THE EDUCATION FUND

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COVID-19 from a Teen's Eye View

Covid-19 from a Teens Eye View

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Table of Contents

Goals and Objectives……...…3

Florida Standards……...……..4

Course Outline/ Overview…….…5

Lesson Plan #1 and step by step guide in implementing
Social Emotional Learning Component……...7
Academic Component…….....7

Lesson Plan #2 and step by step guide in implementing
Social Emotional Learning Component…….....10
Academic Component……....10

Lesson Plan #3 and step by step guide in implementing
Social Emotional Learning Component……...13
Academic Component…….....13

Lesson Plan #4 and step by step guide in implementing
Social Emotional Learning Component…….....15
Academic Component……....15

Reference List……17

Goals and Objectives

Goals

- Over time students will be able to identify and use fact based and scientific resources to identify situations in society where people are dying and or suffering.
- Students will be able to synthesize and focus their research in order to determine the source of the victim's suffering and or death.
- Students will be able to identify the purpose of all relevant Federal, State and Local governmental entities.
- Students will be able to analyze and assess the efficacy of elected and appointed officials' response to crises where people are suffering and or dying.
- Students will package their findings in print, digital, social media, and live formats and present them to elected and appointed officials.

Objectives

- Students will use The First Shot Project's academic lens to conduct research about the Coronavirus Pandemic.
- The students will use their research to determine the following: the origins of the Coronavirus; the science behind the Coronavirus; the importance of time in the vaccine development process; and why are so many government agencies involved in the Coronavirus response.
- Students will be able to identify each Federal agency that is responsible for a part of The Coronavirus response and understand their place in the hierarchy of the Federal Government.
- Students will analyze the efficacy of the response of Federal leaders and begin a correspondence with them.
- The students will package their Coronavirus findings in a digital magazine and deliver it to elected and appointed officials, and to the community.

Florida Standards

● SS.4.C.2.2
Identify ways citizens work together to influence government and help solve community and state problems.
● SS.7.C.3.4
Identify the relationship and division of powers between the federal government and State Governments.
SS.A.1.4.3. The student evaluates conflicting sources and materials in the interpretation of a historical event or episode.
● SC.68.CS-PC.3.5
Identify resources such as city, state, and federal government websites and explain that they can be used for communication between citizens and governments.
● WL.K12.SU.5.6
Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
● FLA.8.C.41
Conduct research to answer questions, drawing on multiple reliable and valid sources, and generating additional questions.
● G.K.12.1.1.2a
Basic Research -Know: identify and locate basic reference sources that support general research in several disciplines.
● CTE-IT.68.WEB.07.09
Apply the website planning process to design a basic website.
● CTE-MKT.68.GENRI.1207
Use appropriate social media sites and online portfolios.
● CTT.68.WEB.07.26
Apply the website planning process to design a basic website.

Course Outline/Overview

During the Summer months of quarantine (2020), I gave a select group of “The First Shot” leaders a proposition. I proposed the following to them: “Is it possible to use “The First Shot” academic and research platform to investigate The Coronavirus and its victims, and then address responsible Federal officials with the findings?” The group of students were mostly enthusiastic about the challenge, and those that were began working immediately on the research and the design of The Coronavirus Project. The entire project was facilitated through distance learning using Zoom, Google Classroom, and Google Forms.

The research platform that was used to execute this project has four parts: Identifying the very specific origins of The Coronavirus and The Covid-19 disease and what makes it so lethal; Identifying a diverse group of people who were infected and died after they contracted Covid-19, researching their lives and then telling their stories; Identifying the Federal Government Agencies and their leaders who were responsible for The Coronavirus response and opening a line of communication with them; and Conducting research on the science of the disease, its impact on the human body, what actually causes death, and vaccine development.

The students were directed to do preliminary research on Pandemics that had occurred throughout recorded history. This allowed students to independently verify what qualified as a pandemic, its impact on real people in history, and the distinction between viral and bacterial pandemics. The research also led students to see the clear distinction between an epidemic (Ebola) and a Pandemic like The Covid-19 Pandemic. To facilitate the research, a Google form was created with guiding questions that each student researcher had to provide answers for.

The students were then charged to do independent research on victims of the Coronavirus who had passed away from Covid-19. The students’ research was directed by what is called the LATS (Life, Amendment, Tweet, and Statistic). The students were directed to uncover pertinent and interesting aspects of each victim’s life (L). The students then proposed an amendment (A) to a law or some change in government policy that would eliminate or ease the suffering that the victims endured. Next the students would then create a tweet directed towards the victim, though dead, explaining his or her effort in trying to eradicate this kind of suffering. Lastly, the student would find a statistic that is relevant to each victim. Father Jorge Ortiz Garay was the first known Roman Catholic Priest that died from Covid-19 in The United States of America; the students used this as a statistic in Father Garay’s LATS. Once again the students were guided by a Google Form that was created by the teacher.

