



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Ideas with 2021-2022

IMPACT

Elementary | Middle | Senior High Ideas

Language Arts,
Social Emotional Learning,
Health & Wellness...

44 inspiring
ways to cover
FLORIDA STANDARDS

Engaging
STEM/STEAM
projects for every
grade level!

Idea EXPO Virtual Teacher Conference
Earn Up To 9 Master Plan Points!



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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:

- \$70.5 million raised for public schools
- 67% increase in students' science achievement
- 50% improvement in students' eating habits
- 26 Food Forests installed with daily lessons engaging 28,000+ students in these outdoor eco-labs
- 208,000+ students and teachers recognized for their artwork
- 34% increase in students' college enrollment attained as part of a national demonstration project
- \$17+ million in free supplies provided, benefitting 2.8+ million students
- \$2.9 million granted to teachers to foster student achievement in 5,000+ classrooms
- 208,000+ Food Forest harvest bags provided to low-income students' families
- 2,633 business professionals recruited to step into the shoes of a teacher for a day
- 18,000 teachers encouraged to use and share best practices for student success

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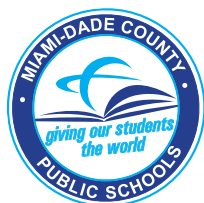
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A Message from the **Superintendent** of Miami-Dade County Public Schools



For 36 years, The Education Fund has been a key partner of Miami-Dade County Public Schools, sponsoring initiatives that support teachers with networking, training opportunities, grant funding, and more. By providing teachers the opportunity to be catalysts for innovation in the classroom via programs such as Ideas with IMPACT, The Education Fund gives teachers the resources to bring their ideas to life and an avenue to share proven ideas with others. In this way, their leadership is rightly recognized and highlighted.

This year, to help prevent the further spread of COVID-19 in our community, the Idea Expo will take place online. The Idea EXPO Virtual Teacher Conference will include live instructional workshops facilitated by some of Miami-Dade's most dedicated and innovative teachers. I continue to applaud The Education Fund for meeting challenges head-on by providing this virtual conference that will feature teachers' best practices in a multitude of subject areas, with lessons that celebrate our diversity and promote equity and inclusion.

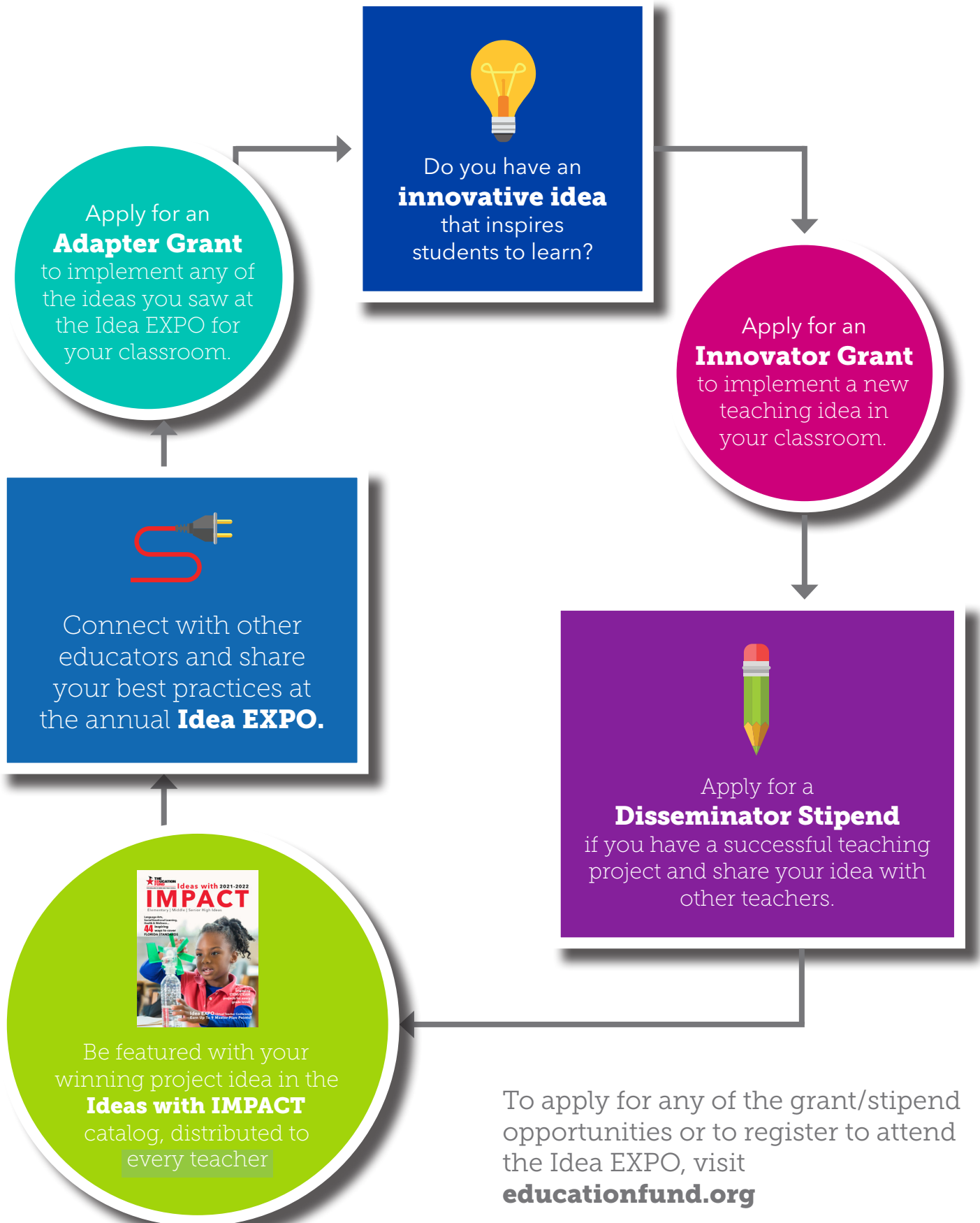
The Education Fund's Ideas with IMPACT program is designed to share innovative, cost-effective teaching ideas through a user-friendly network that includes the Ideas with IMPACT catalog, instructional Idea Packets, the Idea EXPO Teacher Conference, Innovator, Adapter, Podcast, and Student Power Grants, and exciting new initiatives, including the digital magazine Teachers with IMPACT, the Ed Fund Teacher Talks 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. You make a difference for our students and our community.

Alberto M. Carvalho
Superintendent of Schools



Ideas with **IMPACT**

Building a Network of Support and Best Practices





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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The Education Fund's
Ideas with IMPACT program offers
teachers new ways to engage South
Florida students.

Ford honors your efforts to build a
stronger, more innovative future for
your classroom.



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Using VR & Art in Game Design

Storyboards draw students towards IT and game design



CONTACT INFORMATION MARK GODINEZ

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Students teaching students – it doesn't get any better! In this service-learning project, high school students teach elementary students game design concepts, using art and virtual reality (VR). With sketchpads in hand, the younger students are introduced to character design to generate characters that are based on personality and characteristics in games they like to play. They learn about lessons in shapes and key concepts about silhouette, palettes, and exaggeration in art. Mini lessons on storyboarding and game environment prepare them to compose a story with the right background for lighting and composition. 2-D then becomes 3-D as students use Tilt Brush with VR Oculus Quest units to forge their characters in a virtual environment based on memory. For the younger students, the entire process excites them to learn more about technology. The older students benefit, too, by using something they love to do to make a difference with another student.



“ *I focused more on the process of using hands-on tools to excite students to get into technology.”*

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Using virtual reality to teach game design

Using art in STEAM to get students excited about technology

Learning how to integrate 2-D art with VR

STUDENTS

Adaptation: Can be adapted to inside or outside the classroom, any grade level

Students who participated: K-3rd grade, 8 students, taught by high school students once a week for 5 weeks (service-learning project)

MATERIALS & RESOURCES

Materials: Art sketchpads, colored markers and crayons, pencils, two Oculus Quest units

Resources: The Internet, a large workspace for students

ABOUT THE TEACHER

Mark Godinez has been a business technology teacher for the past four years. He earned National Center for Woman and Information Technology South Florida Teacher of the Year for 2019 and 2020. Mark is the lead teacher of IT for South Dade Senior High. He implemented this project as a service-learning project for the community to get younger kids involved with IT. No assistants or volunteers needed.

STANDARDS

CTE STANDARDS AND BENCHMARKS

27.0 Create a working game or simulation as part of a team. The student will be able to:

27.01 Create a storyboard describing the essential elements, plot, flow, and functions of the game/simulation.

27.02 Create a design specification document to include interface and delivery choices, rules of play, navigation functionality, scoring, media choices, start and end of play, special features, and development team credits.

27.03 Using a simple game development tool, create a game, or simulation.

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To register for this workshop, visit www.educationfund.org

Create a SMILE 3-D Style!

Students say, "Cheese!" to engineering a 3-D camera that will document their work

Brainstorming and critical-thinking are put to the test in this enjoyable, innovative STEAM project that teaches students to engineer their own 3-D digital camera using a 3-D printer. Using Tinkercad - free 3-D printer software - students design their cameras and transfer their designs to the 3-D printer for the cameras to be generated. Once the camera print is complete, students apply science, math, and technology skills to install components such as Arduino Uno R3, camera shields, and other items that will equip the device to become a fully functioning camera. Throughout the school year, the camera is used to document students' portfolios for college boards, or to take photos of school activities for keepsakes. Implementing this lesson creates a huge interest in STEAM and increases attendance as well as student achievement in science and math grades for students.



CONTACT INFORMATION ALICIA GANT

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

MATHEMATICS

MA.912.DP.5.6 Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.

SCIENCE

SC.912.CS-CP.3.1 Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).

VISUAL ARTS

VA.912.F.1.4 Use technological tools to create art with varying effects and outcomes.

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“Students will find creating a 3-D digital camera cool and challenging.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to use a 3-D printer and inspire their students with an engaging project
How to build a camera from a 3-D printer using Tinkercad, Arduino Uno R3
How to HAVE FUN!

STUDENTS

Adaptation: Grade level can be 9-12, but middle school grades can easily adapt to this project.

Students who participated: 9th-12th grade, number of students depends on how many cameras to be created - 1 per student or 1 per team of 4 students, working as Designer, Engineer, Mathematician, and Team Leader.

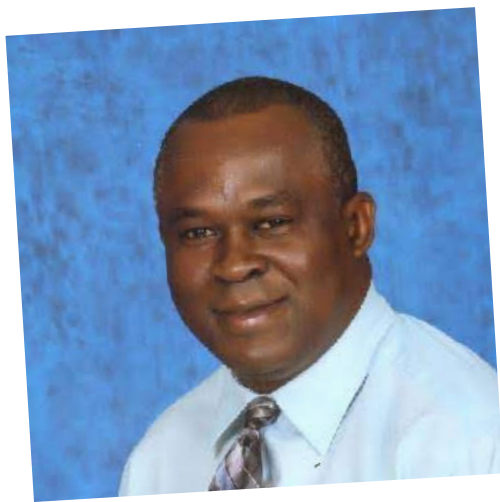
MATERIALS & RESOURCES

Materials: A 3-D printer, Arduino Uno R3, camera shield, micro push button switch, shrink tube set combo, 9v battery clip type, 9v alkaline battery, pan head machine screws, round PC board, electronic tool kit screwdriver, filament, digital camera, step-by-step guide

ABOUT THE TEACHER

A 10-year career teacher, Alicia Gant used this project during the 2020-2021 school year with her students. She received an Adapter Grant from The Education Fund and the Presidential Grant from United Teachers of Dade to help fund this project because the inside camera pieces can be costly. Volunteers are not needed - this project is a project-based learning classroom assignment that the teacher facilitates.

To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION KELSEY MAJOR

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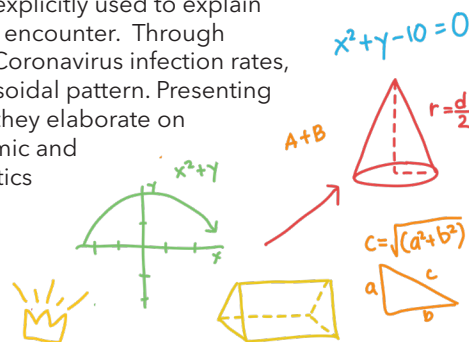
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DOWNLOAD PROJECT AT EDUCATIONFUND.ORG

PandeMaths

Students apply math ideas and principles to daily occurrences

What every math teacher tells their students is true, "Math is used and applied to every aspect of your life." Such is confirmed with PandeMaths, which focuses on the Coronavirus Pandemic, revealing to students how the activities of a mathematics class could be used to describe what they are personally experiencing because of the virus. Driven by intense interest, they use math concepts and principles, along with technology and human narratives, to tell the story of the Coronavirus' impact on human life. Students learn that math can be explicitly used to explain many things that humans do and encounter. Through investigation, they discover that Coronavirus infection rates, when modeled, behave in a sinusoidal pattern. Presenting their findings to the entire class, they elaborate on the human aspects of the Pandemic and thoroughly explain the mathematics related to COVID-19.



“ PandeMaths created an authentic connection between math theory and real-world application for many of the students. **”**

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The power of mathematics when it is meaningful and relevant to students

How to universally engage 90 students

How to effectively engage students in mathematics instruction that is relevant to their lives

STUDENTS

Adaptation: Can easily be adapted to all grade and achievement levels and adapted to large or small groups

Students who participated: 9th-12th grade, 90 students, twice a week throughout the school year

MATERIALS & RESOURCES

Materials: Computers/laptops, software programs like Desmos, Canva, Padlet (free versions)

Resources: The Internet, virtual field trips to view PandeMaths projects

ABOUT THE TEACHER

Kelsey Major has been a Mathematics teacher for four years. He received the Highly Effective designation in each of those years and was awarded Rookie Teacher of the year two years in a row. Recently, Kelsey was nominated by The University of Miami for National Association of Multicultural Educators' (NAME) National Multicultural Teacher of the Year award.

STANDARDS

MATHEMATICS

MAFS.912.F-IF.2.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship that it describes.

MAFS.912.F-IF.2.6 Calculate and interpret the average rate of change of a function-

LANGUAGE ARTS

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

LAFS.910.W.2.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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"Cricut Maker" Makes the Class!

Manipulatives are easily made for students

Due to academic losses sustained during distance learning, bumping up achievement is necessary. To help math students with this issue, they are provided with their own individual, tangible cutouts and manipulatives that they use to practice, review, and ultimately master new math concepts. A Cricut Maker makes personalized manipulatives out of cardstock paper for lessons involving addition or subtraction (hundreds squares, tens sticks, ones cubes), fractions (halves, fourths, eighths), and geometry (various shapes). Cutting

these items out by hand can take hours to make 25 sets or more, and the final shapes would not be precision which is essential in learning math. With a Cricut Maker, each set would take only a few minutes. Utilizing this tool for practical purposes allows for students' different learning modalities to be met and instructional delivery/engagement to produce positive outcomes – all which helps to create and maintain a rich, learning environment.



CONTACT INFORMATION DANIELLA PARRA

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

MATHEMATICS

MAFS.3.NBT.1.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MAFS.3.G.1.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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When students manipulate objects, they are taking the necessary first steps toward building understanding and internalizing math processes and procedures."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to use the Cricut Maker

How to access templates and pre-made designs

How to create their own unique designs, using different online tools and sites

STUDENTS

Adaptation: Can be adapted to any grade or age range, large or small groups, and regardless of achievement level

Students who participated: 3rd grade, 51 students, met every day

MATERIALS & RESOURCES

Materials: A Cricut machine, Cricut Maker mat, cardstock paper or vinyl in different colors, computer

Resources: The Internet, YouTube channel to show ways to utilize the Cricut Maker (videos listed in Idea Packet), parental help

ABOUT THE TEACHER

Working as a teacher in M-DCPS for almost 10 years, Daniella Parra is certified in Elementary Education and Exceptional Student Education. She has received both Disseminator and Adapter grants from The Education Fund. Daniella used this project for distance learning during school closures. Assistants are not needed but can be helpful.

To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION DR. SUZANNE BANAS

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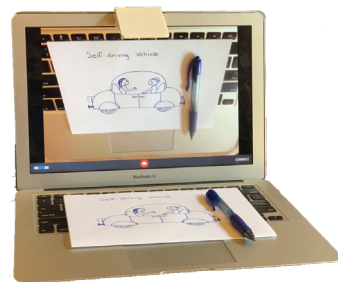
PHONE: (305) 905-1860

DOWNLOAD PROJECT AT EDUCATIONFUND.ORG

Mirror Me This!

