THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023
2024

# Ideas with IMPACT

Elementary | Middle | Senior High Ideas

**IDEA EXPO**
**TEACHER CONFERENCE**

**CELEBRATING RESILIENCY!**

**EARN UP TO 9 MASTER PLAN POINTS**

**PROJECT-BASED LEARNING STRATEGIES FOR EVERY SUBJECT AREA AND GRADE LEVEL!**

## 46 NEW INSPIRING WORKSHOPS

**WITH FLORIDA STANDARDS**

RESILIENCY • CLASSROOM MANAGEMENT • FINANCIAL LITERACY • STEM • STEAM
HEALTH & WELL-BEING • SOCIAL SCIENCES • TECHNOLOGY • ELA • AND MORE!

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# INNOVATION IN ACTION FOR EDUCATION

**The Education Fund enlists the support of the private sector to improve Miami-Dade's public schools and bring excellence to public education. Our work makes a difference in the lives of 350,000+ students.**

Here's a small taste of our accomplishments:

- ★ $80+ million raised for public schools
- ★ 29 Food Forests installed with daily lessons engaging 27,760+ students in these outdoor eco-labs
- ★ $23+ million in free supplies provided, benefiting 3.4+ million students
- ★ 203,000+ students and teachers recognized for their artwork
- ★ 34% increase in students' college enrollment attained as part of a national demonstration project
- ★ $3+ million granted to teachers to foster student achievement in 5,300+ classrooms
- ★ 2,902 business professionals recruited to step into the shoes of a teacher for a day
- ★ 232,124+ Food Forest harvest bags provided to low-income students' families

**Use the QR code to safely donate online or go to www.educationfund.org/donate**

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Overall program sponsorship provided by the School District Education Foundation Matching Grants Program and Education Fund License Plate.

# A Message from the **Superintendent**

## of Miami-Dade County Public Schools

For nearly four decades, The Education Fund has been a key partner of Miami-Dade County Public Schools (M-DCPS) by sponsoring initiatives that support teachers with networking, training opportunities, grant funding, and more. By empowering teachers to be catalysts for innovation in the classroom through programs such as Ideas with IMPACT, The Education Fund provides teachers the resources to bring their ideas to life and an avenue to share proven instructional strategies with others. In this way, The Education Fund supports the school district's efforts to promote and recognize teacher leadership.

The Education Fund's Idea EXPO elevates teacher leadership by providing a forum for some of Miami-Dade's most dedicated teachers to showcase their classroom innovations with their colleagues. I applaud The Education Fund for hosting this conference that will feature teachers' best practices in a multitude of subject areas, with lessons designed to engage students and accelerate their learning.

The Education Fund's Ideas with IMPACT program is designed to share innovative, cost-effective teaching ideas in a user-friendly network that includes the *Ideas with IMPACT* catalog; curriculum instructional Idea Packets; the Idea EXPO Teacher Conference; numerous grant opportunities; discussion series; and interactive training webinars led by M-DCPS teachers. I commend the dedicated educators who contribute their time and talents to the IMPACT network, and I encourage teachers to avail themselves of these opportunities to learn additional best practices to further enhance their craft. Thank you for all you do to make a difference for our students and our community.

Dr. Jose L. Dotres
Superintendent of Schools

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# Ideas with **IMPACT**

## Building a Network of Support and Best Practices

Do you have an **innovative idea** that inspires students to learn?

Apply for an **Innovator Grant** to implement a new teaching idea in your classroom.

APPLY

Apply for an **Disseminator Stipend** if you have a successful teaching project and share your idea with other teachers.

Connect with other educators and share your best practices at the annual **Idea EXPO.**

Apply for an **Adapter Grant** to implement any of the ideas you saw at the Idea EXPO for your classroom.

Be featured with your winning project idea in the **Ideas with IMPACT** catalog, distributed to every school.

To apply for any of the grant/stipend opportunities or to register to attend the Idea EXPO, visit **educationfund.org**

THE EDUCATION FUND
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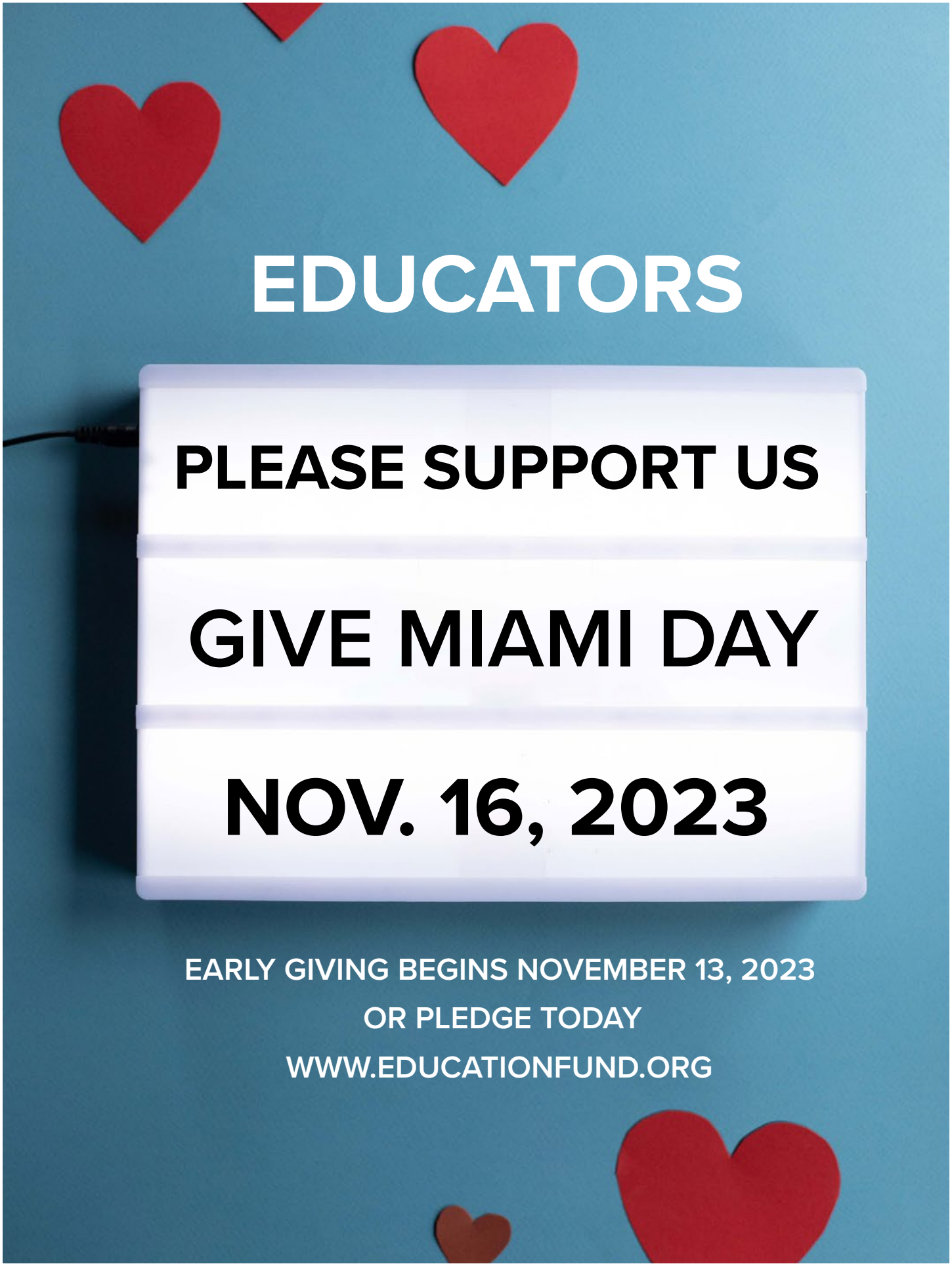
# The Lucy Petrey Endowment Fund

## Benefitting The Education Fund's Teacher Programs

The Education Fund is proud to recognize the endowment fund created in honor of longtime board member Lucy Petrey, who had supported the work of The Education Fund in so many ways. Lucy was the perfect board member, one who always lent a hand, and provided leadership without the title, and made people feel better about hard work. She always volunteered to help teachers. Whether it was our annual EXPO giving teachers grant writing workshops, handing out checks at our teacher award ceremonies, or editing teachers' submissions to our Ideas with IMPACT catalog, Lucy was always present.

Lucy also engaged others to support our work in public schools. Her friends were often corralled, with promises of brownies and other delights, to help with our teacher programs. Lucy's husband, Rod, and their daughters, Susan and Sarah, make Lucy's past love of The Education Fund and supporting our public schools a family affair that continues today. Lucy's infectious good humor was combined with a deep intellect and a sharp focus, all of which she brought to bear in numerous activities, including chairing our program committee, introducing new people to the importance of public education, and successfully securing significant funding to support our work with teachers.

Lucy's efforts touched the lives of countless teachers and students, and her indefatigable zest for life and tireless commitment to improving our world were a tremendous inspiration to all. The Education Fund board and staff are privileged to honor Lucy Petrey's memory with The Lucy Petrey Endowment Fund, which will support our public school teachers and their students for many years to come.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2023 Idea EXPO
THE TEACHER CONFERENCE

# Horacio Sanchez

**President and CEO**
**Resiliency, Inc**

## KEYNOTE SPEAKER

Horacio Sanchez is a highly sought-after educational consultant, helping schools learn to apply neuroscience to improve educational outcomes. He presents on diverse topics such as overcoming the impact of poverty, improving school climate, engaging in brain-based instruction, and addressing issues related to implicit bias. He is recognized as one of the nation's leading authorities on resiliency and applied brain science. Horacio has been a teacher, administrator, clinician, mental health director, and consultant to school districts across the United States. He is the author of the best-selling book, The Education Revolution, which applies brain science to improve instruction, behaviors, and school climate. His most recent book, The Poverty Problem, explains how education can promote resilience and counter poverty's impact on brain development and functioning.

## SPECIAL WORKSHOP

**Mr. Sanchez will also present a special workshop, *Neuroscience Strategies for Effective Bilingual Instruction* in Session A.** Learn new ways neuroscience research is improving the approach to bilingual education, including how to support students to overcome the stress of second language learning and the role of empathy in language comprehension.

## JAQUELINE GIL-ABARZUA

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*"This project gives students opportunities to help newly arrived students in a country with which they are unfamiliar."*

### STANDARDS

**RESILIENCY**

**HE.1.R.1.5** Identify strategies to overcome a challenge.

**HE.1.R.1.1** Discuss ways to respect the personal property and personal space of others.

**HE.1.R.3.2** Demonstrate the characteristics of a good citizen in school and the community.

**HE.3.R.4.2** Identify different solutions and potential outcomes when problems arise.

RESILIENCY

# Resiliency Across Borders

***Resiliency activities help students overcome obstacles***

Each year, our schools receive new students from a variety of different countries, many of whom have fled violence, instability, and devastating poverty. These students must overcome language barriers, trauma and adjust to life in a new, unfamiliar country. This peer-to-peer project empowers student mentors to share, discuss, and explore solutions. Students learn to envision goals and how to overcome barriers through role-play, journaling, and interactive games. Students create vision boards with various materials of their choice; stickers, stamps, drawings, and photos. They are given time to focus on their vision boards and understand that goals may change, although consistency is a trait that should be modeled. Students then share their vision boards, and respectful ways to praise each other are instructed and modeled.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to help students identify ways to develop problem-solving skills, coping strategies, and ways to communicate effectively
- How to foster positive emotions among students
- How to plan and coordinate events to promote resilience and parent involvement and network with community leaders

## STUDENTS

Adaptable for Grades 1-6

**Students who participated:** 30 students in Grades 1-6, five students from the grades indicated were selected by the teacher and guidance counselor. The group met twice weekly for an hour after school on two separate days/times.

## MATERIALS & RESOURCES

**Materials:** Books and magazines that support resiliency across grades must be accessible to students; vision boards, markers, stickers, and glue sticks will be needed to complete some of the activities

**Resources:** The media center, Internet for when indoors, cell phones and tablets for the outdoors, field trips to multicultural museums and The Ronald McDonald House, and volunteers in student-oriented initiatives through Hands-On Miami. Guest speakers include members of our community and students in the higher grades that can share their experiences and acts of resiliency.

## ABOUT THE TEACHER

An educator for M-DCPS for 26 years in grades PreK-5, Jacqueline Gil-Abarzua was selected as the Teacher of the Year for Biscayne Gardens Elementary in 2020. She has been awarded several grants from The Education Fund and DonorsChoose and is a delegate for educational organizations such as the National Education Association and the American Federation of Teachers. Jacqueline has written and presented grants in STEM education and flexible seating. She is an active volunteer at The Education Fund Ocean Bank Center for Educational Materials.

**To register and download project info for this workshop, visit www.educationfund.org**

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# Building Resilience Through Children's Literature

***Story characters show students how to be resilient***

This project utilizes children's literature to help build resilience and self-confidence in students, motivating them to use their limitless potential. Through exploring how story characters build resilience and demonstrate strength, students employ literacy strategies that include character trading cards, graphic organizers, vocabulary castles, summary writing, and mindfulness activities. Volunteering is also a vital aspect of grateful and appreciative mindsets and builds resiliency. This project will benefit students by building reading comprehension skills and showing them examples of resilience, making them more aware of resilience skills, and training their brains to use positive language to enhance any aspect of their lives.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to embed resilience learning and gratitude practices into lessons to promote growth mindsets
- How to use literature to focus on students' social-emotional well-being
- How to fuse reading and writing strategies with social-emotional learning

## STUDENTS

Adaptable for Grades K-8
**Students who participated:** Elementary ESOL students, levels 1-4, ranging from low to moderate academic performance, low socio-economic background, and learning disabilities, every Friday

## MATERIALS & RESOURCES

**Materials:** Class Library children's books *Be Brave, Bounce Back, and Build Resilience* class set, pencils, pens, markers
**Resources:** The Internet, educational apps

## ABOUT THE TEACHER

Tania Gordon has been teaching in M-DCPS for over ten years. She holds an Educational Specialist Degree in Curriculum and Instruction and is certified in Elementary K-6, Special Education, Reading Education, and Spanish. Throughout her career, Tania has received several grants from the Education Fund. She presented innovative literacy instructional strategies at the 2020 American Reading Forum (ARF) Conference and the 2023 IDEA Expo Conference.

**To register and download project info for this workshop, visit www.educationfund.org**

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## TANIA GORDON

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***"Implementing this initiative allows students to keep grounded and focus on what matters – the best version of themselves, no matter the circumstances."***

## STANDARDS

**RESILIENCY**

**HE.68. R.2.5** Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.

**HE.68. R.3.2** Explain and develop ways to apply leadership skills in the school and the community.

**HE.68. R.1.2** Describe the importance of empathy, kindness, honesty, and trust in building and sustaining relationships.

**HE.68. R.1.1** Demonstrate the ability to respond with empathy in a variety of contexts and situations.

## DANIELLA PARRA

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*"Using problem-solving and critical-thinking skills when faced with setbacks, students increase a growth mindset and raise their resiliency."*

### STANDARDS

**RESILIENCY**

**HE.3.R.3.2** Identify opportunities to volunteer or serve others in the school or community.

**HE.68.R.1.2** Describe the importance of empathy, kindness, honesty, and trust in building and sustaining relationships.

**SOCIAL STUDIES**

**SS.3.CG.2.1** Describe how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues.

**VISUAL ARTS**

**VA.3.F.3.1** Create artwork that communicates an awareness of events within the community.

RESILIENCY

# Crafting for Hope

***Teamwork and perseverance help students become resilient through adversity***

Increase student citizenship with joy! Through volunteerism and crafting, students learn to value community involvement, respect, responsibility, and empathy first-hand. By brainstorming creatively and working collaboratively, students design and sell products to raise funds to help their local animal shelter. They apply problem-solving skills and critical thinking to create a budget and marketing plan, advertise to get maximum customers, and increase communication skills as they work in a team to reach their goals. Students are motivated, engaged, and enthusiastic to use their art for the greater good of their community – which will also increase their citizenship inside the classroom, leading to improved behavior and increased test scores.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Ideas for student growth mindset
- Tools for financial literacy lessons
- Choice of crafts that can be created by students

## STUDENTS

Adaptable for Grades 3-12

**Students who participated:** 3rd – 5th-grade students, meeting twice per week after school to work on their ideas, planning, and crafts. The club was open to all students.

## MATERIALS & RESOURCES

**Materials:** wood, paint, resin, keychain kits, lanyards, beads, hardening clay, vinyl decal, stickers, poster boards, blank shirts

**Resources:** The internet, parent volunteers, and guest speakers from the local animal shelter. Teachers will only need to purchase craft materials.

## ABOUT THE TEACHER

Daniella Parra has been working in Miami-Dade County Public Schools since 2010. She has grown into a leadership position at her school as a member of the Professional Learning Support Team and as the Digital Innovator and Elementary Robotics Coach. Daniella was selected by Curriculum Associates as an Extraordinary Educator for 2022 and has been awarded a few Education Fund Adapter grants since 2015 and multiple Disseminator grants since 2019.

**To register and download project info for this workshop, visit www.educationfund.org**

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# Changing Everything without Changing Anything

***Students build their own resiliency toolbox of multi-sensory techniques and strategies for handling life's day-to-day occurrences***

This project helps students discover what they can change instead of feeling powerless and frustrated trying to "fix" what they cannot. Students learn to identify what triggers their thoughts, actions, and reactions and how to quickly utilize their most effective resiliency tools to correct and re-direct their thoughts, attitudes, and mindsets. They gain insight into themselves and their abilities to change how they view a situation without changing anything about the situation. Teachers will want to adapt this for their classes because it sets the foundation for a classroom built on trust and resilience. These strategies open the lines of communication about all the opportunities students will have to grow and develop within the instructional setting.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to identify triggers
- How to change and adapt
- How to apply multi-sensory strategies and techniques to any situation

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** 9th-grade students enrolled in a school-wide initiative to create and pilot a "Freshmen Experience" course to provide students with the tools to succeed in high school and beyond; all achievement levels, met every other day for 90-minute blocks

## MATERIALS & RESOURCES

**Materials:** Classroom with outdoor space nearby. Bag of large feathers, dry erase board, Promethean board, Post-its, markers, cell phones and/or tablets, essential oils

**Resources:** The Internet, community volunteers who are knowledgeable on certain topics

## ABOUT THE TEACHER

Janette Perez began her teaching career at South Miami Senior High School, teaching Language Arts. Her professional career has come full circle twenty-three years later, and she is again back at South Miami. In 2007, Janette pursued a career as an assistant principal at International Studies Charter High School. She was instrumental to the growth and development of the school, taking a 55-student population and turning it into a student body of over 750, with a unique and robust curriculum that earned several prestigious accolades, including National Blue-Ribbon Recognition.

