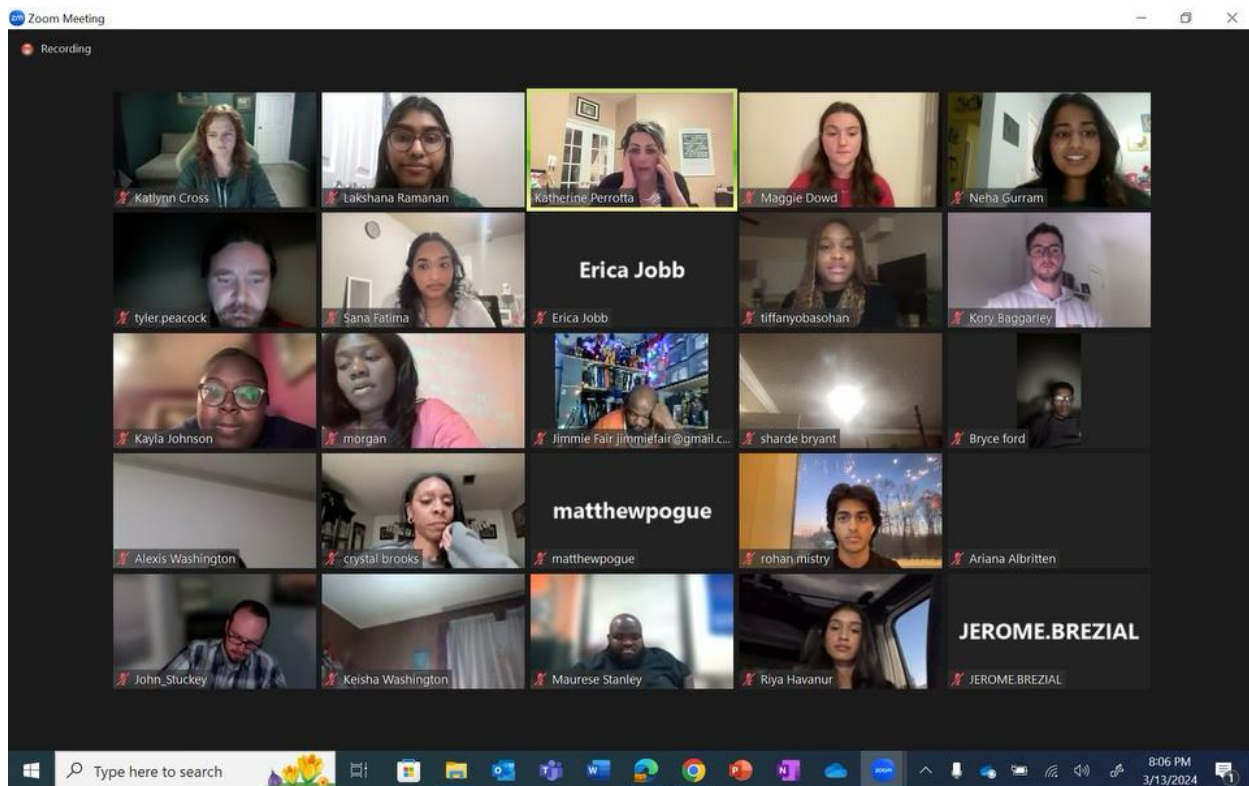
Rohan Mistry

<p><b>What worked well?</b></p>	<p>I felt the overall flow of the lesson went awesome!</p> <p>Audience members were engaged, they interacted, asked questions, and volunteered to share perspectives and thoughts on the current topic being discussed. The environment was very inclusive and welcoming. We kept a very structured and organized lesson</p>
<p><b>What needs to be improved or changed?</b></p>	<p>Our lesson ran later than expected. We need to fix our timing to make sure we can properly close the lesson and leave space for questions, student reflection, etc. In the scavenger hunt activity we did with the students, the questions/answering became quickly redundant. Although the audience members were interactive with not only the questions, but one another as well, we could feel that the questions were quickly getting old - especially if we were to do all ~15 questions. We need to either find a better way to get the audience members talking and sharing with one another or use just 2-3 of those questions and keep the remainder as a resource for the teachers to use in their own lessons. Additionally, we needed to be more cohesive when screen sharing. Often the presenter sharing their</p>