A low-cost tool provides an alternate way of sharing information online

One on-going challenge of distance learning is the inability to view student work that is on paper or that requires manipulatives to hold or arrange on a desktop. A Pocket Document Camera is a low-cost and effective way to solve this issue. It features a smart, foldable, and compact design that uses a mirror to project an image onto a laptop screen by attaching to the webcam. Students can show their homework by placing it on top of their laptop keyboard, where the redirected webcam can see it, and then continue to write on their paper by applying a flat, horizontal surface. They can also create sketches, solve math problems, give explanations, do read-alouds, observe natural objects up close, and many other things. Pocket Document Cameras are inexpensive to buy or to make (3D print, laser cut, or cut from chipboard as a mirror), which makes it easy to supply a whole class.



“ Sometimes snapping a picture or recording a video just isn’t enough.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The difference between a Pocket Document Camera and a Document Camera
How to use a Pocket Document Camera (each teacher at workshop will receive one)
About the files and templates available to make a Pocket Document Camera

STUDENTS

Adaptation: Grade levels can be 6-12 and possibly upper elementary, project is very adaptable

Students who participated: 6th-8th grade, 154 science students, various teachers and parents also used the Pocket Document Camera

MATERIALS & RESOURCES

Materials: Computers or laptops, Pocket Document Cameras (either bought or made)

Resources: The Internet

ABOUT THE TEACHER

Suzanne Banas is a National Board Certified teacher, with a Ph.D. in Science Curriculum and Educational Leadership. For 28 years, she has taught middle school science in M-DCPS. Suzanne’s recent publications include “Emerging Young Investigators” (Harvard Press) and “The Florida Science Teacher” (Publishing Student Research Spring 2014). Her recent honors include the Teacher Hall of Fame Top 10 Finalist 2017, National STEM Scholar 2017, and grant awards from The Education Fund through 2020.

STANDARDS

WORLD LANGUAGES

WL.K.12.IH.4.6 Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.

LANGUAGE ARTS

LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SCIENCE

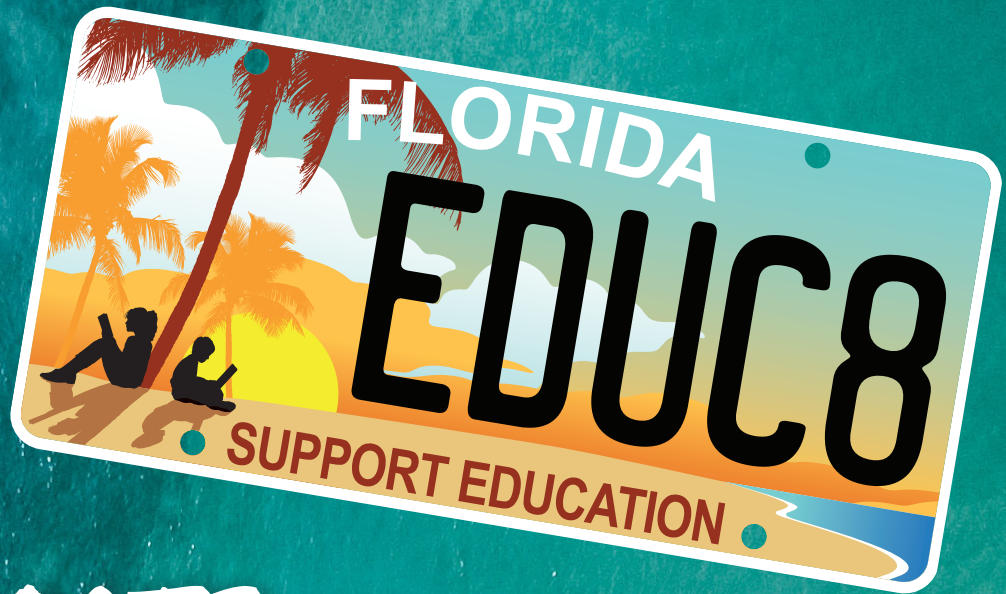
SC.35.CS-CP.3.2 Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.

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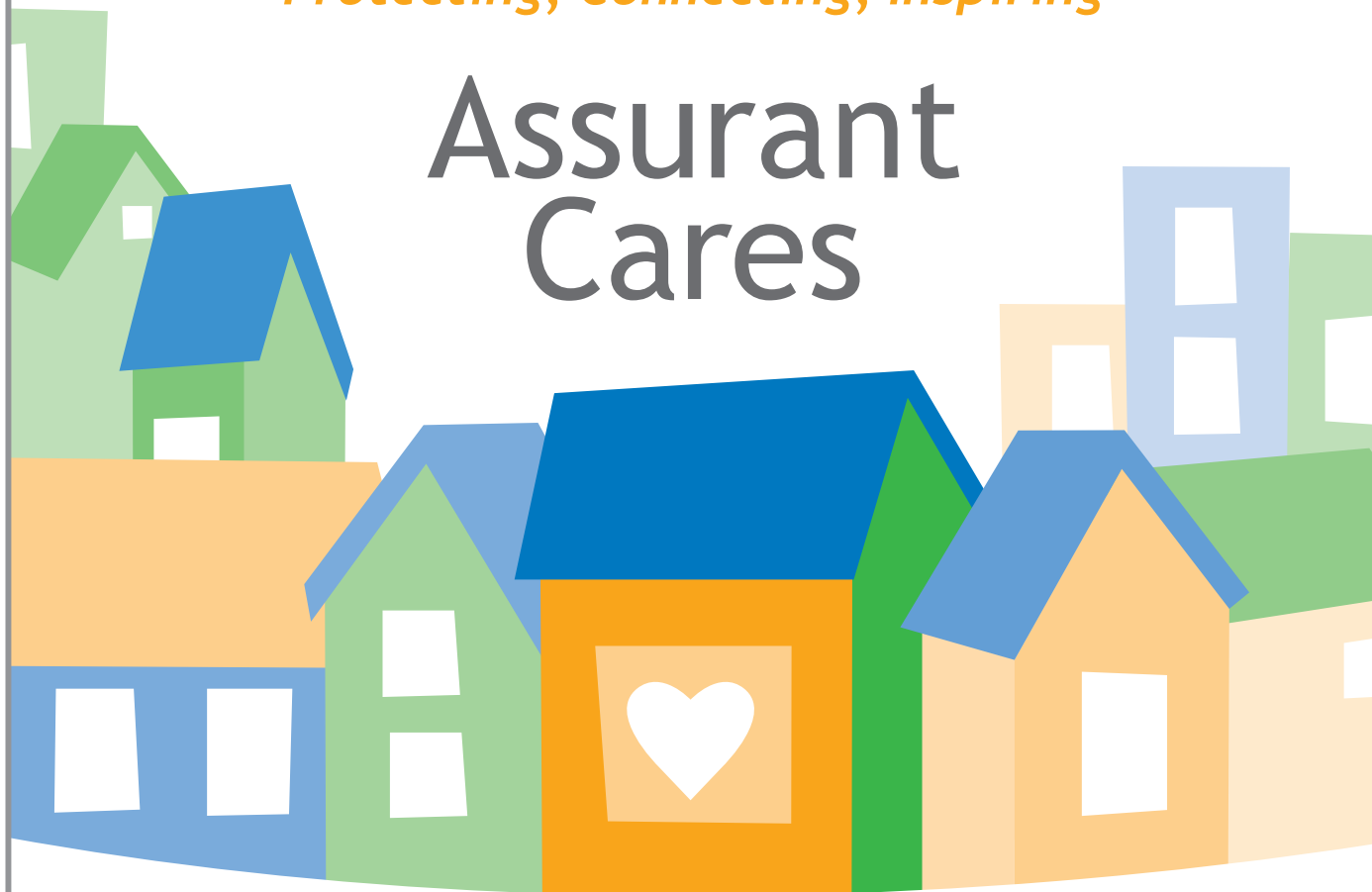
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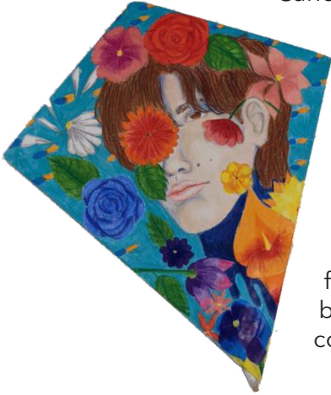
assurant.com | [#AssurantCares](https://twitter.com/AssurantCares)

Go Fly a Kite!

It's up, up, and away for students' artistically crafted kites flown at school

Would you like to fly a kite during school hours? Students will say, "Yes, please!" and thus will begin their journey of inspiration and artistic self-expression to compose a kite capable of flying above school grounds.

Exciting kite-constructing videos, including from local artist Carlos Estevez, guide students on sketching their kite designs, which are then decorated using any available materials such as acrylic paint, tissue paper, markers, etc. Reviews of basic mathematics, geometry, the measurement system, and conversion to the metric system provide the foundation to make the armature of the kite, using wooden dowels. Once the armature is attached to their composition, tails can be added, using string, yarn, lace, or artificial flowers. Finally, students attach a thick string to the back of the kite, apply reviewed velocity and gravity concepts, and literally go fly a kite!



CONTACT INFORMATION

ANNA WIESS

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

Visual Arts

VA.68.S.1.1 Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

Mathematics

MAFS.7.R.P.1 Analyze proportional relationships and use them to solve real-world and mathematical problems.

Science

SC.7.N.3.1 Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.



This is an amazing STEAM project that is both fun and educational for students of all ages!"

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The steps of making a kite and the different supplies needed

The math, science, and art skills needed for the project

How much fun it is for them and for their students to create this project

STUDENTS

Adaptation: Can be adapted to elementary as well as high school, either in the classroom or at home with students of different abilities

Students who participated: 6th-8th grade, 76 students, hybrid schedule of virtual and in-person classes during a 1-2 week period, students not physical or virtual followed videos and guidelines posted on Teams

MATERIALS & RESOURCES

Materials: Classroom - tape, 18" rulers, thick string, pencils, erasers, scissors, 18" x 24" white paper, tissue paper, acrylic paint, color sticks, magazines, glue
Home - 17" and 14" wooden rods at 1/8" diameter, paper towel rolls, wrapping paper rolls, wrapping paper, garbage bags, string, tape, glue, other materials they have available

Resources: The Internet, YouTube channel to show how to make kites - videos depend on the grade level of students and desired goals for the project (see list in Idea Packet)

ABOUT THE TEACHER

Anna Weiss has taught for 20 years, 12 of them in her current school. She received both DAEA and FAEA awards in 2018-19 for exemplary middle school art teacher and has received Disseminator, Innovator, and Adapter grants from The Education Fund. This was Anna's first time using this project, but she sees many possibilities for it. One assistant is preferred to help with kite construction and materials for workshop participants.

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To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION

ALINA RODRIGUEZ

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Stitch in Time Sashiko At Home

A centuries-old Japanese needlework technique promotes artistic and social-emotional competencies

"A Stitch in Time: Sashiko" is a curriculum based on the ancient art of sashiko, a centuries-old Japanese needlework technique that requires patience and increased mindfulness. Practicing this beautiful and timeless art form promotes students' social-emotional skills such as improved emotional self-regulation, responsibility, and awareness of peers. Lessons introduce students to the economy of upcycling and build an interest in our environment and community through the use of the three R's (Reuse, Recycle, and Repurpose). Lessons also promote appreciation of the fiber arts method of sashiko and offer a bridge to the history of the craft into present concerns in the evolving path of textiles. Students complete the unit, exhibiting a sense of accomplishment, not only for learning the craft, but for also making headway on their social-emotional development.



Learning the art of mending takes patience and increases mindfulness."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to teach sustainability and mindfulness

How to teach cultural appreciation and the relationship between math and sashiko

Major social-emotional developments in education

STUDENTS

Adaptation: K-12 curriculum with differentiated instruction either virtual or a face-to-face environment, lessons may take 1-4 weeks

Students who participated: K-12th grade students, varied abilities and achievement levels

MATERIALS & RESOURCES

Materials: Long or short embroidery needles (Traditional or Contemporary Sashiko), Sashiko yarn or thread, embroidery floss, size 8 or 12 pearl cotton - or fine crochet cotton, ruler - regular ruler or quilter's ruler, fabric scissors, fine line marker, fabric, full curriculum as a PDF, Power Point, and online with lesson plans

Resources: The Internet, free downloadable patterns for inspiration (listed in Idea Packet)

ABOUT THE TEACHER

Alina Rodriguez has 30 years of experience in teaching. Her awards include the 2020-2021 Innovator Grant, 2020 Oolite Teacher Travel Ellies Award, 2019 Wavemaker Andy Warhol Foundation Grant, 2018 Ellies Creator Award, 2017 Special Needs Award FAEA, and 2016 Jackie Hinchey-Sipes Award.

STANDARDS

VISUAL ARTS

VA.5.S.1.3: Create artworks to depict personal, cultural, and/or historical themes.

VA.5.S.3.2: Use craftsmanship and technical ability in personal works to show the refinement of skills over time.

DOMAIN-GEOMETRY

SS.5.G.1.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

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To register for this workshop, visit www.educationfund.org

ECO Weaving: Mandalas

Weaving techniques allow students to upcycle single use plastic bags into works of art

“ECO Weaving: Mandala” is a sustainable woven textile project that helps keep the environment safe from the negative impact of plastic. Students weave an eco-friendly Mandala (a circle design) and make their own circular loom from recycled cardboard. They create Plarn – yarn made from single use plastic bags, and experiment with a variety of weaving techniques including Tabby, Soumac, Egyptian, and Interlocking to achieve form, texture, and pattern. Students examine the impact of plastic on the environment and raise awareness of this important,



social issue and they look into ways to extend their endeavor to a large-scale installation of a fence weaving mural at their school site. Essentially, through this project, students can prevent thousands of plastic bags from ending up in landfills, polluting our oceans, or harming animals. This engagement encourages them to become socially and environmentally aware of the world they live in and actively involved as global citizens.



CONTACT INFORMATION SUSAN FELICIANO

SCHOOL: Pine Lake Elementary

PRINCIPAL: Crystal Coffey

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

VISUAL ARTS

VA.912S.3.5 Create multiple works that demonstrate thorough exploration of subject matter and themes.

VA.912O.2.4 Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition

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



Collectively, my students made over 200 mandalas, plus a large-scale installation.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Engage in a sustainable woven textile project ECO Weaving Mandala
Explore circular looms, employ plarn, experiment with weaving techniques
The impact of plastic on the environment

STUDENTS

Adaptation: Can be adapted to any grade level and educators, works well with small groups, can be expanded for larger groups

Students who participated: 2nd -5th grade, 250 students, met one hour a week for five weeks

MATERIALS & RESOURCES

Materials: Single use plastic bags, recycled cardboard, rulers, scissors, markers, circular templates

Resources: Field trips and virtual tours to Fairchild Tropical Botanic Garden, Rubell Museum, Museum of Contemporary Art, Bass Art Museum, and the Coral Gables Museum

ABOUT THE TEACHER

Miami-based artist and educator Susan Feliciano has 22 + years of experience in art and museum education, specializing in designing and delivering dynamic art programs to diverse communities. She presented her solo virtual exhibition in 2020, A Conversation on Canvas, that featured fiber art works using ECO weaving and dyes reflecting on the spaces women occupy and the cultural ties that bind them. Lourdes received a past Disseminator grant for the interdisciplinary project “ECO Prints.”

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CONTACT INFORMATION PETER DEMERCADO

SCHOOL: Banyan Elementary

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Totally Tubular! The Tube to Fish Pipeline

Students STEAM their fish the tubular way with recycled materials

Don't throw away the paper towel tube after the roll is done – give it to a student instead! In this STEAM lesson that focuses on recycled materials, plastics pollution, fish anatomy, and the Florida reef system, students learn to construct a 3-D mixed media fish with a paper towel tube, using the reverse engineering process and paper manipulation. Following an analysis of a variety of Florida fish, the basic anatomy of a spiny fish, and the location and role of the Florida reef system, students transition to creating 3-D art forms. Introduction to tubular requires the instructor to reverse engineer a constructed fish exemplar while students observe. Students then engineer their own fish by cutting mouthparts and tail from a single paper towel tube that they fold, pinch, measure, and tape to manipulate and shape the head. The challenge enhances problem-solving skills and produces an anatomically correct spiny fish that students are thrilled to display.



“This lesson helps students develop their problem-solving skills as they move on to the higher grade levels.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

A variety of techniques related to 3-D mixed media with an emphasis on the art and engineering aspects of the lesson
How to use recycled materials effectively to produce 3-D artworks
Make cross-curriculum connections to science, math, social studies, and engineering through the arts

STUDENTS

Adaptation: Can be adapted to 6th-12th grade, used with small and large groups instruction, project matrix can become more complex as you move up the grade levels

Students who participated: 4th-5th grade, 50 students, meeting one hour a week, estimated unit time is 3 to 4 hours

MATERIALS & RESOURCES

Materials: Clear work space, each exemplar finished and reversed engineered example, masking tape, scissors, stiff bristle brush #10, tissue paper assorted, white glue, pencil, marker, and 2 paper towel tubes

Resources: <https://floridasportfishing.com/fish-id/>
<https://floridadep.gov/rcp/rcp/content/floridas-coral-reefs> <https://environmentflorida.org/feature/fle/wildlife-over-waste>

ABOUT THE TEACHER

Peter DeMercado has been using and teaching art techniques to his students with success for many years. This project is a hybrid of 3-D mixed media projects he teaches yearly. Assistants are not necessary but Peter never turns down help.

