THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Ideas with IMPACT

2025
2026

Elementary | Middle | Senior High Ideas

IDEA EXPO TEACHER CONFERENCE

PROJECT-BASED LEARNING STRATEGIES FOR EVERY SUBJECT AND GRADE LEVEL

MIAMI LOVES TEACHERS

50 NEW INSPIRING WORKSHOPS

WITH FLORIDA STANDARDS

STEM/STEAM • ELA • CLASSROOM MANAGEMENT/RESILIENCY • SOCIAL SCIENCES
FINANCIAL LITERACY • HEALTH & WELLBEING • TECHNOLOGY

THE EDUCATION FUND 40 YEARS
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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

A Message from the Superintendent

of Miami-Dade County Public Schools

Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Dr. Jose L. Dotres

July 17, 2025

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

Additionally, The Education Fund's *Idea EXPO* elevates teacher leadership by providing a forum for some of Miami-Dade's most dedicated teachers to showcase their classroom innovations with colleagues across the District. I applaud The Education Fund for hosting this conference that features teachers' best practices across multiple subject areas, with engaging, student-centered lessons that help accelerate learning and foster creativity.

Through *Ideas with IMPACT*, The Education Fund shares innovative, cost-effective teaching ideas in a user-friendly network that includes an interactive mobile application, the *Idea EXPO Teacher Conference*, classroom grant opportunities, discussion series, and interactive training webinars led by M-DCPS teachers. I commend the passionate educators who contribute their time and talents to the IMPACT network and encourage all teachers to explore these resources to enrich their own instructional practice.

This year, we are especially proud of the newly launched *Miami Loves Teacher* partnership between M-DCPS, The Education Fund, The College Football Playoff Foundation, and the Orange Bowl Host Committee. This collaborative initiative focused on teacher motivation and retention aligns with our commitment to making M-DCPS "*Your Best Choice*" for teaching and learning, and demonstrates our shared investment in celebrating, supporting, and retaining outstanding educators.

Thank you for all you do to make a difference for our students, our schools, and our community.

Sincerely,

Dr. Jose L. Dotres
Superintendent of Schools

JLD:ld
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305-995-1000 • www.dadeschools.net

THE EDUCATION FUND 40 YEARS

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

INNOVATION IN ACTION FOR EDUCATION

Our work reaches all 20,000 educators in 470+ schools and makes a difference in the lives of 310,000+ students.

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- ★ $90+ million raised for public schools
- ★ 30 Food Forests installed with daily lessons engaging 27,770+ students in these outdoor eco-labs
- ★ $29+ million in free supplies provided, benefiting 4+ million students
- ★ 203,000+ students and teachers recognized for their artwork
- ★ 34% increase in students' college enrollment attained as part of a national demonstration project
- ★ $3.1+ million granted to teachers to foster student achievement in 5,500+ classrooms
- ★ 3,000+ business professionals recruited to step into the shoes of a teacher for a day
- ★ 303,300+ Food Forest harvest bags provided to low-income students' families

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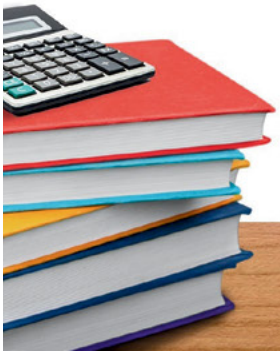

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EQUAL HOUSING OPPORTUNITY

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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.

PENCILS, PEACE & PROFESSIONAL GROWTH

A Supportive, Interactive Workshop for Early-career Teachers to Build Confidence, Community, and Sustainable Practices

Subject Area: Classroom Management/Resiliency

Grade Level: K-12

Description:

This uplifting workshop is crafted for early-career teachers and centers on long-term success in the classroom. Using the pencil as a symbol, educators will explore how to sharpen their skills, erase ineffective habits, and document their professional journey with intention. Through engaging discussions and hands-on activities, the session tackles key pillars of teacher retention: classroom management, mentorship, emotional balance, and burnout prevention. Participants will gain practical strategies, reflect on growth, and build a toolkit for resilience. With space for honest conversation, laughter, and connection, this workshop helps teachers feel seen, supported, and inspired to not just stay in the profession—but to love it for the long haul.