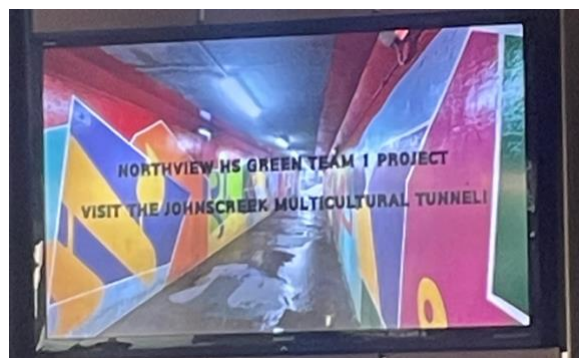
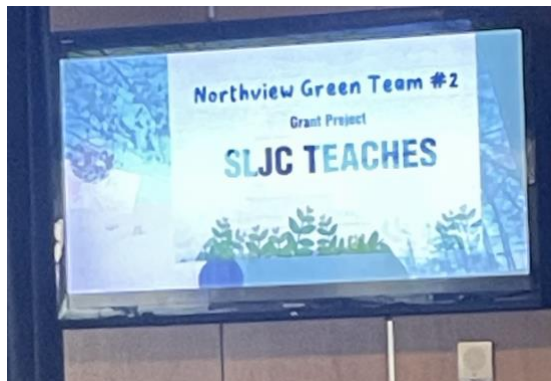
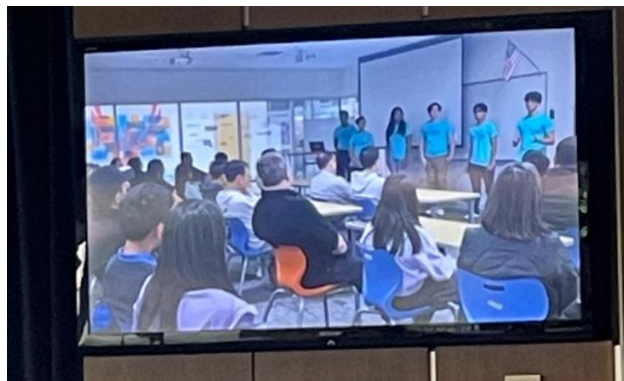
	<p>screen would scroll too much, or too little, not having the proper pages ready and up to go. We need to eliminate this blanktime.</p>
<b>How do you know that learners learned?</b>	<p>We used a variety of signs to determine if our learners took something away from this lesson. The first way was through explicit communication. Many learners had mentioned either in the chat or on the mic that they had really enjoyed our presentation and gained new perspectives about the COVID-19 Pandemic. This communication by the learners resulted in an understanding that at least some of the learners had learned. Furthermore, we analyzed the way in which our learners were communicating with each other. Their insightful answers, head nodding of other's answers, and willingness to consistently share and add to the conversation demonstrates how they gained a greater understanding of the pandemic while analyzing their previous understanding as well.</p>

**What did you learn from planning and teaching this lesson?**

I learned that it takes A LOT to successfully plan and run an educational lesson. The planning is very extensive and there are lots of steps, big and small, that go into executing the lesson successfully. Although it helps to have preset standards set by a higher authority, the execution of the lesson in the right manner is truly critical.