To register for this workshop, visit www.educationfund.org

STANDARDS

VISUAL ARTS

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

VA.5.S.2 : Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.5.S.3 : Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.5.F.1 : Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

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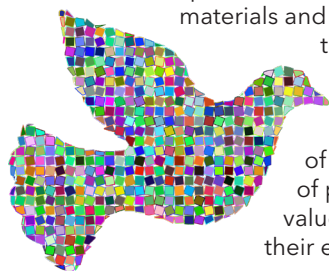


FORD MOTOR COMPANY FUND

Mosaics: Finding Geometry in Nature

Students discover beauty, gain respect, and care for nature

More and more, our students are deprived of sensory experiences and time spent outside with nature. This art project helps students find meaning, balance, and beauty in the natural world. Students create art guided by the sacred geometry found in nature. After close observation of flowers, students compose mosaics based on what they observe. If students are physically in school, they work with tiles, glass, and wood. If they work online, paper, crayons, markers, colored pencils, or watercolors are used. All students gather their materials and start work with a square format. Using a ruler,



they divide their space and then design and draw from observation. Paper projects are cut and pasted as mosaics, whereas, glass mosaics are assembled by individual tesserae. By the end of this project, students increase their development of perception, production, critical reflection, and valued tradition - experiences they need as part of their education.



CONTACT INFORMATION LOURDES FULLER

SCHOOL: Shenandoah Middle School

PRINCIPAL: Bianca Calzadilla

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

VISUAL ARTS

VA.68.O.1.1: Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.68.H.3.2: Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.



If you are a teacher who fears doing projects because of classroom management, this will give you some skills to empower you to take a chance."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Efficiently use time and classroom management

Student motivation with art

How to do a full STEAM (5 point Matrix) lesson

STUDENTS

Adaptation: Can be adapted to different ages, budgets, and group sizes

Students who participated: 57 MSO (My School Online) 7th & 8th grade students did the paper version, 27 in-class 7th & 8th grade students did the tile mosaic

MATERIALS & RESOURCES

Materials: Water, tables, mosaic tiles, for paper version - white paper, colored pencils, document camera with Smartboard, personal devices if Zoom is preferred

Resources: The Internet, photos of mosaics from Spain, could set up a PD forum for teachers

ABOUT THE TEACHER

Lourdes Fuller has several art degrees and awards from various organizations, including The Education Fund. She has worked with mosaics for years, but had to rethink and adapt the process for COVID-19 safety measures. Her art club students help to set up and pick up during class. Lourdes enjoys projects like this with her older students, because maturity helps when managing safety issues in the classroom.

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CONTACT INFORMATION GLENDA MOTON

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Hopes & Fears: Learning During the COVID Era

Paper bags and creative writing contribute to students' positive social-emotional development

The Hopes and Fears book project is designed to bring awareness to the many struggles that students have encountered and the coping mechanisms they have used during this global pandemic. Through its course, students express themselves and share their personal thoughts and feelings via creative writing on how they managed their hopes and fears during this crisis while learning how to navigate school from a virtual platform. Given two lunch bags – one labeled, “Hopes” and the other, “Fears” – they list some of their hopes and fears on each bag and bridge the two bags together. They then share how they will use their hopes and fears to have a successful academic school year. The project enables students to recognize and manage their emotions and values as well as their strengths and challenges. It also allows them to understand and have empathy for others and to form positive relationships.



Hopes and Fears is a great resource for teachers to foster social-emotional learning.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to use creative writing to assist students with social emotional learning
How to have a slightly distinctive way of teaching students and to have an open mind

How to incorporate social-emotional learning skills within their lessons

STUDENTS

Adaptation: : Can be adapted to other ages and grade levels from 3rd – 12th.

Students who participated: 9th grade, 20 students

MATERIALS & RESOURCES

Materials: Two brown lunch bags, index cards (3 per student), markers, crayons, glue sticks, Hopes & Fears: Learning Academically in a COVID-19 Environment book, promethean board

Resources: The Internet, various websites (listed in Idea Packet)

ABOUT THE TEACHER

An educator for the past 21 years, Glenda Moton earned degrees in Elementary Education and Curriculum and Instruction in Reading. She is the 2021 Teacher of the Year for North Miami SHS. Glenda currently works for M-DCPS in the Office of Professional Development and Evaluation. This project was featured on WSVN Channel 7 news, The Miami Herald, Grand Canyon University (article), WMBM 1490 AM radio station, and WLRN radio interview, and was used throughout the school year. No assistant or paraprofessional was needed.

STANDARDS

ENGLISH LANGUAGE ARTS

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

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

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

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To register for this workshop, visit www.educationfund.org

Romeo and Juliet 2.0

Technology allows students to 'flip' over
Romeo and Juliet

The timeless love story of Shakespeare's Romeo and Juliet is re-envisioned in this project that enables students to use their own culture to connect to the tragic romance. By using their interests and abilities to analyze the plot about two young, star-crossed lovers whose deaths ultimately reconcile their feuding families, students seek to identify with the characters' conflict and motivation throughout the play. Students share what they learn through the poetic, dramatic structure of Romeo and Juliet's soliloquies in the story by performing revised versions of those soliloquies, using Flipgrid as their tool to video record the creative presentations. What results are highly-inspired interpretations that students are proud to have produced.



CONTACT INFORMATION CARMEN MARROQUIN

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.RL.1.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.



My students have become more engaged in examining literature."

Workshop Instruction – What Teachers Learn

How to choose the soliloquies for students to explore
How to set up the technology for students to use
How students relate literature to their own lives

STUDENTS

Adaptation: Can be adapted to any class or grade level with any text that explores character development or conflict, small or large groups, virtual or in-person

Students who participated: 9th grade English, 32 gifted honors students, ages 14-15

MATERIALS & RESOURCES

Materials: Textbook or online play of Romeo and Juliet, props for the play (poster paper, markers, designs)

Resources: The Internet, school media center, public library, guest speakers

ABOUT THE TEACHER

A 13-year career teacher in Miami-Dade County Public Schools, Carmen Marroquin earned Teacher of the Year at Coral Reef High School in 2019-2020. She has received Innovator grants from The Education Fund that focused on inclusion and empathy and has been a disseminator for the Ideas with Impact conference. Carmen used this project for one year and no assistants or paraprofessionals were required.

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To register for this workshop, visit www.educationfund.org

Tissue Box Poetry

Tissue boxes spark interest for students eager to understand poetry

"Poetry is easy," said no student ever... it's time to change that. Tissue Box Poetry provides students with a hands-on learning experience for better comprehension and creative expression of a tough subject - poetry. Students learn the distinctive characteristics of different forms of poetry as they read an independent novel of their choice. Referring to the content of their novel, they compose original poetry in various forms that also serve as a book report. Taking a tissue box, students decorate each side with a poem, pictures, stickers, construction paper, little 3-D decorations, etc. Each artistic piece is expressive and symbolic of the story they read. When complete, students present their tissue box poetry projects in class, and each chooses a teacher to donate their tissue box to with a message of appreciation for the teacher and a quick summary of the project's purpose.



CONTACT INFORMATION

ILEEN MARTIN

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

““ *This project guarantees better poetry comprehension and smiles all around!”*

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The five different multi-sensory ways to engage their students: taste, touch, hear, see, smell

Different forms of poetry

STUDENTS

Adaptation: Highly adaptable to a wide range of age and achievement levels, can be completed independently or in small groups, any academic subject

Students who participated: 6th grade, 65 gifted ELA students, met every school day for 1 month, either through MSO or physical setting (project can take a week if kept very simple)

MATERIALS & RESOURCES

Materials: Tissue boxes, coloring utensils, construction paper, little decorations, glue, scissors, space for storing the tissue boxes if project is done in the classroom, lesson plans, project guidelines, resource sheets about different forms of poetry, teacher-appreciation message

Resources: The Internet, public library, field trips to Miami Book Fair and Wynwood, local poets as guest speakers

ABOUT THE TEACHER

Ileen Martin has been teaching in M-DCPS for 15 years as a middle school language arts teacher. She is Gifted and National Board certified, with degrees from UM and FIU. Ileen received 4 Disseminator grants in the past, plus she is a published author of a YA novel, *Nightmare Beauty*, with two more books on the way. She has used this project for the past two years. Assistants and volunteers not required.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.6.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, etc.

LAFS.6.RL.2.AP.5b Identify the events that contributed the most to the theme, setting, or plot.

LAFS.6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text, etc.

LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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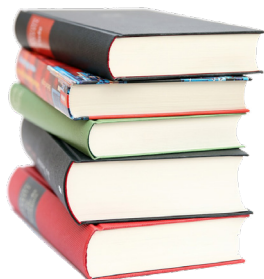
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Interactive Book Challenge for 21st Century Learners

Technology tools assist students with presenting interpretations about a novel

Taking the traditional “book report” to a new level, students transform it into an interactive, digital portfolio that showcases their analysis of a novel through writing, visual representations, and speaking/listening presentations. Students learn to support their inferences and share their interpretations of an author’s



message. To begin, students are provided with a list of 10-15 novels to choose for their 4-5 week project. Every week, students share a Flipgrid recording with their peers about their novel of choice using active reading stems to guide the dialogue. After their weekly post, each student actively listens and responds to two of their peers to provide feedback, using accountable talking stems. These steps are then repeated on a weekly basis and their peer replies are provided as a shareable ‘live’ document link on a coverage of project categories.



CONTACT INFORMATION DAWN REEVES-MCKINNEY

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

ENGLISH LANGUAGE ARTS

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.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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I was inspired to create an interactive reading portfolio project that encourages students to authentically share their observations and ideas.”

Workshop Instruction – What Teachers Learn

How to create a Flipgrid topic for students

How to create shareable documents

How to embed documents in a ‘live’ document

STUDENTS

Adaptation: Can be adapted to other ages, achievement levels, and used with large or small groups

Students who participated: 9th grade, 61 students, met two-three times a week on a block schedule of 2 hours per class

MATERIALS & RESOURCES

Materials: Book Challenge cover page, Active Reading and Accountable Talk sentence stems, Literary Elements reference page, Dialectical Journal template & instructions, Book-in-a-Bag instructions, One-Pager instructions, laptop/desktop with camera and microphone capabilities, grade appropriate novel selections (can use a class library or PDF version)

Resources: The Internet, public library to rent novels, Flipgrid account (free), Google Docs, Google Slides

ABOUT THE TEACHER

Dawn Reeves-McKinney is an eighth year English Language Arts teacher that has taught Intensive Reading, Honors, and Gifted level courses. She was Rookie Teacher of the Year for two schools and the recipient of three class grants for activities in her classroom. This is Dawn’s first year implementing a digital format of this project. No assistants are needed.

To register for this workshop, visit www.educationfund.org



Your community. Our financial expertise.

Believe it or not, it's never too early to learn about finances. That's why, with the help of our TD Bank Volunteer Financial Education Instructors, we offer a free, one-of-a-kind program, designed to teach children and teens about all things money — in an easy, simple way. By giving them the tools now, they'll be prepared to create a strong financial future.

We have learning resources for everyone.



Elementary School

They are never too young to learn the history of money and how it works. We use storytelling to teach children the basic principles of money, saving and banking.



Middle School

The perfect age to learn more about saving, budgeting and what a checking account is all about.



High School

Prepare students for their financial futures. They'll learn about opening and managing a checking account, ATM cards, income taxes and car insurance.

Plan in the palm of your hand.



TD Bank Learning Center Ages 13+

This mobile-friendly platform provides you with 10-minute personal finance lessons anytime, anywhere.



Virtual Stock Market Simulator Ages 13+

Learn how to manage a portfolio, increase your knowledge and lead a virtual stock market challenge with your class or organization.

Educating for a better tomorrow.

Our Curriculum

Written to meet the National Council of Teachers of Mathematics (NCTM) standards, our Financial Education lesson plans include resources for introducing topics like:

- The value of money
- The difference between saving and spending
- Balancing a check book
- Planning a budget
- Understanding credit
- Creating an investment
- Income taxes
- Identity theft and phishing

Each lesson is supported with age-appropriate activities for grades K-12.

TD Bank Volunteer Instructors

In addition to providing lesson plans online, we also have Volunteer Bank Instructors, who are available to teach your classroom or community group these courses — absolutely free.

To invite a TD Bank employee to teach a lesson in your classroom or organization, contact us now.

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Money: Make It Work for You

Students reap financial rewards with a moneymaking stock simulator program

Saving money is not a vehicle for creating wealth, acquiring assets is the way to go; however, the path to acquiring assets is difficult to learn. Empowering our youth with financial education that teaches how to make money work for them, this project allows students to safely experiment with investing in U.S. markets via study of financial reports and examination of a company's value. Students create a free account using a stock simulator program and are given \$100,000.00 to invest. The teacher provides the tools and knowledge required for students to determine and gauge their own investments. Now ranked by the amount of wealth accumulated, students prepare a rationale for their investment strategy (dividend vs growth investments), a risk profile, lessons learned from successful and unsuccessful investments, and they ask themselves whether they would have done anything differently. All documents are put together as part of students' final portfolio.



CONTACT INFORMATION NELSON BORREGO

SCHOOL: Miami Beach Fienberg Fisher K-8 Center

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



The project's overall value is for students to learn what to do with money once they have it."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to enroll students in the Stock Market simulator

How to look up and use analyst reports

Different ways to adapt the project as a full-scale elective class or as an additional support to the main curriculum

STUDENTS

Adaptation: Works for middle and high school students, as it is easily adaptable; project is embedded into any of the core standard curricula but is better if it has its own class time such as a personal finance elective

Students who participated: 7th-8th grade, ages 12-14, 98 students, majority of project was done individually, however, grouping for better financial research and in depth price predictions seems to work best

MATERIALS & RESOURCES

Materials: Computers, a free paper-stock trading account like TD Ameritrade or PayGrade.io.

Resources: The Internet, websites such as Yahoo finance, Tipp Ranks, Wall Street Journal, Seeking Alpha, Motley fool

ABOUT THE TEACHER

Nelson Borrego has been teaching for 7 years with a strong financial background in Economics and Business Administration. For the past 5 years, his Civics students' scores have gone from 77% to 86% to 91% and this last year tested 87%, well above the district average. Nelson started and led a Vex Robotics club where his Robotics students have gone from humble beginnings to compete at State competitions last year.

STANDARDS

Mathematics

MA.912.F.4.1 Develop personal budgets that fit within various income brackets.

MAFS.912.S.MD.1 Calculate expected values and use them to solve problems.
Florida Social Studies with Financial Literacy

Social Studies

SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

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To register for this workshop, visit www.educationfund.org

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

Life lessons in credit and fiscal responsibility prepare students about the value of their dollar

Borrowing money, credit ratings, evaluating credit card companies – these are vital, key concepts for high school students to understand as they enter adulthood. This lesson introduces how to obtain credit and maintain good practices with credit, both of which lead to establishing a good credit rating. It allows students to explore the use of credit with real-life situations. Each activity, such as comparing/contrasting a library with an institution providing credit, or distinguishing the difference between a credit card and a loan, guides students in becoming aware of how credit is obtained and retained. Additionally, students

learn to use credit in a responsible manner and truly appreciate the value of what it means to be responsible. Through this, students become advocates for themselves in a society where they are often socially, economically, and systemically oppressed. Upon conclusion of the project, students not only learn about financial education, they also sharpen their 21st century skills through collaboration, communication, critical thinking, and problem-solving.



CONTACT INFORMATION NATALIA ALLEN

SCHOOL: iTech @ Thomas A. Edison Educational Center

PRINCIPAL: Dr. LaShinda S. Moore

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SOCIAL STUDIES

SS.912.FL.4.7 Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers, landlords, and insurance companies.

SS.912.FL.4.13 Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

SS.912.FL.4.11 Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

SS.912.FL.4.1 Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR) and fee charges.



Incorporating financial literacy and economics activities into my lessons help my students have a deeper understanding of personal finance and how consumerism affects the economy as a whole."

STUDENTS

More than 200 students participated in the project from different schools in the district. The average group size was 20 students depending on the class size, and grade levels ranged between 10th and 12th. Class/groups met monthly, weekly, or daily. This project can easily be adapted to other ages, achievement levels, and used with either small or large groups.

MATERIALS & RESOURCES

Materials include 3-5 pictures of items students are eager to possess, play money, a book to represent the library analogy, and Venn diagram copies (one per student). Resources include student workbooks, informational pamphlets, bookmarks with important deadlines, curriculum, PowerPoint presentations, the Internet, and curriculum resources online from the National Endowment for Financial Education, and TD Bank WOW Zone.