STUDENTS LEARN

- Students will benefit from teachers who receive support and mentorship.
- Students will benefit from reduced teacher burnout.
- Students will benefit from higher teacher retention rates.

TEACHERS LEARN

- How to navigate the emotional rollercoaster of the first years of teaching.
- How to tailor classroom management to your unique style.
- Finding mentors, peers, and your "teacher village".
- Setting boundaries and preserving your peace.
- Creating a sustainable system for organization and growth.
- The importance of retention and building supportive schools.

STANDARDS

SP.PK12.US.3.2a - Social Interaction Skills - Use appropriate social skills and strategies to interact with peers and adults across settings.
SP.PK12.US.19.1a - Emotional Awareness - Identify personal emotions and feelings.
SP.PK12.US.19.1b - Emotional Impact on Wellbeing - Identify personal emotions and feelings and their impact on physical and mental well-being.
SP.PK12.US.21.1 - Behavioral Expectations Maintain appropriate behavior by following rules in classroom and school settings.
SS.K.CG.2.1 - Responsible Citizenship - Describe and demonstrate the characteristics of being a responsible citizen.

MATERIALS

- First-Year Bingo Cards
- Scenario Cards
- Support Map Templates
- Survival Guide Worksheet
- Markers, sticky notes, fun stickers
- Pencils (1 box per participant)

CHIEF J.U.S.T.I.C.E - PEER MENTORING

Juniors and Seniors Guide Younger Students Toward Growth

Subject Area: Classroom Management/Resiliency

Grade Level: 6-12

Description:

Experience the power of Peer Leadership Mentoring, a transformative, year-long student-led program where juniors and seniors guide underclassmen in mastering study habits, stress and anxiety management, decision-making, effective communication, conflict resolution, and leadership. In this workshop, teachers will learn how to structure and support mentoring partnerships that boost academic confidence, emotional resilience, and school connection for mentees, while developing leadership, empathy, and self-awareness in mentors. Through regular, guided peer sessions, students will engage in research, critical thinking, presentation skills, and collaborative problem-solving. Teachers will leave equipped with practical strategies, program templates, and facilitation techniques to bridge post-pandemic learning gaps, strengthen critical soft skills, and foster a vibrant, supportive school culture—all within a fun and meaningful peer-driven framework.

STUDENTS LEARN

•Create an awareness campaign: Research topics, create social media campaigns, promote awareness at lunch.
•Host a monthly meeting w/mentors and mentees to complete a guided activity or check-in focusing on one of the selected topics / share out and discuss as a group.
•Roundtable discussions / Table talks with guided mentors (counselors).
•Research topics, create presentations and deliver using Kahoot! or Quizziz.
•Create a student pledge, have students sign, and post in school.