**Group Project Presentations  
Mt. Pisgah April 16, 2024**



## **Proposed Research Study Title: Students Who Teach: A Study of Youth Perspectives and Exploration of Education as a Career Pathway**

### **Abstract:**

For many years, states throughout the country have experienced severe teacher shortages, particularly in high-need minority communities (Bragg, 2008). The reasons for these shortages include, but are not limited to, health concerns about viral spread since COVID-19, burn out and stress, adverse working conditions, retirements, and stagnant wages (Perrotta & Keese, 2024; Schmitt & DeCourcy, 2022; Darling-Hammond & Hyler, 2020). Furthermore, undergraduate enrollment in traditional teacher preparation programs are declining, which contributes to the crisis of filling K-12 teaching jobs with qualified educators (Rogers, 2023). As a result, the United States Department of Education, along with state departments of education, have partnered with local educational agencies, business leaders, community members, non-profit organizations, and colleges and universities to establish pathways for high school students to explore potential college majors, such as education, as future career choices (Jenkins & Spence, 2006). In this study, we examine high school students' views on education as a career pathway through their experiences of creating a lesson plan that focuses on teaching about pertinent issues in their community. Such insights from high school students will be valuable for colleges of education, community organizations, economic stakeholders, and state and federal agencies to understand what motivates students in considering education as a career pathway, and how their experiences creating standards-based lesson plans that are taught in the local community can inform curricular and policy initiatives that aim to support a robust teacher pipeline.



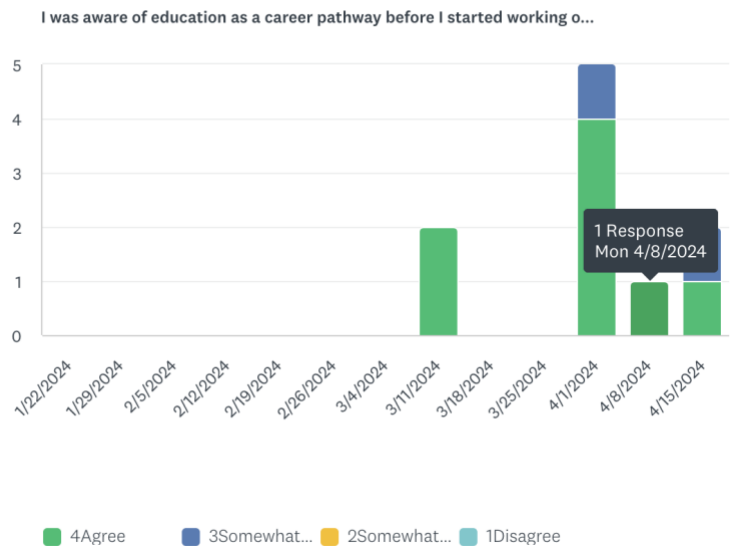
### Preliminary Findings

#### Survey Results (n=11)

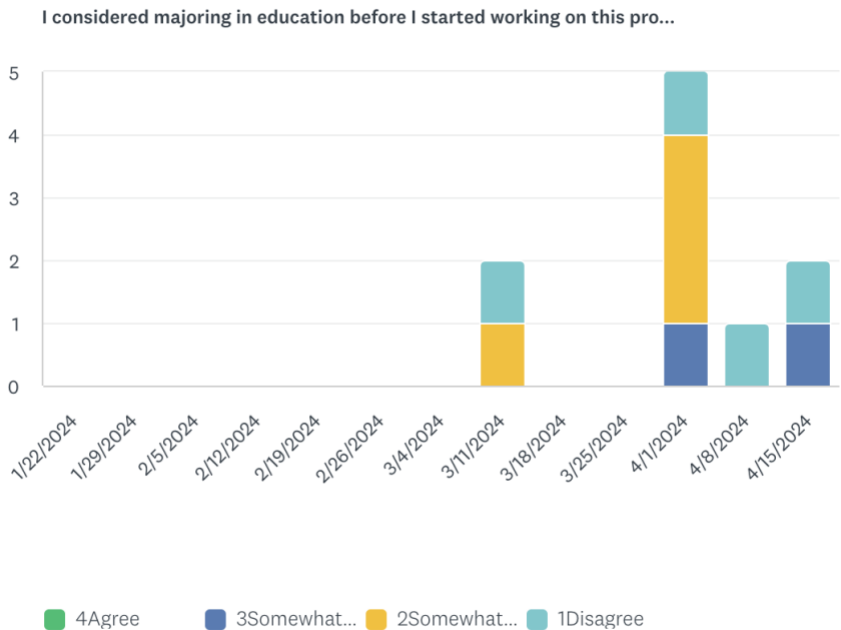
**4- Agree                      3- Somewhat Agree                      2- Somewhat Disagree                      1- Disagree**

1) I was aware of education as a career pathway before I started working on this project.