The students were enthusiastic about getting to know The Federal leaders of The Coronavirus effort because they had seen and heard them so many times on television. A teacher created Google Form guided and facilitated the students work. Dr. Deborah Birx, President Trump's head of the Coronavirus task force was researched and communicated with by the students. The head of the Centers for Disease Control (CDC), Dr. Robert Redfield, was included in the research because of his critical role in the response. The Surgeon General of The United States, Dr. Jerome Adams, was included because of the essential and pivotal role that he plays in the nation's health related decisions. The head of The National Institute of Health (NIH), Dr. Francis Collins, was included because the students quickly realized that the NIH was like a clearinghouse for national medical decisions. Dr. Anthony Fauci, who is perhaps the most recognized of the medical leaders, was included because of his impact and impression upon the nation's consciousness. Additionally, the students drew a portrait of Dr. Fauci and decided to place it on the cover of the magazine. The students used the research data to craft very appealing letters that were delivered to each of the listed officials.

The scientific research portion of The Project needed to be strong and robust if the students were going to benefit from their efforts. Google Classroom was used to issue the teacher created prompts for this portion of the research. The research portion of the project had six focal areas: what is a virus; the main symptoms of Covid-19; the importance of contact tracing as a means to control spread of disease; the incubation period of the virus and its implications; the infectious cycle of the virus; and the vaccine development process. This student vetted research found itself placed throughout the magazine in an effort to legitimize the work.

The preliminary research on previous Pandemics, the victim's LATS, the Federal Agencies and Leaders research, and the scientific research were then combined into a digital magazine. The students created the magazine in the Adobe Acrobat In-Design program. The magazine was transformed into a digital format using the online program called Issuu. Throughout the magazine there are live links to relevant content. The students recognized immediately that this was an advantage over a print version of the publication; they actually had a living document. In addition to the digital magazine that the students created, they also created content for instagram and an original Coronavirus short movie. Their work has been viewed by many people from around the country.

A concurrent Summer Institute was set up for the students where they were exposed to experts in the following fields: Leadership and maximizing the highschool years (Alex Sutton, 19); The impact of Covid-19 on migrant populations (Daniel , Immigrant Rights

Advocate); Internet Commerce and Social Media (Ro Achon, Internet Commerce Expert); and Social Emotional Wellness (Olga Carballo, Social Emotional Learning Expert). Additionally, the students conducted an end of Summer showcase where they presented their research to teachers, parents, a University of Miami Official, and Miami Dade Public School officials.

Lesson Plan #1

Social Emotional Learning Component (3 minutes)

Teacher: (Once students are quiet and seated) "As a teacher, it is my job and my responsibility to daily seek out ways to connect the theory of the classroom with the reality of the real world. When I do this I find that each of you are more excited and more enthusiastic about learning. Education, I believe, is meant to be used to make the world the best possible place for all of us to live in. Let's continue to better our world. "

Title: Equal Breath

First: begin seated and place your feet flat on the floor, roll your shoulders back and lengthen your spine.

Then: Notice the pattern of your natural breath. Notice the inhalations and the exhalations. Which is longer? Which is deeper?

Next: With your next breath, you make your inhalation and exhalation the same length. Let's start with the count of 4. Slowly count to 4 as you inhale. (Teacher slowly counts aloud) 1-2-3-4. Now, also count to 4 as you exhale. The exercise is to match the length of your inhalation and exhalation.

Last: Continue breathing this way for several minutes. You may experiment with changing the number you count to, just make sure your inhalation and exhalation stay the same length.

Lesson Plan #1: Writing a LATS for a Coronavirus Victim

Name of Instructor: Kelsey Major	**Subject Area:**	**Course Name: Coronavirus Summer Project**
Unit Name:	**Implementation Dates:**	**Period(s):**
Standard/Objective: ● WL.K12.SU.5.6 Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper. ● FLA.8.C.41 Conduct research to answer questions, drawing on multiple reliable and valid sources, and generating additional questions.		