TEACHERS LEARN

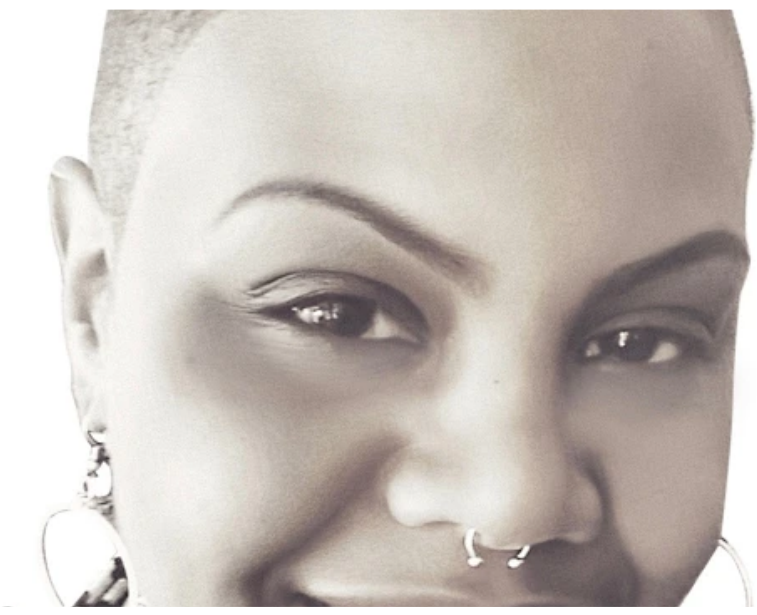
•How to activate student leaders.
•Strategies for bringing in community partners, as support (if needed).
•Creative ways to introduce challenging topics.
•Creative ways to get students to do research and enjoy it.
•How to collaborate with colleagues without adding additional work.

STANDARDS

C2.3 - Experience the responsibilities of citizens at the local, state, and federal levels.
C2.4 - Evaluate/Defend positions cause gov't to balance interest of individuals/public good.
C2.6 - Evaluate/defend positions about Con rights/explain why rights not absolute.
LAFS.910.SL.12,1.3,2.4 - Integrate multiple sources from diverse media, evaluate accuracy/credibility of sources, evaluate speakers POV.
LAFS.910.WHST.1.1,1.2.,2.4-2.6 - Write arguments, develop claims/counterclaims.

MATERIALS

•Large post it notes
•Markers
•Notebooks or binders (can be used as mentoring guides)
•Printer paper / ink (guided activities)
•Snacks



THE TEACHER'S OPERATING SYSTEM

Blend Resilience, AI, and Design to Transform Teaching

Subject Area: Classroom Management/Resiliency

Grade Level: 6-12

Description:

This interactive workshop is a powerful professional development experience designed to help educators modernize their teaching through the integration of resilience-building strategies, artificial intelligence, and digital design. Participants will explore hands-on activities like mood-based design boards, AI-generated affirmations, and visual mind mapping to support student creativity, self-awareness, and emotional regulation. With a focus on culturally relevant, budget-friendly tools, the session equips teachers to enhance focus, elevate student voice, and foster critical thinking - all while aligning with M-DCPS's priorities around resilience and future-ready skills. Whether creating soundscapes to support attention or using AI prompts for reflection, educators will gain practical strategies to boost student engagement and emotional intelligence. Structured for immediate implementation, this workshop re-energizes teachers and offers a fresh, tech-savvy approach to creating classrooms that are both emotionally grounded and intellectually rigorous.

STUDENTS LEARN

•Guide students through resilience-based digital mind mapping to help them visualize emotions, thought patterns, goals, and learning pathways, using free tools like Canva.
•Use AI platforms like ChatGPT or Poe to create student-friendly self-reflection prompts, affirmations, and emotion-regulation tools, modeling how to prompt AI as a growth ally rather than a shortcut.
•Design "Digital Twin Journals" that allow students to track emotional and academic growth over time, using slides, templates, or interactive documents.
•Incorporate sound and visual elements to create mood-based classroom tools (e.g., calm-down corners, focus playlists, or design-based SEL posters) that reinforce self-regulation.
•Adapt each activity to fit multiple subject areas and diverse learners, including ESE, ESOL, and STEAM classes, while keeping implementation cost-effective and easy to scale.

TEACHERS LEARN

•Learn to implement activities that help students develop focus, emotional regulation, creativity, and 21st-century skills.
•Build mind maps in Canva to explore their goals, thought patterns, and project workflows.
•Use AI tools to generate personalized affirmations or reflections.
•Design self-awareness posters or digital journals to visualize emotions and set learning intentions.
•Create soundscapes or playlists for focus, calm, and motivation.