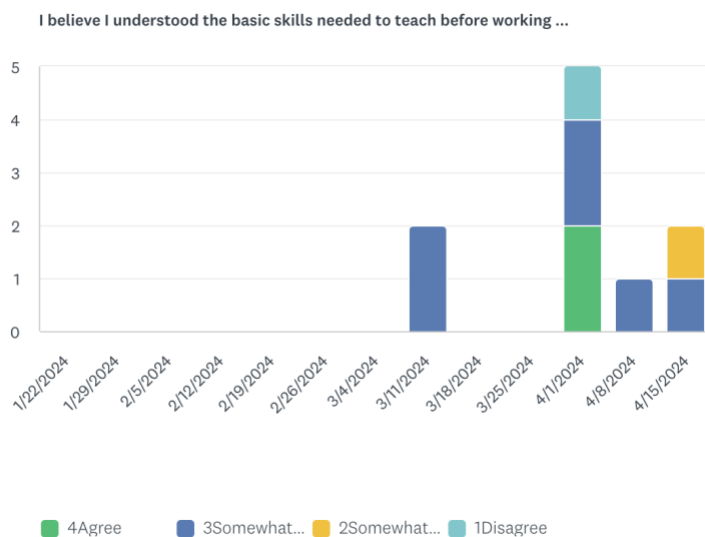
Answered: 10    Skipped: 1    First: 3/16/2024    Zoom: 1/22/2024 to 4/15/2024



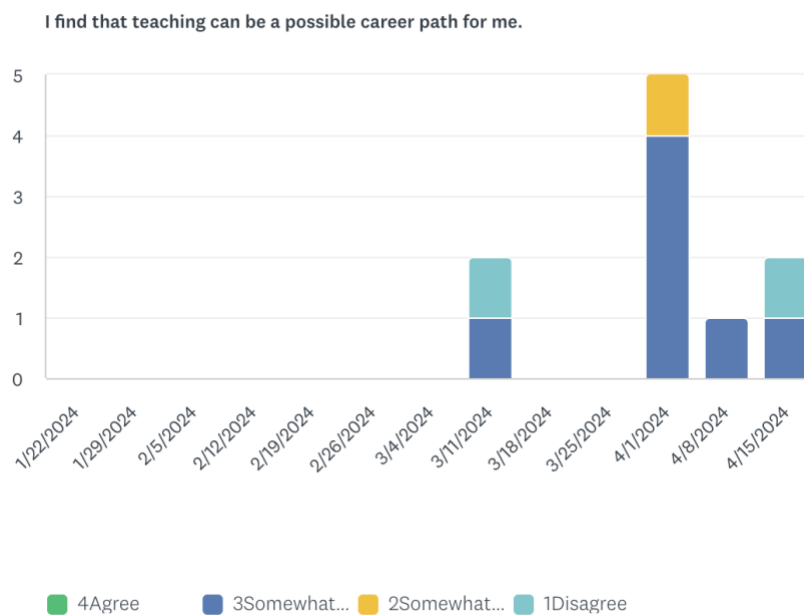
2) I considered majoring in education before I started working on this project.



3) I believe I understood the basic skills needed to teach before working on this project.