ABOUT THE TEACHER

Natalia Allen's teaching career began in New York City public schools six years ago. Since then, she has been teaching in M-DCPS and implementing many financial literacy projects with her students. Individuals wishing to implement this project do not need an assistant; however, if more than 45 students are involved in a group, volunteers are beneficial.

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To register for this workshop, visit www.educationfund.org

Smart Path: Guide to College Clubs

Empowering low-income and first generation students with strategies and services to obtain higher education



CONTACT INFORMATION VERITZA KOSTOVSKI

EMPLOYER: The Education Fund

JOB TITLE: SmartPath Program Director

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PHONE: (305) 558-4544

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

The goal behind College Clubs is to embed a “college going” culture in high schools, empowering low-income and first-generation students with effective strategies and services to bring 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 not only learn the skills needed to apply for and succeed in college, but also make college the goal.

The Guide to College Clubs assists schools in establishing college clubs for students in grades 9-12 and 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 not only learn the skills needed to apply for and succeed in college, but also make college the goal.”

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 be knowledgeable of different professions, careers, and jobs available to them post-graduation. Students will also learn different statistics based on education level, selected major, and geographical location.

MATERIALS & RESOURCES

In order to present the information to students, educators will have the option of utilizing a computer and a projector for whole group presentations. However, conversations about college and career perspectives can be had without technology.

ABOUT THE TEACHER

Veritza Kostovski 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, major and career exploration, and student mentorship. Prior to leading the SmartPath program, she worked as a school counselor and CAP advisor in Miami-Dade County Public Schools for nearly a decade.

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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To register for this workshop, visit www.educationfund.org

Research Papers for Gen Z

Students benefit from an in-depth study of the research process

Research is the most important skill that students can learn for their future, whether focusing on the critical thinking aspect of evaluating information or the synthesis aspect of supporting an argument. In this project, students delve deep into the research process, examining the various steps that include asking questions, properly researching topics, formulating outlines, developing a draft, and constructing a thesis. The process can be daunting to teach, but when broken down

and implemented piece by piece, it is manageable for all teachers to teach and students to learn at all grade levels. By the end of the unit, students leave the classroom understanding the entire research process from beginning to end. The teacher has provided structure and lessons while the students have worked to create their own project for which they are proud.



CONTACT INFORMATION STEPHANIE WOOLLEY-LARREA

SCHOOL: Coral Reef Senior High

PRINCIPAL: Nicole Berge-MacInnes

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.RI.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.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



My students leave my classroom understanding the entire research process from beginning to end."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to ask a guiding question
How to write an organizational outline
How to formulate a thesis statement

STUDENTS

Adaptation: Grade level can be 9-12 but middle school grades can easily adapt to this project

Students who participated: 9th grade, 81 students along with 30 of a collaborating teacher's students, done every year with any student who is not in the IB program, which has its own research project

MATERIALS & RESOURCES

Materials: Interactive whiteboard (in-person)

Resources: The Internet

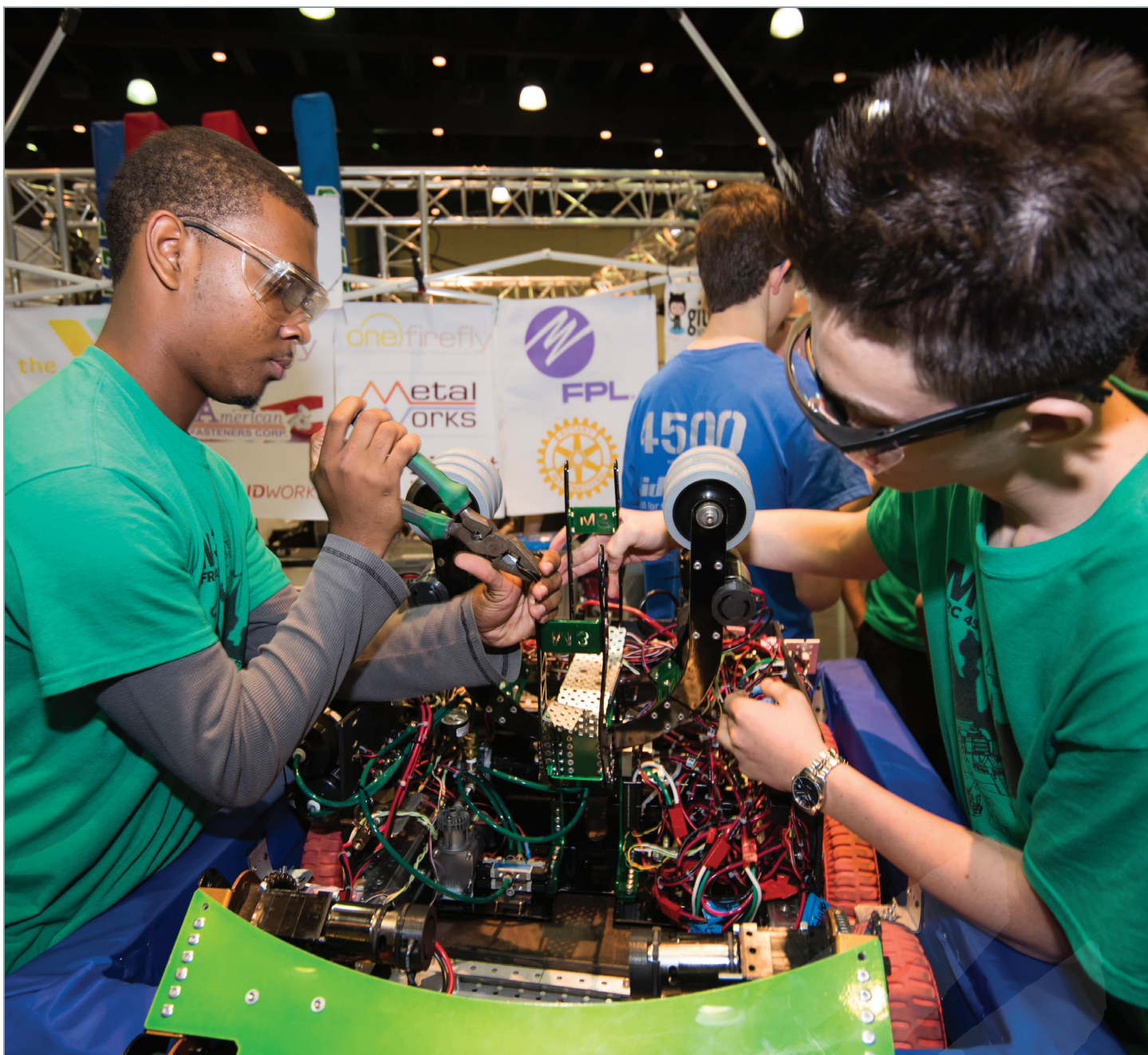
ABOUT THE TEACHER

Stephanie Wolley-Larrea been teaching for 27 years. She is an NBCT and a National Consultant for the College Board who trains teachers over the summer. Stephanie has been doing a version of this project since 1996 but has recently modified it for the digital age.

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At **Florida Power & Light Company** we're helping break down barriers to opportunity by investing in STEM education programs and empowering the next generation of leaders, thinkers and innovators.

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CONTACT INFORMATION MARCELLE FARLEY

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PRINCIPAL: Marc Schwam

EMAIL: mfarley@dadeschools.net

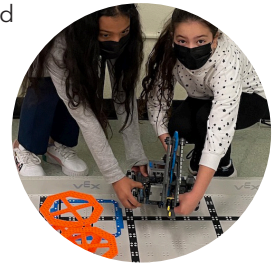
PHONE: (305) 205-7860

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Variables, Vertices, and VEX: Learning Math with VEX IQ

STEM club students use robotics
to learn math concepts

Mathematics doesn't have to be daunting during distance learning - students can learn mathematics through robotics and coding. As students think about ways to make a virtual robot move and the tasks they want them to complete, they are also exploring many mathematic concepts and ideas. Teachers can capitalize on this information and use coding as a way to motivate students to learn more math. In this project, students program the robot to turn at various angles. They draw geometric patterns and calculate distance for the robot challenge. VEXcode VR lets students code their virtual robot using a block-based coding environment powered by Scratch Blocks. VEXcode VR is based on VEXcode, the same programming environment used for VEX 123, GO, IQ and V5 robots. Robots make Computer Science (CS) come to life with real-world applications. Now, STEM learning can continue while at home for students, teachers, and mentors with no access to their VEX robots.



Students on the robotics team have demonstrated high achievement in mathematics."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

VEXcode VR and where to find the challenges
Coding on the Grin Map
How to code an actual robot

STUDENTS

Adaptation: Adaptable for all academic grades, block code works best for elementary age students but project can be adapted for middle and high school level using text code

Students who participated: 1st-5th grade, afterschool STEM Club students of mostly low socio-economic status, met twice a week

MATERIALS & RESOURCES

Materials: School computers or laptops, Vex robot kits

Resources: The Internet, coding component taught virtually using VexCode VR

ABOUT THE TEACHER

Marcelle Farley has taught in M-DCPS for over 27 years. She is certified in Elementary K-6, Middle grade Science 5-9, and Educational Leadership; she is also a National Board-Certified Teacher. Marcelle is a robotics leader with Miami-Dade County and co-facilitates Robotics professional development. She has received numerous grants from The Education Fund throughout her career and has been disseminating since 2002.

STANDARDS

MATHEMATICS

MAFS.4.G.1.1 Points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.

MAFS.4.G.1.2 Two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

MAFS.5.G.1.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

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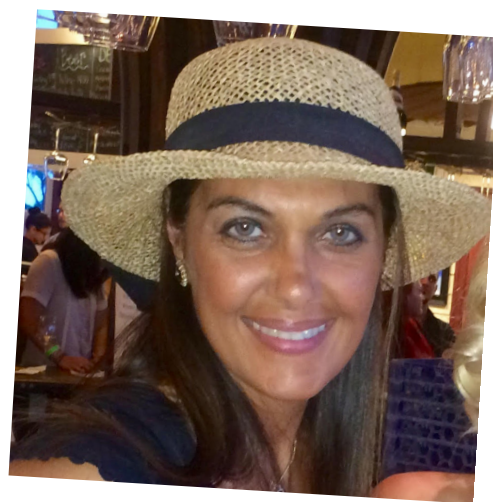
FPL®

To register for this workshop, visit www.educationfund.org

LEGO Coding Fun

Innovative minds of tomorrow LEGO their way to robotics success

Coding helps students develop abstract and critical thinking skills they need to solve complex problems. Combining colorful LEGO building elements, easy-to-use hardware, and an intuitive drag-and-drop coding language based on Scratch, the LEGO® Education SPIKE™ Prime Set continuously engages students regardless of their learning level. In one activity, students work in pairs to design multiple prototypes to find the most effective way to move a robot without using wheels. Throughout the project, students define the problem clearly and devise a solution, keeping in mind certain criteria and constraints. Testing determines if their solution works. If not, students reassess, ask themselves critical questions, and apply data, evidence, and other strategies for success. With SPIKE Prime, they encounter a variety of learning experiences that relate directly back to real-life questions and observations, building their confidence and preparing them for life beyond school.



CONTACT INFORMATION DUYSEVI MIYAR

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SCIENCE

SC.K2.CS-CP.2.4 Construct a simple program using tools that do not require a textual programming language.

SC.68.CS-CS.4.4 Identify and describe the use of sensors, actuators, and control systems in an embodied system.

SC.68.CS-CS.4.5 Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem.

CAREER TECHNOLOGY EDUCATION

CTE-TECED.68.ENTECH.11.04 Utilize the design process involving a set of steps, which can be performed in different sequences and repeated as needed.

“I realized that several of my students loved interacting with robots but were having difficulty programming because of limited English proficiency.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to assemble and label the SPIKE Prime set

How to use the SPIKE app lesson plans and professional development resources

How to do a hands-on lesson using SPIKE PRIME

STUDENTS

Adaptation: Any grade and achievement level, can be implemented with large or small groups

Students who participated: Middle school, 25 ESE students, met 3 times a week

MATERIALS & RESOURCES

Materials: LEGO® Education SPIKE™ Prime Set, electronic devices, SPIKE instructions and lesson plans

Resources: The Internet, computer lab, the SPIKE application

ABOUT THE TEACHER

Duysevi Miyar has taught for the past 22 years as an ESOL and ESE teacher. She has presented at the TESOL conference for many years as well as at The Education Fund's Idea EXPO – The Teacher Conference. Duysevi has earned her doctorate degree in Instructional Technology and Distance Education.

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CONTACT INFORMATION

MICHAEL SAKOWICZ

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PHONE: (305) 219-7253

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CodeBot! The Cool Coding Robot!

Robotics and students – the dynamic duo for coding!

CodeBot is a fun, exciting, and energetic way to get kids to code! A coding robot with simple online interface curriculum, it is suitable for students from elementary to high school. CodeBot teaches students the very basics of python coding language by actually seeing the robot move in all directions that are entirely dictated by the user's programs. Students learn trial and error debugging techniques as well as how to code larger programs. Activities include 'line follow,' which allows the robot to move around an entire room on its own (self-driving) without any touch. Utilizing CodeBot greatly improves student participation and overall attendance, and provides rudimentary levels of coding, which in turn allows students to do far better on the more advanced coding project (JS/HTML/C#/Java) which is required for our curriculum.



“ Not just for fun, you will see complete engagement, rigor, and response from your students.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Meet CodeBot and learn many different 'avenues' the robot can drive through
View different levels that students can be in and still LOVE to get into Python coding language
How simple (not stressful) the curriculum is for them as well as their students

STUDENTS

Adaptation: Grade level can be 3rd-12th, any achievement level

Students who participated: 9th-12th grade, 150 students, all levels of achievement

MATERIALS & RESOURCES

Materials: Computer, room space, batteries (after long runs), carpet tape, markers, poster board

Resources: The Internet, online curriculum, virtual guest speakers (listed in Idea Packet)

ABOUT THE TEACHER

Michael Sakowicz is a 5th year educator coming from the industry in computer science and graphic arts. His expertise has afforded him multiple grants to educate students in many areas. Michael was proudly awarded the Rookie Teacher of the Year in 2019-2020 and has used the project consistently throughout the 2020-2021 school year.

STANDARDS

Adopted Directly from the FLDOE
(Coding Fundamentals) Curriculum

01.0 Demonstrate proficiency using specialized computer coding software.

02.0 Develop an awareness of programming languages.

03.0 Demonstrate proficiency using common software applications.

04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.

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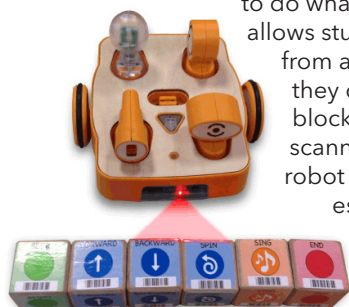
To register for this workshop, visit www.educationfund.org

Meet KIBO: Digital Literacy in the Primary Grades

KIBO provides students with endless hours of imagination, ingenuity, and creativity

Coding exercises mental muscles useful for many other activities and skills. With KIBO, young students learn programming ideas directly related to foundational concepts in math, literacy, science, and humanities. KIBO provides STEAM possibilities, as it appeals to both technically-minded students and those that connect more to arts and culture or physical activity. In this project, students learn by doing - they build their own robot, program it

to do what they want, and decorate it. Open-ended play allows students to make almost anything - a character from a story, a dancer, a race helicopter - anything they can think of. Using programmable wooden KIBO blocks, students create a sequence of instructions by scanning the blocks with the KIBO body to tell the robot what to do. Through KIBO, students discover essential learning tools such as sequential thought, cause and effect, and more, allowing them to discover new achievements on their own.



CONTACT INFORMATION MARCELLE FARLEY

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SCIENCE

SC.1.N.1.2 Use the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Mathematics

MAFS.1.NBT.1.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Visual Arts

VA.1.O.2.1 Create imagery and symbols to express thoughts and feelings



It is a great way for students in primary grades to experience computational thinking."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to use KIBO to teach math and science concepts and enhance STEM
How to use KIBO to promote creativity through art and drama
The benefits of teaching computational thinking to young children

STUDENTS

Adaptation: Primary grade levels preferred, can be implemented with large or small groups

Students who participated: 1st grade, 40 students, various ability levels from low to high, some were ELLs and some had special needs

MATERIALS & RESOURCES

Materials: KIBO kits, information on how to set up groups, sample classroom activities

Resources:

Websites such as:

<https://shop.kinderlabrobotics.com/KIBO-Says-Class-Programming-Game-TM-KIBO-SAYS.htm> and <https://kinderlabrobotics.com/stem-activities-for-elementary-students/>

ABOUT THE TEACHER

Marcelle Farley has taught in M-DCPS for over 27 years. She is certified in Elementary K-6, Middle grade Science 5-9, and Educational Leadership; she has also obtained National Board Certification. Throughout her career, Marcelle has received numerous grants from The Education Fund and has been disseminating since 2002.