<table>
<tr><td colspan="3">● G.K.12.1.1.2a
Basic Research -Know: identify and locate basic reference sources that support general research in several disciplines.</td></tr>
<tr><td colspan="3">At the end of this lesson, students will</td></tr>
<tr><td>Know: What a LATS is and how to effectively use it to honor and highlight victims of tragic events.</td><td>Be Able To: Effectively research circumstances of a private citizen’s life; conceive and construct an amendment that would improve conditions related to a widespread societal problem; write an effective and believable tweet to a person who has suffered or died from a particular problem; and find a unique statistic relevant to the victim.</td><td>Relevance/Think About: What it would possibly feel like if somebody that you knew was a victim of the Coronavirus and suffered and or died.</td></tr>
<tr><td colspan="3">Essential Questions: What benefit will I receive from researching a Pandemic that is being handled by officials? Should I only be concerned about protecting myself?</td></tr>
<tr><td colspan="3">Enabling Activity: Reading LATS that were written for the students and the principal of The Sandy Hook Elementary School Mass Shooting. These LATS were published in the 2019 - 2020 First Shot Magazine that was delivered to Congress.</td></tr>
<tr><td>Instructional Activities:</td><td colspan="2">1.) Teacher chooses and presents to the students a victim that has died from the Coronavirus.
2.) Teacher explains what the L in LATS stands for: Life of the victim. The teacher then shows the students how to do quick research to highlight several key areas of a victim’s life. The teacher also shows how to corroborate the research. (See the life portion of The Digital Coronavirus Pandemic Magazine.”
3.) Teacher explains what the A in LATS stands for: Amendment for the victim. The teacher models this by creating an amendment for the victim that she has chosen. The necessary elements of an amendment must be included: a correction or adjustment to a current law or long held position that will make an impact on reducing death or suffering; must be framed in the language of an amendment; and it must be clear and concise. Example: “A law should be passed by The United States Congress that mandates that leaders consult with and follow the recommendations of scientific leaders in a national crisis.”</td></tr>
</table>

	4.) Teacher explains what the T in LATS stands for: Tweet to the victim explaining what is being done to prevent further tragedy. The teacher will model the content of a clear and an authentic tweet. Here is an example of a tweet: "Hey Nick, so sad what happened to you. My friends and I are working to encourage people to be safe during the Pandemic. We will not stop until everyone listens." **5.) Teacher explains what the S in LATS stands for: Statistic of or related to the victim. The statistic must be relevant to the victim in the context of the issue that the students are researching. For example in the Coronavirus Pandemics Magazine the following was a statistic used for one of the victims: "Father Jorge Ortiz Garay was the first Catholic Priest who lost his life to the Covid-19."** **6.) Students then work independently to produce a LATS that honors the victims of the Coronavirus Pandemic. All of the information should be completed and uploaded on a premade Google Form.** **7.) If artists are involved with the project, a realistic portrait should be made for each victim. If this is not possible photos can be used.**
Assessment:	**The student can be assessed based on the quality of the LATS that they produced.**
Home Learning:	**Completion of the LATS**

Accommodations:			
ESOL	**Differentiated Instruction**		
Instructions will be intentionally slightly above students English proficiency level; students will be paired, as needed, with a proficient peer.			

Lesson Plan #2

Social Emotional Learning Component (3 minutes)

Teacher: (Once students are quiet and seated) "As a teacher, it is my job and my responsibility to daily seek out ways to connect the theory of the classroom with the reality of the real world. When I do this I find that each of you are more excited and more enthusiastic about learning.

Education, I believe, is meant to be used to make the world the best possible place for all of us to live in. Let's continue to better our world. "

Title: Brain Massage
Time: 3 Minutes

Brain Massage: The activity is a positive way to manage our emotions, and is also an easy thing to do if we are at home and need a break. Brain massage begins with a facial massage! Close your eyes and take a deep breath. Keeping your eyes closed and your breathing deep, tap your fingertips on your forehead (pause for 5 seconds), down your cheekbones (pause for 5 seconds), on the bridge of your nose, (pause for 5 seconds), and on your chin (pause for 5 seconds).

Next, place your fingertips on top of your head and gently squeeze and massage around your head for the count of 10. (teacher counts aloud to 10).

Lastly, let's give ourselves a calming temple massage. Place two fingers on your temples. Move your fingers in circles for the count of 10 deep, relaxing breaths (Teacher counts aloud to 10).

Well done! Brain massage is an important Social-Emotional Learning activity. It helps us remember to take the time to care for both our bodies and our minds, because the two work together to keep us healthy and ready to learn.

Lesson Plan #2: Researching the Coronavirus and Covid-19

Name of Instructor: Kelsey Major	**Subject Area:**	**Course Name: Coronavirus Summer Project**
Unit Name: The Science behind the Coronavirus and Covid-19	**Implementation Dates:**	**Period(s): Summer Institute**

Standard/Objective

LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.W.2.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
G.K.12.1.1.2a
Basic Research -Know: identify and locate basic reference sources that support general research in several disciplines.
SS.A.1.4.3. The student evaluates conflicting sources and materials in the interpretation of a historical event or episode.