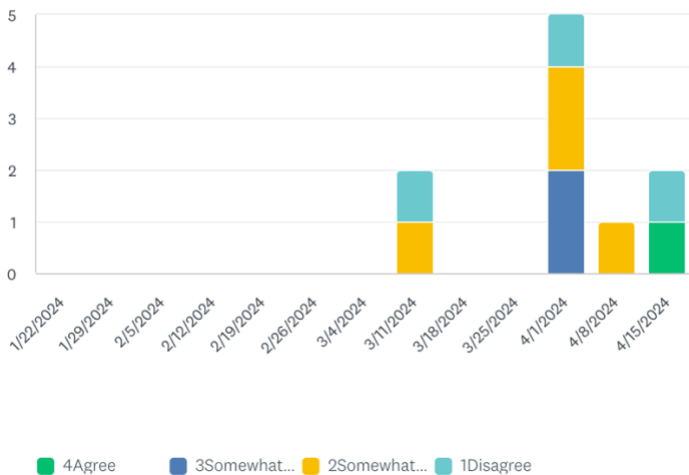


4) I find that teaching can be a possible career path for me.



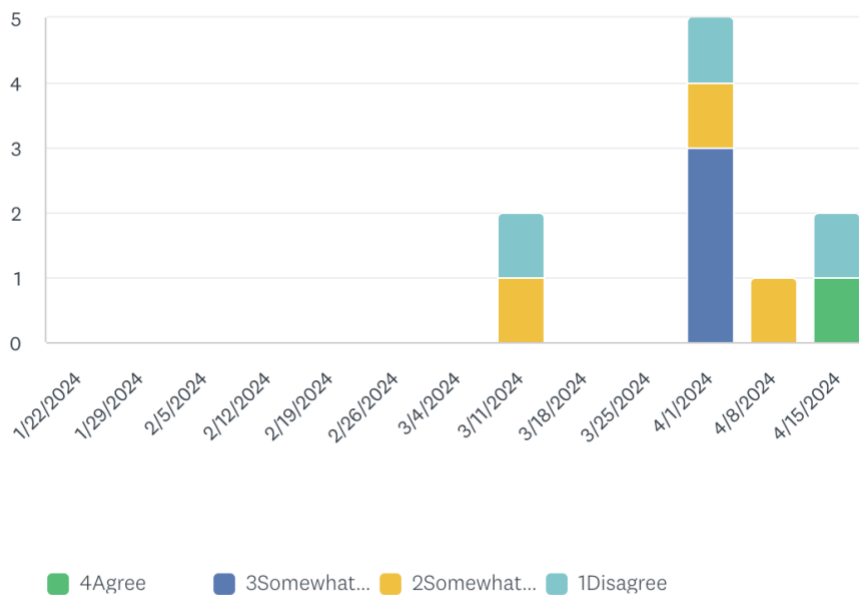
5) Education can be a major I may consider studying in college.

Education can be a major I may consider studying in college.

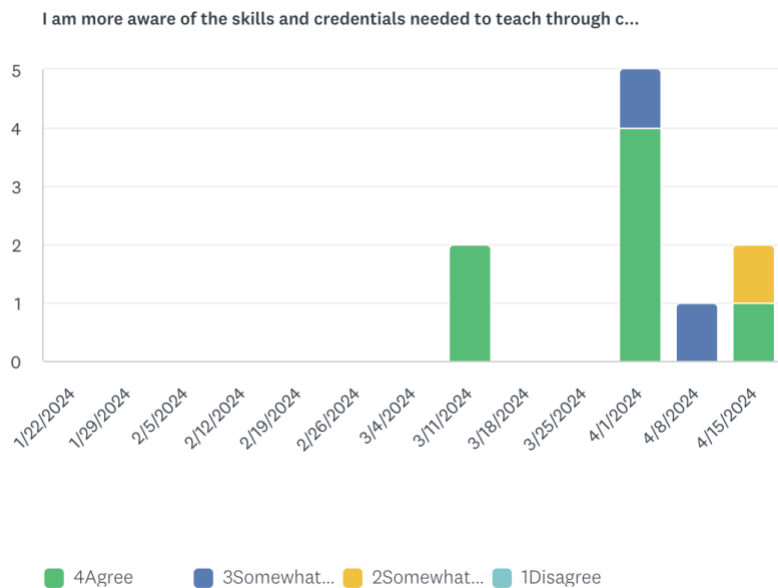


6) I would consider education as a career pathway after completing this project.