**To register and download project info for this workshop, visit www.educationfund.org**

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## JANETTE PEREZ

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***"Their resiliency 'toolbox' provides students with the ability to quickly change everything without changing anything, building behavioral flexibility and mental toughness."***

## STANDARDS

**SPECIAL SKILLS**

**SP.PK12.US.19.3** Express a range of personal emotions and feelings in a socially acceptable manner.

**RESILIENCY**

**HE.912.R.2.6** Analyze how actions and reactions can influence one to respond in different situations. Clarification: Emotions not governing behavior.

**HE.912.R.4.1** Analyze the importance of character and grit to achieve successful outcomes.

**HE.912.R.4.3** Describe ways to anticipate, avoid or de-escalate conflicts.

## VANESSA RADICE

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*"This project shares best practices for teachers to implement in their classrooms to help promote overall mental and physical well-being for students."*

### STANDARDS

**RESILIENCY**

**HE.68.R.2.8** Identify strategies to manage challenges and setbacks.

**HE.68.R.4.1** Analyze possible solutions to a problem to determine the best outcome for oneself and others.

**HE.68.R.4.4** Identify the importance of perseverance when facing difficulty solving a problem.

**SPECIAL SKILLS**

**SP.PK12.US.3.4** Apply Skills that promote self-awareness and goal-setting to meet educational and personal needs.

RESILIENCY

# Brain & Body Basics: Promoting Resiliency

***Students discover how the brain and body communicate***

Learning how to heal the brain from past traumas and cope with present stressors strengthens students' confidence and character (grit). Creating an indoor garden, fish aquarium, or an Amygdala Corner (a space with activities and sensory items) can help students self-regulate and support brain function, which is key to living a more fulfilling life and having healthier relationships with ourselves and others. When implemented with fidelity, activities like these will help with classroom management and motivation and lead to academic achievement and a happier learning environment.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The Florida Department of Education initiative for Resiliency Education (readiness, resiliency, response, and recovery)
- The 7 C's of Resiliency
- How the body and brain are impacted by trauma and adversity and its effects on learning, behavior, and connection

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** 35 special needs students

## MATERIALS & RESOURCES

**Materials:** Fish aquarium, filter, light hood and bulb, starter size water conditioner and food, gravel, plants, fish, mini hydroponic farm stand or planters, soil, plants, vitamins, and plug/extension cord. If the classroom lacks windows, artificial lighting can be purchased.

Sensory Corner or Amygdala First Aid Station (promotes brain and body health):

- Education – self-help books, mindfulness or breathing textbooks/charts
- Comfort – pillows, tent, blankets, stuffed animals, bean bags, crash pad
- Sensory Input – essential oils, defuser, playdough, kinetic sand, stress balls, nature items, salt lamp, lava lamps
- Engagement – affirmation cards, conversation circle time on yoga mats, or various cross-lateral exercises for brain stimulation and regulation, promoting brain power

**Resources:** The Internet, computer, Promethean Board

## ABOUT THE TEACHER

A 20-year veteran teacher and the 2023-2024 M-DCPS North Region Teacher of the Year, Vanessa Radice has played many roles, from the most recent being an Algebra I teacher for at-risk students (Levels 1 & 2) to working in the Modified Curriculum with students who have Autism and/or an intellectual disability. With a bachelor's degree in Special Education/ESOL and a master's in Mental Health Counseling, Vanessa is a Specialist in Special Education with Autism Endorsement and is a Board Certified Licensed Mental Health Counselor for the State of Florida. She has implemented these projects for over three years.

**To register and download project info for this workshop, visit www.educationfund.org**

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# Creating a Conscious Classroom

***Students gain knowledge and experience to identify and manage emotions***

Conscious Discipline uses mindfulness research to help teachers and students self-regulate. This innovative approach invokes a new vision for cultivating a resilient classroom where love is the best motivator for learning and growth. The 7 Powers of Conscious Discipline (Perception, Attention, Unity, Free Will, Acceptance, Love, and Intention) offer educators and students practical ways to decrease stress and increase creativity and connectivity. In the process, students and teachers build greater, trusting relationships and strengthen mental and emotional skills. Teachers will appreciate the quick, easy, and versatile activities for any grade level. They can use the 7 Powers to collaborate with schoolwide resilient themes or restorative justice practices, modifying and adapting the powers to fit their classroom personality and creativity. The goal is to create a safe, inviting environment where students feel heard, accepted, and empowered.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The science behind Conscious Discipline and the body connection
- Innovative classroom management survival skills
- How to learn to observe and regulate your thoughts

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 20-25 ELA/Reading class and Mental Wellness Club students ranging in ages from 15-18 in grades 9-12, 25% are proficient readers, and 75% are reading below grade level

## MATERIALS & RESOURCES

**Materials:** Art supplies, *Conscious Discipline* by Becky Bailey (optional) – PDF version free online

**Resources:** The Internet, free resources for this project are online at ConsciousDiscipline.com/free resources; Facebook.com/Conscious Discipline; Pinterest.com/ConsciousD; Twitter.com/ConsciousD or @ConsciousD; YouTube.com/user/LovingGuidance. Teachers can implement this project with $0

## ABOUT THE TEACHER

Teresa Rodriguez is an experienced secondary ELA/Reading teacher with 20 years of educator wisdom. She is passionate about spreading positive vibes in the classroom through gratitude, kindness, connectivity, creativity, and self-awareness. She currently serves as an Instructional Coach for Social Emotional Wellness at Breakthrough Miami, as well as a Mindful Champion liaison, Mental Wellness Club Advisor, and EESAC teacher representative for C.O.P.E. Center North. Teresa has received numerous grants and district accolades, including the Foundation for New Education Initiatives, The Education Fund, and the Miami Heat Mindfulness Champion Initiative. She feels honored to have presented innovative wellness idea educator conferences for the past five years.

**To register and download project info for this workshop, visit www.educationfund.org**

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## TERESA RODRIGUEZ

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***"Students will be surprised to discover the scientific fact—happiness can be learned."***

## STANDARDS

**RESILIENCY**

**HE.912. R.1.1** Demonstrate effective and respectful communication skills and strategies.

**HE.912.R.1.2.** Demonstrate empathy in a variety of contexts and situations.

**HE.912.R.4.2.** Generate and apply alternative solutions when solving problems or resolving conflict.

**HE.912.R.2.2.** Analyze different perspectives to inform responsible decision – making.io solving problems or resolving conflict.

## DR. PRECIOUS SYMONETTE

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*"Teachers learn ways to foster student-centered classrooms and motivate students to become more engaged and active."*

### STANDARDS

**RESILIENCY**

**HE.912.R.2** Personal Responsibility

**HE.912.R.3** Mentorship and Citizenship

**HE.912.R.4** Critical Thinking and Problem Solving

**SOCIAL STUDIES**

**SS.912.C.2** Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

**SS.7.C.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**SS.7.C.2.14** Conduct a service project to further the public good.

RESILIENCY

# Seeing the C's of Resiliency

***Service-Learning promotes community service and resiliency***

Service-Learning helps students build resiliency as they increase their civic engagement. It encourages students to become self-reflective learners and build character, empathy, tenacity, grit, and responsibility. Students begin by participating in week-long think tank exercises, where they work in groups to explore current and relevant issues, then develop creative methods for sharing this information with their peers, such as scavenger hunts, community circles, and issue cafes. Upon choosing their topics, students create and complete a Service-Learning project, which they present to the school. Participating students soon discover a sense of accomplishment and self-esteem for being able to amplify their voices, tap into the power within, and serve their community in ways that they couldn't have imagined.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Self-reflective practices
- How to develop a knowledge of self
- Think Tank activities

### STUDENTS

Adaptable for Grades 4-12

**Students who participated:** 300 students in Grades 9-12, ages 15-18, met at least 2-3 times per week

### MATERIALS & RESOURCES

**Materials:** Open space is helpful. Materials include a class set of textbooks (they can vary based on preferred texts), Journals or notebooks, art supplies

**Resources:** Media Center, the Internet, computer lab, field trip, and guest speakers can help elevate the effectiveness of the project

### ABOUT THE TEACHER

Dr. Precious Symonette, a teacher for 17 years, has used this project for the past five years. She has received many accolades and awards during her career, including the 2017 Miami-Dade County Public Schools Teacher of the Year and North Region Teacher of the Year, 2017 Macy's Teacher of the Year Finalist, 2016 South Florida's Legacy Top Black Educator Award, and 2016 National Education Association Superhero Educator of the Year Award. Currently, she is a Professional Growth Leader, Critical Friends' Coach, and the sponsor for the Viking Freedom Writers Club at her school. Precious has worked with The Education Fund in several capacities as a Public School Champion, Disseminator/Presenter at the Idea EXPO, and board member.

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RESILIENCY

# Using Fiber Arts to Reach the Heart

***Fabric helps students see themselves and others***

Using multi-sensory fabrics and textiles to create self-portraits taps into students' creativity to build resiliency, critical thinking skills, empathy, and self-awareness. Reading and discussing *I Am Enough* by Grace Byers opens honest and revealing conversations on how students see themselves and how they can connect to others who are different. Students visit a local nursing home, reading the story to residents in small groups and creating fiber portraits with them. Teachers will love the flexibility, the innovation, and how this project positively impacts their students academically and socially.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to use literature to build resiliency in students
- How to infuse the interactive, multi-sensory strategy of using fiber arts across the curriculum
- How multi-sensory strategies help build and reinforce critical thinking skills

## STUDENTS

Adaptable for all Grade Levels (K-12)
**Students who participated:** 21 third-grade ELL and inclusion students in an after-school class met twice a week from January to May

## MATERIALS & RESOURCES

**Materials:** Canvases or cardstock, mod podge, double-sided fusible, fabric (various textiles with interesting textures), iron, ironing board or wool mats, paintbrushes, rulers, pens, pencils, markers, needles, thread, batting
**Resources:** The Internet, any classroom space. Teachers will need to purchase canvas, cardstock, fabric, mod podge (if they will not be using an iron), paintbrushes, needle, thread, and embroidery floss

## ABOUT THE TEACHER

Linda Telfer has been a special education teacher for 19 years. She received her master's degree in special education as a Peace Corps fellow from the University of Central Florida. She was a S.C.I.S.S.O.R.S. fellowship scholar at Florida Memorial University, where she earned her Education Specialist degree. Her teaching experience includes teaching abroad in Kenya, The Gambia, Liberia, and Ghana. Linda's accomplishments include an Adapter grant through The Education Fund and a fellowship with Funds for Teachers. This fellowship is designed to connect teachers with African history and culture in Zimbabwe to promote professional, social/emotional, and spiritual growth that, in turn, supports trauma-informed teaching, equity, and inclusion in the classroom.

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## LINDA TELFER

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*"Students realize that they are strong enough, wise enough, responsible enough, and tough enough."*

## STANDARDS

**RESILIENCY**

**HE.3.R.3.2.** Identify opportunities to volunteer or serve others in the school or community.

**HE.3.R.2.4** Discuss how skills can be improved through hard work and perseverance.

**LANGUAGE ARTS**

**ELA.3.C.5.1** Use two or more multimedia elements to enhance oral or written tasks.

**SOCIAL STUDIES**

**SS.3.C.2.1** Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

**VISUAL ARTS**

**VA.3.C.2** Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

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WE EDUCATE MIAMI

## SHERYL HENDERSON

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*"Students spend more time on tasks with this activity than any other."*

### STANDARDS

**SOCIAL STUDIES**

**SS.6.G.1** Understand how to use maps and other geographic representations, tools and technology to report information.

**HEALTH**

**HE.6.B.5** Decision Making – Demonstrate the ability to use decision-making skills to enhance health.

**LANGUAGE ARTS**

**ELA.6.C.4.1** Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

**PHYSICAL EDUCATION**

**PE.6.R.6** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

CLASSROOM MANAGEMENT

# Geocaching – A Real-Life Treasure Hunt!

***Clues lure students to find hidden treasures***

Geocaching is an out-of-the-classroom adventure that puts students' minds to the test as they use clues and GPS coordinates to search for hidden items placed in boxes or containers on school grounds. This project incorporates all curriculum areas and can emphasize any subject. Geocaching involves physical skills, deductive reasoning, problem-solving, map skills, and communicating with others on the team in a real-world application. Once items are found, teams return to the classroom with the items, complete a worksheet together and discuss and present their findings to the rest of the class. The act of going outside (physical effort), searching for treasures (critical thinking), using different means to find those treasures (tools and resources), discussing and collaborating to complete the project at hand (teamwork and team building), develops self-esteem and makes students become better thinkers

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Geocaching – how it can invigorate teaching
- How to set up a hunt
- Go out on a hunt (first-hand experience)

## STUDENTS

Adaptable for Grades 3-12

**Students who participated:** 300 students in grades 6-8, met during regular class time, regular education students, ELL levels 1-4, ESE, and deaf students

## MATERIALS & RESOURCES

**Materials:** A few containers of any shape and size, a Garmin GPS unit or well-written clues, stacking cups, travel bugs.

**Resources:** The Internet, outside space within the school, a log-in for APP "Geocaching"

## ABOUT THE TEACHER

Sheryl Henderson has been teaching for 27 years. In 2015, she was Teacher of the Year at Palm Springs Middle School. In 2020 – SHAPE Florida – she was the Middle School Physical Education Teacher of the Year for the state of Florida, and in 2021 – SHAPE America – she was the Southern District Middle School Physical Education Teacher of the Year and a Finalist for the National honor – Top 4 in the United States. Sheryl was also awarded an Innovator Grant from The Education Fund in 2022.

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# Simulations

***Real-world situations help connect students to academics***

Student buy-in and efficacy are enhanced when performing activities that are nested in real-world situations of life and work. Simulations mirror real-world processes in a variety of settings. For example, students simulate a table reading, much like a production crew would in the early stages of preparation for a performance. The activity begins with a mini-lesson about the terms and industry-specific language that they will encounter and is followed by task assignments (parts and roles), then the reading itself. This occurs on a "table" where the room is rearranged with desks in a circle. This simple but scalable approach to content delivery minimizes abstractions and allows for students to experience information and concepts on a deeper, applied, and practical level.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Teachers become active participants in the activity
- The experience of the simulation to underscore purpose and goals
- How to adapt the activity to their own disciplines

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 97 students in grades 6-8, met during normal classroom hours

## MATERIALS & RESOURCES

**Materials:** Basic existing classroom and curriculum materials based on the need of the subject matter.

**Resources:** If the "table reading" simulation were expanded as a performance piece in a formal setting at the school, the auditorium and an audience of students would be appropriate if available.

## ABOUT THE TEACHER

Daniel Warlop has been a public-school educator for over 20 years. He has taken part in two National Science Foundation grants in cross-curricular collaboration, earned two graduate degrees and achieved administrative certification culminating with an Ed.D in curriculum and instruction, published an article in the AATC Journal, and has presented or co-presented at the NCTE, and AACT conferences. Daniel has also represented fellow teachers at RA assemblies at the state and national levels and been active in both the local association's leadership board and the district's instructional council steering committee. He has used this project for more than 10 years with no assistance needed.

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## DANIEL WARLOP

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*"The concept of Simulations is broad and far reaching and can be applied to most all disciplines with varying degrees of depth and rigor."*

## STANDARDS

**ENGLISH LANGUAGE ARTS**

**ELA.K12.EE.4.1** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.8.V.1.** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**ELA.8.R.1.3** Analyze how an author develops and individualizes the perspectives of different characters.

**ELA.8.C.5.1** Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

## JUDITH PHILIAS

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*"This project benefited my students' writing, speech, test scores, and confidence."*

### STANDARDS

**LANGUAGE ARTS**

**ELA. 3.V.1.1** Recognize and appropriately use grade level academic vocabulary in speaking and writing.

**ELA.3.R.3.2** Summarize a text to enhance comprehension. A. Include plot and theme b. Use central ideas and relevant details.

**MATHEMATICS**

**MA.3.NSO.1.2** Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens, and ones. Demonstrate each composition or decomposition using objects, drawings, and expressions or equations.

**MA.3.FR.1.3** Read and write fractions, including fractions greater than one, using standard form, numeral-word form, and word form.

CLASSROOM MANAGEMENT

# Concept Circles Revitalized

***Circles motivate students to learn vocabulary***

Implementing concept circles to improve vocabulary effectively increases students' overall comprehension while boosting their confidence. This tried-and-true strategy allows students to visualize and analyze the relationship between vocabulary words within the text and gather evidence related to the words. It helps students learn a deeper understanding of vocabulary and their connectedness to the central concept. Step-by-step, from the text/transcript introduction to creating a circle organizer to vocabulary development discussions to a final debrief of the concept connections, this strategy serves as a great visual tool. It is easily adaptable to all subject areas and is proven to be a valuable addition to any instructional activity.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Using concept circles to help students understand vocabulary and other subjects
- How to help students find text evidence in relation to a vocabulary word
- A structure that can assist with formulating a summary

### STUDENTS

Adaptable for Grades K-12

**Students who participated:** 65 second and third-grade students, ages 8-11, most retained or in the lowest 25 percentile in their respective grade level that met twice a week; the other group was a general education classroom setting with 25 students

### MATERIALS & RESOURCES

**Materials:** Reading passage (class set of novels or novel excerpt), directions, graphic organizer, vocabulary words (in the passage), pencils, paper, manipulatives (for math), computer

**Resources:** The Internet, Discovery Education platform

### ABOUT THE TEACHER

Judith Philias has taught for 16 years and serves as the 3rd-grade department chairperson. She has been teaching the Intensive Acceleration class for the past few years, which contains a class population where the majority of the students are one or two grade levels below.

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## LA-SHANDA WEST

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*"The goal is to create a Financial Literacy Mindset for students and teachers!"*

### STANDARDS

**SOCIAL STUDIES**

**SS.912.FL.1.5** Evaluate how herd mentality affects personal financial decision-making.

**SS.912.E.1.14** Compare credit, savings, and investment services available to the consumer from financial institutions.

**SS.912.E.1.16** Construct a one-year budget plan for a specific career path, including expenses and construction of a credit plan for purchasing a major item.

FINANCIAL LITERACY

# Money Smart: Teaching Financial Literacy to Teens

***Students learn how to have a healthy relationship with money***

In these challenging economic times, being money smart is imperative for everyone. This project teaches students about being smart consumers and includes topics such as earning a wage, purchasing a need versus a want, and safe versus risky investments. Building teens' financial mindset will allow students to discover the power of participation in the U.S. economy through budgeting, credit building, and investment in postsecondary education. One classroom activity fosters an Entrepreneurial Mindset by creating a student-run business. High school students can create a company, sell a product or service, and earn money. Academic achievement is measured by observing how students feel about money before, during, and after implementation, as well as engagement with community stakeholders. Teachers benefit, too!