At the end of this lesson, students will

Know: The truth about the Coronavirus origins, and the actual number of people that are infected and that have died.	Be Able To: Identify the origins of the Coronavirus; understand the impact that the virus has on the body; the understand the timeline involved with creating a vaccine; Identify the difference between a person's opinion and fact based research; conduct credible research and draw conclusions on that research; keep safe as they return to school.	Relevance/Think About: The importance of knowing factual information when your life is possibly at risk.

Essential Question: Since I live in a free democratic country should I have a choice when it comes to complying with public health and safety mandates?

Enabling Activity- A video that highlights scientific achievements; Breakthrough of the Year: The top 10 scientific achievements ...www.sciencemag.org › news › 2014/12 › breakthrough-y..

Instructional Activities:	**Students will watch a video about the evaluation of sources and the importance of using credible sources in research: https://youtu.be/PLTQVoHbH5c** **The teacher will use the strategies in the video to lead a whole class activity on finding the myths and facts about The Coronavirus.** **The teacher will break the class into groups and assign each group one of the following topics: The symptoms of Covid-19; The role of Contact Tracing; The infectious Cycle; What is a Virus; Pandemics History; and Vaccine Development.** **These small groups will work on these individual parts of the project and properly reference their research.**
Assessment:	**Students will be assessed based on the quality and the comprehensive nature of their research submissions.**
Home Learning:	**Students are encouraged to work on their part of the project as home learning activities.**

Accommodations:			
ESOL	**Differentiated Instruction**		

Instructions will be intentionally slightly above students English proficiency level; students will be paired, as needed, with a proficient peer.	**The various modes of content presentation allows for learning at varying levels and pace. Videos can be stopped and reviewed; students can collaborate with a peer that already understands the content; and the teacher is constantly probing students during the lecture segment to uncover and repair gaps in understanding.**		

Lesson Plan #3

Social Emotional Learning Component (3 minutes)

Teacher: (Once students are quiet and seated) “As a teacher, it is my job and my responsibility to daily seek out ways to connect the theory of the classroom with the reality of the real world. When I do this I find that each of you are more excited and more enthusiastic about learning. Education, I believe, is meant to be used to make the world the best possible place for all of us to live in. Let’s continue to better our world. ”

Title: Equal Breath

First: begin seated and place your feet flat on the floor, roll your shoulders back and lengthen your spine.

Then: Notice the pattern of your natural breath. Notice the inhalations and the exhalations. Which is longer? Which is deeper?

Next: With your next breath, you make your inhalation and exhalation the same length. Let’s start with the count of 4. Slowly count to 4 as you inhale. (Teacher slowly counts aloud) 1-2-3-4.

Now, also count to 4 as you exhale. The exercise is to match the length of your inhalation and exhalation.

Last: Continue breathing this way for several minutes. You may experiment with changing the number you count to, just make sure your inhalation and exhalation stay the same length.

Lesson Plan #3: Identifying Federal Agencies Related to The Coronavirus Response and Creating a line of communications with their leaders.

Name of Instructor: Kelsey Major	**Subject Area:**	**Course Name: Coronavirus Summer Project**
Unit Name:	**Implementation Dates:**	**Period(s):**

Standard/Objective: ● WL.K12.SU.5.6
Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
● FLA.8.C.41
Conduct research to answer questions, drawing on multiple reliable and valid sources, and generating additional questions.
● G.K.12.1.1.2a
Basic Research -Know: identify and locate basic reference sources that support general research in several disciplines.
● SS.4.C.2.2
Identify ways citizens work together to influence government and help solve community and state problems.
● SS.7.C.3.4
Identify the relationship and division of powers between the federal government and State Governments.
● SC.68.CS-PC.3.5
Identify resources such as city, state, and federal government websites and explain that they can be used for communication between citizens and governments.

At the end of this lesson, students will

Know: How to locate relevant Federal Agencies and the appointed or hired leaders that run them.	Be Able To: Identify the different functions of the agencies that are a part of The Coronavirus taskforce; students will be able to communicate with Federal Coronavirus Response Leaders.	Relevance/Think About: Some of these officials that seem so far away are often just an email or a phone call away.
Essential Questions: Are important and busy appointed officials going to take the research of children seriously?		
Enabling Activity: Reading letters written to Congressmen from the successful 2019 - 2020 First Shot Magazine and watching the First Coronavirus Task Force Meeting (White House coronavirus task force holds first briefing in months — 6/26/2020) (Only watch a portion of this video, students can watch the rest on their own time).		