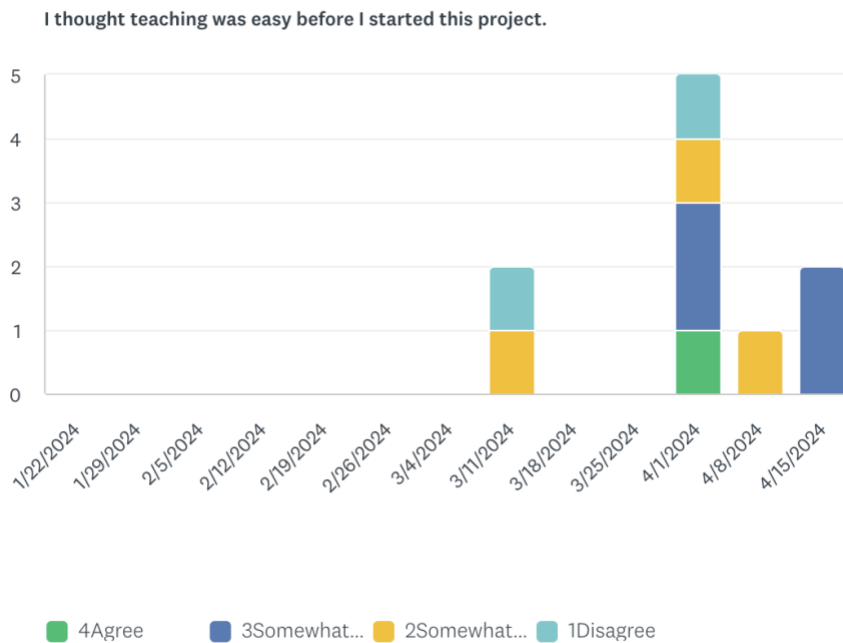
I would consider education as a career pathway after completing this pr...



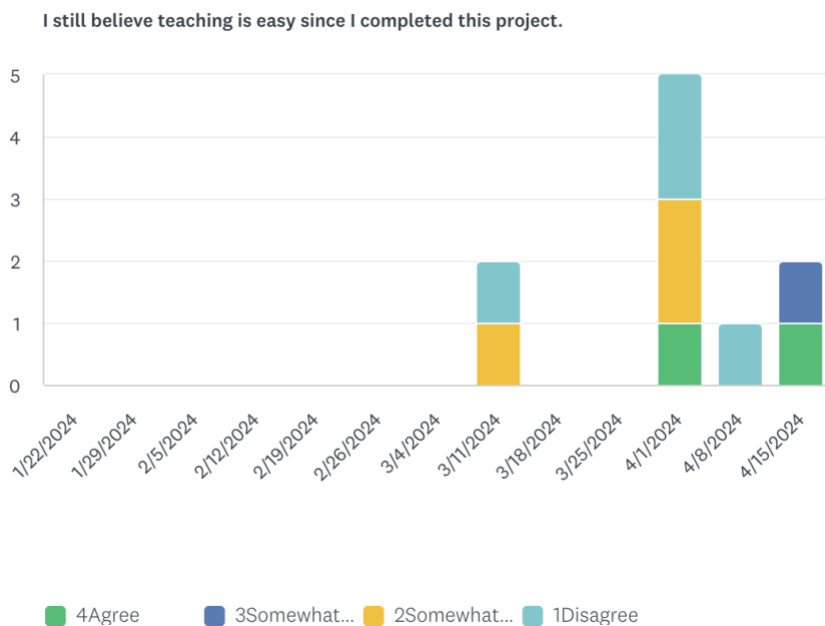
- 7) I am more aware of the skills and credentials needed to teach through completing this project.