To register for this workshop, visit www.educationfund.org

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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 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 comes alive for students in the Food Forests (FF), resulting in 67% of students increasing their science scores. Children are learning about the superfoods 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 186,735 Harvest Bags. We have engaged families and volunteers in 90+ community events, such as FF builds and cooking workshops. Parents marvel at the crops from their homeland and send requests regularly.

For Teachers

We invest in teachers and teacher training both on- and off-site. Our hands-on science 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.



STEAM Comes Alive Outdoors

Building bug hotels help students de-stress and connect with nature in outdoor eco classrooms



CONTACT INFORMATION MARCIA CARDONA

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An outdoor classroom promotes learning, mental health, physical health, reduces screen time, and allows students to connect with nature. As students and teachers return to school under difficult circumstances, chances are, students will be stressed and not working to the best of their ability. Outdoor environments provide many opportunities for students to relax and engage in lessons stress-free. Students benefit from hands-on learning experiences such as investigating the biodiversity of various plant life, participating in a scavenger hunt of the school habitat, discovering which bugs are needed to keep the habitat healthy, and building and hiding a bug hotel to attract the needed bugs. It also allows for different ways of evaluating the students' progress without a computer. The best part of this project is the freedom and enjoyment it provides students. These experiences are the ones students will remember and learn from the most.

STANDARDS

SCIENCE

SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

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.

MATHEMATICS

MAFS.4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.



Learning became fun, hand-on, stress free, and filled with unforgettable experiences."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Engaging hands-on activities to incorporate into the pacing guide
How to use existing school materials and areas to create new and exciting learning experiences for students
How to give ownership of the classroom/activities to students, promoting creativity, self-assurance, and motivation

STUDENTS

Adaptation: Lessons can easily be adapted to any grade level

Students who participated: 4th-5th grade, 35 students, other teachers joined with 40 3rd graders and twenty 1st graders, ideas and materials were shared (well sanitized) and concepts worked for all grade levels

MATERIALS & RESOURCES

Materials: Cushions, portable desks, portable whiteboard, clipboards, a variety of different lessons and activities that complimented the pacing guide cross curriculum - such as the Bug Hotels, Garden Census, Pine Rockland habitat

Resources: Partners in Education - The Education Fund Food Forest Gardener and The National Wildlife Federation - Maria Elena Garcia
Both were out various times to help with different lessons that were developed for outdoors

ABOUT THE TEACHER

Marcia Cardona has been teaching for 21 years, the last 17 at Royal Palm Elementary. She received various grants from The Education Fund, has participated in the Teach-A-Thon, and participated as a Lead Teacher of Royal Palm's Food Forest, which started as an edible school garden. Marcia used this project throughout the 2020-2021 school year with her students. She incorporated Partners in Education for assistance.

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CONTACT INFORMATION

DIANNA ROSE

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PRINCIPAL: Leonardo Mourino

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

PUMPKINPALOOZA!

Pumpkins + kids + science = PUMPKINPALOOZA!

Nothing says Fall like pumpkins! This oversized fruit is the centerpiece of an investigation based on the book, *How Many Seeds in a Pumpkin?* In this extremely interactive hands-on unit, students work in cooperative groups and use real pumpkins to practice science and math skills such as measurement and estimation. After predicting their pumpkin's weight and circumference, each group uses a scale and tape measure to find and record the correct data. Armed with a metal spoon and a shopping bag, group members take turns scooping out the seeds, along with the stringy 'guts' of the pumpkin. When all seeds are collected, they are counted and compared with students' estimations. The culminating activity is a pumpkin feast with an assortment of offerings such as pumpkin salsa, pumpkin tortilla chips, pumpkin cider, and more. Not all tastings are successful - the pumpkin salsa has been the favorite 3 years running!



This project takes math and science skills out of the textbook and into the hands of students."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to integrate literature, science, and math into a seasonal activity

How to engage students in cooperative learning groups

Everything you always wanted to know about pumpkins, but were afraid to ask!

STUDENTS

Adaptation: Groups of 4 work best, any achievement level, completed in one day if class is self-contained

Students who participated: 2nd or 3rd grade, 18 students, project accomplished over 2 days

MATERIALS & RESOURCES

Materials: Adequate space inside or outside, *How Many Seeds in a Pumpkin?* by Margaret McNamara, pumpkins, a scale, measuring tapes, newspaper, spoons, clipboard, nametags, data sheets, list with shopping venues and alternate suggestions, appendix of the artwork involved

Resources: Field trip to a pumpkin patch (located in Miami Springs, Miami Lakes, and The Little Farm in Goulds), the media center, public library, a volunteer assistant

ABOUT THE TEACHER

Dianna Rose currently works as lead teacher at Morningside K-8. Most of her years in M-DCPS were spent as a media specialist, and she loves to combine literature in all content areas. She has received numerous grants and awards, including several from The Education Fund, FAITC, Fairchild Tropical Garden, and the White-Reinhardt Award for Agricultural Education. This project has been done for 3 years, and a volunteer assistant is recommended.

STANDARDS

SCIENCE

SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

SC.35.CS-CP.1.4 Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.

MATHEMATICS

MAFS.2.MD.4.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.

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**School District
Education Foundation
Matching Grant Program**



Calming Therapeutic Slime

Ooey-gooey slime relieves stress during brain breaks or recess

Now more than ever, students and teachers need ways to relax, de-stress, and cope with social and environmental changes. A sure-fire way for students to achieve this, while also providing opportunities to practice their social and sensory skills with hands-on activities, is to create slime infused with soothing, therapeutic aromatics such as lavender, peppermint, and eucalyptus. Using slime as a therapeutic tool also creates an academic advantage, as students learn first-hand the science behind aromatherapy. At the onset, they study aromatherapy's effects on one's mind and emotional well-being. They view slime-making videos, research the chemistry of what causes slime to be stretchy and gooey, and learn about the different states of matter. After students make their slime, they infuse their favorite essential oil and enjoy the aromatic scent as they pull, roll, stretch, and smell their calming creation.



CONTACT INFORMATION ALENA SHERIFF

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DOWNLOAD PROJECT INFO AT [EDUCATIONFUND.ORG](https://www.educationfund.org)

STANDARDS

SCIENCE

SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.

SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.



Sometimes you just need to stop and give attention to your body's need for self-care."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to have fun while learning to make therapeutic slime

Making therapeutic slime is a creative way to motivate students

How to promote collaboration and communication amongst students and their teacher

STUDENTS

Adaptation: Can be adapted to grades 2nd - 5th, meeting times can vary from one to twice a week for half an hour up to 45min with a class size of 20 students

Students who participated: 15 third grade ESOL students, levels 1-5, ranging from low to moderate academic performance, low socio-economic background, and learning disabilities

MATERIALS & RESOURCES

Materials: Gallon of school glue (ask the art teacher for a donation), air tight jars with lid, essential oils, measuring cups and spoons, contact lens solution (saline), baking soda, large bowl spoons (plastic or metal), food-grade food coloring, students in groups of 4, clear surface for measuring ingredients

Resources: The Internet, YouTube video:

<https://www.youtube.com/watch?vMIZr0WEe2Wg>

<https://littlebinsforlittlehands.com/basicslimesciencehomemadeslimeforkids/>

<https://littlebinsforlittlehands.com/category/slime/>

ABOUT THE TEACHER

Alena Sheriff is a seasoned Disseminator and Adapter grant recipient with experience in writing grants for The Education Fund. Working as an educator for 25 years, she is certified in K-3rd grade education. Alena was selected twice as Teacher of the Year at her school and she achieved awards for National Board Certification, 2020-2021 Education Fund Food Forest Garden grant, 2020-2021 Wellness Coordinator, and December 2020 Ideas with IMPACT Leadership Workshop Certificate of Participation.

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Don't miss these other exciting **Health & Wellness** workshops featured at the **2021 Idea EXPO!**



Plant Ecosystems

Presenter: Cara Rockwell

This workshop will focus on how to create plant biodiversity for a healthy garden. We will explore how to naturally purify the air and create healthy soil and root systems for abundant garden growth.

Teach your class how to observe and record when a plant is healthy or starting to show signs of sickness. Learn which vitamins and minerals will perk up your plants naturally for a healthy garden.

Certifying Your School Garden

Presenter: Andrew Smith, Department of Agriculture

The School Garden Certification Program was created by the Division of Food, Nutrition & Wellness to encourage best practices in school gardens.

The information in this session will teach you how to get your garden started, garden tips, things to be on the lookout for, and how to get your garden certified by FNW (Division of Food, Nutrition and Wellness).

Learn effective methods for engaging your students in the garden, how to find local, seasonal recipes and take a look at FNW's free monthly curriculum- Harvest of the Month, a program based off of seasonal Fresh Florida Produce.



To register for these workshops, visit www.educationfund.org



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**NORMAN BRAMAN
PHILANTHROPIC FUND**



**THE JORGE M. PÉREZ
FAMILY FOUNDATION
AT THE MIAMI FOUNDATION**



The Batchelor Foundation

How Does the World See Me?

Delving into social justice issues, students share their personal feelings and experiences

Current events, civics, and art history, as they relate to social justice issues, are investigated by visual arts students immersed in a series of projects designed to establish dialogue, conduct research, and provide opportunity for creative expression around issues of racism and antiracism in American life and history.

This goal, through meaningful explorations that focus on the essential question, "How Does the World See Me?" invites students to reveal their feelings and lived experience about how they believe American society sees them.

Students engage with a wide variety of authors, artists, and influencers, particularly in the realm of antiracism. Through a blended learning approach, students have prolonged and meaningful group discussions, create original works of writing and art, and partake in personal and peer critiques of their creations. They benefit from this personal reflection (SEL) and become more involved with their world by being willing to have open, honest, and unfiltered conversations around such topics.



CONTACT INFORMATION JENNIFER PIKE-VASSELL

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DOWNLOAD PROJECT INFO AT [EDUCATIONFUND.ORG](https://www.educationfund.org)

STANDARDS

VISUAL ARTS

VA.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live.

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

SOCIAL STUDIES

SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

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.

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I have definitely seen students grow in empathy and maturity, as well as in contextual and historical knowledge."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to navigate uncomfortable conversations by relying upon relationship building, trust, vulnerability, and honesty

How to weave visual arts, American history, and civics/civic engagement together for a personally relevant experience for students

How to use my ideas as a springboard to what will work with your students

STUDENTS

Adaptation: Can be adapted to any age group, and could also work with any group size

Students who participated: 9th-12th grade, 15-20 students per class – 5 classes, 9th graders met 2-3 times per week, 10th to 12th graders met 5 times per week

MATERIALS & RESOURCES

Materials: *Stamped* by Jason Reynolds, various arts supplies, a variety of PowerPoints, slide shows, lesson plans, and other printed resources

Resources: The Internet, virtual field trips, virtual guest speakers

ABOUT THE TEACHER

Jennifer Pike-Vassell is in her 19th year as an educator. She taught at one of the first charter schools in New York City for 9 years, two schools in New Orleans for 5 years, and in M-DCPS for 5 years. Jennifer has been a founding or near-founding member of each of these schools, and has worked with K-12 students. Her professional roles have been numerous and include visual arts instructor, her current position. Jennifer has earned awards and grants from Duquesne University, Columbia University, The SEED School of Miami, and The Education Fund. Assistants are not necessary; however, deeper levels of dialogue may require a mental health professional at the school for support.

Student Power: Effective Citizenship

Helping students find their voice

Student Power is an opportunity for students to connect theory and textbook information with real-world application. Student-led, it demonstrates how students can affect change and make a difference in real time. To begin, students research a topic, identify a public policy-related issue, and propose a new policy or a change in policy. They learn the difference between public policy and community involvement and examine issues that affect their local community, state, and/or the nation. Students learn how the different branches of government and citizens work together to create laws. To further their research, students select a topic to conduct more in-depth analysis and propose a policy solution for a particular issue. Students meet with government officials, conduct interviews, and produce a product to show their efforts. Working collaboratively on issues they are passionate about challenges students to think on a deeper level and consider their own beliefs and positions in a way they've never done before.



CONTACT INFORMATION ASIAH WOLFOK-MANNING

SCHOOL: MDCPS Law Magnet Program Leader

PRINCIPAL: Adrena Y. Williams

EMAIL: awolfolk@dadeschools.net

PHONE: (321) 299-5547

DOWNLOAD PROJECT INFO AT EDUCATIOFUND.ORG

“Student Power offers a glimpse of what is to come at the next level. In essence, it is a lesson in life!”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Creative ways to introduce and implement research
How to group students based on their strengths and engage reluctant students
How teachers can implement the project as an extension of what they already teach

STUDENTS

Adaptation: Project can be done with one class or several classes, additional students result in different perspectives

Students who participated: Year 1 - 12th grade, Year 2 - 11th grade, 48 students in all, students presented their findings virtually to other students across the nation

MATERIALS & RESOURCES

Materials: Computers or laptops, large space for group discussions (in-person), breakout rooms (virtual), supplies based on the initiative that students are working on

Resources: The Internet, if possible in-person - District School Board meetings, local city meetings, and the Legislative Session in Tallahassee (otherwise virtual), guest speakers

ABOUT THE TEACHER

Asiah Wolfof-Manning has been teaching in Miami-Dade County since 2005, and she's been the Law Magnet Program Leader at Miami Carol City Senior High since 2013. Asiah is certified in Social Science and Language Arts. Two years in a row, she received the Student Power grant from The Education Fund.

STANDARDS

SOCIAL STUDIES

SS.912.C.1.1 Evaluate positions on the founding ideals and principles in American Constitutional government

SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change

LANGUAGE ARTS

LAFS.1112.W.1.1 Write arguments to support claims using valid reasoning

LAFS.1112.SL.2.4 Present information, findings, and supporting evidence with a clear line of reasoning and opposing perspectives

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P.L. Dodge

To register for this workshop, visit www.educationfund.org

CommU-N-I-T-Y Classrooms!

Students partake in healthy dialogue about current events

This workshop will guide teachers in creating a culturally responsive learning environment by helping students understand the power of knowing who they are, elevate their voices, and develop ways to think, speak, and act respectfully and inclusively of everyone. More importantly, it highlights unbiased texts



and helps students learn how to help create a world without prejudice. Students are free to bring their culture and full selves to the classroom, read about discrimination, participate in healthy dialogue and reflective activities and strategies, and create and execute plans of hosting and facilitating events and activities that help unpack biases and discrimination.



CONTACT INFORMATION DR. PRECIOUS SYMONETTE

SCHOOL: Miami Norland Senior High School

PRINCIPAL: Ronald Redmon

EMAIL: psymonette@dadeschools.net

PHONE: (954) 549-9520

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

LANGUAGE ARTS

LA.8.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

LA.8.3.3.3 Create precision and interest by elaborating ideas through supporting details (e.g., acts, statistics, expert opinions, anecdotes), a variety of sentence structures, and creative language.

SOCIAL STUDIES

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

SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures. Identify and analyze the historical, social, and cultural contexts of the arts.

“Students will be educated and empowered to create positive change in their community and surrounding areas.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Strategies to foster a cultural responsive learning environment
Intellectual conversations about uncomfortable issues

STUDENTS

Adaptation: Can be adapted to other grades, ages, and achievement levels, used with larger or smaller groups
Students who participated: 9th-12th grade, 150 students, met at least once a week

MATERIALS & RESOURCES

Materials: A class set of textbooks (they can vary, based on texts that are preferred), journals, art supplies such as construction paper, crayons, markers, pencils, pens, open space

Resources: The Internet, media center, computer lab, field trips, guest speakers

ABOUT THE TEACHER

A teacher for 15 years, Dr. Precious Symonette has received numerous awards, including the 2016 NEA Superhero Educator of the Year, M-DCPS 2017 Teacher of the Year, and 2018 Miami Herald/LEGACY Black Educator Award. She has worked with The Education Fund in several capacities as a Teacher Champion, Disseminator/Presenter at the Idea EXPO, and board member. Precious has used this project for at least 10 years.

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CONTACT INFORMATION DR. JACQUELINE TORRES-QUINONES

SCHOOL: South Dade Senior High School

PRINCIPAL: Juan Carlos De Armas

EMAIL: j.torresquinones@dadeschools.net

PHONE: 786 299-0943

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Holocaust Remembrance using Virtual Resources

All levels of intolerance are investigated via a multimedia approach

There is a strong need for schools to educate students not to accept hateful propaganda about the different "other" and instead appreciate other cultures and respect cultural differences. Teaching for inclusivity and tolerance will aid in protecting human rights. To facilitate this instruction, students study how, what, why, when, and where the Holocaust took place. They demonstrate the ability to empathize with individual eyewitness accounts and attempt to understand the complexities of Holocaust history, including the scope and scale of the events as presented through virtual Holocaust museum field trips and Zoom testimonies. Museum educators assist students to better connect with museum primary and secondary items, so that they will be able to brainstorm, and respond intellectually before, during, and after the Holocaust lessons. Students reflect on gathered information, place their findings on an exit slip, online post, PowerPoint, padlet, blog, video clip, or a recorded podcast Zoom session.



