THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Hopes & Fears:
Learning During the COVID Era

Hopes and Fears Curriculum Packet for The Education Fund

By

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Table of Contents

Part One: Write about your Hopes and Fears

Part Two: Listen and Learn (A)

Part Three: Listen and Learn (B)

Part Four: There is Always Another Way

PART ONE: LESSON PLAN FOR HOPE AND FEAR – PART ONE: WRITE ABOUT YOUR HOPES AND FEARS

SUBJECT: WRITING

LESSON FOCUS –

This lesson will focus on how each of us feel about COVID-19. Through writing you can express how you dealt with or dealing with it. Using Social and Emotional Skills you learned in middle school.

STANDARDS:

ELA.9. C.1 - Standard 1: Communicating through writing.

ELA.9. R.1.1 Explain how key elements enhance or add layers of meaning and/or style in a literary text.

ELA.9. R.1.2 Analyze universal themes and their development throughout a literary text.

ELA.9. R.1.3 Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9. R.1.4 Analyze the characters, structures, and themes of epic poetry.

OBJECTIVE:

- Write about how you want to communicate to others of what Hope and Fear means to you.
- Explain how the element (COVID-19) has increased or diminish a sense of normalcy in your home, school, and the community.
- Research how this pandemic has impacted others in another city, state, or country.
- Research how others may see the light at the end of the tunnel.
- Research videos and prints of how others have coped during the pandemic.
- Identify how you can use your interests and strengths to make a difference in the world, (Lesson 4 – Your Interest Matters, ©2017 Committee for Children | SecondStep.org)

MATERIALS:
Internet access, newspaper articles, magazine clippings, glue, markers, pen, construction paper and paper.

ACTIVITIES:

- Introduction of lesson
- Morning Meeting (AKA Morning Minutes or Bell Ringer) -
    - There are 3 components to this activity. Students will:

1. Greet each other in a different way every day.

2. Activity – students can participate in a snowball fight, place their names on a piece of paper, each student crumbles up their paper and throws it. Students will collect the crumbled paper and interview the person whose name they picked up. They can ask them 3 questions. i.e.

A. What Middle school did you attend?

B. Now that things are getting back to normal, what do you hope to accomplish this school year?

C. What is your favorite movie?

3. Message from the Teacher – This can be a quote or a reminder, or students can write something they value about themselves.

- Compare text and videos related to hope and fears,
- Review vocabulary words related to COVID-19,
- Create a Flipgrid campaign informing others of ways to stay safe and practice CDC guidelines.
- After having a discussion on Hope and Fears of COVID-19, have groups to create a T-chart or other graphic organizers of emotions that they feel about Hopes and Fears and ways to work on them,
- Have students use articles from Newsela, to read and answer question at end of the unit,
- Make a mindfulness Tik-tok demonstrating ways to destress and meditate at the end of a school-day.

HOME LEARNING:
Draw a collage/poster tribute to the Essential Frontline Workers

PART TWO: Listen to Learn
SUBJECT: WRITING

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A. What is your favorite restaurant?

B. What do you do differently now that we are back in school?

C. Who is your favorite actor or music performer?

3. Message from the Teacher – This can be a quote or a reminder, or students can write something they value about themselves.

- Compare text and videos related to hope and fears,
- Anchor Text: read Zones of Comfort, Risk and Danger: Constructing Your Zone Map, by www.nsrfharmony.org
- Reading Skills: Mini Lesson
- Reading/Writing Connection

TEXT-BASED WRITING

- Performance Assessment Unit 1: Argumentative Writing, Task 1 (Analyze the Model) (W1.1)
- Writing Skills Mini Lessons: Based on students' needs/performance
- Write your essay related to your Hopes and Fears, rough draft

HOME LEARNING:

Write down a list of people (family, friends, or a trusted neighbor) to talk to about your hopes and fears. Have them share theirs.

PART THREE: Listen to Learn
SUBJECT: WRITING

LESSON FOCUS –

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A. Do you remember what was my favorite movie?

B. What is your definition of the new normal?

C. Have your hopes and fears changed, explain?

3. Message from the Teacher – This can be a quote or a reminder, or students can write something they value about themselves.

- Compare text and videos related to hope and fears,
- Anchor Text: read Hopes and Fears Activity of the Right Family, by www.nsrfharmony.org
- Reading Skills: Mini Lesson
- Reading/Writing Connection

TEXT-BASED WRITING

- Performance Assessment Unit 1: Argumentative Writing, Task 2 (Practice the Task)
- Writing Skills Mini Lessons: Based on students' needs/performance
- Write your essay related to your Hopes and Fears, draft it after sharing with a partner

HOME LEARNING:

Research videos and prints of how others have coped during the pandemic.