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to utilize the "Money Smart: Teaching Financial Literacy to Teens" curriculum
- How to create a vision board about money goals
- How to apply for The Education Fund Adapter Grant to fund their board games, *Mindset* books, and/or field trip to the Federal Reserve Bank

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** Students in grades 9-12, taking social studies courses with achievement levels below, at, and above grade reading and math. Students met every other day for two hours per block.

## MATERIALS & RESOURCES

**Materials:** Computer, smart/Promethean Board with a projector, student device, chart paper, markers, painter's tape, a class set of Carol Dweck's *Mindset* book, board games (Act Your Wage, Buy It Right, Monopoly, Pay Day, or Thrive Time)

**Resources:** The Internet, financial literacy and economics websites, EESAC and PTSA to pay for a field trip to Federal Reserve Bank with transportation, Suncoast Credit Union Financial Literacy Lesson K-12, and Education Fund Teach-A-Thon to host a Public School Champion

## ABOUT THE TEACHER

La-Shanda West, Ed.S. has been teaching in M-DCPS for nearly 22 years. In 2017, she earned her Educational Specialist Degree in Education Leadership from Grand Canyon University. La-Shanda has been a grant recipient from The Education Fund for numerous years and is integral in disseminating to her peers. Some of her awards include: 2023 National School Advisory Committee Member for Sandy Hook Promise, 2023 Donors Choose Ambassador, 2022 Teach Better Ambassador, 2018 Florida MADD Hero Award, 2016 National Celebrity Educator of the Year, 2016 Legacy Magazine of South Florida Educator of the Year, and 2014 Florida Council on Economic Education First Place Financial Literacy Award.

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# Building Wealth in the Digital Age

***Foundational skills bolster students' understanding of how technology affects their finances***

Financial literacy is essential to give students a deeper understanding of how technology can impact the ability to build wealth. In this poignant segment, students learn how social media can negatively impact an individual's financial decisions. Students learn the foundational skills and knowledge related to personal finance and apply what they have learned through a series of hypothetical scenario applications. It is warranted because it incorporates the implications of technology for our financial industry and on individuals. It also evaluates social media's impact on young consumers looking to invest in cryptocurrency. The content is relatable and applicable to students, which increases student participation and academic achievement, and ultimately contributes to better decision-making, especially financially.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- A variety of teaching strategies that can be implemented to meet the diverse needs of students
- Personal finance vocabulary, the difference between saving and investing, the impact of technology
- The role of the U.S. Securities and Exchange Commission and the role the Federal Reserve plays in our economy

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 200 students in grades 7-10, varying achievement levels, met 2-3 times per week

## MATERIALS & RESOURCES

**Materials:** Paper and ink to print some materials, booklets for workshop attendees

**Resources:** The Internet, a trip to the Federal Reserve, if possible (Mr. Richardson from the U.S. Securities and Exchange Commission is available as a guest speaker)

## ABOUT THE TEACHER

A teacher for ten years in both Miami-Dade County Public Schools and New York City Schools, Natalia Allen has taught English and History and provided on-the-ground social-emotional support for Ukrainian refugees and Polish students in Poland for the past two summers. She was recognized as the 2022 Most Inspiring Coach of the Year at the National Civics and Debate Championship and recognized as the 2022-2023 Florida Civics and Debate Coach of the Year. Additionally, Natalia was the National Association of 2022-2023 Urban Debate League Coach of the Year Finalist and an M-DCPS North Region Teacher of the Year Finalist.

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## NATALIA ALLEN

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***"This project contributed to a 97% passing rate for the Civics EOC, an increase in student attendance, and engagement as well."***

## STANDARDS

**SOCIAL STUDIES**

**SS.912.FL.6.1** Explain the purpose of the following investments: stocks, bonds, mutual funds, index funds, and Exchange-Traded Funds (ETFs); real estate; money markets and annuities; and others (e.g., commodities).

**SS.912.FL.6.5** Discuss the trade-off between risk and return in comparing financial investments.

**SS.912.FL.6.6** Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

**SS.912.FL.6.7** Describe how diversifying investments in different types of financial assets can lower investment risk.

## LIANNE BATLLE-BAEZ

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*"This project will guide teachers in effective child-teacher interactions."*

### STANDARDS

**MATHEMATICAL THINKING AND REASONING (MTR) STANDARDS**

**MA.K12.MTR.2.1** Demonstrate understanding by representing problems in multiple ways.

**MA.K12.MTR.3.1** Complete tasks with mathematical fluency.

**MA.K12.MTR.4.1** Engage in discussions that reflect on the mathematical thinking of self and others.

**MA.K12.MTR.5.1** Use patterns and structure to help understand and connect mathematical concepts.

**MA.K12.MTR.7.1** Apply mathematics to real-world contexts

STEM

# Mathematize the CLASS Way

***A micro-math culture brings concepts alive for young learners***

To help young children's mathematical thinking and provide meaningful math experiences, a micro-math culture established in the classroom allows students and the teacher to share common thoughts, values, and behaviors. Micro-math cultures can be seen as environments, both physical and intellectual, that are created to bring math alive. Within any activity, teachers can help students make sense of the math concepts they are learning. For example, students curious about rainbows can discuss and investigate the topic as they focus on colors and shapes. Adding a recycling element encourages them to collect items at home based on rainbow colors, group them, count the number of items per set, and create a color pattern. Students can then estimate the length of each line of the rainbow and measure and compare predictions.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to engage in ongoing, sustained, and in-depth conversations
- How to label math language
- How to implement high-level questioning patterns to develop problem-solving, reasoning, and proof skills

### STUDENTS

Can be adapted to Grades K-5

**Students who participated:** 15 Pre-Kindergarten students: (48 months-Kindergarten) daily for math classes

### MATERIALS & RESOURCES

**Materials:** Construction materials, literacy books (math concepts), clay, paint, wire, paper, items found in nature

**Resources:** The Internet, media center, public library

### ABOUT THE TEACHER

With over 18 years of experience in education, Lianne Batlle-Baez is a teacher, curriculum specialist, social-emotional learning practitioner, and leader. Her experiences have led her to create a framework for successful social-emotional learning implementation in schools. Her research on instructional learning programs is key to understanding successful implementation and providing specific recommendations to improve their learning programs. Lianne spent 25 years living in Spain and France, earning her degrees abroad. Awards include grants from The Department of Education, The Education Fund, Board Member Grant Awardee, Donor's Choose, and The Office of Grants Administration.

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STEM

# Mathsters of the CalcuVerse

***Relatable cultural references foster student excitement and interest in math***

Mathsters of the CacluVerse is designed to capture students' interest and excite them in learning math by incorporating relatable cultural references and capitalizing on the current popularity of the superhero craze. By re-imagining their favorite characters as actual 3-D printed action figures interacting within word problems and using 3-D printed algebra tiles to "build and save the universe," students become more proficient in three key areas: 1) Using a graphing calculator; 2) Applying the algebra tile methodology in solving equations; and 3) Proclivity in solving word problems without fear or apprehension. This unit goes a long way to help students, from the highest levels of achievement to those who struggle to maintain any kind of engagement.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to overcome fear of new technology
- How to address both the high – and low-level students via differentiated instruction and activities
- How to successfully use individual algebra tiles as tangible manipulatives to cross the chasm from theoretical to practical solving of algebra problems

## STUDENTS

Adaptable for Grades 6-12
**Students who participated:** 138 students, met during regular class hours

## MATERIALS & RESOURCES

**Materials:** Budget 3-D printer with filament, budget graphing calculators
**Resources:** The Internet, FREE Desmos online graphing calculator, possible additional funds from donations to increase the number of available graphing calculators, and additional filament for a 3-D printer

## ABOUT THE TEACHER

Dr. Walter Busse's background includes 30+ years teaching music, PreK-post graduate, mostly in exclusive private academies in Miami, accompanying/directing ensembles, and as a professional musician and an arts administrator. While he only recently earned certification in math and embraced the career pivot, he has always been a math aficionado, and his Ph.D. dissertation incorporated highly complex statistical analysis and AI modeling of musical "feel", specific to the Jazz Swing genre. Walter has been fortunate to build thriving Arts programs and bring his choirs and orchestras on world and national tours to revered venues/locations such as NYC/Carnegie Hall, France, Ireland, Israel, and Italy (including directing music eight times for three Popes at the Vatican – two of which were Easter Sundays!) Walter is an Education Fund recipient of multiple grants, including Disseminator and Adapter grants.

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## DR. WALTER BUSSE

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***"Overall, there was a marked observable improvement in the attitude and participation level across the board."***

## STANDARDS

**MATHEMATICS**

**MAFS.912.C.1.1** Understand the concept of limit and estimate limits from graphs and tables of values.

**MAFS.912.A-REI.3.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

**MAFS.912.F-LE.1.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.

**MAFS.912.F-IF.3.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases

## OSCAR FLORES

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*"Students use the engineering design process to collaborate in a fun and innovative manner to design their own planktonic organism."*

### STANDARDS

**SCIENCE**

**HIGH SCHOOL: SC.912.N.3.5** Describe the function of models in science, and identify the wide range of models used in science.

**MIDDLE SCHOOL: SC.7.N.3.2** Identify the benefits and limitations of the use of scientific models.

**SC.8.N.1.2** Design and conduct a study using repeated trials and replication.

**ELEMENTARY: SC.1.P.8.1** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

STEM

# The Great Plankton Races

***It's off to the races with plankton!***

An exciting STEAM lesson incorporating the engineering design process, The Great Plankton Races challenges students to design a planktonic organism that doesn't float or sink quickly, with the slowest sinking plankton being the best model. The students receive a variety of household materials to use to design their models. Working in small, collaborative groups, they design, test, modify and refine their models before a final elimination race in a stimulated water tank. Students complete a lab report with a review of the concepts of density, buoyancy, and surface tension. Younger students differentiate between sinking and floating, while secondary students learn more complex concepts about the forces of gravity and buoyancy.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to be innovative with the engineering design process
- How easy it is to adapt to all grade levels
- Novel planktonic organisms modeled after real plankton

### STUDENTS

Adaptable for Grades K-12
**Students who participated:** Students in grades 9-12, met over two class periods

### MATERIALS & RESOURCES

**Materials:** Basic household supplies, modeling clay, marbles, pieces of pool noodles, fabric, popsicle sticks, yarn, wooden beads, paper clips, pipe cleaners, toothpicks, Styrofoam, aluminum foil, pieces of metal, cork, pieces of sponge, large clear bin to serve as a water tank, large work stations or desks for students to work
**Resources:** The Internet, Promethean board or projector

### ABOUT THE TEACHER

Oscar Flores has been a teacher at Miami Norland Senior High School for ten years. A 2012 Teach for America Corps member, he has taught all levels of chemistry, physical science, and advanced placement biology. Currently, Oscar teaches AICE Marine Science AS Level and AICE Environmental Management AS Level. He has served as the Digital Innovation Leader on the PLST at his school since 2020, where an Action Research project in the Teacher Leadership Academy Cohort 5 was completed. Oscar was awarded a Teacher for America Florida Regions Social Impact Fund: STEM Mini-Grant Powered by Orlando Utilities Commission in April 2022.

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STEM

# SAT Mathematics Demystified

***Math strategies to help students nail the SAT***

Many students struggle with the Math sections of the SAT college entrance exam, especially minority and low-income students who do not have access to private tutors. This project gives students a chance to exponentially increase their SAT scores through a system of math strategies, critical thinking, and reading comprehension. Over a period of 6 to 8 weeks, students complete an SAT math practice exam, and the exams are graded in real-time. Results can be seen immediately, and additional strategies can be implemented to correct questions that may appear in the actual SAT exam. This project helps level the playing field and ensure every student has a chance at acceptance into college.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Strategies to deconstruct SAT math questions
- Insight into all SAT math content areas
- Strategies to answer SAT questions in less than 20 seconds (time given is 1 min, 15 sec.)

## STUDENTS

Adaptable for Grades 9-12
**Students who participated:** 200 students ranging in age from 15-18

## MATERIALS & RESOURCES

**Materials:** Classroom with a Promethean board, SAT practice books
**Resources:** The Internet, textbooks, free practice exams online

## ABOUT THE TEACHER

Kelsey Major has been teaching in public schools for approximately six years and working as an educator for over 20 years. His teaching style centers around persuasive pedagogy, where students are expected to defend and clarify their knowledge. He was Rookie Teacher of the Year three of the four years he was qualified for the award. Kelsey has received approximately 15 grants over his six years of teaching. He completed his master's degree in Education and Social Change at The University of Miami.

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## KELSEY MAJOR

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***"Students have improved their SAT mathematics scores, have received scholarships, and have been accepted into major universities."***

## STANDARDS

**MATHEMATICS**

**MA.912.NSO.1.2** Generate equivalent algebraic expressions using the properties of exponents.

**MA.912.AR.3.5** Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.

**MA.912.AR.3.6** Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.

## DR. RENATA NOVAK

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*"The students developed a positive outlook on solving real-life problems to build a better future."*

### STANDARDS

**SCIENCE**

**SC.8.N.4.IN.1** Identify ways th t science processes can be used to make informed decisions in the community, state, and nation.

**GIFTED TECHNOLOGY**

**G.K12.5.3.3A** Technology – Know: Identify appropriate technology to achieve a project goal.

**VISUAL ARTS**

**VA.1.H.3.1** Identify connections between visual arts and other content areas.

**MATHEMATICS**

**MA.7.AR.4.3** Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.

STEM

# Electric Cars and Environmental Preservation

***Hands-on activities "drive" students toward real-life solutions***

In this multidisciplinary STEAM lesson, students learn how electric cars reduce carbon emissions and help reverse climate change, making the connection between real-life problems and real-life solutions. Innovative hands-on activities include using a 3-D printer to print miniature electric cars, painting a 3-D model of Earth with acrylic paint, preparing graphic organizers for each phase of the project, viewing videos about climate change, and completing a survey. Students also discuss how they feel about climate change and ways to approach solutions for this problem positively.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create an innovative hands-on project that combines different sets of skills such as using a 3D printer, painting objects, drawing models, and using problem-solving skills
- How to adapt this project to a specific subject, grade level, and curriculum demand
- How to network with coworkers, parents, and businesses

## STUDENTS

Adaptable for Grades 3-12

**Students who participated:** 156 students participated in this project. 122 participated in the full project and presentation, and 34 students from another teacher's class participated in the project presentation.

## MATERIALS & RESOURCES

**Materials:** 3-D printer, computer, paint, paper, markers, pencils, erasers, notepads, folders

**Resources:** The Internet, YouTube videos, tutorials on how to install Creality Slicer, and a 3-D printer

## ABOUT THE TEACHER

Dr. Renata Novak, an Education Fund 2022-2023 Innovator grant recipient, has three degrees: a Bachelor's in Physical Education, a Master's in Exceptional Student Education, and a Doctorate in Educational and Organizational Leadership. She has been teaching in public schools for nearly 18 years. Renata has experience working for multiple school districts, including Miami-Dade County Public Schools, Broward County Public Schools, Gwinnett County, Fulton County Public Schools (Georgia), and schools in the Washington State area.

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STEM

# Coral City Camera

***Students connect with marine life through a live feed from underwater***

You don't need to scuba or snorkel to view the exciting marine life just below the water surface with the Coral City Camera. This underwater camera streams live views of an urban reef near PortMiami. Students and teachers can observe the variety of organisms that live in the marine ecosystem and connect it to their curriculum. The footage is suitable for pre-lesson downtime, during a lesson, or for enrichment. Atypical lesson includes observations, data collection, and analysis. This workshop will introduce teachers to the camera and how the footage can be suited for their classroom. Teachers will also be able to brainstorm and share creative practices with one another. This content can also be a springboard for other subject areas, such as math and art.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Introduction to Biscayne Nature Center and Coral City Camera (YouTube)
- Utilization of creature timestamp spreadsheet and fish, coral, sponge ID spreadsheet
- Incorporation of Coral City Camera into Math and Art lessons

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** Approximately 5,000 students at Biscayne Nature Center this school year, 90% were 5th-graders, but middle and high school students were also hosted. Students met for only one day, but the biggest advantage is that a variety of teachers and chaperones from each school were reached as well. Coral City Camera was discussed with them, and many are enthralled and excited about this free resource.

## MATERIALS & RESOURCES

**Materials:** Promethean board, computer, and a fish identification book would be ideal but not necessary (Reef Fish Identification – Florida Caribbean Bahamas)

**Resources:** The Internet

## ABOUT THE TEACHER

Teaching since 1996, Kathleen Ortiz has taught for two decades at the middle school level before moving to high school for the last six years. Recently, she transferred to Biscayne Nature Center, where she teaches a variety of students from all across M-DCPS on field trips. She has earned several grants from The Education Fund, UTD, and Foundation for New Education Initiatives. Kathleen holds a master's in middle grades science and National Board Certification. This project has been implemented for the past two years, and no assistants, paraprofessionals, or volunteers are needed.

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## KATHLEEN ORTIZ

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***"Students are moved to become better caretakers of Florida's reef system and develop a sense of pride in their hometown when exposed to the dynamic life underneath the surface."***

## STANDARDS

**SCIENCE**

**SC.4.E.6.3** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**SC.4.L.17.3** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

**SC.3.L.15.1.** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates, and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

**SC4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.

*Protecting, Connecting, Inspiring*

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The Assurant Foundation is proud to support public education in Miami-Dade County. We believe in teachers and that's why we work with **The Education Fund**. Through our partnership, we know that teachers will get the resources and professional development opportunities that are so valuable. Thanks for all that you do to build brighter futures.

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## PETER DEMERCADO

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*"Modified techniques are used to teach variations in 3-D mixed media."*

### STANDARDS

**VISUAL ARTS**

**VA.4.S.1** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**VA.4.S.2** Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

STEAM

# S.T.E.A.M.ed Fish – A 3-D Art Project

***Transitioning from 2-D to 3-D excites art students!***

Working in 3-D brings visual art to another level. In this 3-D mixed media lesson using modified recycled materials and STEAM-related techniques, students design, measure, fold, cut, insert, and construct their version of a Florida spiny fish. Incorporating recycled materials in the lesson prompts students to investigate and discuss issues related to recycling and the environment, including plastic pollution in our waters. Following an analysis of a variety of Florida fish, the basic anatomy of a spiny fish, and the Florida reef system's location and role, students create 3-D art forms. This lesson is easily adaptable to all grade levels.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to use simple items and recycled materials in art projects
- Cross-curriculum connections to social studies and science
- How to build and present the project from start to finish

### STUDENTS

Adaptable for Grades 4-12

**Students who participated:** 75 fourth and fifth-grade Gifted, ESE, and regular content area students

### MATERIALS & RESOURCES

**Materials:** Scissors, masking tape 1" wide, hole puncher, small/large paper plates, plastic grocery bags, recycled manila folders, markers/sharpies, buttons, white glue, tissue, stiff bristle brushes #8 and #10

**Resources:** The Internet and/or media center to research Florida reef fish, Biscayne Nature Center, Shake-A-Leg field trip experience, hand-outs, and visuals of the anatomy of a spiny fish

### ABOUT THE TEACHER

An accomplished and well-known art teacher in Miami-Dade County Public Schools, Peter Demercado has been teaching art for 30+ years. He has won numerous awards for his personal artwork and his students' artwork. A recipient of several Education Fund Disseminator grants, Peter has conducted workshops at the Idea EXPO – The Teacher Conference numerous times on 3-D mixed media. This project has been used for three years; no assistants are needed.