Students reflect on the roles and responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to teach students how and why the Holocaust took place

How to help students reflect on the responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts

How to provide students the context to explore the fears, pressures, and motivations that influenced the decisions and behaviors of individuals during the Holocaust

STUDENTS

Adaptation: Can be adapted, small groups are encouraged due to social distancing rules

Students who participated: 9th grade, 258 students, 25% - 35% at risk, block schedules

MATERIALS & RESOURCES

Materials: Computers/laptops, VR Headsets, USB flash drives, access to recording and editing apps/software programs, Zoom, rubrics, Holocaust Scholastic magazines, audio equipment, web camera, tripod, Holocaust books, chart papers, journals, index cards, Ziplock bags, writing, art supplies

Resources: The Internet, YouTube channel to show how various projects comes together (videos listed in Idea Packet), free clipart online

ABOUT THE TEACHER

Dr. Jacqueline Torres-Quinones has been teaching at South Dade Senior for over 7 years - Special Education, Intensive Reading, Critical Thinking, Dual Enrollment, FSA, PERT, SAT, ACT, and Holocaust Studies. With a doctoral degree in Organizational Leadership, she has written grants since 2017 that unify diverse students to make a positive difference in class and the community. Participating assistants included professional volunteers, media specialist, guest Holocaust Survival speakers, state officials, and college graduates.

STANDARDS

LANGUAGE ARTS

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Speaking and Listening Standards

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

TECHNOLOGICAL STANDARDS

SC.912.CS-PC.2.10 Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.

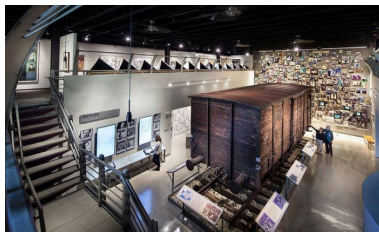
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To register for this workshop, visit www.educationfund.org

Florida Holocaust Museum Virtual Tour

The FHM provides educators with a variety of virtual learning opportunities and online curriculum. Virtual resources from The Florida Holocaust Museum allow schools and districts outside the Tampa Bay Area to engage with the Museum's Permanent Exhibition, have access to our Speakers' Bureau, and work directly with Museum Educators just as they would during an in-person visit. This program will feature a docent-led Virtual Tour of The FHM's permanent exhibition. Museum Educator, Yara Lugo, will also talk about The FHM's online curriculum, "Conversation with a Survivor" program, online collections database, and other virtual resources.



CONTACT INFORMATION YARA LUGO

ORGANIZATION: Florida Holocaust Museum

POSITION: Museum Educator

EMAIL: ylugo@thefhm.org

PHONE: (727) 820-0100 ext. 278

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SOCIAL STUDIES

SS.912.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.912.HE.3.4

Explain why it is important for current and future generations to learn from the Holocaust.

SS.6.W.1.1

Use timelines to identify chronological order of historical events.



The Florida Holocaust Museum honors the memory of millions of innocent men, women and children who suffered or died in the Holocaust. The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides."

WORKSHOP INTRODUCTION – WHAT TEACHERS LEARN

The FHM's Virtual Tour - Docent led tours offered to schools

Online Curriculum - Free, downloadable curriculum on a range of subject matter

Zoom with a Survivor - Bring a Survivor or Second Generation Speaker into your classroom for a one-on-one conversation with your students

Virtual Classrooms - Invite an educator from the Museum to teach a virtual lesson and host virtual activities for your students

Online Collection - Explore our permanent collection and learn ways to incorporate primary sources from The FHM in your classroom

MATERIALS & RESOURCES

<https://www.flholocaustmuseum.org/>

<https://www.flholocaustmuseum.org/learn/>

ABOUT THE TEACHER

Yara Lugo is the Museum Educator at The Florida Holocaust Museum in St. Petersburg, FL. She has been with The FHM since 2019, providing Florida teachers and students with educational resources and training.

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CONTACT INFORMATION YARA LUGO

ORGANIZATION: Florida Holocaust Museum

POSITION: Museum Educator

EMAIL: ylugo@thefhm.org

PHONE: (727) 820-0100 ext. 278

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Teaching Trunks On the Holocaust

The Florida Holocaust Museum in St. Petersburg 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.

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 <https://www.flholocaustmuseum.org/learn/teaching-trunks/>

To access The FHM's Virtual Trunk go to <https://thefhm.overdrive.com/>



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

ABOUT THE TEACHER

Yara Lugo is the Museum Educator at The Florida Holocaust Museum in St. Petersburg, FL. She has been with The FHM since 2019, providing Florida teachers and students with educational resources and training.

ADDITIONAL RESOURCES

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

For more information, go to www.thefhm.org

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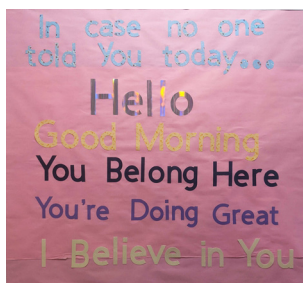
Express Yourself!

Personalizing Your Classroom

Inspirational slogans and goals guide students towards academic and personal success

Need a sure-fire way to help students feel more positive about their ability and potential? A fabulous strategy to keep them motivated and focused at working harder on reaching their goals while improving attendance, engagement, and achievement is to turn the classroom into a giant inspiration board. By utilizing a Cricut machine (cutting machine with free design program), teachers and students design personalized slogans and inspirational quotes that are posted

around the classroom to remind students to stick to their academic and life goals. To begin, the class discusses the importance of goal setting and sharing, and deliberates the value of a vision/ inspiration board, which will serve as a daily reminder to work hard, with purpose, and with intention of reaching these goals. Seeing their slogans and quotes displayed, students develop a growth mindset and take responsibility for putting forth maximum effort to achieve success.



CONTACT INFORMATION GUSSIE SAKOWICZ

SCHOOL: Miami Beach Senior High

PRINCIPAL: Debra Riera

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PHONE: (786) 853-4877

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

Health

HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Science

SC.68.CS-CC.1.3 Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.

CTE

CTE-GEN.68.GENRL.09.21 Demonstrate an understanding of how computers and other technologies are used as a communication tool.



The positive classroom signage promotes a positive growth mindset related to learning and life."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Creative ways to communicate with students

How to incorporate Educational Technology

How to provide opportunities for students to be involved with creating an inspirational classroom environment

STUDENTS

Adaptation: Can and should be adapted to the individual needs of each teacher's classroom with a variety of classroom sizes, ages, and levels

Students who participated: 9th-12th grade, 250 students, ages 14-18, all levels of achievement, ESOL and various socio-economic levels, met every other day

MATERIALS & RESOURCES

Materials: One or more computers/laptops, Cricut machine, 3x3 table, Cricut mats, vinyl, book, various supplies

Resources: The Internet, YouTube channel to show how various projects comes together (videos listed in Idea Packet), free clipart online

ABOUT THE TEACHER

Gussie Sakowicz is currently teaching high school students, but has previously served as an Activities Director, CTE teacher, Lead teacher of the Academy of Education and Training, and a middle school teacher. To name a few, her awards include a 2019 Mu State (DKG) Scholarship, Florida Council of Economic Education Governor's Awards, and many grant awards from The Education Fund. Gussie has been doing this activity for over 3 years. No assistance is needed; the project is more effective if students are involved.

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To register for this workshop, visit www.educationfund.org

Putting the “T” in PTA:

Parent Teacher Association Partnerships

Teachers can be the key ingredient for a strong PTA

The Parent Teacher Association (PTA) has been around for over 120 years but many times teachers only see the PTA as a parent organization. Actually, the PTA can be a viable partner in school projects by providing support and volunteers as well as funding opportunities. Often, the PTA is strengthened by student and teacher support - the stronger the PTA, the more support for students. For example, last year, The Education Fund awarded a grant for a social-emotional garden at Hialeah Miami-Lakes SHS, which started as a project of one teacher and one class, and soon encompassed multiple classes and over 25% of the school. The PTSA (Parent Teacher Student Association) was able to help the project by securing a grant from the Florida PTA to expand and continue the project next year. The partnership of the PTSA to support and expand the project has made this garden a place that will be a centerpiece for the school. Once benches are installed, students will have a tranquil place to sit and meditate in front of a pond and garden.

To support a teacher's project, the PTA needs to be strong. It needs to be supported by the whole community - parents, students, teachers, and administrators. Only when the PTA is well-balanced, can it thrive and meet its mission of making every child's potential a reality. The PTA can be a powerful voice for all children, a relevant source for families and communities, and a strong advocate for the education and well-being of every child

CONTACT INFORMATION SANDRA WEST

SCHOOL: Hialeah Miami-Lakes Senior High

PRINCIPAL: Alexander Santoyo

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PHONE: (305) 834-9276

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



PTAs that operate without strong partnerships often struggle and cannot provide support for their students.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

That they can work with their PTA in partnership to engage, educate, and empower their students

A supported PTA can provide resources by seeking grants as a 501(c)3 nonprofit, funding for which teachers and schools otherwise might not be eligible

PTA is a partnership that can benefit students, parents, and teachers in many ways

STUDENTS

Adaptation: Projects can encompass a single classroom, an entire grade, or the whole school - whatever the community needs. By working together, the PTA, the teachers, the students, and the school all benefit by building a community.

MATERIALS & RESOURCES

Resources: Resources are found at www.floridapta.org and www.pta.org for programs and projects that the PTA promotes and funds.

ABOUT THE TEACHER

Although only a teacher for two years, Sandra West has been involved with the PTA for over 25 years. She has been engaged at every level of school from kindergarten through high school. Sandra has seen PTAs operate with little to no teacher involvement to PTAs that are nearly entirely staff-led. It is when there is a balance that PTAs are strongest.

STANDARDS

SOCIAL STUDIES

SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

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To register for this workshop, visit www.educationfund.org

Student's Social Emotional Growth in the COVID Era

Social-emotional learning strategies ease students' minds

The need to implement social-emotional learning strategies with students to help them cope with anxiety and stress is as critical now, since the outbreak of COVID-19, as ever before. Doing so effectively requires a good program designed to address such issues. This project uses strategies created by Triumph Steps, founded by Beatriz Martinez-Peñalver, a licensed psychotherapist with over twenty-five years of experience in the mental health field. It uses cognitive behavioral approaches and meditation to help students

(and teachers, too) deal with their emotional psyche through simple and easy steps that everyone needs in life to be triumphant, from kindergarten to adulthood. The Triumph Steps program combines relaxing audio recordings with a positive social-emotional message of well-being and confidence. Little do teachers know at the onset of the program, that it will be such a source of positive emotional well-being for themselves as well.



CONTACT INFORMATION ZENY ULLOA

Department of Instructional Technology for M-DCPS

PRINCIPAL: Olema Herrera

EMAIL: zulloa@dadeschools.net

PHONE: (786) 205-1840

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SPECIAL SKILLS – SELF-REGULATION
SP.PK12.US.19.1b Identify personal emotions and feelings and their impact on physical and mental well-being.

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

SP.PK12.US.20.2: Respond in a socially appropriate manner to emotions and feelings of others.



The project has been enormously successful and effective in improving my students' overall social-emotional well-being."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to use SEL strategies to focus on their students' social-emotional well-being
How using SEL strategies will help students: understand/manage their emotions, set goals, and show empathy for others
Where to go for added support and guidance

STUDENTS

Adaptation: Can be adapted from K-12th grade since social-emotional learning is very much needed in every grade level and subject area

Students who participated: 2nd grade, 19 students, met twice a day each day

MATERIALS & RESOURCES

Materials: Triumph Steps SEL audio program available through Quaver SEL, copy written materials which can be purchased through the Triumph Steps website, Quaver SEL lessons

Resources: The Internet, University of Florida (strategies to Build Resilience in Early Learners - provided in Idea Packet)

ABOUT THE TEACHER

Zeny Ulloa has over 16 years of experience in M-DCPS as an elementary school teacher. She currently serves as a Digital Convergence Facilitator for the Instructional Technology Department. Zeny has written and been awarded numerous grants from The Education Fund, 4-H, and Pets in the Classroom. In 2019, she was recognized by the Miami Marlins Foundation Ballpark Wishes program and in November 2020 was one of three M-DCPS' teachers highlighted by The Education Fund's first ever Teachers with Impact digital magazine.

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WE WANT EVERY CHILD TO HAVE ACCESS TO HIGH-QUALITY MUSIC EDUCATION.

Music Access Miami is a multi-year initiative at The Miami Foundation to bring the power of music to every child and family in Greater Miami. We're building trust and relationships among nonprofits, Miami-Dade County Public Schools, and teachers to collaborate for the benefit of all young people across three key areas:

- **Miami Gardens Music Alliance:** A pilot collaboration where all students in Miami Gardens will get access to free, high quality music programming, in and out of school, with an aim to positively impact students social-emotional development and academic performance.
- **Music Access Network:** Building a network of leaders working toward the common goal of music access for all children in Miami Dade through investments in the people and organizations at the forefront of this issue.
- **Music Access Ecosystem Map:** Building a regional asset map in partnership with MDCPS to identify where students in Miami-Dade have access to programming and where there might be gaps.

MIAMI GARDENS MUSIC ALLIANCE

We've brought together seven local and national organizations to Miami Gardens, where all students from Pre-K to High School will get access to free, high quality music programming, in and out of school.



Check out our
2021 Virtual Field Trip



ECOSYSTEM MAP PARTNERING WITH MDCPS

We are collaborating with Miami-Dade County Public Schools to grow and disseminate a map that will include all MDCPS schools (400+) and various program offerings across all arts areas.

MUSIC ACCESS NETWORK

In order to build a stronger network of leaders working toward the common goal of music access for all youth in Miami-Dade, we will make continual investments in the people and organizations at the forefront of this issue.



JOIN THE JOURNEY

Visit **MusicAccess.Miami** to learn more or email Krowley@miamifoundation.org to learn more about how you can get involved.



CONTACT INFORMATION DR. EKATERINA BELYAKOVA

SCHOOL: Miami Beach Fienberg-Fisher K-8 Center

PRINCIPAL: Maria P. Costa

EMAIL: dr_k@dadeschools.net

PHONE: (318) 229-8678

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Therapeutic Musical Sounds for Mental Health Support

Music alleviates anxiety and teaches students
about sound creation

Many have heard that music has the power to heal. This project benefits students not only in academic achievement, but it also introduces them to the science and experience of calming and therapeutic sounds from singing bowl instruments. In the context of COVID-19, students learn an important method for supporting their own mental health during a highly stressful time, and demonstrates how they can provide support to others. They acquire knowledge about sound creation and how singing bowl instruments can be manipulated to produce healing live music. As a capstone activity, students generate therapeutic sounds from the singing bowl instruments and perform for their peers. This project is easy to implement to students and it instructs them on how to become less stressed for their other classes and real-life situations.



*Students demonstrated positive attitude changes
with a high rate of attendance and participation."*

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to structure a project that's driven by Florida's educational standards
How to develop a lesson in accordance with Miami-Dade's educational requirements
How to integrate multiple aspects of social-emotional and mental health into activities

STUDENTS

Adaptation: Can easily be adapted to other ages and achievement levels, used with larger or smaller groups

Students who participated: 6th-8th grade, 100 students directly, grades 2-5 participated indirectly, met twice per week

MATERIALS & RESOURCES

Materials: One or more musical instruments

Resources: The Internet, virtual guest speakers, musical performers

ABOUT THE TEACHER

Dr. Ekaterina Belyakova is a past Teacher of the Year, and has 22 years of teaching experience. Eleven of those years occurred after being awarded a PhD in Education. Her students have won numerous local and state awards for the Performing Arts. Ekaterina has received numerous grants over the years, with an average of three per year. No additional assistance is required and volunteer are always welcome.

STANDARDS

MUSIC

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.S.1 The Arts are inherently experimental and actively engage learners in the process of creating, interpreting, and responding to art.

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To register for this workshop, visit www.educationfund.org

Lyrik Tok

Latin Jazz inspires students to compose lyrics meaningful to them

The musical notes of “Oye Como Va” cha-cha-cha their way towards guiding and engaging students to compose lyrics within the Latin Jazz genre with the goal of accessing the TikTok social media template to present their lyrics. Main components of this unit include the history of Latin Jazz, analyzation of musical elements and lyrics, and composition of lyrics. Using recorded soundtracks void of any lyrics, the musical journey concludes with recorded performances of lyrics written by the students. For the final product,

the recorded material is featured on “Lyrik Tok” (a compilation of performances recorded by the teacher). Recorded performances are led by a couple of student disc jockeys. Their introductions include brief mentions of historical facts, interviews of the performers, and a couple of student-made commercials/jingles. The progression of this unit allows students to express their comprehension of the interdisciplinary connections being made in each lesson in a fun and up-building manner.