Instructional Activities:	1. Lead the students in an exercise to determine all of The Federal Agencies (CDC, NIH, NIAID, etc.) that are a part of the Taskforce and identify their place in the hierarchy of The Federal Government. 2. The teacher leads the students in the identification of the leaders of each identified agency. 3. The teacher models how the students can research and find credible statements made by each agency leader. 4. The student researches the biography of each Federal leader. 5. The students write appealing letters (Using The First Shot Model) to the agency heads thanking them for their service, offering suggestions, and highlighting personal experiences with The Coronavirus. 6. Based on the collective research of the students they each are asked to anonymously submit two positions that the group will include in the magazine. 7. These positions will be voted on and the positions with the most votes will also be included in The Magazine after the Congressional Letters.
Assessment:	N/A
Home Learning:	Completion of the Letters and Positions
Accommodations:	

ESOL	Differentiated Instruction		
Instructions will be intentionally slightly above students English proficiency level; students will be paired, as needed, with a proficient peer.			

Lesson Plan #4: Final Edits and Digital Magazine Creation and Hosting

Name of Instructor: Kelsey Major	**Subject Area:**	**Course Name: Coronavirus Summer Project**
Unit Name: Digital Magazine Creation and Hosting	**Implementation Dates:**	**Period(s):**

● CTE-IT.68.WEB.07.09
Apply the website planning process to design a basic website.
● CTE-MKT.68.GENRI.1207
Use appropriate social media sites and online portfolios.

At the end of this lesson, students will		
Know: How to create a digital magazine; how to host a digital magazine online.	**Be Able To: Teach other students how to create a digital magazine and how to host it without cost online.**	**Relevance/Think About: I can create engaging academic digital content other than a social media and host it without cost online.**

Essential Questions: Will people actually read a digital magazine about The Corona Virus that has been created by students?	
Enabling Activity: Review of the digital version of The First Shot second magazine located at www.dwtbfirstshot.com	
Instructional Activities:	**1.) Use students to review the final draft of the magazine for possible corrections after it has been edited. These potential edits should not be made by the students but sent to the teacher and student editor.** **2.) The instructor only provides oversight for this portion of the process. Students are motivated to learn to use the magazine creation program by watching instructional videos (First Shot has trained two designers to use this program through instructional videos.)** **3.) A magazine mock-up is made by the student editor and reviewed by the teacher.** **4.) The student designer chooses a magazine template in Adobe - Acrobat In-Design.** **5.) The magazine format and layout is discussed with the editorial staff and the teacher.** **6.) Based on the mock-up, the final edits are loaded into the In-Design template.** **7.) Once the magazine content has been loaded per the mock-up it must be reviewed several times for proper grammar, spelling, punctuation, and alignment** **8.) Acknowledgement of all students, parents, teachers and sponsors, must be a very careful process to ensure that nobody is excluded.** **9.) Once the magazine has been completed in Adobe Acrobat In Design it is loaded into the Issuu Program and converted to a digital format with a shareable link.** **Pandemics Magazine is here:**https://issuu.com/angelinacttm/docs/first_shot_pandemic_magazine **The First Shot 2nd Edition is here: www.dwtbfirstshot.org**
Assessment:	**There is no assessment**
Home Learning:	**This will take multiple days or perhaps weeks to complete and it should be completed by at most two very organized and dedicated students. They will have to dedicate some time to the project after school to ensure its completion.**
Accommodations:	

ESOL	Differentiated Instruction		
Instructions will be intentionally slightly above students English proficiency level; students will be paired, as needed, with a proficient peer.			

Resource List

Link to Coronavirus Pandemics Special Edition Magazine:
https://issuu.com/angelinacttm/docs/first_shot_pandemic_magazine

Link to The First Shot Website:
www.dwtbfirstshot.org

Link for Viral Pandemics Form:

https://docs.google.com/forms/d/e/1FAIpQLSdQnnWlZpRbMiHc-o70WELY3tRcviZj-Qw-IPIX-FBaxSwJDw/viewform?usp=sf_link

Link to LATS Form:

https://docs.google.com/forms/d/e/1FAIpQLSepC5A-2fnnmEnx8oIGTiy_wJUT0hzV87qFHozs0irSG0lrCw/viewform?usp=sf_link

Google Classroom
Google Sheets
Google Forms
Issuu (Software to digitize magazine)
Adobe Acrobat In-Design (Magazine creation software)
Powtoon (Software to make short films)