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STEAM

# ECO Sprouts: Recycled Plantable Seeded Paper

***Planting seeds makes for an artful Earth Day***

This art project promotes biodiversity and is a perfect Earth Day activity! In this eco-friendly project, students develop sustainable practices using the 3 R's (reuse, recycle, and reduce) as they make paper from recycled materials and use it to design mini planet earths from molds. Seeds are added to their paper pulp, and within a few days, tiny sprouts emerge. When the paper is planted, a flower grows and leaves no waste behind. Biodiversity works on three levels: 1) It lowers paper waste by recycling; 2) The sprouted flowers prevent harmful carbon dioxide gasses from entering the atmosphere; and 3) The wildflowers increase food and habitat for pollinators. This activity demonstrates how to positively impact the environment, a top concern for students.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to promote biodiversity through art projects
- How to develop sustainable practices using the 3 R's, reuse, recycle, and reduce
- How to create ECO Sprouts: Recycled Plantable Seeded Paper

## STUDENTS

Adaptable for Grades 2-12

**Students who participated:** 400 students in grades 2-5, met one hour a week for three weeks

## MATERIALS & RESOURCES

**Materials:** Tables and chairs, colored paper, blenders, water, plastic bags, plastic lids, plastic containers, scissors, packages of flower seeds, strainer, measuring cup, stainless steel pot, sponges, manilla paper, and sharpie markers

**Resources:** The Education Fund Ocean Bank Warehouse for Educational Materials, Miami-Dade County Public Library, Fairchild Tropical Botanic Gardens

## ABOUT THE TEACHER

An artist, educator, and designer, Susan Feliciano has 25 years of experience in Art and Museum Education, specializing in designing and delivering dynamic art programs to diverse communities. She is currently developing the Visual Arts Program at Marjory Stoneman Douglas Elementary, a Cambridge International School Demonstration Center. Her artwork is presented in important exhibitions nationally and internationally, most recently at the Museum of Contemporary Art, Westport, CT, Centro Cultural Dominico Americano de Santiago, Dominican Republic, and Art Hill Gallery, London, England. She participated in prestigious artist residencies, including ProjectArt Miami and Oolite Arts. Susan received grants, including The Ellies from Oolite Arts and the Fulbright Memorial Fund Japan from the Institute of International Education. She was a recipient of several Disseminator Grants from The Education Fund and is also an adjunct professor at FIU in the Art and Art History program and is the Director of Inkimaru Studio.

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## SUSAN FELICIANO

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*"The aim of this activity is to have students of all ages and skill levels invest in their planet through sustainable practices."*

## STANDARDS

**SCIENCE**

**SC. 5. N.11/SC.68. N.11/ SC.912. N.11**
Define problems, use appropriate reference materials to support scientific understanding.

**VISUAL ARTS**

**VA.5. S.1 / VA.68. S.1 / VA.912. S.1**
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**VA.5H.1.1, VA.68H.1.1, VA.912H.1.1**
Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

**VA.5. H.3 / VA.68. H.3 / VA.912. H.3**
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

## JENNIFER PIKE-VASSELL

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*"This 'room transformation' idea has been inspirational to students both highly motivated as well as those with low motivation."*

### STANDARDS

**VISUAL ARTS**

**VA.912.S.1.1** Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

**VA.912.S.2.3** Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.

**VA.912.S.3.9** Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.

STEAM

# The Environment is the Third Teacher

***Create a safe and engaging space while building community***

From a rainforest to a rock wall and beyond, ideas are limitless for a 'room transformation' – the perfect strategy to build community among the teacher and students through the common goal of transforming a classroom space. This project motivates students to research and plan together on a transformation theme of their choice and to work creatively to change the mood of the room aesthetically. Teachers will want to adapt this project to their classrooms because it allows the "environment to be the third teacher." A more aesthetically pleasing and engaging space increases student engagement and learning. Involving students in creative leadership roles is highly motivational. It leads to a level of fun and community in a learning environment that can be challenging to maintain in these times.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- A variety of creative strategies which will help in creating a more safe and engaging learning space
- A strategy that engages a philosophy and practical ideas on how the "environment is the third teacher"
- An actual transformation of an art classroom

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** 120 students in grades 6-12 with various levels of achievement met on a rotating weekly basis of two or three times a week

## MATERIALS & RESOURCES

**Materials:** Any sized space, arts and crafts supplies, found objects in nature, items procured from thrift stores, yard sales, etc., slide show, strategies, and lesson plans

**Resources:** The Internet, contributions from families, public library, potential guest speaker/curriculum connections with our Permaculture/Ethnobotany course

## ABOUT THE TEACHER

Jennifer Pike-Vassell has over twenty years of teaching experience in Harlem, New Orleans, and Miami Gardens/Opa-Locka. She received the Leland. B. Jacobs Full Tuition scholarship to complete her MA in Curriculum and Teaching at Teachers College, Columbia University. Jennifer is grateful to have received a number of opportunities to work with The Education Fund, including both Innovator and Disseminator grants, including the Lucy Petrey Award for "Unearthing Unheard Voices: Our Stories, Our Legacies."

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STEAM

# City of Letters

***An alphabet city is designed and assembled by young students***

Welcome to the exciting world of City of Letters! This exciting and multifaceted STEAM project provides students with a hands-on experience to explore 2-D and 3-D techniques. It encourages creativity and problem-solving skills while promoting environmental awareness and literacy. After starting with a blueprint that requires measurement and proportion, students use recycled boxes to create a 3-D letter. They learn about the elements of the arts, such as line, shape, form, color, and texture, while using techniques such as collage, printmaking, and papier mache to create their artwork. The project culminates with the creation of the City of Letters, a beautiful and unique city made entirely of letters. This final event provides an opportunity for students to showcase their creativity and share their work with others.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to use STEAM to engage students in learning and provide opportunities for interdisciplinary learning
- How to incorporate 2D and 3D techniques into the project (collage, printmaking, papier mache)
- How to foster creativity and problem-solving skills

## STUDENTS

Adaptable for Grades 2-5

**Students who participated:** 120 students in grades K-2 with varying levels of achievement

## MATERIALS & RESOURCES

**Materials:** Recycling boxes, craft tape, tissue paper, printmaking ink, brayers, paper, construction paper, cardboard, oil pastel or paint or markers, masking tape, glue

**Resources:** The Internet, websites (see Idea Packet), recycled boxes donated through recycling programs or donated by parents or community members

## ABOUT THE TEACHER

Silvana Soriano began teaching in 1993 at Bennett University and Rio de Janeiro public schools. After relocating to Miami, she joined Arts for Learning, working in various art education programs. Now, she is a full-time teacher at Morningside K-8 Academy, where she has been since 2015. Silvana has received several grants from The Education Fund, including Innovator, Disseminator, and Adapter. In 2022, she received a Teacher Travel Grant from Oolite Arts – The Ellies. Silvana is a PLST teacher and has represented her school at the PLST Conference.

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## SILVANA SORIANO

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***"Supported by Iggy Peck, the Architect by Andrea Beaty, students will create buildings based on their initial letter using boxes."***

## STANDARDS

**SCIENCE**

**SC.2.N.1.2** Compare the observations made by different groups using the same tools.

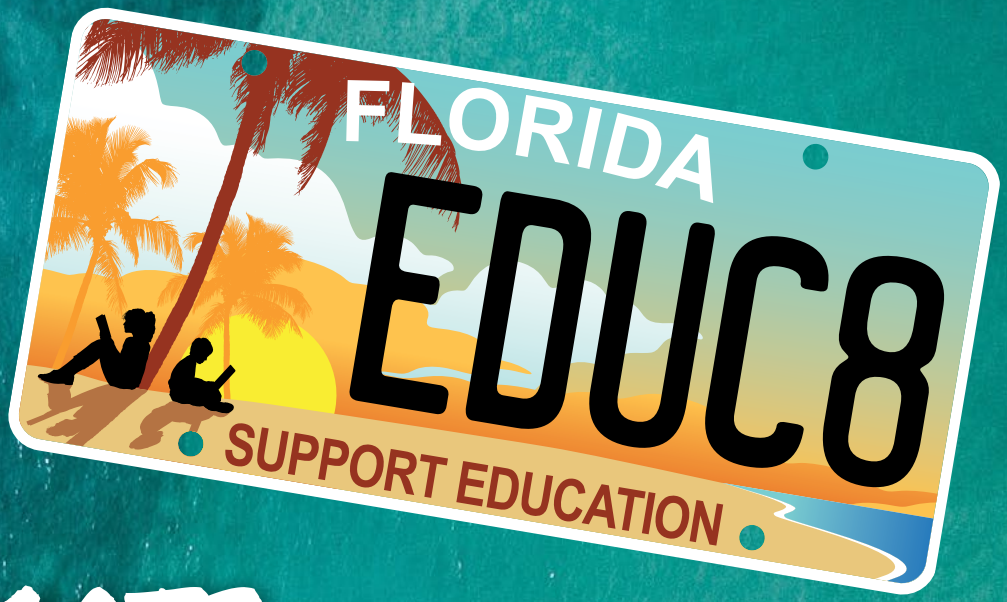
**MATHEMATICS**

**MA.2.M.1.1** Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.

**VISUAL ARTS**

**VA.2.S.2.2** Follow sequential procedures focused on art production.

**VA.2.F.1.1** Use imagination to create unique artwork incorporating personal ideas and selected media.

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## MARCELLE FARLEY

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*"This program helped bridge the digital divide and provided students with the tools and resources they need to succeed in STEAM fields."*

### STANDARDS

**MATHEMATICS**

**MA.K.GR.1.1** Identify two – and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

**MA.K.GR.1.5** two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles, and squares.

**SCIENCE**

**SC.K.P.12.1** Investigate that things move in different ways, such as fast, slow, etc.

**SC.K.P.13.1** Observe that a push or a pull can change the way an object is moving.

ROBOTICS

# ALL Aboard the LEGO Coding Express

***No prior coding or robotics knowledge is required!***

Students will be chanting, "Choo Choo!" with LEGO Coding Express, an engaging and fun coding and robotics system designed for young learners that combines the physical play of LEGO blocks with digital programming. The colorful LEGO blocks and train set capture their attention and encourage them to explore and experiment. The system is easy to use and does not require any prior coding or robotics knowledge. Students intuitively use computational thinking to develop designs and express ideas as they build a train and track and position action bricks to manipulate the train's behavior. The lessons provide fun and engaging opportunities for students to explore early coding-related concepts and think like digital-age learners. Most importantly, the lessons help students to become problem-solvers by enhancing their creativity, collaboration, and communication skills.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to integrate LEGO robotics into the curriculum and teaching practices
- Hands-on learning activities that allow teachers to practice building and programming robots using the LEGO Code Express

## STUDENTS

Adaptable for Grades PreK-5

**Students who participated:** 100 students in Pre-K to 1st – grade, including ESE, ELL, and general education students, all academic levels

## MATERIALS & RESOURCES

**Materials:** LEGO Coding Express, lots of open floor space for students to work in small groups and large plastic bags to sort materials

**Resources:** No additional resources are needed

## ABOUT THE TEACHER

Marcelle Farley has been a teacher for over 30 years, and during that time, she has worked with students of all ages and backgrounds. Currently, she is a reading coach at a K-5 school, where she helps students improve their reading and writing skills through individualized instruction and support. In addition to her role as a reading coach, Marcelle also coaches the school's robotics team, where she works with students to design and build robots that teach them critical thinking, problem-solving, and teamwork skills. She is proud to have achieved National Board Certification, which recognizes her commitment to excellence in teaching and learning. Marcelle's passion for education and dedication to helping students succeed continues to drive her, and she feels privileged to have the opportunity to work with and inspire the next generation of learners.

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# Self-Driving to Success!

***Robotics 'drives' students in the right direction***

Introducing students to self-driving vehicles prepares them for a future job market that is thriving and expanding. Students develop a vehicle that can sense its environment – learning and implementing currently available techniques, such as warning systems when the car gets too close to an object and vibrating steering wheels that prevent dangerous lane changes. These and other techniques are taught as students assemble an ELEGOO Car Kit that enables them to experiment and code the car to stop when a person walks in front of it – a feature now made in all autonomous vehicles.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- View an actual demonstration of an automated car that can be used in the classroom
- How to access materials
- Lesson plans for the tasks the car must accomplish will be shared

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** Students in grades 9-12, met during a normal class session over a period of weeks and possibly an entire grading period

## MATERIALS & RESOURCES

**Materials:** ELEGOO UNO R3 Project Smart Robot Car Kit V4 Intelligent and Educational Toy Car Robotic Kit, tape for line following, objects to create a parking space (cardboard boxes), classroom floor without desks in the way

**Resources:** The Internet, computer, APP for Car (EleRobot), Arduino Web Editor Account (for advanced programming)

## ABOUT THE TEACHER

Shawn Waring has been Teaching for 26 years. He has degrees in Elementary Education, Technology Education, Exceptional Student Education, and Math in grades 6-12. Currently, he teaches Building Trades and Engineering at South Dade Senior High School. He has taught various subjects, but it wasn't until he began working with robotics that he became truly inspired. Shawn has been honored to receive grants from The Education Fund as a disseminator in 2018 and an Innovator and Adapter in 2022. He has also been awarded Grants from the United Teachers of Dade in 2021 and 2022, all of which have gone to help him keep the robotics program afloat. His robotics team has won numerous awards, including but not limited to the Rookie All-Star Award in the 2021 FIRST Robotics Competition and the 2022 Equity and Diversity Award for FIRST Robotics.

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## SHAWN WARING

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*"Every student is drawn to electronics and technology – this activity transforms them from users into creators."*

## STANDARDS

**CTE APPLIED ENGINEERING BENCHMARKS**

**2.0** Demonstrate an understanding of the attributes of design and the engineering design process.

**5.0** Successfully work as a member of a team.

**9.0** Demonstrate technical knowledge and skills in the designing, engineering, and analysis of constructed works.

**10.0** Demonstrate foundational knowledge and skills associated with common computer peripherals and computer functions.

## MICHAEL SAKOWICZ

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*"The style of learning, growth, and success is measured on multiple levels, hence effective, positive outcomes like never before."*

### STANDARDS

**LANGUAGE ARTS**

**ELA.K12.EE.3.1** Make inferences to support comprehension.

**ELA.612.F.2.4** Read grade-level texts at the student's ability level.

**MATHEMATICS**

**MA.6.AR.1.2** Translate a real-world written description into an algebraic one.

**MA.6.AR.1.4** Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.

ROBOTICS

# Arduino: Bits, Bytes, and Beyond!

***Arduino pushes students to solve problems related to core subjects***

Arduino is an easy-to-use electronics platform, able to read inputs such as light on a sensor or a finger on a button and turn it into an output such as activating a motor or turning on an LED. Learn to engage your students within all core and elective subject areas with Arduino. An ELA teacher can easily learn to use Arduino with vocabulary or reading comprehension. A science teacher can use Arduino kits to connect with multiple science curriculum. Arduino can help math teachers with simple to complex variable learning and basic mathematic skills required at all computer science and engineering levels. Students will see gains in their ELA, Math, Science, Social Studies, and other content areas.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Numerous hands-on activities for every level and ability
- To code and work with simple Arduino circuits
- To use online resources to help students with learning objectives and standards

### STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 2-6 students per group depending on the objective and level of skill, age, grade, and type of hands-on activity, all levels of achievement, ESE, Gifted, Regular, and Honors

### MATERIALS & RESOURCES

**Materials:** One or more Arduino Mega 2650 kit(s), a laptop or desktop computer (Mac/PC), ample table space or desk work area, an engineering notebook or graphing paper

**Resources:** The Internet, various websites, guest speakers, field trips

### ABOUT THE TEACHER

Michael Sakowicz is a 6th-year computer science educator specializing in programming, robotics, game development, web development, and graphic arts. He was awarded "Rookie Teacher of The Year" in his 3rd year and has earned other accolades allowing him to bring hands-on activities for his students. Through The Education Fund, Michael has been afforded the opportunity to innovate, adapt, and disseminate projects that he knows are engaging, interesting, educational, and progressive – for all levels of learners.

**To register and download project info for this workshop, visit www.educationfund.org**

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# Create and Code a Career!

***Computer coding and PC component assembly boost career interests for students***

In this digital technology age, computer coding and PC component assembly provide students with a greater understanding of career options and possibilities. Students work with real PC parts that are easy to manipulate and place together to make a real, working PC. They learn about each component and why each is so important to the whole picture. Once the PC is built, ground-breaking coding projects and apps allow students to understand ideas of what coding can do and what it looks like. They then research careers and jobs with PC and coding objectives. This project increases attendance, aids culturally responsive and respectful pedagogy, and encourages students in all grade, achievement, and exceptionality levels to learn and understand a variety of career possibilities, all while learning basic coding skills and the parts to complete simple PC construction.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to engage students with digital technology such as coding and PC installations
- How to engage students with real-life career options and job ideas
- How students and teachers may best use Microsoft Suite

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** High school, 155 students, ages 15-19, all achievement levels, met every other day (block scheduling)

## MATERIALS & RESOURCES

**Materials:** Computer lab or a number of electronic devices, Smart board or large projection screen, Piper Education Computer Kit(s), dry-erase boards, markers, individual notebooks, pen/pencils

**Resources:** The Internet, library or media center, journals/magazines/newspapers, guest speakers via Zoom or Skype

## ABOUT THE TEACHER

Michael Sakowicz is a 6th-year computer science educator specializing in programming, robotics, game development, web development, and graphic arts. He was awarded "Rookie Teacher of The Year" in his 3rd year and has earned other accolades allowing him to bring hands-on activities for his students. Through The Education Fund, Michael has been afforded the opportunity to innovate, adapt, and disseminate projects that he knows are engaging, interesting, educational, and progressive – for all levels of learners.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

FPL

## MICHAEL SAKOWICZ

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***"I needed to find a way for all students to be able to grasp and have fun with a coding project as well as a career building and exploration project."***

## STANDARDS

**ENGLISH LANGUAGE ARTS**

**LAFS.1112.W. 4.1 08.02** Use career resources to develop an information base that reflects local and global business-related occupations and opportunities for continuing education and workplace experience.

**LAFS.1112.W. 4.1 08.04** Design, initiate, refine and implement a plan to facilitate growth and skill development related to anticipated job requirements and career expectations.