STANDARDS

CRP.912.S.01 - Demonstrate self-awareness, emotional maturity, and personal responsibility.
CRP.912.T.02 - Integrate AI and digital design tools into academic and career-readiness tasks.
CRP.912.I.06 - Innovate through tech-assisted design and reflective thinking.
AI.912.G.01 - Demonstrate understanding of artificial intelligence and its interdisciplinary relevance.
DMF.812.P.10.01 - Present multimedia projects that reflect personal growth and identity.

CRACK THE CODE: MASTER IPEGS & RULE THE CLASS

Get Observation-Ready with Lessons That Put Students—and Success—at the Center

Subject Area: Classroom Management/Resiliency

Grade Level: K-12

Description:

The Highly Effective Teacher Blueprint is a dynamic mini-course that helps educators elevate classroom practice while driving student achievement. Aligned with Florida standards and Miami-Dade's IPEGS evaluation system, the course breaks down each performance standard—knowledge of learners, instructional planning, instructional delivery and engagement, and the learning environment—into practical, easy-to-implement strategies. Teachers gain editable templates, sample lessons, and student-facing activities that reflect "Highly Effective" practice in action. What sets this experience apart is its student-centered lens: participants learn how to design culturally responsive, goal-oriented lessons that engage students as partners in their own learning. Students analyze their progress, collaborate on tasks, and reflect on their learning—making classroom growth visible and measurable. Whether teachers are new to the classroom or aiming to sharpen their scores, this course offers the tools, confidence, and clarity to stand out during evaluations—while creating meaningful, high-impact learning for students every day.

STUDENTS LEARN

•Visual Learner benefit from seeing diagrams, charts, and videos.
•Auditory Learners prefer hearing information presented in lectures, discussions, and audio recordings.
•Read/Write Learners: They learn through reading and writing, responding to textbook activities, articles, and guided note-taking.
•Kinesthetic Learners: They do well with hands-on activities like experiments, creating projects, role-playing, and participating in learning games.
•Student Goal-Setting Conferences Students meet 1:1 with the teacher to set academic and behavioral goals, including a plan and check-in timeline.

TEACHERS LEARN

• How to use student surveys and learner inventories to guide lesson planning, group assignments, and classroom culture—demonstrating mastery of the Knowledge of Learners IPEGS standard.
• How to embed goal-setting and reflection routines into daily instruction so students track their own progress, increasing accountability and providing evidence for evaluations.
• How to create data-driven student folders and portfolios with built-in artifacts aligned to observation criteria—ready for walkthroughs, conferences, and formal reviews.
• How to transform everyday activities into engagement-rich learning tasks using group roles, choice boards, and real-time feedback strategies —aligned with Instructional Delivery and Student Engagement domains.
• How to lead with intentional planning by backward-mapping standards, student needs, and observation rubrics—so instruction always supports both achievement and evaluation success.

STANDARDS

ELD.K12.ELL.SI.1 - English language learners communicate for social and instructional purposes within the school setting.
SP.PK12.US.1.2c - Apply skills and strategies (scanning, predicting, paraphrasing and summarizing, rereading, inferencing, retelling, self-questioning, note-taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
SP.PK12.US.3.5 - Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
G.K12.5.3.4c - Cooperative Learning - Perform: Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.

ROLE REVERSAL: STUDENT TEACHERS

Teach the Teacher: Empowering Students as Educators

Subject Area: Classroom Management/Resiliency

Grade Level: K-12

Description:

Unlock student-led learning and promote deeper student engagement. This method transforms students from passive learners into active leaders, promoting deeper understanding, confidence, and collaboration. Teachers learn how to shift from a traditional, lecture-based approach to a student-centered model where their role is to guide, support, and facilitate rather than direct. This project helps students develop soft skills such as leadership, communication, and collaboration, creating a more engaged and empowered classroom culture. Learn ready-to-use strategies, real classroom examples, and a fresh perspective on how to shift from being the sole source of knowledge to a facilitator of rich, student-driven learning. Educators will leave with practical tools to promote student agency, critical thinking, and emotional growth—fostering a more empowered and interactive learning culture.