CONTACT INFORMATION ODALYS CORDERO

SCHOOL: Rockway Elementary School

PRINCIPAL: Julissa Pina

EMAIL: ocordero@dadeschools.net

PHONE: (786) 473-5229

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

MUSIC

MU.5.H.1.1 Identify the purposes for which music is used within various cultures.

MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

DANCE

DA.5.H.2.2 Classify a dance performance or repertoire piece by origin, genre, or period.



This is a great opportunity for ESOL Spanish speakers to express themselves more freely.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to integrate the performing arts with academic subject areas

To use fun ways to incorporate movement and dance

How to use lyric writing as a vehicle to encourage self-expression

STUDENTS

Adaptation: Can easily be adapted to students from 3rd grade to secondary level, groups can range between 20 to 35, flexible for both large and small groups

Students who participated: 5th grade, 70 students, met once a week for one hour

MATERIALS & RESOURCES

Materials: Smartboard/projector, index cards, paper/pencil or laptop, YouTube recordings, literary charts, shakers (maracas, egg shakers), conga drum/bongo (optional), recording equipment (phone, laptop)

Resources: The Internet, which provides various visuals and audio for this project

ABOUT THE TEACHER

Odalys Cordero has been teaching the lyric writing unit for the past 3 years and it has been rewarding each time. She has adapted the unit to what is trending to keep the material relevant to students. As to date, Odalys has no need for additional support in the classroom.

SPONSORED BY



To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION DR. EKATERINA BELYAKOVA

SCHOOL: Miami Beach Fienberg-Fisher K-8 Center

PRINCIPAL: Maria P. Costa

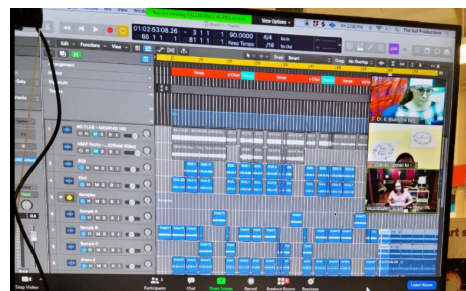
EMAIL: dr_k@dadeschools.net

PHONE: (318) 229-8678

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Creating, Connecting & Coping Through Digital Music

Students recoup, reconnect, and share their feelings through the music, as they learn how to create background music and compose music in this open-ended project that allows students to express themselves by learning and using 21st Century digital skills in a new and creative way. Artists have long been inspired during times of emotional intensity to create. Traditionally these beneficial endeavors were available primarily to those who had practiced and honed artistic skills over a period of years, or even decades. Today, using digital tools, even novices are able to originate musical compositions that reflect their internal dialogue. Technology facilitates the sharing of their creations, and sparks conversation, which further allows students to synergize. Ultimately, students are empowered to achieve and improve mental awareness and balance.



In the midst of a very disruptive pandemic, this project helped my students share their feelings through the music."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Music and Self Expression - creating
Digital Learning - 21st Century skills
Cooperative Learning
Social Emotional Learning - coping

STUDENTS

Adaptation: The project can be easily simplified for the elementary levels or be expanded to advanced concepts for high school levels.

Students who participated: 6

MATERIALS & RESOURCES

Materials: Digital devices - School laptops, tablets, mobile phones..

Resources: Free software, internet connection, paper, pens

ABOUT THE TEACHER

Dr. Ekaterina Belyakova is a past Teacher of the Year, and has 22 years of teaching experience. Eleven of those years occurred after being awarded a PhD in Education. Her students have won numerous local and state awards for the Performing Arts. Ekaterina has received numerous grants over the years, with an average of three per year. No additional assistance is required and volunteer are always welcome.

STANDARDS

MUSIC

MU.912. S.1.2 Compose music for voices and/or acoustic, digital, or electronic instruments.

MU.912. C.2.1. Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

MU.912. C.2.3 Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

MU.912. F.1.2 Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

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The Education Fund

Ocean Bank Center for Educational Materials

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SHOPPING HOURS: SATURDAYS 9 A.M. – 12 NOON

(Last teacher admitted at 11:30 a.m.)

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- Complete the "Online Pass Request" form

You will receive, via email, a "Pass to Visit" for the next available day.



Masks must be worn at all times by everyone who enters the warehouse.





CONTACT INFORMATION

KIMBERLY MCWILLIAMS

SCHOOL: Palmetto Elementary

PRINCIPAL: Eric Torres

EMAIL: kmcwilliams@dadeschools.net

PHONE: (305) 302-5372

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Typing into the Future: A 21st-Century Skill

TypeTastic makes communication
more fantastic for students

Our students are learning in different ways than five years ago. 21st-century skills are essential to their success. This includes learning how to type properly. The purpose of this project is to teach students a 21st-century skill, typing or keyboarding. Students use a gamification website called TypeTastic to learn how to type proficiently. They begin learning the proper placement of their hands on the keyboard and move into typing words then sentences. Students are assessed after each unit, which takes about one hour to complete. They move at their own pace and are able to keep track of their own progress, monitoring how many letters they have learned to type or how many words per a minute they can type. This gamification strategy shows students how to type confidently, which can be used to show their learning gains rather than using a paper and pencil.



“My 3rd-grade students are becoming proficient in typing, which opens up a new way to express themselves.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The importance of infusing 21st-century skills into the curriculum

How to integrate 21st-century skills into the curriculum

How to use the TypeTastic program

STUDENTS

Adaptation: 2nd grade through middle school, it is an independent learning experience

Students who participated: 3rd grade, 100 students, achievement levels ranged from gifted students to those with disabilities, worked on typing program 90 minutes a week in class and at home

MATERIALS & RESOURCES

Materials: Computer with keyboard, laptop, or tablet with attached keyboard

Resources: The Internet, TypeTastic website, a one hour professional development to instruct teachers how to use the TypeTastic program

ABOUT THE TEACHER

Kimberly Mc Williams has been a teacher for more than eleven years. Recently, she was awarded the Innovator Grant where she implemented the TypeTastic program at Palmetto Elementary with the 3rd grade classes. Kimberly plans on using this program throughout the school year. Each classroom teacher keeps track of their students' progress.

STANDARDS

Language Arts

LAFS.3.W.2.6- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

International Society for Technology in Education (ISTE) Standards for Students

1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

International Society for Technology in Education (ISTE) Standards for Teachers

2b - Advocate for equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students.

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Education Foundation
Matching Grant Program**



To register for this workshop, visit www.educationfund.org

Collaborative Platforms for Blended Learning

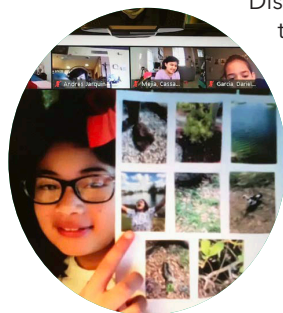
Consistent engagement prompts student growth in knowledge of online platforms

Given the challenging times of the pandemic, both teachers and students need to learn to navigate new online resources in order to provide a continuum of learning. Doing so adds to students' repertoires and develops their online skills that will benefit them in their future. This project provides students

with experience working with platforms, such as Padlet,

Discovery Education, and Pixton to complete projects that encompass all subject areas as they work independently and collaboratively while learning remotely outside of a normal classroom setting.

From conducting mock civil rights interviews in groups as journalists, to black history investigations of key figures to creating their own avatar comic book strip, and more, students gain skill uploading information, images, and videos to the various platforms. This experience promotes students' growth and maturity as a sense of trust is established, as well as ownership in their learning.



CONTACT INFORMATION NAVIA GOMEZ

SCHOOL: Dante B. Fascell Elementary

PRINCIPAL: Margaret D. Ferrarone-Leitner

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PHONE: (305) 389-8744

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SOCIAL STUDIES

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

LANGUAGE ARTS

LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SCIENCE

SC.35.CSCP.1.3 Identify, research, and collect a data set on a topic, issue, problem, or question using age appropriate technologies.



Teachers will be able to identify and recognize leaders and innovators in their classroom."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to create their own accounts on Padlet and Pixton

How to input their class details and establish ground rules for their students

How to create their own Padlet, Discovery Education Studio Board, and/or their own avatar on Pixton

STUDENTS

Adaptation: Can be adapted to other ages, any achievement level, virtual or in-class

Students who participated: 4th & 5th grade, 45 students, various achievement levels including ESOL and ESE

MATERIALS & RESOURCES

Materials: Motivational books (listed in Idea Packet), smartphones, writing utensils, journal, Padlet subscription, Discovery Education, Pixton, computers or laptops

Resources: The Internet, computer lab, school media center, public library, guest speakers

ABOUT THE TEACHER

Navia Gomez has been teaching for 23 years. Throughout those years, she received various awards, some of which included Science Teacher of the Year in 2010 and Teacher of the Year Finalist for the South Region in 2017. Navia also received grants from The Education Fund both as a Disseminator and Innovator.

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CONTACT INFORMATION

NELSON BORREGO

SCHOOL: Miami Beach Fienberg-Fisher K-8 Center

PRINCIPAL: Maria P. Costa

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PHONE: (786) 515-7991

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Pathway to Test-Readiness

Testmoz helps students become test-ready

When it comes to test day, many students aren't sure if they are up to the challenge. Testmoz gives students an end-goal, letting them to know for sure if they are ready for the district or state tests before they actually take them. More importantly, students become familiarized with the pace of testing and the sort of questions they will encounter so they will be comfortable on test day. Testmoz is a twofold program: the first part is teacher-led, with teacher-created exams and the 2nd part is student-led with students creating their own exams following certain rules such as standards alignment. It works with all devices and permits teachers to control many aspects of exams, including randomizing questions and answers and branching questions. Testmoz creates easy image transfers as well and includes a self-made test bank from which questions come. The program provides time restraints, browser locks, and many other features.



“My students increased their standard mastery much quicker when compared with studying alone.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to break down test standards to students like a secret game
How to create a student study plan that ends in self-directed testing
How to have students create exams and add to the test bank

STUDENTS

Adaptation: Can be scaled up to larger groups or down to small groups, achievement level can be raised or lowered depending on the project's rubric

Students who participated: 7th grade, 76 civics students of various achievement levels, ages 12-13

MATERIALS & RESOURCES

Materials: Computers or laptops or tablets, access to question banks or begin creating your own

Resources: The Internet, school media center

ABOUT THE TEACHER

Nelson Borrego has been teaching for 7 years. For the past 4 years, his Civics students' scores have gone from 77% to 86% to 91% and this last year tested 87%, well above the district average. Paraprofessionals or volunteers are not needed for the TestMoz project. He has used it for 4 years and it was successful. Nelson plans to push it even harder and expand its usage next year so that students are less intimidated by state tests.

STANDARDS

SOCIAL STUDIES

SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a United States citizen.

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

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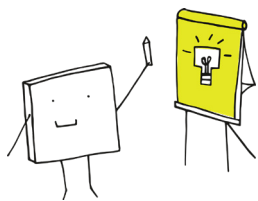
To register for this workshop, visit www.educationfund.org

Flipping the Classroom with Edpuzzle!

An untraditional strategy proves to be a winner for students

The premise of Edpuzzle is simple: it allows teachers to flip their classrooms, delivering instruction as homework and leaving class time for practice, remediation, and project-based learning. Teachers assign short instructional videos to their students, introducing new content as homework. Embedded within the videos are teacher-made questions designed to ensure students are on-task or reflecting on material just presented. After their introductory videos, students have some idea of what a new topic is about. The next day, teachers briefly review the new topic, clarifying any questions or misconceptions students might have from the video. The remaining class time can then be devoted

to practicing the material or engaging in project-based learning related to it. Teachers have access to Edpuzzle features such as students' individual responses, class averages, gradebook, etc. to help with grading and data-gathering for lesson planning. Teachers are encouraged to use Edpuzzle to see first-hand how student understanding and assessment scores soar!



CONTACT INFORMATION GARETH PEARSON

SCHOOL: Miami Beach Fienberg Fisher K-8 Center

PRINCIPAL: Maria P. Costa

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

MATHEMATICS

MAFS7RP1.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

MAFS7NS1.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

MAFS.7.EE.1.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.



It's truly remarkable and has revolutionized the way I deliver instruction in my classroom!"

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to set students up with Edpuzzle accounts

How to embed instructional videos with their own notes or questions

How to cultivate their personal libraries of Edpuzzle videos

STUDENTS

Adaptation: Can be adapted to any grade level for any subject

Students who participated: 7th grade, 85 students throughout multiple class periods

MATERIALS & RESOURCES

Materials: Desktops, laptops, phones, tablets, Edpuzzle application

Resources: The Internet

ABOUT THE TEACHER

This is Gareth Pearson's fifth year teaching and was selected as the Rookie Teacher of the Year at his school two years ago. He has 14 DonorsChoose projects funded to date, and is the proud recipient of Innovator and Disseminator grants from The Education Fund for 2018-2019 and 2019-2020. Gareth also earned a Foundation for New Education Initiatives Mini-Grant in 2019-2020. Edpuzzle was implemented with his students this last school year. No assistants or volunteers are needed.

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There's a YouTube Video to help you with your application process!



Would you like to present and share ideas
at the 2022 Idea Expo?

Apply to become an
Education Fund **DISSEMINATOR!**

Visit us online at educationfund.org
Applications are due March 4, 2022.



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

Funded by the Lynn and Louis Wolfson II Family Foundation



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.

“

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



CONTACT INFORMATION

ASIAH WOLFOLK-MANNING & BENITA GORDON

SCHOOL: MDCPS Law Magnet Program Leader

PRINCIPAL: Adrena Y. Williams

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DOWNLOAD PROJECT INFO AT EDUCATIOFUND.ORG

Podcasting for Student Engagement

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

Adaptation: Students from 6th to 12th grade

MATERIALS & RESOURCES

Materials: Laptops, microphones, recording/editing software

ABOUT THE TEACHER

Asiah Wolfolk-Manning has been teaching in Miami-Dade County since 2005, and she's been the Law Magnet Program Leader at Miami Carol City Senior High since 2013. Asiah is certified in Social Science and Language Arts. Two years in a row, she received the Student Power grant from The Education Fund.

APPLY NOW TO RECEIVE FUNDS

First-time recipients will receive a \$500 Grant + \$250 Stipend

Second-time recipients will receive a \$250 Grant + \$250 Stipend

Funds can be used to purchase podcast recording kits (less than \$300) and video creation, editing and script dictation software packages. The Education Fund will provide a podcast platform for you to upload your students' podcasts.

Click here to apply for a podcast grant for the 2021-2022 school year, or use the QR code found above.

To register for this workshop, visit www.educationfund.org

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.

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Closing the Gap in STEM

Podcasting gives female students an outlet to share their ideas with a broad audience

Podcasting is an excellent way of moving students into an active role, especially after a difficult year of isolation from fellow classmates. It paves the way for students to become excited about education again and gives them an outlet to share their ideas with a broad audience. With this podcast focusing on

encouraging girls to pursue STEM careers, it is providing hope, a refocusing point, a reason to grow, and a way for older girls to give back to younger girls.

The project focuses on two areas, Research and Interview. Students decide on the focus of the podcasts, which are meant to inspire, recruit, and retain girls in STEM fields. The girls conduct research to create valid and pertinent scripts for their podcasts. They research potential guests who will support or debate their point of view, learn how to approach, schedule, and interview influential leaders in STEM, and deliver a presentation on their topic. The entire process 'flips' the classroom into a student-driven experience instead of a teacher-driven one.



CONTACT INFORMATION GINA RUIZ-HOUSTON

SCHOOL: Barbara Goleman Senior High

PRINCIPAL: Manuel Sanchez III

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PHONE: (954) 295-8531

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

ENGLISH LANGUAGE ARTS

ELA.8.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

WORLD LANGUAGES

WL.K12.IH.4.6 Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.

WL.K12.AH.1.4 Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.

WL.K12.AL.1.4 Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.

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Family Foundation**

“My particular impetus is to recruit and retain young women and underrepresented students into the sciences.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Definition of Podcast

How to integrate technology into the classroom

How all teachers can involve their students in podcasting

STUDENTS

Adaptation: Grade level can be 9-12 but middle school grades can easily adapt this project

Students who participated: 9th-12th grade, female students in the Girls Who Code club

MATERIALS & RESOURCES

Materials: Computer, microphone on a boom stand, memory stick, mixer/combiner, headphones, cabling

Resources: The Internet, Zoom platform

ABOUT THE TEACHER

Gina Ruiz-Houston is in her 24th year of teaching and the department head and team leader in her school. She is a College Board Question Writer & Reader and recently earned the APSI Fellows Scholarship Recipient 2021 & 2020. Gina is also a recipient of various grants from The Education Fund. No assistants were needed for this project.

To register for this workshop, visit www.educationfund.org

SATURDAY SCHEDULE, NOVEMBER 6, 2021 • 8 A.M. - 4 P.M.