**LAFS.1112.W. 4.1 08.05** Demonstrate an awareness of specific job requirements and career paths in business environments.

## AILYN GARCIGA

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*"For students, this publishing project inspires a love of reading and writing and creates a lasting memory of their first published book."*

### STANDARDS

**LANGUAGE ARTS**

**ELA.3.C.1.4** Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

**ELA.2.C.1.4** Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.

**ELA.3.C.4.1** Conduct research to answer a question, organizing information about the topic from multiple sources.

**ELA.2.C.4.1** Participate in research to gather information to answer a question about a single topic using multiple sources.

ENGLISH LANGUAGE ARTS

# Future Book Publishers

***Students become published authors and illustrators***

Students love to see their words in print – it provides a sense of accomplishment and boosts self-esteem. An easy, fun-filled activity to motivate students to write is to take their work and insert it in a professionally bound book. The idea of becoming a published author excites students, and they are eager to produce. In this class book collaborative endeavor, each student contributes one page of writing and one page of illustration based on the determined topic or subject that the class has been studying. The teacher obtains a free publishing kit that contains all the materials necessary to create the book and submits it to the publishing company. The result is a lovely book that students and the teacher will enjoy for many years to come. For higher grade levels, teachers increase the amount of output per student.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to put their students' work into a full-color, professionally bound book
- How to create one illustration and one-page story as part of the publishing book learning process
- How to showcase their illustrations and writing publicly

### STUDENTS

Adaptable for Grades 2-12

**Students who participated:** 15 second-grade students on grade level achievement, met four days a week

### MATERIALS & RESOURCES

**Materials:** Free Publishing Kit (kit contains all the materials necessary to create the book), index cards, colored pencils, regular pencils

**Resources:** The Internet

### ABOUT THE TEACHER

Ailyn Garciga is a well-established 2nd grade and career teacher with Miami-Dade County Public Schools. She has received Disseminator and Innovator grants from The Education Fund and used this project during the second semester. No assistants, paraprofessionals, or volunteers were needed.

**To register and download project info for this workshop, visit www.educationfund.org**

# Lissy's Friends

***Students learn kindness and empathy through the art of Origami***

In reading *Lissy's Friends*, a story about an Asian girl who encounters difficulty making school friends, young students discover how they can relate to the main character's struggle to fit in. They discuss how Lissy felt when she didn't have any friends and how using the ancient art of origami to create paper animal friends opened the door to a new friendship with a classmate. Students share their experiences of being lonely and feeling left out. Creating Kindness Cards and their origami figures, they exchange cards with other classmates. This lesson teaches the importance of being kind and empathetic towards others. It also instills a love for reading in the early elementary grades, which helps to establish fluency, independence, and self-esteem.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to make origami animals
- How to teach origami to students
- The history of origami

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** 20 first-grade students, 50% ESOL, met every day

## MATERIALS & RESOURCES

**Materials:** Origami paper/colored copy paper cut into squares, the book *Lissy's Friends* from an internet read-aloud book (the story is from Unit 6 in the 1st-Grade textbook), pencils, crayons

**Resources:** The Internet, public library

## ABOUT THE TEACHER

Mayako Nakamura has been teaching elementary students for the past 19 years. She was selected as Teacher of the Year at her school and teaches classes at Miami Dade College. Mayako has earned many grants from The Education Fund and DonorsChoose. She has used this project for the past five years. No assistants, paraprofessionals, or volunteers are needed.

**To register and download project info for this workshop, visit www.educationfund.org**

## MAYAKO NAKAMURA

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***"By exposing students to the unique tradition of folding paper, they become more interested in reading and are eager to make their own origami."***

## STANDARDS

**LANGUAGE ARTS**

**ELA.K12.EE.** Read and comprehend grade-level complex texts proficiently.

**ELA.1.V.1.3** Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

**SOCIAL STUDIES**

**SS.K.A.2.2** Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

**SS.1.C.2.4** Show respect and kindness to people and animals.

## STEPHANIE WOOLLEY-LARREA

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*"This is an in-class, hands-on activity that teachers can use to teach and review curricular concepts."*

### STANDARDS

**LANGUAGE ARTS**

**ELA.X.R.1.** Reading Prose and Poetry

**ELA.X.R.2.** Reading Informational Text

**ELA.X.R.3.** Reading Across Genres

**ELA.X.C.2** Communicating Orally

(X=Grade, because it's applicable to all grade levels).

ENGLISH LANGUAGE ARTS

# Thinking Hexagonally

***This method helps students make connections between ideas and concepts***

To help review previously taught material, this activity requires students to work together to create connections between things they have learned over a period of time. It can be used as a unit or literary work review or as a cumulative review of curricular concepts. Teachers create a list of terms with which they want students to engage and provide access to supplies students need to interact with the terms. Students work in small groups to form connections between the terms and discuss their reasoning behind their connections. Afterward, teachers can extend the activity in various directions with increasing difficulty levels. Students find it challenging yet fun and meaningful. Teachers can expand the activity in a multitude of other ways to achieve their goals. This practice can be used for any subject area.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to practice the activity
- Debrief the thinking skills used to do the activity
- Instructions for the students

## STUDENTS

Adaptable for Grades 5-12

**Students who participated:** 121 students in a whole class setting or smaller groups of 4-5, repeated at least twice

## MATERIALS & RESOURCES

**Materials:** Hexagonal shapes (printed, cut out), construction paper, scissors, glue

**Resources:** None

## ABOUT THE TEACHER

Stephanie Woolley-Larrea has been teaching since 1994. She was Teacher of the Year at her school in 2001. She is a National Consultant for the College Board and has been working with them since 1999. Currently, Stephanie is the English Department Chair at her school and the Lead Mentor on the PLST Team. She has used this project for one year. No assistants or volunteers were needed.

**To register and download project info for this workshop, visit www.educationfund.org**

# The Education Fund's
# Food Forests for Schools

*In partnership with M-DCPS' Department of Academics and Department of Food & Nutrition*

## What is a Food Forest?

The Education Fund is revolutionizing science, math, and nutritional education for students via a first-in-the-nation model, using outdoor eco-labs on school grounds. An array of fruits, vegetables, and herbs in the form of trees, bushes, vines, and ground cover span up to a quarter acre in width. The winding pathways and tree-covered canopies are great for outdoor classrooms, with harvesting always available for cafeteria meals and homebound use.

## How Does It Work?

Science and mathematics come alive for students in the Food Forests (FF), resulting in 71% of students increasing their science achievement and 78% increasing their math knowledge. Children are learning about the super-foods we are pioneering, such as the Moringa tree, which provides more calcium and protein than milk, and Barbados Cherries, which give children the vitamin C of 18 oranges in one cherry. They are exposed to 35+ different crops (80% perennial and 20% annual), experiencing the plant life cycle from seed to table in just one school year.

## For Students

Students participate in daily or weekly harvests – for the cafeteria and their homes. Since transitioning from gardens to FF beginning in 2014, students have taken home 257,274 Harvest Bags. Students are excited to see plants they have grown added to their cafeteria meals, since 2014 over 6,714 meals have been enhanced with nutritious school-grown produce.

## For Teachers

We invest in teachers and teacher training both on – and off-site. Our hands-on science and math modules are aligned with the district's Pacing Guides, which now include our curriculum lessons as recommended for all elementary sciences. We also train cafeteria managers and teachers together so that these nutritious plants grown by children may be used in cafeteria meals. School land that was once unused is now bustling with student activity each day. In fact, our work changed the school district's Wellness Policy, which now recommends all schools establish edible gardens, a precursor to the science recommendation.

# Exploring the Microscopic World Outdoors with LCD Microscopes

***LCD microscopes ignite student curiosity and passion for science on an unforgettable journey into the hidden world of nature, where the tiniest organisms hold immense beauty and significance.***

Step outside the confines of traditional classrooms and dive into the captivating world of microscopic exploration with this interactive workshop, "Exploring the Microscopic World Outdoors." This unique learning experience harnesses LCD microscopes' power to bring nature's wonders up close while embracing the nature that surrounds us. In this hands-on workshop, participants can uncover hidden marvels in their natural surroundings using state-of-the-art LCD microscopes. These portable and user-friendly devices feature high-resolution screens, allowing for immediate observation and analysis of microscopic specimens.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Introduction to LCD Microscopes: Learn about the features and capabilities of LCD microscopes
- Outdoor Exploration: How to collect samples from nearby natural environments, gardens, or forested areas
- Hands-on Microscopic Analysis: Utilize LCD microscopes to observe and analyze collected samples on the spot.
- Receive guidance on focusing techniques and image capture using LCD microscopes

## STUDENTS

Adaptable for Grades K-8

**Students who participated:** 156 students participated in this project. 122 participated in the entire project and presentation, and 34 students from another teacher's class participated in the project presentation.

## MATERIALS & RESOURCES

**Materials:** LCD Digital Microscopes, Index cards, pipettes

**Resources:** The Internet, YouTube videos

## ABOUT THE TEACHER

Karen W. Gant has served as an instructor for Miami-Dade County Public Schools for the past 38 years. She received and maintained her National Board Certification for Middle Childhood Generalist from 2003 to the present. Ms. Gant has also served as a Master Teacher Trainer for the Teacher Resource Network at Valdosta State University, and A Master Teacher Mentor for SECME National Office during the SECME Summer Institute at a variety of universities across the country. Mrs. Gant has received a plethora of recognitions, including two national awards – SECME National Teacher of the Year (2002) and National Society of Black Engineers "Educator of the Year."

**To register and download project info for this workshop, visit www.educationfund.org**

**SPONSORED BY** The Frederick A. DeLuca Foundation

## KAREN GANT

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***"Students can identify pollen and get excited to touch it and look at it closely using the microscopes. They can identify the individual grains!"***

## STANDARDS

**SCIENCE**

**SC.2.L16.1** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies

**SC.3.P.8.3** Comparing Properties of Materials – Students go outdoors to collect two objects and they use rulers and magnifying glasses to make observations and to compare and contrast the observed properties (Properties of Matter)

**SC.4.E.6.2** Minerals and Rocks – Students observe and document the characteristics of different rocks ( Rocks and Minerals)

**GIFTED TECHNOLOGY**

**G.K12.3.1.1A** Cooperative Research – Know: Participate in a cooperative group to solve problems and/or complete a research project

## MONICA DURAN

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*"This activity can be adapted to many age levels, depending on students' grade, ability, and maturity level."*

### STANDARDS

**SCIENCE**

**SC.5.P.9.1** Investigate and describe that many physical and chemical changes are affected by temperature.

**LANGUAGE ARTS**

**LA.6.3.2.2** The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity.

**CULINARY ARTS**

**CTE.13.04** Compare and contrast the reactions of different chemicals on foods.

HEALTH & WELLNESS

# Poppin' Boba Balls

***Popular Bubble Tea teaches chemical spherification***

It's not magic; it's basic science and chemical reactions. In this highly intriguing and clever culinary endeavor, students use the spherification process to produce Boba balls made from Boba Tea. The process is quite simple; any teacher (not just science or culinary) can implement it with their students in just a few steps. All that is needed is the proper chemicals and a few tools. Students measure powdered chemicals, water, and the liquid chosen for the spheres (in this case, Boba Tea). A spherification tool is loaded, and the magic begins as Boba balls fall into the water bowl and instantly create a visible sphere. As they watch in amazement, the liquid changes form in front of students' eyes. Best of all, they can taste their creation when the process is complete.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Explanation of spherification
- How teachers can use spherification with their students
- How to do a Boba balls demonstration (How does it work?)

## STUDENTS

Adaptable for Grades 3-12

**Students who participated:** 29 high school culinary students, levels 2-3, in ages ranging from 15-19, met every other day for an hour and a half

## MATERIALS & RESOURCES

**Materials:** Small table near an electrical outlet, large clear glass bowl, small digital scale, hand-held immersion blender, measuring cup, electric spherificator, spherification spoon, calcium chloride, sodium alginate, sodium citrate, flat liquid for spherification (e.g., juice, Gatorade, etc.)

**Resources:** The Internet, purchased chemicals@Amazon.com
How to Make Popping Boba: The Science of Spherification on YouTube

## ABOUT THE TEACHER

Duran has been a teacher at her alma mater, South Miami Senior High, for 27 years. She has taught Culinary Arts for 18 of those years. Monica serves as Department Chair for the Career and Technical Education Department and teaches over 300 students. She is the sponsor of the Family, Career, and Community Leaders of America and the girls' bowling coach. In her free time, Monica serves as a South Miami Senior High Alumni Association board member and represents them at EESAC.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

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# Pressed Flowers and Aromatherapy

***Creating art using flowers and plants leads students to love nature***

Pressing plants and flowers allows students to observe and appreciate their patterns – the petals, stems, leaves, and roots. Students also learn to appreciate nature as they enjoy the calming aromatic scents of essential oils diffused into the classroom environment. This project is a great segue to science, technology, and poetry skills as students observe and work with plants and flowers. Through a series of tasks, taking students from the introduction of types of leaf patterns to leaf and flower collection nature walks to writing a descriptive poem and watching pressed flower design videos, students develop their love for flowers and plants as they realize that their ideas and creativity can be inspired by nature.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to bring creativity to your classroom
- How to inspire and motivate student learning
- How to utilize the art of pressed flowers to capture students' interest in the outdoors

## STUDENTS

Adaptable for Grades 1-5

**Students who participated:** 22 third-grade students, ranging from low to moderate academic performance, participated in the project. The student population comprised ESOL levels 2-5, non-readers, low socio-economic background, and learning disabilities.

## MATERIALS & RESOURCES

**Materials:** Old phone books, any heavy books like dictionaries that can provide weight, collection of colorful leaves, grasses, flowers, herbs, craft glue or modge podge, thin paint brushes, plain note cards/postcards/watercolor paper, durable construction paper

**Resources:** The Internet, computers, garden or plants and flowers, nursery, almost perishable flowers about to be thrown out

## ABOUT THE TEACHER

Alena Sheriff is an experienced Ideas with IMPACT disseminating presenter. Being a presenter with The Education Fund has given Alena credibility among her peers to keep bringing new ideas to share with colleagues. She is certified in grades K-3 and has been working as an educator for 27 years. Alena was selected as Teacher of the Year twice and Mindfulness Champion this year at her school, has achieved the award for National Board Certification, and was a grant recipient for The Education Fund's Food Forests for Schools and Teach-A-Thon programs.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

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## ALENA SHERRIFF

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***"Students say this project is very satisfying!"***

## STANDARDS

**SCIENCE**

**SC.3.L.15.LN.2** Classify parts of plants into groups based on physical characteristics, such as classifying leaves by shape.

**SC.3.L.15.SU.2** Sort common plants by observable characteristics.

**SC.3.N.1.1** Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

**SC.3.N.1.PA.1** Explore, observe, and recognize common objects in the natural world.

## BELA DELGADO

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### STANDARDS

**SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.

**BTOK.4Y-K.SI.2.1** Demonstrates knowledge related to living things and their environments.

**MA.912.DP.5.6** Determine the appropriate design, survey, experiment, or observational study, based on the purpose.

**G.K12.6.3.3C** Action Plan Components – Perform: Action plans include appropriate allocation of time, money, materials, and other resources.

HEALTH & WELLNESS

# School Gardens 101

Join the growing number of teachers who are incorporating gardening into the academic experience for their K-12 students! Establishing a school garden is an incredible way to engage students in the world of agriculture and foster an ideal setting to incorporate STEM concepts in a classroom. School gardens allow students a hands-on approach by encouraging critical thinking through ecological systems. This workshop will support teachers in creating a learning environment where academic skills come alive for students. In this interactive session, we will walk attendees through the fundamentals of getting a school garden project established and sustained. Learn how to form a garden team, identify community stakeholders, develop a garden map, create a food safety plan, and outline a garden-to-cafeteria guide. The workshop will also include gardening tips and tricks, as well as the essentials of garden sustainability.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The importance of agriculture literacy and education
- How to establish a school garden
- How to sustain a school garden

### STUDENTS

Adaptable for all grade levels
**Students who participated:** 29 high school culinary students, levels 2-3, in ages ranging from 15-19, met every other day for an hour and a half

### MATERIALS & RESOURCES

**Materials:** School Gardens 101 Workbook
**Resources:** Grow to Learn Gardening Guide
School Garden Guide
Farm to School FL | Florida Department of Agriculture and Consumer Services

### ABOUT THE TEACHERS

Bela Delgado is the Farm to School Coordinator: Food Waste Specialist within the Florida Department of Agriculture and Consumer Services. Bela is responsible for the development and implementation of Food Recovery in Schools and Farm to School Initiative. She strives to establish local food systems by reducing food waste and food insecurity in our communities. Bela holds a Master's of Public Administration and loves to spend time working on her family's farm.

Michael Carter is a Farm to School Coordinator for the Florida Depart of Agriculture and Consumer Services, where he works to expand the Farm to School Initiative by assisting in the establishment of school garden projects, educational programming, and helping to integrate fresh Florida produce into schools. He has been working in sustainable agriculture for nearly a decade and has been involved in projects ranging from agriculture extension work in rural Paraguay as a Peace Corps volunteer, to managing an organic farm and food forest in the Republic of Panama. Michael is passionate about creating sustainable food systems and educating on the wonders of ecology.

**To register and download project info for this workshop, visit www.educationfund.org**

### SPONSORED BY

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# Don't miss this Special **Health & Wellness** workshop from Florida Agriculture in the Classroom!

**To register for these workshop, visit www.educationfund.org**

***Presenters:***
***Becky Sponholtz,***
***Executive Director,***
***Florida Agriculture***
***in the Classroom***

***Jennifer Morgenthal,***
***Programs Manager,***
***Florida Agriculture***
***in the Classroom***

## Battle of the Sweets!

Sugar is grown and/or refined in 17 states across the U.S., but did you know that not all sugar comes from the same plant? Do you know if sugar is naturally white or not? Do you know what the expiration date of sugar is? Learn all this and more in our hands-on, engaging sweet workshop! Believe it or not, sugar cane is grown in southern states and sugar beets are grown in the northern states. You will have the chance to participate in a taste test and try to determine which plant it came from. We will look at the similarities and differences between sugar cane and sugar beets. Then we will take you on a journey from the field to the table and learn how sugar is processed. Teams will then compete in a team building/communication activity where everyone will have the chance to compete for a sweet surprise. Last, you will learn how to grow your own sugar treat and go home with a kit to try it out. What works better – cane sugar or beet sugar? Let's find out in the Battle of the Sweets!

**SPONSORED BY**

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School District Education Foundation Matching Grant Program

Department of Food and Nutrition Eating Healthy Every Day!