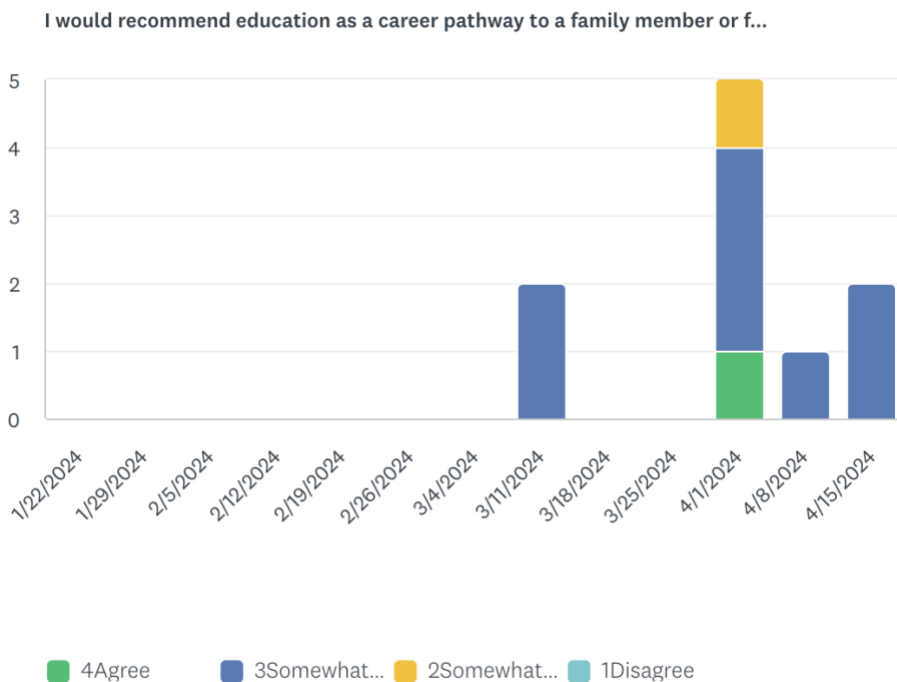
- 8) I thought teaching was easy before I started this project.



9) I still believe teaching is easy since I completed this project.



10) I would recommend education as a career pathway to a family member or friend who is in high school.



**Questionnaire: respond to each question in complete sentences (n=8).****11) Why did you want to participate in this project?**

To better understand the work that goes into teaching, especially on this project which was very informational and passionate with it's subject

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I wanted to gain a better understanding of the work teachers do at school and in colleges. It provided me a new understanding of how to teach new ideas and projects.

4/8/2024 12:05 AM

I wanted to improve my own people skills and public speaking skills through this project as well as give teachers advice as a student.

4/7/2024 10:30 PM

It was a great opportunity presented. Education is something I am passionate about: in terms of learning however. Being able to experience the other side of education was very insightful.

I wanted to help to spread awareness to our youth about the problem of improper medicine disposal in hopes that they would apply this information in future situations.

4/5/2024 12:08 PM

Medication disposal really is a big problem in the community, and it genuinely interested me to teach this to the community!

4/5/2024 12:07 PM

I wanted to participate in showcasing the Same Storm, Different Boats project to others who are interested in it. Also, I wanted to have the experience of getting to teach to a group about something I am knowledgeable about.

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I felt it would be a great way to revive SSDB and give us Ambassadors another incredibly cool and unique opportunity to work towards.

## 12) What was the most enjoyable part of this project?

Working with my teammates to compile a complete lesson plan and seeing the final product

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I liked working together with the rest of the ambassadors. We all had different ideas and strengths which made a collaborative environment.

4/8/2024 12:05 AM

I think it was generating the lesson plans. At first, I thought it was a hassle then I learned to appreciate the intricate details that go into teaching.

4/7/2024 10:30 PM

Teaching other students instead of learning was the most pleasurable part of the project.

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I loved working with my teammates to plan our lesson and I was happy to see the children participating in our lesson.