STUDENTS LEARN

•Jigsaw Method: Mastery of their topic, how to simplify and present ideas clearly, and how all pieces of the lesson connect.
•Vocabulary Hot Seat: Reinforce understanding of key vocabulary terms through collaborative and fast-paced peer-to-peer learning.
•Students gain active listening skilsl, teamwork, and fast thinking.
•Students build comfort with academic language in a low-pressure, high-energy format.

TEACHERS LEARN

• Understand the Benefits of Student Teaching – Learn how student-led instruction improves retention, engagement, and confidence.
• Explore Proven Strategies – Get hands-on demonstrations of techniques like the Jigsaw Method, Socratic Seminars, and Peer Instruction.
• Learn to Shift Roles Effectively – Discover how to move from being the lecturer to a facilitator while still maintaining classroom structure and rigor.
• Practice Implementation Planning – Walk through step-by-step plans for launching student-teaching activities, including setting objectives, roles, and assessments.
• Experience It Firsthand – Participate in a live "Teach the Teacher" challenge to model how students will experience and benefit from leading instruction.

STANDARDS

ELA.7.C.1.4 - Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.
ELA.8.R.2.2 - Evaluate the support an author uses to develop the central idea(s) through-out a text.
ELA.9.C.2.1 - Present information orally in a logical sequence, using nonverbal cues, ap-propriate volume, and clear pronunciation.
SS.912.C.2.13 - Analyze various forms of political communication and how they influence public opinion.
ELA.10.C.4.1 - Conduct research to answer a question, iable and valid sources and refining the scope of the question to align with findings.

MONEY MOVEZ: COOK OR BE COOKED

Make Smart Money Moves—
One Game at a Time.

Subject Area: Financial Literacy

Grade Level: 6-12

Description:

Money Movez is a high-energy, student-led financial literacy experience that brings money management to life through a custom-designed board game and mobile app. Blending entrepreneurship, budgeting, investing, and real-world decision-making, this gamified unit transforms complex financial concepts into hands-on learning. Students take charge by pitching business ideas, navigating unexpected financial scenarios, and collaborating with peers to make strategic choices. Whether planning for college, launching a startup, or exploring the stock market, students gain essential skills in saving, spending, risk management, and goal setting. The curriculum aligns with Florida's Financial Literacy Standards while offering flexibility for integration across subjects like math, economics, and ELA. With its mix of competition, collaboration, and creativity, Money Movez builds confidence, sharpens critical thinking, and prepares students for real-life financial decisions. More than a game, it's a launchpad for lifelong money smarts—and a classroom experience students won't forget.

STUDENTS LEARN

•Create a financial goal and track progress using the Money Movez app and game board.
•Participate in budgeting, saving, investing, and entrepreneurship scenarios through role-play and gameplay.
•Collaboratively build a business pitch as part of the challenge.
•Use a tracker sheet to reflect on spending, earning, credit, and risk tolerance.
•Compete in a classroom economy challenge where the final goal is to achieve $5,000 in assets.
•Present business ideas to a mock panel using visuals, pitch scripts, and cost breakdowns.

TEACHERS LEARN

• How to set up and run the Money Movez game board and mobile app in class.
• How to connect real-life financial concepts (credit, loans, saving) to gameplay scenarios.
• How to guide students through budgeting, stock simulation, and business planning.
• How to implement the "Cookoff" pitch competition with rubrics and student-led feedback.
• How to create cross-curricular extensions linking to math, economics, art, or ELA.