BRAMAN FAMILY FOUNDATION

THE JORGE M. PÉREZ FAMILY FOUNDATION

The Batchelor Foundation

## RENEE O'CONNOR

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*"These activities can be used with all history units, including Holocaust studies."*

### STANDARDS

**SOCIAL STUDIES**

**SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

**SS.912.W.1.1** Use timelines to establish cause and effect relationships of historical events

**SS.912.W.1.6** Evaluate the role of history in shaping identity and character.

**SS.912.S.1.8** Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today

SOCIAL SCIENCES

# Role Play the History Way

***Students step into the shoes of a historical person***

Role-playing using primary sources is a highly effective method for engaging students in historical thinking and understanding. By assuming the roles of historical individuals, students can develop empathy and a better understanding of the complexities and nuances of historical events. Students also develop research, critical thinking, empathy, and communication skills. Worksheets for character analysis guide students in deeply analyzing their characters and motivations, including questions about the character's background, goals, fears, and interactions with other individuals or groups during that time. Overall, this approach brings history to life and helps students connect with the human aspect of the past.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create role-play activities
- Suggestions of units with which to use the activity
- Lesson plans and copies of worksheets that teachers can adapt to their needs

### STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 30 students in grades 9-12, including ESOL and Gifted, activities completed in 5 classes.

### MATERIALS & RESOURCES

**Materials:** Name tags, laptops, documents

**Resources:** The Internet, media center, and/or computer lab

### ABOUT THE TEACHER

Renee O'Connor is Miami-Dade County Public Schools' North Region Teacher of the Year. She is a 2011 Teach for America Corps member still teaching at her placement school (and Alma Mata – Miami Norland Senior High). Renee has been an educator for 12 years, and is a 2022-2023 Pulitzer Center Fellow. This project does not require any assistance or volunteers.

**To register and download project info for this workshop, visit www.educationfund.org**

### SPONSORED BY

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# History with Character!

***A biography twist engages students to draw and write***

Students love animal characters in literature, and they get their chance to create their own in this biography project. They create an animal character based on the biography of a historical person – imagine Cleopatra as a lioness. Being highly innovative and collaborative, students brainstorm ideas and create the character, use three sources to research the historical figure, produce a draft and final copy, illustrate their character, and present their book to the class. This project sharpens research, imagination, creativity, and collaboration skills. This project can be easily adapted to all grade levels with minor adjustments. Secondary students can work individually and conduct more intensive research.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to use social studies to teach reading, writing, and research skills
- How to use this project to foster teamwork
- This project allows students to showcase their artwork and strengths

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** 250 high school students, with each class divided into groups, met over the course of a nine-week grading period

## MATERIALS & RESOURCES

**Materials:** Classroom, markers, paper, and simple lesson plans have been prepared for teachers to adapt this project

**Resources:** The Internet, media Center, texts for research; schools can invite author and illustrator Andrew Toffoli to their school to give a demonstration and inspire their project

## ABOUT THE TEACHER

Andrew Toffoli has been teaching Communications Technology for 24 years. The project was part of the Department of Education's Teaching American History and Broward Teaching Expo grants. Andrew has used it with his high school students for over 12 years, and it does not require assistants, paraprofessionals, or volunteers.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

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## ANDREW TOFFOLI

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*"This project cultivates collaborative learning."*

## STANDARDS

**ENGLISH LANGUAGE ARTS**

**LAFS.K12.W.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LAFS.K12.R.4.10** Read and comprehend complex literary and informational texts independently and proficiently.

**LAFS.3.L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

**SOCIAL STUDIES**

**SS.5.A.1.2** Utilize timelines to identify and discuss American History time periods.

**VISUAL ARTS**

**VA.3.S.1.2** Use diverse resources to inspire artistic expression and achieve varied results.

## ASIAH WOLKFOLK-MANNING

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*"You can develop presentations for almost any topic to extend learning and help students develop research and communication skills to use at any grade level."*

### STANDARDS

**SOCIAL STUDIES**

**SS.912 A1.6** Case studies exploring socio-political-economic relationships

**LANGUAGE ARTS**

**LAFS.910.SL.12, 1.3, 2.4** Integrate multiple sources from diverse media, evaluate accuracy/ credibility of sources, evaluate speakers POV, reasoning, and use of evidence, present info, findings, and supporting evidence clearly

**LAFS.910.WHST.1.1, 1.2., 2.4** Write arguments, develop claims/counterclaims; write informative / explanatory text, establish and maintain formal and objective tone

**C2.6** Evaluate / defend positions about Con rights / explain why rights not absolute ge, relevant examples, specific vo ead; use technology, including the Internet to produce and publish work

**C2.6** Evaluate / defend positions about Con rights / explain why rights not absolute

SOCIAL SCIENCES

# Presentation-Based Learning

***Students create effective presentations for school projects, college applications, and the workplace***

Creative presentations support collaborative learning, critical thinking, and the use of technology in the classroom. Students learn and enhance research, writing, and public speaking skills, develop cooperative learning and problem-solving skills, and find effective ways to utilize technology (i.e., PowerPoint, slideshows, video clips) in their presentations. For example, high school seniors can complete an individual project on their overall journey from K-12. They write reflections to their younger self, thank you letters, and case summaries to illustrate what they learned along the way. They create a slide show which can include quotes and artifacts showcasing their personality, evolution, and goals for the future. As their final assignment, the students give a 10–15-minute presentation consisting of business professionals and community partners. Presentation skills are used in many professional fields – this is a critical skill to learn!

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to develop creative projects, organize assignments, and templates
- How to create reasonable timelines that hold students accountable
- How to keep students engaged and challenged while learning

## STUDENTS

Can be adapted to grades 6-12

**Students who participated:** 85 students in grades 9-12, one class per grade level, and given class time to work on group or individual project assignments. Students were encouraged to work outside the classroom on their own time.

## MATERIALS & RESOURCES

**Materials:** Computer, printer, PowerPoint presentation

**Resources:** The Internet, Canva (free software platform), community partners and business professionals to assist and/or judge oral presentations

## ABOUT THE TEACHER

Asiah Wolfolk-Manning is certified in English / Social Studies in grades 6-12 and has over 20 years of classroom experience. She was the 2015 Teacher of the Year for Miami Carol City Senior High School and has been the keynote speaker for the FBLA District Meeting and JROTC Military Ball. For the past few years, Asiah has been an IDEA Expo Disseminator, participated in the Teach-A-Thon, and received grants from The Education Fund – Adapter, Student Power, and Podcast.

**To register and download project info for this workshop, visit www.educationfund.org**

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# The Education Fund's **Civics Podcast Grant**

Funded by the Lynn and
Louis Wolfson II Family Foundation

> ***Thank you so much for giving us the opportunity to do this podcast project. It really is amazing how much growth the students experienced during the process, and how much self-confidence they have gained. I saw young people find their voices while doing this project, and that is something that just can't be quantified in terms of value.***
>
> **–Jason Crespo,**
> **Homestead Senior High School**

When The Education Fund launched our **Student Power** Grant program to promote **student civic engagement**, we saw a **45% increase** in the belief that citizens have a large responsibility to take part in the civic process and a 92% increase in the number of students who contacted an elected official for the first time. Students tackled issues of their own choosing, including mental health, bullying, the school-to-prison pipeline, and voter registration. Students learned that their voices can be heard, that their voices are loud, and that their voices are powerful.

To further this momentum, our **Civics Podcast** grant helps students broadcast their voices through podcasts. Our grant provides teachers with the funds necessary to purchase equipment for students to produce their podcast and the platform to share them with their peers, their community, and the world!

Student podcasts can cover a variety of pertinent topics such as pandemic management, vaping, gun laws, social media, bullying, and environmental issues – but ultimately the students select relevant issues of most concern to them.

Students naturally migrate toward integrating technology into their daily activities and for communicating their experiences. While everyone has a camera in their pocket, not everyone knows how to plan, produce, script, edit, and distribute their work. The Education Fund's Civic Podcast grant changes the dynamic.

# Record, Edit, Podcast! Oh My!

***Primary students create podcasts to communicate with kids their own age on topics important to them***

Producing a podcast isn't just for adults – elementary school students can do it too, and they do it well. Giving students the autonomy to communicate their ideas and thoughts regarding relevant and meaningful topics that affect them and their community, they develop confidence and motivation to collaborate and encourage each other. They increase their independence, as they delegate tasks, write questions, take notes, and share. All elements of podcasting are involved: equipment use, recording, editing, adding music, and interviewing guest speakers. Students also create a "vision board" with future topics for next year's podcast crew before they move on to middle school where they are now prepared to work independently on projects that incorporate technology, journalism, writing, and speaking skills.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create a Podcast Logo
- How to create a free Anchor account to implement their Podcast with students
- How to record, edit and add music to their Podcast

## STUDENTS

Adaptable for Grade 3-5

**Students who participated:** Initially a group of 9-12 students of different learning abilities (Gifted, Regular Classroom, 5th grade), met 2-3 times per month and in some cases met during a special area, lunchtime, and/or after school.

## MATERIALS & RESOURCES

**Materials:** Podcasting Recording Kit w/mics, stands & headphones, laptops or iPads, vision board, schedules, Podcast topics/ideas, pictures of previous filming, podcast recordings, examples of podcast room décor – (full list of materials in Idea Packet)

**Resources:** The Internet, space at school to set up a podcast room, media center and library, guest speakers, filed trips, Spotify Subscription, Anchor platform

## ABOUT THE TEACHER

Navia Gomez has been teaching for 24 years. She has received several grants from The Education Fund, including Innovator, Disseminator, and last year a Civics Podcast Grant. Navia has also received several grants funded by DonorsChoose, Toshiba Exploration, Florida Association of Science Teachers, Dade County Science Teachers Association (DCSTA), and Dream in Green. She currently serves as the elementary liaison for DCSTA and is the STEM liaison and PD liaison at her school. Navia used this project last year.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

Lynn and Louis Wolfson II Family Foundation

## NAVIA GOMEZ

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***"It can be easily adaptable because our students are already using these same skills while playing video games."***

## STANDARDS

**LANGAUAGE ARTS**

**ELA.5.C.2.1** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, Clear pronunciations and appropriate pacing.

**ELA.5.C.1.3** Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaborations, and an organizational structure with varied transitions.

**ELA.5.C.4.1** Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

**SCIENCE**

**SC.35.CS-PC.2.1** Explain how computers and computing devices are used to communicate with other on a daily basis.

## ASIAH WOLFOLK-MANNING

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PHONE


### APPLY NOW TO RECEIVE FUNDS

First-time recipients will receive a $500 Grant + $250 Stipend. Previous recipients will receive a $250 Grant + $250 Stipend. Funds can be used to purchase podcast recording kits (less than $300) and editing and script dictation software packages. The Education Fund will provide a podcast platform for you to upload your students' podcasts.

### STANDARDS

**ENGLISH LANGUAGE ARTS**

**LAFS.1112.RST.3.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**SOCIAL SCIENCES**

**SS.912.CG.2.2** Explain the importance of political and civic participation to the success of the United States' constitutional republic.

**SS.912.CG.2.7** Analyze the impact of civic engagement as a means of preserving or reforming institutions.

PODCASTING

# Podcasting for Civic Engagement

***Podcasting empowers students to discover the power of their own voices***

Podcasts are one of the most popular mediums today and offer an easy and inexpensive platform for sharing ideas, storytelling, advocating for a cause, promoting a small business, and teaching a lesson. In this informative workshop, you'll learn the basics of starting a podcast, for yourself or with your students. We'll cover equipment, recording techniques, editing, how to stream your podcast and more.

You'll also learn about the The Education Fund's Civics Podcast Grant, funded by the Lynn and Louis Wolfson II Family Foundation. This grant will provide teachers with the funds necessary for students to produce and broadcast their voices through podcasting. Guide your students in selecting current, relevant topics such as pandemic management, vaping, gun laws, social media, bullying, and environmental issues and how to identify and interview guests to add supporting and/or opposing viewpoints.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to start a podcast
- How to use recording equipment
- How to apply for The Education Fund's Civics Podcast Grant

### STUDENTS

Adaptable for Grades 6-12

### MATERIALS & RESOURCES

**Materials:** Laptops, microphones, recording/editing software

### ABOUT THE TEACHER

Asiah Wolfolk-Manning is certified in English / Social Studies in grades 6-12 and has over 20 years of classroom experience. She was the 2015 Teacher of the Year for Miami Carol City Senior High School and has been the keynote speaker for the FBLA District Meeting and JROTC Military Ball. For the past few years, Asiah has been an IDEA Expo Disseminator, participated in the Teach-A-Thon, and received grants from The Education Fund – Adapter, Student Power, and Podcast.

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## MARK GODINEZ

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PHONE


*"My students learned how to work in effective teams and gained leadership and confidence in presenting their ideas."*

### STANDARDS

**SCIENCE**

**SC.912.CS-CS.6.6** Describe a few of the major branches of artificial intelligence (e.g., expert systems, natural language processing, machine perception, machine learning).

**SC.912.CS-CS.6.7** Describe major applications of artificial intelligence and robotics, including, but not limited to, the medical, space, and automotive fields.

**SOCIAL STUDIES**

**SS.912.P.13.7** Discuss issues related to the consequences of intelligence testing.

**SPECIAL SKILLS**

**SP.PK12.US.5.10** Use appropriate verbal and nonverbal communication when giving an individual or group presentation

TECHNOLOGY IN THE CLASSROOM

# Leveraging AI for Good

***Students examine ethical implication of Artificial Intelligence***

In today's rapidly advancing technological landscape, artificial intelligence (AI) has the potential to revolutionize many aspects of our lives. However, it is crucial to consider the ethical implications and ensure AI is used for the betterment of society. In this project challenge, students address the following questions: How can AI be used for good? What new business idea, product, or marketing campaign can students create to leverage AI for a positive impact in the world? Students will gain an understanding of what AI is, discuss the ethical implications, and identify examples of how AI is being used for good. Collaboration is key as they create a product design, business concept, or marketing campaign using AI for Good. Upon completion, a 3–5-minute pitch of their idea is presented to industry leaders and students.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to use project-based learning to engage in real-world problem-solving with meaningful projects
- How to integrate Artificial Intelligence into your classroom for all subject areas
- How to give students a fundamental intro to Artificial Intelligence

### STUDENTS

Adaptable for Grades 8-12

**Students who participated:** Students in grades 9-12, ages 14-19 participate in this project.

### MATERIALS & RESOURCES

**Materials:** Pencils, paper, computers

**Resources:** The Internet, Canva, PowerPoint, or any other presentation tool, field trip to the Miami Dade College AI Innovation Center, guest speakers

### ABOUT THE TEACHER

With 16 years of teaching experience, Mark Godinez specializes in presenting technology curriculum to his students. He has won numerous grants from The Education Fund, including Innovator, Podcast, and Disseminator. Mark has also earned many awards such as 2022 National Center for Woman and Information Technology Educator Recipient, 2019 South Dade Senior Teacher of the Year, 2019 and 2020 South Florida Affiliate NCWIT Educator of the Year, and 2020 NASEF Scholastic Fellow.

**To register and download project info for this workshop, visit www.educationfund.org**

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# Teaching with Artificial Intelligence

***Students reap the benefits of AI in the classroom***

AI has the potential to make a transformative impact on the education field. Teachers can effortlessly individualize lessons and create differentiated instructional materials through AI tools. AI language models can quickly generate interactive presentations and engaging activities and tailor assessments that align with individual student needs and learning styles. AI-powered language models can also assist teachers with effective communication in crafting clear and concise messages to convey information, instructions, and feedback to students, parents, and colleagues. Educators will find that this project equips them with practical strategies to save time, personalize instruction, and create an inclusive and engaging learning environment, ultimately making their job easier and maximizing student success.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How AI language models can enhance pedagogical practices and simplify everyday tasks
- Practical uses of the current AI models, focusing on lesson planning, content creation, differentiation, grading, and effective communication with students and parents

## STUDENTS

Adaptable for Grades K-12

**Students who participated:** In total, 3,850 students participated in a course where activities were refined using the help of AI.

## MATERIALS & RESOURCES

**Materials:** Computers

**Resources:** The Internet, AI-Powered Platforms such as ChatGPT and Bard

## ABOUT THE TEACHER

Dr. Jeannette Tejeda has a strong passion for teaching and learning paired with extensive experience working with academically and culturally diverse students in large urban districts. She works in the M-DCPS Office of Instructional Technology and is an online adjunct professor at the American College of Education (ACE). Throughout her career, Jeannette has worked in a wide range of grade levels, dual language programs, ESOL, and co-taught inclusive special education settings. Her passion for education continues to drive her desire to share best practices and serve others to improve student achievement.

**To register and download project info for this workshop, visit www.educationfund.org**

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## DR. JEANNETTE TEJEDA

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PHONE


*"Students have experienced a surge in comprehension and engagement."*

## STANDARDS

**LANGUAGE ARTS**

**ELA.K12.EE.4.1** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.6.1** Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning.

## ZENY ULLOA

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*"Schoology brings our educational system to the modern era of providing instruction to our students."*

### STANDARDS

**SCIENCE**

**SC.35.CS-PC.2.1** Explain how computers and computing devices are used to communicate with others on a daily basis.

**SC.68.CS-CS.4.2** Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g., user interface, IO device management, task management).

**SPECIAL SKILLS**

**SP.PK12.US.4.2** Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.

**LANGUAGE ARTS**

**ELA.612.F.2.4** Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.

TECHNOLOGY IN THE CLASSROOM

# Demystifying Content Creation in Schoology

S

***Schoology – a time-saver for teachers***

Schoology assists teachers in creating meaningful, effective content for students. It helps teachers organize materials and create pages, discussions, assignments, and assessments, all without using paper. Quick and easy, Schoology saves time in the daily class routine. For example, with the Annotations Assignment feature, teachers can now use any PDF, Word, PowerPoint presentation, or other documents without going to the copier to make students' weekly classroom copies. The Annotations Assignment feature creates a new copy of the inserted file for each student so they can complete their work, then click Submit to send it off to their teacher for grading. Schoology simplifies the process of creating, delivering, and managing educational content, allowing teachers to focus on teaching and students to focus on learning.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to communicate with their entire class within Schoology
- How to assign classwork with the new Annotations Assignments feature
- How to engage students with meaningful discussions whether they are in kindergarten or 12th grade

### STUDENTS

Adaptable for Grades K-12

**Students who participated:** 450 students in elementary and secondary schools, met with teachers once a week for three months

### MATERIALS & RESOURCES

**Materials:** Computers and/or smartphones

**Resources:** The Internet with Wi-Fi access, Schoology Mobile App, Schoology Tutorials, YouTube Schoology Channel, M-DCPS' Schoology 'How to Guide's has over 45 pages of content

### ABOUT THE TEACHER

Zeny Ulloa has over 18 years of experience as a Miami-Dade County Public Schools teacher. She currently serves as a Curriculum Support Specialist for the Instructional Technology Department. Zeny has written and been awarded numerous grants from The Education Fund. She has been an Education Specialist for Nova Southeastern University, an MIE Trainer, a Merge Ambassador, and a Student Voice Ambassador for Flipgrid, to name a few of her credits. She has presented at various conferences, such as FETC and Power-Up! National Conferences and Discovery Education Spring VirtCon.