4/5/2024 12:08 PM

Probably actually presenting to the middle school students!

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The most enjoyable part was definitely getting to actually teach via Zoom and discuss our work.

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Being in the moment teaching. It made everything up until then seem real and palpable.

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### 13) What was the most challenging part of this project?

Balancing deadlines and senior schoolwork at the same time

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The hardest part was making sure everyone was on the same page for the lesson plan. In the beginning, we all had different understanding of the project, but at the end we understood the common goal.

4/8/2024 12:05 AM

For my group it was just staying on task and completing things on time. We would tend to miss the meaning of the project and do tasks incorrectly.

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Planning who you are teaching to was the most challenging. Who you are teaching dictates the entirety of the lesson plan and thus the project. We had to think very deliberately about our target audience.

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We were not able to incorporate all of the activities we had planned into the time slot we were given, so time management was tough.

4/5/2024 12:08 PM

Definitely coming together and working as a team.

4/5/2024 12:07 PM

The most challenging part of this project was the planning process. Writing lesson plans was difficult, as well as managing the team aspect as there were eight other people working to plan as well.

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Working towards something that was met with differing levels of care and understanding from my team at different times,

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#### 14) What did you learn from completing this project?

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The hard work and dedication needed for education

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I learned the important components and process of how to create a lesson plan and how to curate new connections to teach an intended audience.

4/8/2024 12:05 AM

I learned that teaching is definitely a skill that takes a lot of practice. It's never easy to come up with learning activities or figure out creative ways to connect the lesson to the standard; it transformed my view on teaching in general.

4/7/2024 10:30 PM

We learned as a group that a lot goes into compromising lesson plans and executing them. Although teachers are provided standards and a set audience, there is still a lot of thinking and planning that goes into lesson planning.

I learned a lot about all of the background work that is put into making a lesson like the research and planning, and how you have to modify your lesson to cater to your audience. I also learned that every group of students is different and every time you teach a lesson, you may need to teach it a little differently.

4/5/2024 12:08 PM

That it's better to just start and stop stalling, and get working on the project!

4/5/2024 12:07 PM

I learned how to effectively reach and engage with a target audience, and one that I would not normally engage with.

3/17/2024 08:00 PM

There are some activities that you simply can't B.S. (excuse my French) and teaching people-especially teachers-is the epitome of that. The experience made me not only continue to ponder the magnitude of SSDB for myself, but for others in the community moving forward. It's not just what we put together and "ended" with a neat bow on it, but what we do with that sort of experience henceforth.

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### 15) Overall, what are your thoughts about teaching and education as a career pathway since completing this project?

I have always believed teaching and education is one of the most important careers though it is not my intended pathway

4/18/2024 02:49 PM

Teaching is a career pathway that requires a lot of effort and is very valuable to the learning process of any community.

4/8/2024 12:05 AM

There's definitely a lot of layers to the teaching pathway that I only learned through this project. For instance, it was only after teaching teachers that I realized how many ways teachers could expand their knowledge like through phd courses or extra courses.

4/7/2024 10:30 PM

I gained respect for the career pathway. A lot goes into teaching and these teachers mold our world's future. Having such great teachers and realizing what they do to be great truly makes me feel very appreciative.

4/7/2024 06:30 PM

I think teaching is a great pathway because you get to use your knowledge to help other people learn, but it can be difficult depending on the material you are teaching and the students.

4/5/2024 12:08 PM

I have always wanted to teach as a professor so I could conduct research, but I'm not sure about elementary, middle, and high school teaching due to low wages and no research capabilities!

4/5/2024 12:07 PM

My thoughts on teaching and education as a career pathway are that I continue to have a lot of respect for teachers and they are educating future generations. It's not nearly as easy of a job as it seems, but the right teachers can make a huge difference in a life.

3/17/2024 08:00 PM

it's very thankless and most of the payback is certainly not monetary, but it's something I definitely won't rule out.

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