STANDARDS

MA.7.AR.4.1 - Apply proportions to solve multistep ratio and percent problems.
MA.8.F.1.1 - Given a function or a graph, describe the relationship between quantities.
ELA.7.C.1.4 - Write expository texts to explain ideas, including cause and effect.
SS.912.E.2.3 - Analyze the impact of credit, savings, and financial planning.
SS.8.E.2.1 - Explain the role of personal financial literacy in everyday life.

MATERIALS

- Money Movez: Cook or Be Cooked game board and app (provided).
- Student journals or tracker sheets.
- Dice, player markers, and decks of cards (Wiscoin, Pitfall, Bonus).
- Access to computers or tablets for digital app use.
- Printer for pitch templates and reflection sheets.

BUSINESS SAVVY

Build a Business, Spark a Future: Turning Classrooms into Startups.

Subject Area: Financial Literacy

Grade Level: 6-8

Description:

This workshop introduces a creative, real-world project where students design and pitch their own small businesses, learning what it takes to move from idea to execution. As they explore entrepreneurship, students dive into concepts like marketing, budgeting, and business planning, while connecting those lessons to community impact and economic relevance. Teachers will discover how to guide students through business development using activities that blend creativity with practical skills—such as financial literacy, persuasive writing, and collaborative problem-solving. The project is flexible and cross-curricular, with clear ties to academic standards, yet energizing for both students and teachers. Educators will leave with innovative strategies to spark student ownership, deepen engagement, and make learning more meaningful through entrepreneurial thinking.

STUDENTS LEARN

•Business Idea Brainstorming: Students work in teams to generate business ideas based on community needs or personal interests, narrowing them down through class feedback.
•Market Research: Students design and conduct surveys to better understand their target audience and use the data to refine their business concept.
•Business Plan Development: Using a template, students create a plan including, business name, logo, and mission statement, target market and marketing strategy
•basic budget, pricing, and projected expenses.
•Financial Planning: Students calculate costs (materials, labor, etc.) and determine realistic pricing based on budget needs and perceived value.
•Pitch Presentation: Teams present their business idea to the class or a panel, covering all key elements of their plan in a persuasive, organized format.
•Final Showcase: Students host a business fair or classroom marketplace to present their projects, share their products/services, and simulate customer engagement.

TEACHERS LEARN

•Foster 21st-Century Skills - Integrate essential skills like teamwork, communication, creativity, and digital literacy.
•Practical Strategies for Diverse Learners - Learn differentiated instruction effectively to meet the needs of diverse learners, including those with different learning styles or academic levels.
•Improved Student Outcomes - Support student learning objectives and encourage deeper understanding, leading to improved academic performance and test taking skills.
•Engage Students Effectively - Learn how to structure the project to grab students' attention, encourage collaboration, and make learning more interactive.
•Incorporate Real-World Connections - Learn how to connect classroom learning with skills acquired from the project to real-world experiences, helping students see the relevance of their education.

STANDARDS

MA.4.DP.1.3 - Solve real-world problems involving numerical data.
ELA.5.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.6.C.5.1 - Integrate diverse digital media to enhance audience engagement in oral or written tasks.
ELA.7.C.4.1 - Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
MA.912.FL.1.6 - Solve problems involving potential profit and actual cost.