PART FOUR: There is Always Another Way
SUBJECT: WRITING

LESSON FOCUS –

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A. Do you know your phone number backwards, (don't say it out loud)?

B. What is your favorite exercise?

C. Do have more hope than fear?

3. Message from the Teacher – This can be a quote or a reminder, or students can write something they value about themselves.

- Compare text and videos related to hope and fears,
- Anchor Text: participate in the Hopes and Fears Activity Mine Walk, by www.nsrfharmony.org
- Reading Skills: Mini Lesson
- Reading/Writing Connection

TEXT-BASED WRITING

- Writing Conference/Reteaching Concepts and Skills
- Writing Skills Mini Lessons: Based on students' needs/performance
- Complete your essay related to your Hopes and Fears, after receiving feedback from the draft.

HOME LEARNING:

Complete the research on how others have survived the pandemic and create a collage, using words, and pictures to describe it.

Curriculum Idea Profile & Lesson Plan

Project Title: Hopes & Fears: Learning Academically in a Covid-19 Environment

Curriculum Area(s): Reading & Writing

The Project: The Hopes and Fears book project was designed to bring awareness to the many struggles that students have encountered and the coping mechanisms they have used during this global pandemic. This project will provide students with the opportunity to express themselves and share their personal thoughts and feelings through creative writing on how they managed their hopes and fears during a global pandemic while learning how to navigate school from a virtual platform. Students will be given two lunch bags – one labeled "hopes" and the other "fears". Students will list or write some of their hopes and fears on the bag and bridge the two bags together and share how they will use their hopes and fears to have a successful academic school year.

Standards:

LAFS.910.RI.1.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LAFS. 910. RI. 2.6 – Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.910. W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The Students: More than twenty 9th grade students participated in this project. This project can be adapted to other ages and grades from grades 3 – 12th.

The Staff: I have been an educator for the past 21 years. I studied at the Tennessee State University earning a Bachelor of Science in Elementary Education as well as earning a Master's degree from Grand Canyon University in Curriculum and Instruction in Reading. I am the 2021 Teacher of the Year for North Miami Senior High School. Moreover, I currently worked for Miami-Dade County Public Schools in the district's Professional Development department.

The project was featured on WSVN (Channel 7 news, Miami Herald, Time Magazine, WLRN radio interview, and Grand Canyon University (article), WMBM radio station.

The project was used throughout the school year during our ELA time in class. No assistant or paraprofessional was needed.

Materials:

1) Two brown lunch bags
2) Index cards (3 per student)
3) Markers/ crayons
4) Glue sticks
5) Hopes & Fears: Learning Academically in a Covid-19 Environment book
6) Dry Erase board
7) Dry Erase markers
8) Projector

Resources:

Teachers and students can utilize the resources and links from Glenda Moton's class as a point of reference for writing and inspiration.

Miami Herald Interview:

Link: https://www.miamiherald.com/news/local/education/article251904263.html

WSVN, Channel 7 news Interview:

(*Source*: wsvn.com)

Link: https://wsvn.com/news/special-reports/hopes-and-fears-north-miami-9th-graders-share-covid-19-struggles-in-new-book/

Overall Value:

The best feature of the Hopes and Fears project is providing students the ability to express themselves using creative writing to talk about their emotions during a global pandemic and how it is affecting them academically. Hopes and Fears is a great resource to provide students and teachers with the opportunity to teach social emotional learning. Students will be able to recognize their emotions and values as well as one's strength and challenges. Students will learn how to manage their emotions and behaviors to achieve their academic goals. It also allows students to understand and have empathy for others and to form positive relationship. Moreover, it teaches students how to work in teams and how to deal effectively with conflict and making constructive choices.

Expectations:

1) Teacher can expect to teach creative writing in a new way. Teacher will learn how to use creative writing to assist students with social emotional learning.

What will teachers learn:

1)Teachers will experience a different perspective. Teacher swill learn how to have a slightly distinctive way of teaching students and to have an open mind.

2) Teachers will learn how to go deeper. This lesson will break down bridges and barriers that have stopped both teachers and students from having academic success in a global pandemic.
3) Teachers will learn how to explore. Teachers will have the opportunity to learn their students *individually* and the challenges and fears they have faced during the pandemic.
4) Teachers will learn to try something new. Teachers will be able to plan a lesson that deals with real-life situations that affect all students using creative writing.
5) Teachers will learn how to incorporate social-emotional learning skills within their lessons.