SESSION A

**CLASSROOM
MANAGEMENT/SOCIAL
EMOTIONAL LEARNING**

Student's Social Emotional Growth in the COVID Era

Grades K-5

Disseminator: Zeny Ulloa

Social-emotional learning strategies help students cope with anxiety and stress, which have dramatically increased since the onset of COVID-19. This project uses strategies created by a licensed psychotherapist with over twenty-five years of experience in the mental health field.

**ENGLISH LANGUAGE
ARTS**

Romeo and Juliet 2.0

Grades: 9-12

Disseminator: Carmen Marroquin

The timeless love story of Shakespeare's Romeo and Juliet is re-envisioned in this project that enables students to use their own culture to connect to the tragic romance.

FINANCIAL LITERACY

Make Money Work for You

Grades 6-12

Disseminator: Nelson Borrego

Students (and teachers!) learn how to create wealth through asset-building. Using a free stock simulator, students prepare risk profiles and rationales for their investments, then follow and analyze their performance.

HEALTH AND WELLNESS

STEAM Comes Alive Outdoors!

Grades 2-5

Presenter: Marcia Cardona

An outdoor classroom promotes learning, mental health, physical health, reduces screen time, and allows students to connect with nature. Students benefit from hands-on learning experiences investigating the biodiversity of various plant life.

HOLOCAUST EDUCATION

Holocaust Museum Virtual Tour

Grades 1-12

Presenter: Yara Lugo

Virtually tour the Florida Holocaust Museum to learn how to make Holocaust Education accessible for all grade levels with free resources, speakers, and online curriculum aligned with FL standards.

MUSIC

Therapeutic Musical Sounds for Mental Health Support

Grades: 2-8

Disseminator: Dr. Ekaterina Belyakova

Students learn about sound creation and how singing bowl instruments can be manipulated to produce healing music, then generate therapeutic sounds and perform for their peers. This project demonstrates how students can support others and relieve their own stress.

PODCASTING

Podcasting for Student Engagement

Grades 6-12

Disseminator: Asiah Wolfolk-Manning and Benita Gordon

The Education Fund Civics Podcast Grant provides teachers with the funds necessary for students to produce podcasts that cover relevant topics of their choice, such as pandemic management, vaping, gun laws, social media, bullying, and environmental issues. Learn podcast production basics and interviewing tips, and how to apply for the grant.

ROBOTICS

CodeBot! The Cool Coding Robot

Grades 3-12

Disseminator: Michael Sakowicz

CodeBot teaches students the basics of python coding language by seeing the robot move in all directions entirely dictated by the user's programs. Students learn debugging techniques and how to code larger programs.



SOCIAL SCIENCES

CommU-N-I-T-Y Classrooms!

Grades 9-12

Disseminator: Dr. Precious Symonette

This workshop will guide teachers in creating a culturally responsive learning environment by helping students to understand the power of knowing who they are, understanding systems within society, working to elevate their voices, and creating ways to think, speak, and act respectively and inclusively of everyone.

STEM

Mirror Me This!

Grades 6-12

Disseminator: Dr. Suzanne Banas

Learn teaching strategies using a Pocket Document Camera, a mirror to project the computer's camera down to see the keyboard and view anything you place on it – student papers, drawings, manipulatives and more.

Virtual Reality + Art for Game Design

Grades 9-12

Disseminator: Mark Godinez

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



STEAM/VISUAL ARTS

Totally Tubular! The Tube to Fish Pipeline

Grades 2-5

Disseminator: Peter DeMercado

In this STEAM lesson focused on plastics pollution, fish anatomy, and the Florida reef system, students learn to construct a 3-D mixed media fish with a paper towel tube, using reverse engineering.

**TECHNOLOGY IN THE
CLASSROOM**

Flipping the Classroom with Edpuzzle

Grades K-12

Disseminator: 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.

SATURDAY SCHEDULE, NOVEMBER 6, 2021 • 8 A.M. - 4 P.M.

SESSION B

COLLEGE PREPARATION

SmartPath: Guide to College Clubs

Grades 9-12

Presenter: Veritza Kostovski

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.

ENGLISH LANGUAGE ARTS

Tissue Box Poetry

Grades 2-8

Disseminator: Ileen Martin

This hands-on project results in better comprehension and creative expression by composing original poems as a form of book report, then decorate tissue boxes to creatively express their interpretations.

HEALTH AND WELLNESS

Calming Therapeutic Slime

Grades 2-5

Presenter: Alena Sheriff

Students and teachers relax, de-stress, and cope with social and environmental changes while practicing social and sensory skills with hands-on activities by creating slime infused with soothing, therapeutic aromatics such as lavender, peppermint, and eucalyptus.



Plant Ecosystems

Grades K-5

Presenter: Cara Rockwell

This workshop will focus on how to create plant biodiversity for a healthy garden. Teach your class how to observe and record when a plant is healthy or starting to show signs of sickness.

HOLOCAUST EDUCATION

Teaching Trunks on the Holocaust

Grades 1-12

Presenter: Yara Lugo

Teaching Trunks from The Florida Holocaust Museum provide powerful visuals and texts to teach the Holocaust to all grade levels.

MUSIC

Lyrik Tok

Grades: 3-12

Disseminator: Odalys Cordero

Students compose new lyrics to a classic Latin Jazz song by studying the history of the genre, analysis of musical elements and lyrics, and composition of lyrics. This project can be adapted using any musical genre.

ROBOTICS

Variables, Vertices, and VEX

Grades 1-5

Disseminator: Marcelle Farley

Motivate students to learn mathematics concepts and principals through robotics and coding.

SOCIAL SCIENCES

Student Power: Effective Citizenship

Grades 6-12

Disseminator: Asiah Wolfolk-Manning

Student Power is an opportunity for students to connect theory and textbook information with real-world application. Student-led, it demonstrates how students can affect change and make a difference in real time.

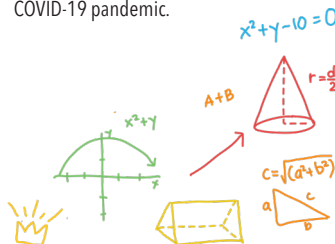
STEM

PandeMaths

Grades 6-12

Disseminator: Kelsey Major

Make math relevant to even the most reluctant learners by teaching concepts and principals within the context of the COVID-19 pandemic.



STEAM/VISUAL ARTS

ECO Weaving: Mandelas

Grades 2-5

Disseminator: Susan Feliciano

Students create "plarn" - yarn made from single-use plastic bags, make their own loom from recycled cardboard, then weave an eco-friendly Mandala.

TECHNOLOGY IN THE CLASSROOM

Pathway to Test-Readiness

Grades 3-12

Disseminator: Nelson Borrego

Using Testmoz, students become familiar with the pace and content of standardized testing in order to prepare them for test day, ease test anxiety and achieve higher scores.



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SATURDAY SCHEDULE, NOVEMBER 6, 2021 • 8 A.M. - 4 P.M.

SESSION C

COLLEGE PREPARATION

Research Papers for Gen Z

Grades 6-12

Presenter: Stephanie Woolley-Larrea

Prepare your students for college and provide 21st century skills as they delve deep into the research process that includes asking questions, properly researching topics, identifying credible sources, formulating outlines, developing a draft, and constructing a thesis.

**CLASSROOM
MANAGEMENT/SOCIAL
EMOTIONAL LEARNING**

Express Yourself: Personalizing Your Classroom

Grades K-12

Disseminator: Gussie Sakowicz

Learn to turn your classroom into a giant inspiration board, with inspirational slogans and goals that guide students towards academic and personal success at any grade level.

Happy Thoughts = Happy Classroom

Grades 6-12

Disseminator: Teri Rodriguez

A 21-day mindful journey guides students towards feelings of gratitude and happiness. Each day, students write about something or someone for which they are grateful. This project encompasses cutting-edge research on the benefits of mindfulness and gratitude to motivate students to learn, become self-aware, and make better choices.

**ENGLISH LANGUAGE
ARTS**

Interactive Book Challenge for 21st Century Learners

Grades: 6-12

Disseminator: Dawn Reeves-McKinney

Taking the traditional "book report" to a new level, students transform it into an interactive, digital portfolio that showcases their analysis of a novel through writing, visual representations, and speaking/ listening presentations.

FINANCIAL LITERACY

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

Grades 9-12

Disseminator: Natalia Allen

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.

HEALTH AND WELLNESS

PUMPKINPALOOZA!

Grades 2-5

Presenter: Dianna Rose

In this extremely interactive hands-on unit, students work in cooperative groups and use real pumpkins to practice science and math skills such as measurement and estimation.

HOLOCAUST EDUCATION

Holocaust Remembrance using Virtual Resources

Grades 9-12

Presenter: Dr. Jaqueline Torres-Quinones

Students reflect on the roles and responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts.

MUSIC

Creating, Connecting and Coping Through Digital Music

Grades: 6-12

Disseminator: Dr. Ekaterina Belyakova

Students recoup, reconnect, and share their feelings through the music, as they learn how to create background music and compose music in this open-ended project that allows students to express themselves by learning and using 21st Century digital skills in a new and creative way.

PODCASTING

Closing the Gap in STEM

Grades 6-12

Disseminator: Gina Ruiz-Houston

This podcast encourages girls to pursue STEM careers, providing hope and a way for older girls to give back to younger girls. Students decide on the focus of the podcasts, which are meant to inspire, recruit, and retain girls in STEM field.

ROBOTICS

LEGO Coding Fun

Grades 4-8

Disseminator: Duysevi Mayar

Teach your students coding with LEGO building elements, easy-to-use hardware, and an intuitive drag-and-drop coding language to continuously engage students regardless of their learning level.

SOCIAL SCIENCES

How Does the World See Me?

Grades 6-12

Disseminator: Jennifer Pike-Vassell

Delving into social justice issues, students share their personal feelings and experiences. Current events, civics, and art history, as they relate to social justice issues, are investigated by visual arts students immersed in a series of projects designed to establish dialogue, conduct research, and provide opportunity for creative expression around issues of racism and antiracism in American life and history.



STEM

Create a Smile 3-D Style!

Grades 6-12

Disseminator: Alicia Gant

Increase interest in STEM/STEAM by teaching your students to make their own fully functional 3-D digital camera with a 3-D printer.

Cricut Maker Makes the Class!

Grades K-6

Disseminator: Daniella Parra

Learn to make your own manipulatives using a Cricut maker and help students catch up on learning math concepts.

STEAM/VISUAL ARTS

Mosaics: Finding Geometry in Nature

Grades 6-12

Disseminator: Lourdes Fuller

This art project helps students find meaning, balance, and beauty in the natural world. Students design mosaics guided by the geometry found in nature.

**TECHNOLOGY IN THE
CLASSROOM**

Collaborative Platforms for Blended Learning

Grades 3-8

Disseminator: Navia Gomez

Teach your students to use platforms such as Padlet, Discovery Education, and Pixton for instruction in all subject areas as they work independently and collaboratively, whether learning remotely or in the schoolhouse.

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SESSION D

ENGLISH LANGUAGE ARTS

Hopes and Fears: Learning Academically in a COVID-19 Environment

Grades: 3-12

Disseminator: Glenda Moton

Through creative writing, students express themselves and share personal emotions on how they managed their hopes and fears during the pandemic.

HEALTH AND WELLNESS

Certifying Your School Garden!

Grades 2-5

Presenter: Department of Agriculture

The information in this session will teach you how to get your garden started, garden tips, things to be on the lookout for, and how to get your garden certified by FNW.

ROBOTICS

Coding for Non-Readers

Grades 4-8

Disseminator: Marcelle Farley

Young learners can code before they can read! Coding sharpens reasoning skills, builds confidence, and kick-starts critical thinking. Using Osmo's Coding with Awbie, students begin to master math and science standards while playing fun accelerated learning games.

CLASSROOM MANAGEMENT/SOCIAL EMOTIONAL LEARNING

Putting the "T" in PTA: Parent Teacher Association Partnerships

Grades K-12

Disseminator: Sandra West, President 2020-2022

Miami-Dade County Council of PTAs/PTSAs

Learn to tap into the power of your PTA/PTSA, which can be a viable partner for school projects by providing support and volunteers as well as funding opportunities. The PTA is strengthened by student and teacher support - the stronger the PTA, the more support for students.

STEAM/VISUAL ARTS

Go Fly a Kite!

Grades 6-12

Disseminator: Anna Weiss

Students are excited to learn math, engineering and physics concepts while using artistic self-expression to create uniquely decorated functional kites.



A Stitch in Time: Sashiko

Grades K-12

Disseminator: Alina Rodriguez

Students practice the art of ancient Japanese needlework, which requires patience and mindfulness, and promotes social emotional skills.



TECHNOLOGY IN THE CLASSROOM

Typing Into the Future: A 21st Century Skill

Grades 2-8

Disseminator: Kimberly McWilliams

Using a gamification website, students learn proper hand placement, keyboard techniques, accuracy, and how to type with confidence - skills they will use for a lifetime.



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2021 Idea EXPO

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Michael Bonner *Now What? The New Era of Education*

Ellen DeGeneres. NBC Nightly News. The Ashton Kutcher Foundation. Time for Kids. SoulPancake. People Magazine.

These are just a few of the audiences that have been drawn to the energizing voice and masterful teaching methods of educator, speaker, and author Michael Bonner. Michael has presented to more than 200 education conferences, school district meetings and leadership development audiences across the U.S. & Canada

Administrators and educators alike leave Mr. Bonner's presence ready to make an impact that affects eternity. Mr. Bonner is consistently seen as a visionary leader who strives to create a positive mindset among all of his students. His students come to class each day with diverse backgrounds, strengths, needs, and challenges. Therefore, he identifies strategies to ensure their growth socially, emotionally, academically, and psychologically.

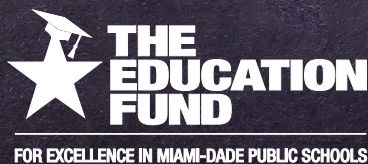
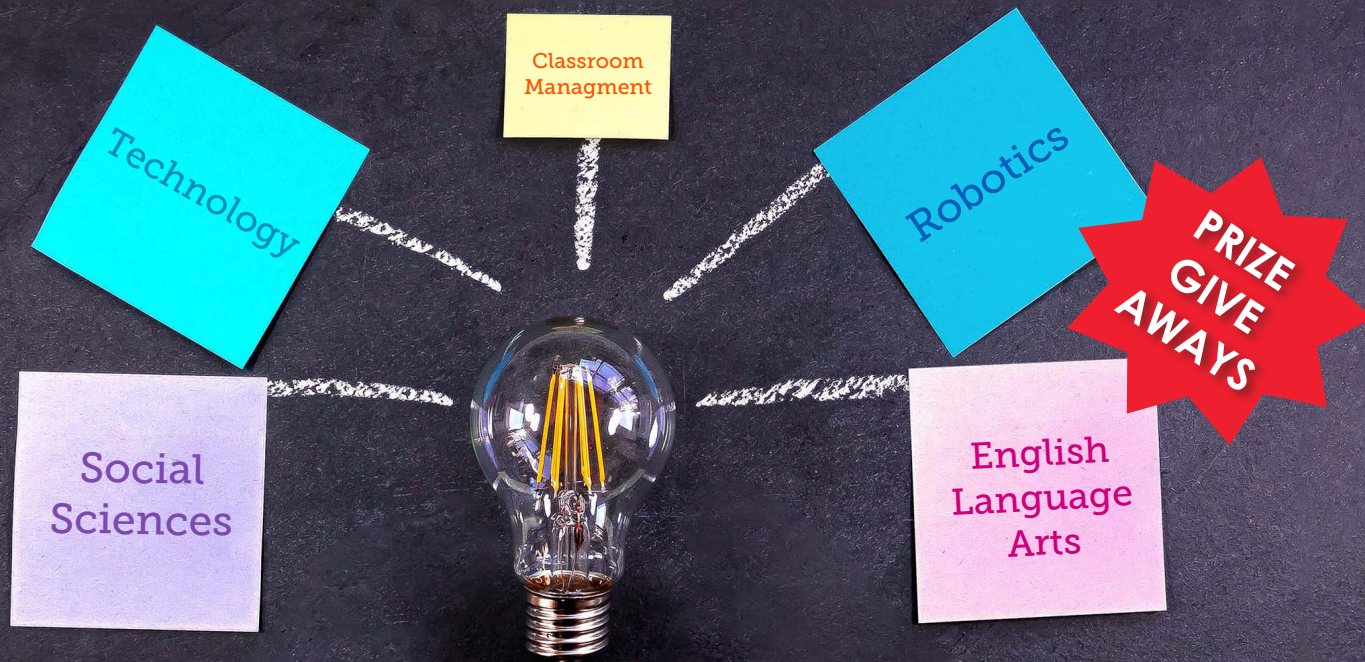
Michael Bonner ignited M-DCSP teachers at last year's Idea Expo, and this year, he'll be back with a new talk to inspire and motivate teachers once again.

Register now to reserve your spot!



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