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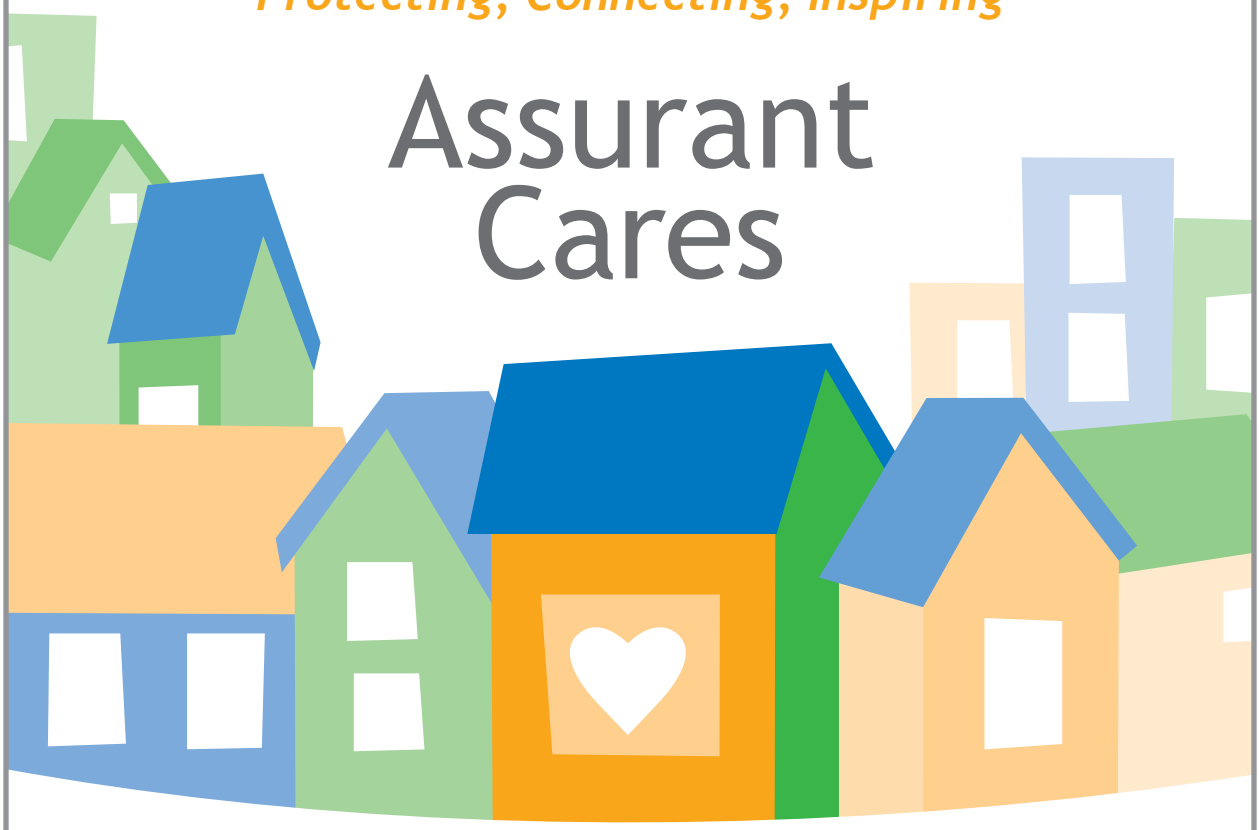

The Assurant Foundation is proud to support public education in Miami-Dade County. We believe in teachers and that's why we work with **The Education Fund**. Through our partnership, we know that teachers will get the resources and professional development opportunities that are so valuable. Thanks for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

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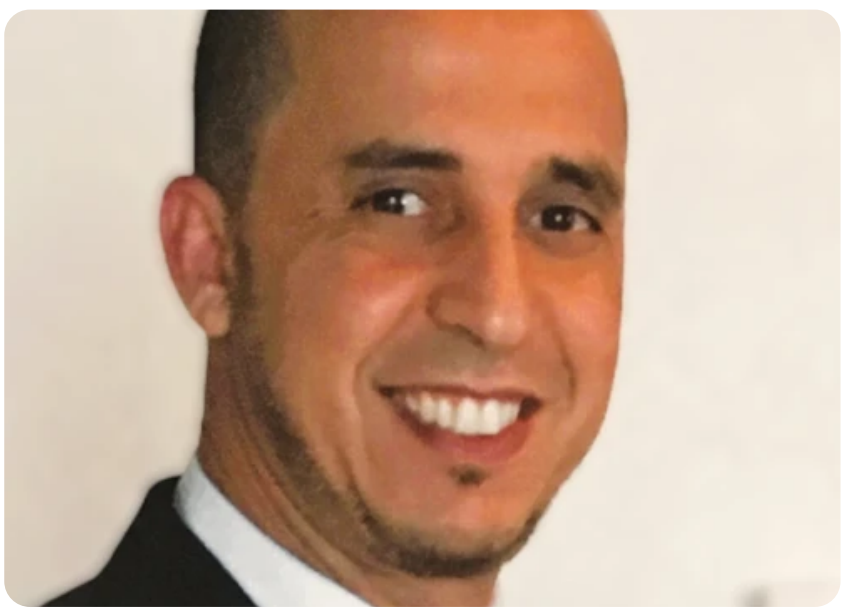