Introduction:

Certainly, Covid-19 has changed the dynamics of our world, personal lives, and teaching. Some of us are teaching in-person, some virtually, and most of us are teaching dual modality. We will watch a 2–3-minute interview/or read my students responses from the "Hopes & Fears" book on how students in my class felt about learning in a Covid-19 environment. Think about how the students in your class may have felt/feel. More importantly, think about some of your "hopes" and "fears" as an educator as we approach the upcoming school year.

The Activity:

1. Provide participants with two brown lunch bags and two index cards. Ask participants to decorate both brown bags to resemble a brick. In addition, ask participants to label one index card "Fears" and the other card "Hopes". Have participants to write down (5) of their greatest fears and hopes regarding teaching or learning in-person or virtually during a global pandemic on their index cards.

2. Participants will bridge brown bags together. Have participants to glue their "fears" index card on the side of one lunch bag and their "hopes" index card on the other end of the second lunch bag.

3. Provide participants with their last index cards. Participants will label the last index card "Overcoming". Participants will write how they will overcome their hopes and fears while learning academically in a Covid-19 environment.

4. The host will ask, "What were some bridges or barriers you had to overcome?"

5. Participants will place the "Overcoming" index card on top of their bag.

6. If time permits, ask participants to share their hopes and fears as well as how they will overcome them.

7. **Extended Writing Activity:** Write about ways you can incorporate social-emotional learning to help you overcome negative emotions. How can you incorporate your "brick" to overcome negative thoughts and emotions regarding teaching/learning in a Covid-19 environment for the upcoming school year.

Follow up Activity:

Build Background Knowledge:

The teacher will ask participants, "What was your greatest fear as a child*?" (**Teacher**: My greatest fear as a child was spiders because I did not know what they would do to me or what would happen if one bit me. Oftentimes, we are afraid of the unknown and that is okay. We all have fears or at least experience fear in some type of way. Our students in our classrooms are experiencing a bigger fear, Covid-19 and we are too! A virus that is unknown to all of us and the world. Let us think about ways to overcome this fear in our lives so we can better assist the students we will teach this upcoming school year. This activity will allow you to write a creative poem about your fears or hopes for teaching in a Covid-19 Environment).* The teacher/host will create a web on the board using the word "Fear". Participants will offer synonyms for the word "Fear" (ex. danger, evil, nervous, pain, etc.). Next, participants will share various ways they have experienced fear during a global pandemic in their personal lives or while teaching virtually, in-person, or dual modality. Participants will share their responses with the group.

The teacher/host will create another web on the board using the word "hope". The teacher will ask what actions the participants have demonstrated to show hope to their students while teaching in a Covid-19 environment. Participants will share their responses with the group.

Text:

The teacher will explain that she will read one section from "Hopes and Fears: Learning in a Covid-19 Environment" to the participants so they can hear some of the "hopes" and "fears" of her students. The teacher will ask participants the following higher order thinking questions:

Questions:

1) What did you have in common with these students or your partner? Did you share the same "hopes" or "fears"?

2) Did you notice anything shocking or noteworthy while listening to these students hopes and fears

3) How might you incorporate this in your classroom?

4) What is the impact of openly expressing and writing down your hopes and fears?

Activity:

1) Participants will work independently to write an acrostic poem about either a "hope" or "fear" they have experienced in their personal life or while teaching during the 2020-2021 school years.
2) The teacher/host will explain the elements of an acrostic poem and show an example of an acrostic poem (see attachment).
3) Next, the participants will work collectively in a group to create a "Fear" or "Hope" acrostic poem of their similarities.
4) This poem will allow participants to express their feelings about teaching in a Covid-19 environment and to share in their group or partner experiences.
5) The host will check the rough draft of the student's poems to be sure all writings are appropriate, spelled correctly, and free of grammatical errors.
6) After (30 minutes) all poems will be shared with the group (optional). Note: Affirm teachers that it is safe space to share.

Assessment:

Participants will be evaluated based on meeting all the criteria needed to complete an acrostic poem as well as using proper grammar and spelling. The teacher will provide support as to ensure the objectives have been met.

Acrostic Poem Example

F **Facing every adversity that would hinder me from ıching effectively.**

E **Empowering my students to work together lectively.**

A **Acknowledging that we need each other while rning in a Covid-19 environment, respectively.**

R **Remembering, I am not alone. I will contribute to y students' learning affectively.**

S **Success will follow me, and I will serve fear notice apologetically!**