**To register and download project info for this workshop, visit www.educationfund.org**

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# Canva Creations

***Canva easily makes everything look better!***

Learning to use the user-friendly Canva platform results in students and teachers creating professional-looking presentations, posters, and flyers easily and clearly demonstrating key concepts, diagrams, charts, and more for every subject. Canva's easy-to-use design tools enable users to create high-quality designs even without prior design experience. Using Canva contributes to students' academic achievement by promoting visual learning, enhancing class projects, fostering collaboration, developing digital marketing skills, encouraging creative thinking, and improving presentation skills critical for college applications and job interviews. Teachers benefit, too – they can use Canva to create visually appealing teaching aids such as infographics, posters, lesson plans, and diagrams to make their lessons more engaging and memorable.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create a student and teacher account
- How to integrate Canva via Schoology
- How to use GIFs and upload them in Schoology

## STUDENTS

Adaptable for Grades K-12
**Students who participated:** 19 third-grade students (8-9 years old), met daily for 30 minutes

## MATERIALS & RESOURCES

**Materials:** Computer, paper to print, colored ink
**Resources:** The Internet, Canva – set up a free account

## ABOUT THE TEACHER

Janeth Velazquez is a career teacher with M-DCPS, teaching for 20 years. She is a DonorsChoose recipient, Miami Learns participant, and a Common Bytes promoter. Janeth is the grade-level liaison at her school and a 3rd-grade Reading ICADS representative at her school. She used the project this school year, and no assistants, paraprofessionals, or volunteers were needed.

**To register and download project info for this workshop, visit www.educationfund.org**

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## JANETH VELAZQUEZ

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*"Canva can be an effective tool for both teachers and students to create visually appealing content."*

## STANDARDS

**VISUAL ARTS**

**VA.5.F.3.2** Create artwork that shows procedural and analytical thinking to communicate ideas.

**VA.4.S.1.2** Explore and use media, technology, and other art resources to express ideas visually.

**VA.1.S.2.1** Practice correct use of tools with various art media, techniques, and processes.

**VA.912.F.3.12** Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

## NATALIE GARCIA

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*"Students were able to explore entrepreneurship, and it exposed them to new opportunities for their future marketing careers."*

### STANDARDS

**MARKETING STANDARDS**

**5.9** Explain marketing strategies and marketing concepts

**5.14** Explain the 4 Ps of marketing

**17.1** Explain Entrepreneurship

**34.1** Types of businesses

**25.7** Develop a business plan

COLLEGE PREPARATION

# Marketing Strategies 101

***Students take a step into marketing and branding***

This marketing project inspires future entrepreneurs by providing the steps needed to develop marketing and branding strategies. Using a retail store as an example, students explore marketing objectives and budgeting, the 4 Ps of marketing, competitive analysis, segmentation/targeting/position, and content creation. Students explore social media strategies and learn logo design. Next, students fashion a T-shirt that would be sold in their retail store and construct a mini retail store inside a shoebox that displays their branding and logo. The end product can be used in their college portfolio, which is excellent for students interested in pursuing any marketing area for a career.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to execute a marketing and social media strategy
- How to create a brand and logo
- How to execute the T-shirt design and retail shoebox project

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 200 ESOL and ESE students in grades 9-12, met every other day in the school week (block schedule)

## MATERIALS & RESOURCES

**Materials:** T-Shirts, materials for shirts (can be donated), materials for shoebox (can be donated), book: *Fashion Marketing* or *Marketing Dynamics* (free trial on G-W books that includes PowerPoints)

**Resources:** The Internet, special guest speaker such as a retail/boutique store owner, donations from The Education Fund's supply warehouse, parents

## ABOUT THE TEACHER

This is Natalie Garcia's third year of teaching. She has over ten years of experience in the fashion industry as a business owner, working in visual merchandising, events, fashion styling, and fashion show production. Natalie has worked with brands such as Macys, BCBG Maxazria, Tory Burch, Henri Bendel, Monat, Perry Ellis, Marriott, and more. She has used this project for two years. No assistants, paraprofessionals, or volunteers were needed.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

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# SmartPath: Guide to College Clubs

***Empowering low-income and first-generation students with strategies and services to obtain post-secondary success***

College and career clubs embed a college and/or career-bound culture in high schools, empowering low-income and first-generation students with effective strategies and services to break down the formidable barriers to higher education. This project addresses a variety of topics: how to research colleges, complete the FAFSA, and negotiate the complex applications for college, financial aid, and scholarships. Students learn the skills needed to apply for and succeed in college and make post-secondary success the goal. The Guide to College Clubs assists schools in establishing college clubs for students in grades 9-12. It provides a collection of lessons, tools, and resources all faculty can utilize throughout the school year to inform and prepare all students for success in college and careers. Lessons and topics covered include essay writing, test-taking strategies, college research, and improving study skills.

## STUDENTS

This session will assist educators in developing a college and career mentality in their classroom for their students in grades K-12. Consequently, students in these classrooms will know about different professions, careers, and jobs available post-graduation. Students will also learn different statistics based on education level, selected majors, and geographical location.

## MATERIALS & RESOURCES

College Clubs require a dedicated classroom or lab space. Frequent access to computers (and possibly a SmartBoard) allows for successful club lessons and activities implementation

## ABOUT THE TEACHER

Vanessa Gonzalez is the Director of the SmartPath Program at The Education Fund. The SmartPath Program supports five urban high schools in Miami-Dade County to assist students with post-secondary and college planning, financial aid, majors and career exploration, and mentorship. Before leading the SmartPath program, she worked as a Youth Counselor in the non-profit world to provide GED assistance, career exploration, post-secondary education, and summer internships for over a decade.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

Joseph H. & Florence A. Roblee Foundation

## VANESSA GONZALEZ

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SmartPath Program Director
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***"Students not only learn the skills needed to apply for and succeed in college, but also make college the goal."***

## STANDARDS

**ENGLISH LANGUAGE ARTS**

**LAFS.1112.L.3.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**LAFS.K12.SL.1.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**GIFTED**

**G.K12.1.1.2** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.

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# The Education Fund

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Generously sponsored by Ocean Bank for 26+ years, the Center is an 11,000 square foot warehouse where teachers go to fill their shopping carts, and their car trunks, with basic supplies and other materials.

Every K-12 teacher working in a public school in Miami-Dade County is entitled to one shopping visit every six months. **Earn extra visits by attending the 2023 Idea EXPO or by volunteering!**

### SHOPPING HOURS:
### WEDNESDAYS 2 P.M. - 6 P.M.
### SATURDAYS 9 A.M. – 12 P.M

(Last teacher admitted 30 minutes before closing time.)

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- Click the "Book Your Shopping Visit"
- Book an appointment on an available date!

You'll receive email and text message reminders.

OCEAN BANK – MEMBER FDIC

## DR. JACQUELINE TORRES-QUINONES

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*"Historical documentation and personal stories from survivors bring a sense of reality to the Holocaust."*

### STANDARDS

**LANGUAGE ARTS**

**ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning

**ELA.K12.EE.2.1** Read and comprehend grade-level complex texts proficiently

**SOCIAL SCIENCES**

**SS.7.CG.1.11** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.

**SS.7.CG.2.9** Analyze media and political communications and identify examples of bias, symbolism and propaganda.

HOLOCAUST/TOLERANCE EDUCATION

# How We Remember the Holocaust

***Students analyze historical testimonies and share their perspective***

This project helps students better understand how seemingly ordinary people can participate in and commit horrific acts. Through active participation, students analyze historical testimonies and share their written and oral perspectives. Students are encouraged to define and provide relevant examples between the concepts of history and memory when using primary, secondary, and technological resources. The use of testimony in class instills empathy in students to feel a moral obligation to carry the memory and reject the notion of Holocaust denial. Teachers would want to adapt these lessons and activities to promote tolerance and better communication, to build a sense of collaborative teambuilding, and to make appropriate decisions addressing injustices.

## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- An array of multi resources that will enable to instruct lessons to various grade levels
- How to utilize primary and secondary resources to create a community of problem-solvers
- How to identify strategies that address academic deficiencies within reading, writing, civic learning, and Holocaust studies

## STUDENTS

Adaptable for Grades 6-12

**Students who participated:** 150 eleventh-grade ESE, ESOL, and at-risk reading students, all met before, during, and after school. Gradual release lessons and activities were administered, and students actively completed them in a timely manner.

## MATERIALS & RESOURCES

**Materials:** Note-taking and art supplies, graphic organizers, supplementary Holocaust reading books, sample artwork, copies of photographs, museum artifacts, electronic devices to have virtual museum tours, upload documents, view testimonies, and submit online activities such as polls, and survey responses

**Resources:** The Internet, suggested readings from the public library and from the school media center (see list in Idea Packet).

## ABOUT THE TEACHER

Holding a doctorate in Organizational Educational Leadership and a minor in curriculum development, Dr. Jacqueline Torres-Quinones has taught for 28 years an array of at-risk grade levels within Miami-Dade County Public Title I Schools. She has won numerous Adapter, Disseminator, Innovator, Podcast , and Civic grants from The Education Fund and DonorsChoose. Jacqueline was awarded Teacher of the Year three times at her school and has earned a plethora of certificates for high school reading-level learning gains.

**To register and download project info for this workshop, visit www.educationfund.org**

## SPONSORED BY

Robert Russell
Memorial Foundation

# Teaching Trunks on the Holocaust

***The Florida Holocaust Museum in St. Petersberg provides free teaching trunks across the state***

The Florida Holocaust Museum provides free teaching trunks to help teachers meet the Florida Mandate on Holocaust Education. The FHM's dynamic trunk curriculum teaches the lessons of the Holocaust, genocide, and character education with trunks designed to accommodate the needs of one class or a team of teachers.

The trunk materials are appropriate for students at each grade level. The focus of each trunk is carefully developed to create a spiraling educational approach that builds upon the previous grade level trunk. The first and second grade trunk is a video-based series on respect and tolerance education. All other trunks contain picture books, class sets of literature, curriculum guides, videos/DVDs, poster sets, and resource materials.

**The curriculum focuses on integration of subject areas, cooperative learning, multiple intelligences, and an emphasis on reading and writing skills. Themes include:**

- Different and the Same for first and second grade
- Creating Community for third and fourth grade
- Beginning Holocaust Studies for fifth grade

**Further study is available through specialized trunks:**

- Arts Trunk for elementary students
- Human Rights and Genocide Trunk for middle and senior high students.
- Investigating Human Behavior for middle school
- Historical Perspectives of the Holocaust for high school.

## ADDITIONAL RESOURCES

https://www.flholocaustmuseum.org/learn/for-educators/resources/
https://www.flholocaustmuseum.org/learn/

## ABOUT THE TEACHER

Yara Lugo is the Senior Museum Educator at The Florida Holocaust Museum in St. Petersburg, FL. She has been with The FHM since 2019, working to provide resources for Holocaust Education to students and teachers throughout the state.

**For more information, go to www.thefhm.org**

## SPONSORED BY

Robert Russell
Memorial Foundation

## YARA LUGO

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ORGANIZATION

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PHONE


***"Teaching Trunks ensure that the important lessons of the Holocaust are not forgotten and will be passed from generation to generation."***

### HOW TO RESERVE A TRUNK FREE OF CHARGE

Contact The Florida Holocaust Museum in St. Petersburg directly to reserve a trunk for your classroom at www.flholocaustmuseum.org/learn/teaching-trunks/

To access The FHM's Virtual Trunk go to www.thefhm.overdrive.com/

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### STANDARDS

**SS.5.HE.1.1** Define antisemitism as prejudice against or hatred of the Jewish people.

**SS.68.HE.1.1** Define the Holocaust as the planned and systematic, state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

**SS.HE.912.1.** Analyze the origins of antisemitism and its use by the National Socialist German Workers' Party (Nazi) regime.

**SS.HE.912.2** Explain the significant events, public policies, and experiences of the Holocaust.

**SS.HE.912.3.** Discuss the impact and aftermath of the Holocaust.

HOLOCAUST/TOLERANCE EDUCATION

# Resources for Holocaust Education Week

***The Florida Holocaust Museum is dedicated to teaching members of all races and cultures the inherent worth and dignity of human life to prevent future genocide***

### HOLOCAUST EDUCATION WEEK: NOVEMBER 6-10, 2023

Throughout the year, The Florida Holocaust Museum hosts a variety of special live programs, as well as during Holocaust Education Week. Many of their teacher trainings are asynchronous, and educators can view them through the Museum's online library of workshop recordings. After watching a workshop or attending a live training, educators can receive a certificate of completion. Teachers can access primary-source-based curriculums for their classrooms on the free Curriculum Portal and guide students through curriculums based on Museum's exhibitions, historical events, and primary sources. Audiobooks and e-books from their Virtual Teaching Trunks can be checked out by teachers and students on devices or accessed on a smartboard in the classroom. All the resources are free to schools across the state.

### WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- **Across Generations:** Conversations with Survivors and their Descendants Educators can schedule a virtual meeting with a Holocaust Survivor, second-generation speaker, or third-generation speaker.
- **Museum Tours:** Live or virtual tours of the Museum bring the historical and educational resources and the visual experience of the Museum's permanent exhibition to students and educators across the state.
- **Traveling Exhibitions:** For teachers introducing Holocaust history to their students for the first time or more advanced studies, the "Witness to History" exhibition features stories of Holocaust survivors who live in Florida.

### STUDENTS

The Florida Holocaust Museum has resources that encompass grade levels K-12. While there is content material not suitable for younger students, the Museum is very careful to provide the proper age-appropriate materials. The majority of their resources are currently utilized by educators who teach grades 5-12

### MATERIALS & RESOURCES

https://www.thefhm.org/for-educators/

### ABOUT THE TEACHER

Yara Lugo is the Senior Museum Educator at The Florida Holocaust Museum in St. Petersburg, FL. She has been with The FHM since 2019, working to provide resources for Holocaust Education to students and teachers throughout the state.

**To register and download project info for this workshop, visit www.educationfund.org**

### SPONSORED BY

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# DO YOU HAVE AN IDEA YOU WANT TO TRY IN YOUR CLASSROOM?

Apply for an Education Fund **INNOVATOR GRANT** to receive up to **$1,000** to fund your innovative ideas for the 2024-25 school year! The deadline is March 30, 2024.

For more information, visit us at:

**www.educationfund.org/what-we-do/programs/impact-ii**

## Would you like to present and share ideas at the 2024 Idea Expo?

For more information, visit us at:
**www.educationfund.org/what-we-do/programs/impact-ii/**

Applications are due March 30, 2024.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session A 10:30 AM – 11:25 AM

## RESILIENCY

**Resiliency Across Borders NEW**
- Disseminator: Jaqueline Gil-Abarzua
- Grades 1-6

Help students envision goals and overcome barriers through role-play, journaling, and interactive games. Teach students to identify ways to develop problem-solving skills, coping strategies, and communicate effectively. Learn how to foster positive emotions among students

**Building Resilience Through Children's Literature NEW**
- Disseminator: Tania Gordon
- Grades K-8

Learn to use children's literature to help build resilience and self-confidence in students, motivating them to use their limitless potential. Embed resilience learning and gratitude practices into lessons to promote growth mindsets; fuse reading and writing strategies with social-emotional learning.

**Neuroscience Strategies for Effective Bilingual Instruction NEW**
- Presenter: Horacio Sanchez, Resiliency, Inc.
- Grades K-12

Neuroscience has identified foundational elements of effective bilingual education. Each of these strategies will be explained and modeled. Learn new ways neuroscience research is improving the approach to bilingual education, including how to support students to overcome the stress of second language learning and the role of empathy in language comprehension.

## FINANCIAL LITERACY

**Money Smart: Teaching Financial Literacy to Teens NEW**
- Disseminator: La-Shanda West
- Grades K-12

Students learn to be smart consumers with topics such as earning a wage, purchasing needs versus wants, and the difference between safe and risky investments. Create a vision board with financial goals. Teachers benefit from this workshop, too!

## CLASSROOM MANAGEMENT

**Best Practices for Co-Teaching in a Mainstreamed Setting**
- Presenter: Vanessa Radice
- Grades K-12

Learn the six co-teaching models to empower fellow teachers, staff, and students. Create a successful, safe learning environment whether teaching alone, with a paraprofessional, or co-teacher.

**Cricut Maker Makes the Class!**
- Presenter: Daniella Parra
- Grades K-6

Learn to make your own manipulatives using a Cricut maker, and help students improve on learning math concepts. Manipulatives can be used for multiple subject areas.

## STEM

**Mathematize the CLASS Way NEW**
- Disseminator: Lianne Batlle-Baez
- Grades K-5

Establish a micro-math culture in your classroom to help students learn to share common thoughts, values, and behaviors. Teach your students how to engage in ongoing, sustained, and in-depth conversations, how to label math language, and how to implement high-level questioning patterns, reasoning, and proof skills.

## STEAM

**City of Letters NEW**
- Disseminator: Silvana Soriano
- Grades 2-5

This STEAM project provides students with hands-on experience with 2-D and 3-D techniques such as collage, printmaking, papier mâché. It encourages creativity and problem-solving skills while promoting environmental awareness and literacy, and fosters creativity and problem-solving skills.

## TECHNOLOGY

**Simplifying Teaching with AI NEW**
- Disseminator: Dr. Jeannette Tejeda
- Grades K-12

Learn how Artificial Intelligence language models enhance pedagogical practices and simplify everyday tasks. Practical uses of the current AI models include focus on lesson planning, content creation, differentiation, grading, and effective communication with students and parents.

THE EDUCATION FUND
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THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session A 10:30 AM – 11:25 AM

## ROBOTICS

**All Aboard the Lego STEAM Express NEW**
- Disseminator: Marcelle Farley
- Grades PreK-5

Learn to integrate LEGO robotics into your curriculum with hands-on learning activities that allow teachers to practice building and programming robots using the LEGO Code Express. This easy to use system does not require any prior coding or robotics knowledge.

**Code and Create a Career**
- Presenter: Michael Sakowicz
- Grades 6-12

Students construct working PCs while learning basic coding skills. This project increases attendance, aids culturally responsive and respectful pedagogy, and encourages students to learn a variety of career possibilities.

## COLLEGE PREPARATION

**Marketing 101 NEW**
- Disseminator: Natalie Garcia
- Grades 6-12

Inspire future entrepreneurs with marketing and branding strategies. Students explore marketing objectives and budgeting, the 4 Ps of marketing, competitive analysis, segmentation/targeting/position, and content creation, and explore social media strategies and learn logo design.

## ENGLISH LANGUAGE ARTS

**Future Book Publishers NEW**
- Disseminator: Ailyn Garciga
- Grades 2-12

Motivate students to write by putting their work into a full-color, professionally bound book. Using a free publishing kit that contains all the materials necessary to create a book, students work collaboratively to create illustrations and add pages to the story.

**Research for Gen Z**
- Presenter: Stephanie Woolley-Larrea
- Grades 6-12

Prepare your students for AP classes, college and the workplace with a deep dive into the research process that includes asking questions, properly researching topics, identifying credible sources, formulating outlines, developing a draft, and constructing a thesis

**Life on Mars from a Kid's Perspective**
- Presenter: Leilani Echezabal
- Grades 3-7

Implement science, technology, and ELA standards in this exciting, in-depth study of Mars. Using Google Earth, the NASA website, virtual fieldtrips and texts, students analyze the potential of life on Mars. Teachers learn how to navigate virtual field trips.

## HOLOCAUST EDUCATION

**The Legacy of the Holocaust**
- Disseminator: Dr. Jaqueline Torres-Quinones

Help students better understand how seemingly ordinary people can participate in and commit horrific acts. Through active participation, students analyze historical testimonies and share their written and oral perspectives.

## HEALTH & WELL BEING

**School Gardens 101 NEW**
- Disseminators: Michael Carter and Bela Delgado
- Grades K-12

Learn how to incorporate gardening and STEM concepts into your curriculum, how to form a garden team, identify community stakeholders, develop a garden map, create a food safety plan, and outline a garden-to-cafeteria guide.

**Exploring the Microscopic World Outdoors with LCD Microscopes NEW**
- Disseminator: Karen Gant
- Grades K-8

Learn about the features and capabilities of LCD microscopes, how to collect samples from nearby natural environments, gardens, or forested areas and to observe and analyze collected samples on the spot. Receive guidance on focusing techniques and image capture using LCD microscopes.

## SOCIAL SCIENCES

**Role Play the History Way NEW**
- Disseminator: Renee O'Connor
- Grades 6-12

Students "live" history by assuming the roles of historical figures. They develop empathy and a better understanding of the complexities and nuances of historical events. Students also develop research, critical thinking, empathy, and communication skills.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session B 11:30 AM – 12:25 PM

## RESILIENCY

**Change Everything w/o Changing Anything NEW**
- Disseminator: Janette Perez
- Grades K-12

Helps students discover what they can change instead of feeling powerless trying to "fix" what they cannot. Learn to identify what triggers thoughts, actions, and reactions and how to quickly utilize their most effective resiliency tools to correct and re-direct their thoughts, attitudes, and mindsets.

**Crafting for Hope NEW**
- Disseminator: Daniella Parra
- Grades 3-12

Through volunteerism and crafting, students learn to value community involvement, respect, responsibility, and empathy first-hand. They create and market a product to fundraise for a cause. They are motivated and enthusiastic to use their art for the greater good of their community.

## FINANCIAL LITERACY

**Building Wealth in the Digital Age NEW**
- Disseminator: Natalia Allen
- Grades 6-12

Foundational skills help students understand how technology affects their finances. Learn teaching strategies including personal finance vocabulary, the difference between saving and investing, the role of the U.S. Securities and Exchange Commission and the role the Federal Reserve plays in our economy.

## CLASSROOM MANAGEMENT

**Simulations NEW**
- Disseminator: Daniel Warlop
- Grades 6-12

Student buy-in and efficacy are enhanced when performing activities that are nested in real-world situations of life and work. Simulations mirror real-world processes in a variety of settings.Teachers become active participants in the activity that underscores purpose and goals.

**De-Stress for the Test**
- Presenter: Teresa Rodriguez
- Grades 6-12

Learn the science and impact of stress and techniques to reduce anxiety. Integrate teambuilding activities and collaboration in the classroom and beyond.

## STEM

**Mathsters of the Caclu-verse NEW**
- Disseminator: Dr. Walter Busse
- Grades 6-12

Superhero references foster student interest in math as students use algebra tiles as tangible manipulatives to cross the chasm from theoretical to practical solving of algebra problems. Learn how to address high – and low-level students via differentiated instruction and activities.

## STEAM

**The Environment is the Third Teacher NEW**
- Disseminator: Jennifer Pike-Vassell
- Grades K-12

From a rainforest to a rock wall and beyond, ideas are limitless for a 'room transformation' – the perfect strategy to build community among the teacher and students through the common goal of transforming a classroom space.

## ROBOTICS

**Self-Driving to Success NEW**
- Disseminator: Shawn Waring
- Grades 6-12

Learn to assemble the affordable ELEGOO Car Kit for your students to learn coding of self-driving vehicles, which include features such as motion sensors to stop a car when too close to a pedestrian, vibrating tires to prevent dangerous lane changes and other warnings.

**VR + Art for Game Design**
- Presenter: Mark Godinez
- Grades 9-12

In this service-learning project, high school students teach elementary students game design concepts using art and virtual reality (VR).

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session B 11:30 AM – 12:25 PM

## ENGLISH LANGUAGE ARTS

**Thinking Hexagonally NEW**
- Disseminator: Stephanie Woolley-Larrea
- Grades 5-12

Help students connect concepts they've learned over time. Teachers create a list of terms, then students work in small groups to form connections between the terms and discuss their reasoning. This practice can be used for any subject area.

**Kindness is Wonderful (Sprinkle That Stuff Everywhere!)**
- Presenter: Leilani Echezabal
- Grades K-5

This project implements character education to teach students that positive acts can help decrease bullying. Reading the novel Wonder, students learn empathy for the characters being bullied and learn to handle bullying through personal, reflective writing and group collaboration.

## HEALTH & WELL BEING

**Battle of the Sweets!**
- Disseminators: Becky Sponholtz and Jennifer Morganthal
- Grades K-8

Take a journey from the field to the table to learn how sugar is processed. What works better – cane sugar or beet sugar? Let's find out in the Battle of the Sweets!

**Essential Oils**
- Presenter: Alena Sheriff
- Grades K-12

Learn to incorporate essential oils into your classroom and curriculum to alleviate stress, increase alertness, and to teach the science of aromatherapy. Essential oils are great for teachers, too!

## SOCIAL SCIENCES

**History with Character! NEW**
- Disseminator: Andre Toffoli
- Grades K-12

Use social studies to teach reading, writing, and research skills and foster teamwork. Students research historic figures, then create a biography imaging the characters as animals. Primary students can work in teams, secondary do more extensive research.

**Writing About Miami**
- Presenter: Precious Symonette
- Grades 9-12

Students create service-learning projects related to Miami historical sites to foster volunteering, community building and self-worth

## PODCASTING

**Podcasting for Civic Engagement**
- Grades 6-12
- Disseminator: Asiah Wolfolk-Manning

Podcasting is a proven way to get students interested in civics, by producing podcasts that cover relevant topics of their choice. Learn production basics on what equipment to use and how to set it up, interviewing tips, how to secure interviews, and more.

## TECHNOLOGY

**Canva Creations NEW**
- Disseminator: Janeth Velazquez
- Grades K-12

Master the user-friendly Canva platform to create diagrams, charts, presentations, and posters for demonstrating key concepts for every subject. Learn how to create student and teacher accounts, how to integrate Canva via Schoology and use GIFs.

## HOLOCAUST EDUCATION

**Teaching Trunks on the Holocaust**
- Presenter: Yara Lugo
- Grades 5-12

Learn to utilize free Teaching Trunks from the Florida Holocaust Museum, full of visual materials and lesson plans for every grade level. Discover powerful tips for teaching Holocaust and tolerance education.

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2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session C 1:55 PM – 2:50 PM

## RESILIENCY

**Brain & Body Basics: Promoting Resiliency NEW**

- Disseminator: Vanessa Radice
- Grades K-12

Discover how the brain and body communicate to heal the brain from past traumas and cope with present stressors to strengthen confidence and character (grit). Promote overall mental and physical well-being for students and teachers!

**The Conscious Classroom NEW**

- Disseminator: Teresa Rodriquez
- Grades 6-12

Create a safe, inviting environment where students feel heard, accepted, and empowered. Students and teachers build greater, trusting relationships and strengthen mental and emotional skills.

## CLASSROOM MANAGEMENT

**Geocaching – A Real Life Treasure Hunt! NEW**

- Disseminator: Sheryl Henderson
- Grades: 3-12

Geocaching is an out-of-the-classroom activity in which students use clues and GPS coordinates to search for hidden items on school grounds. Geocaching involves physical and communication skills, deductive reasoning, problem-solving, and map skills in a real-world application.

## FINANCIAL LITERACY

**Credit Card or Cash: What's the Actual Cost?**

- Presenter: Natalia Allen
- Grades 6-12

Students learn key concepts of credit: borrowing money, credit ratings, evaluating credit card companies, and how to obtain and retain good credit. Comparing costs of buying on credit or with cash, students learn the true cost of goods and services.

## STEM

**Electric Cars and Environmental Preservation NEW**

- Disseminator: Dr. Renata Novak
- Grades 3-12

Using 3-D printing, students learn how electric cars reduce carbon emission. Connecting real-life problems with tangible solutions, they review and discuss climate change issues and ways in which they can help protect the environment.

**The Great Plankton Races NEW**

- Disseminator: Oscar Flores
- Grades 2-12

Students design a planktonic organism that doesn't float or sink quickly, with the slowest sinking plankton being the best model. Working in groups, they design, test, modify and refine their models before a final elimination race in a stimulated water tank.

## STEAM

**ECO Sprouts: Recycled Plantable Seeded Paper NEW**

- Disseminator: Susan Feliciano
- Grades 2-12

Students develop sustainable practices using the 3 R's (reuse, recycle, and reduce) as they make paper from recycled materials and use it to design mini planet earths from molds. Seeds are added to their paper pulp, and within a few days, tiny sprouts emerge.

## ROBOTICS

**Arduino! Bits, Bytes and Beyond! NEW**

- Disseminator: Michael Sakowicz
- Grades 6-12

Engage your students within all core and elective subject areas with Arduino, an easy-to-use electronics platform. Use it for vocabulary or reading comprehension, multiple science curriculum and simple-to-complex math skills required at all computer science and engineering levels.

## HOLOCAUST EDUCATION

**Resources for Holocaust Education Week NEW**

- Disseminator: Yara Lugo, FHM
- Grades K-12

Access resources from the Florida Holocaust Museum's free Curriculum Portal and guide students through exhibitions, historical events, and primary sources. Audiobooks and e-books from their Virtual Teaching Trunks can be checked out on devices or accessed on a smartboard in the classroom.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session C 1:55 PM – 2:50 PM

## ENGLISH LANGUAGE ARTS

**Be My Neighbor**
- Presenter: Navia Gomez
- Grades K-6

Students learn to exercise kindness and compassion through Mr. Rogers' legacy. This authentic method allows them to develop a strong sense of community and self-worth. Turn math/science/social studies lessons into real-world learning experiences.

## HEALTH & WELLNESS

**Pressed Flowers & Aromatherapy NEW**
- Disseminator: Alena Sherriff
- Grades 1-5

Pressing plants and flowers allows students to observe and appreciate their patterns – the petals, stems, leaves, and roots. This project is a great segue to science, technology, and poetry skills as students observe and work with plants and flowers.

**Poppin' Boba Balls NEW**
- Disseminator: Monica Duran
- Grades 3-12

Chemical spherification is taught by making popular Bubble Tea. Students learn basic science and chemical reactions while making something they can taste when the process is complete.

## SOCIAL SCIENCES

**Presentation-Based Learning NEW**
- Presenter: Asiah Wolkfolk-Manning
- Grades: 6-12

Students learn and enhance research, writing, and public speaking skills, develop cooperative learning and problem-solving skills, and find effective ways to utilize technology (i.e., PowerPoint, slideshows, video clips) in their presentations.

**Current Events for the Current Times**
- Presenter: Stephanie Woolley-Larrea
- Grades: 6-12

Expand students' world views and increase research, critical thinking, listening, speaking, and reading skills while keeping them up to date with current events. Students learn how to determine credible news sources, use proper citations, and give class presentations that give them a voice and opportunity to express opinions.

## OTHER

**National Board-Certified Teachers**
- Presenter: Judith Grey
- Information Session

Receive tips and advice on the process of certification from the NBCT of Miami group.

## TECHNOLOGY

**Demystifying Content Creation in Schoology NEW**
- Disseminator: Zeny Ulloa
- Grades K-12

Take Schoology to the next level and learn how to communicate with your entire class within Schoology, how to assign classwork with the new Annotations Assignments feature, and how to engage students with meaningful discussions whether they are in kindergarten or 12th grade.

**Terrific Teaching through Technology**
- Presenter: Nancy Sale
- Grades K-5

Using digital storytelling and iBooksAuthor, students collaborate to write and infuse their books with iPad photos, embedded videos, live websites, music, sound effects, and more.

**Flipping the Classroom with Edpuzzle**
- Grades K-12
- Presenter: Gareth Pearson

Learn how to use Edpuzzle to flip your classroom, delivering instruction as homework and leaving class time for practice, remediation, and project-based learning.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session D 2:55 PM – 4:00 PM

## RESILIENCY

**Seeing the C's of Resiliency NEW**
- Disseminator: Dr. Precious Symonette
- Grades 4-12

Students participate in think tank exercises, where they work in groups to explore current and relevant issues and develop service-learning methods that promote community service and resiliency.

**Using Fiber Arts to Reach the Heart NEW**
- Disseminator: Linda Telfer
- Grades K-12

Using multi-sensory fabrics and textiles to create self-portraits taps into students' creativity to build resiliency, critical thinking skills, empathy, and self-awareness. Reading and texts open conversations on how students see themselves and how they can connect to others who are different.

## CLASSROOM MANAGEMENT

**Concept Circles Revitalized NEW**
- Disseminator: Judith Philias
- Grades: K-12

Concept circles help students understand vocabulary and other subjects. This strategy allows students to visualize and analyze the relationship between vocabulary words within the text and gather evidence related to the words.

**Thinking Outside the Box**
- Presenter: Estee Gutierrez
- Grades 3-5

Students use higher-order thinking skills to work together to solve problems while utilizing low-cost recycled materials. Teachers learn to incorporate project-based learning in the classroom.

## STEM

**Coral City Camera NEW**
- Disseminator: Kathleen Ortiz
- Grades 5-12

Students and teachers observe the variety of organisms in Miami's marine ecosystem through a live feed from underwater in Port Miami and connect it to their curriculum. The footage is suitable for pre-lesson downtime, during a lesson, or for enrichment.

**SAT Mathematics Demystified NEW**
- Disseminator: Kelsey Major
- Grades 9-12

Give students a chance to exponentially increase their SAT scores through a system of math strategies, critical thinking, and reading comprehension. Results are immediate, and additional strategies can be implemented to correct questions that may appear in the actual SAT exam.

**Wind Tunnel Engineering Applications**
- Presenter: Rebecca Hernandez
- Grades 9-12

A portable wind tunnel provides hands-on experience with hurricane mitigation. Students create model structures of buildings and test them inside a portable wind tunnel. They mitigate their model structures to withstand stronger winds inside the tunnel.

## FINANCIAL LITERACY

**Bank on It**
- Presenter: LaShanda West
- Grades 6-12

Students learn key concepts of credit: borrowing money, credit ratings, evaluating credit card companies, and how to obtain and retain good credit. Comparing costs of buying on credit or with cash, students learn the true cost of goods and services.

## STEAM

**S.T.E.A.M.ed Fish 3-D Art Project NEW**
- Disseminator: Peter Demercado
- Grades 5-12

In this 3-D mixed media lesson using STEAM-related techniques, students design and construct their version of a Florida spiny fish. Incorporating recycled materials in the lesson prompts students to investigate issues related to recycling and the environment, including plastic pollution in our waters.

## ROBOTICS

**iCodeMe/Power of the Portrait**
- Presenter: Lisa Hauser
- Grades 3-12

Students create self-portraits using Java Script and Khan Academy. Beginners learn to code basic shapes, fills, strokes, and variables. Advanced students learn to add animation. Final projects are printed and displayed in a "gallery" where students provide constructive feedback to one another.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023 Idea EXPO
THE TEACHER CONFERENCE

**NOVEMBER 4, 2023**

# Session D 2:55 PM – 4:00 PM

## ENGLISH LANGUAGE ARTS

**Lissy's Friend NEW**
- Disseminator: Mayako Nakamura
- Grades K-12

In reading a story about an Asian girl who struggles to make school friends, young learners find they relate to the main character's efforts to fit in. Students learn kindness and empathy through the art of Origami and become more interested in reading.

## HEALTH & WELLNESS

**Butterfly Bonanza**
- Presenter: Nancy Sale
- Grades PreK-5

An easy-to-create butterfly garden provides hands-on opportunities to study science, horticulture, and language arts.

## SOCIAL SCIENCES

**Ancient Attractions**
- Presenter: Katia Calejo Mora
- Grades 3-12

Students design a theme park based on Greek mythology, learning entrepreneurship, marketing skills and critical thinking. Easily adaptable with other literary themes.

## PODCASTING

**Podcasting for Young Learners**
- Presenter: Navia Gomez
- Grades PreK-5

Teach elementary learners to produce, record and edit their own podcasts! Students choose topics, conduct interviews, add music and other elements to their podcasts.

## TECHNOLOGY

**Leveraging AI for Good NEW**
- Disseminator: Mark Godinez
- Grades K-12

How can AI be used for good? What new business idea, product, or marketing campaign can students create to leverage AI for a positive impact in the world? Students will gain an understanding of what AI is, discuss the ethical implications, and identify examples of how AI is being used for good.

**Augmented Reality with Merge Cube**
- Presenter: Zeny Ulloa
- Grades K-5

Using various digital learning applications for augmented and virtual reality, this project is designed to impact students' interests and curiosities and engage them in learning about the world around them. Economical applications such as JigSpace, Quiver, and Merge Cube help students discover concepts of tectonic plates, how a battery works, the solar system, and structures of the human brain and body.

## COLLEGE PREPARATION

**SmartPath: Guide to College Clubs**
- Presenter: Vanessa Gonzalez
- Grades 9-12

Aimed to empower low-income and first-generation students with effective strategies and services to bring down the barriers to higher education, the Guide to College Clubs provides a collection of lessons, tools, and resources faculty can utilize throughout the school year to inform and prepare all students for success in college and careers.

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[1] Online courses exclude programs with residencies and field experience.
[2] 2021-22 Q2
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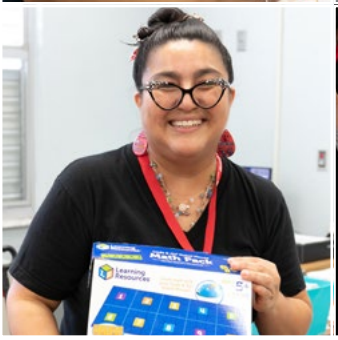

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