UNLOCKING MATH FLUENCY WITH THE ABACUS

Build Students' Math Fluency with the Abacus

Subject Area: STEM

Grade Level: PreK-5

Description:

This hands-on workshop introduces teachers to the abacus as a powerful, tactile tool for strengthening students' math fluency and conceptual understanding. Educators will learn step-by-step strategies for guiding students in using the abacus to perform addition, subtraction, multiplication, and division while reinforcing place value and number sense. As students progress through increasingly complex operations, they build speed, accuracy, and confidence in their calculations. The abacus method not only supports diverse learning styles but also cultivates focus, memory, and deeper mathematical thinking. Teachers will leave this workshop equipped with techniques to integrate abacus-based learning into daily instruction, helping students improve their performance on math assessments and develop a stronger foundation for long-term academic success.

STUDENTS LEARN

•Represent numbers on the abacus and understand the place value system.
•How to use the abacus for addition, subtraction, multiplication, and division, progressing through various levels.
•Learn the technique of carrying over tens, hundreds, etc. and understanding the concept of place value.
•Basic subtraction: Students will learn to represent numbers and perform simple subtraction by removing beads.
•Multiplication tables: memorize and visualize multiplication tables.
•Perform simple division problems by repeatedly subtracting the divisor from the dividend using the abacus.

TEACHERS LEARN

•Number representation: Master representing numbers on the abacus, understanding the place value system.
•Basic addition: Learn to represent numbers on the abacus and perform simple addition problems by moving beads to represent the sum.
•Basic subtraction: Learn to represent numbers and perform simple subtraction by removing beads, as well as regrouping their understanding of place value in subtraction.
•Basic multiplication: learn different methods for multiplication on the abacus.
•Basic division: Learn to perform simple division problems by repeatedly subtracting the divisor from the dividend using the abacus.

STANDARDS

MA.1.NSO.2 - Develop an understanding of addition and subtraction operations with one- and two digit numbers.
MA.1.NSO.2.1 - Recall addition facts with sums to 10 and related subtraction facts with automaticity.
MA.3.AR.1 - Solve multiplication and division problems.
MA5.NSO 2.1 - Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.
MAS.5.NSO 2.3 - Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.

MATERIALS

•An Abacus for each student
•Multiplication sheet
•Real-word application problems

ASSURANT®

HOMEMADE BATTERIES FOR STRING LIGHTS

Create Batteries from Household Items!

Subject Area: STEM

Grade Level: K-12

Description:

This engaging workshop invites students to build homemade fruit or vegetable batteries using items like lemons, potatoes, apples, or juices as electrolytes, paired with copper and zinc electrodes—all to power real string lights, very useful in case of a power outage. Students conduct hands-on experiments to understand how produce can generate electrical current, learning about electrochemical cells, voltage series, and circuit-building. This project blends essential STEM concepts with practical survival skills—teaching resourcefulness, scientific curiosity, and resilience. Students track LED brightness across different setups, analyze results, and explore real-world applications of DIY energy. Teachers leave with ready-to-use lesson plans, clear safety protocols, and strategies to adapt the experiment for diverse learners, fostering inquiry-based learning, critical thinking, and creative problem-solving in a festive, meaningful context that connects classroom science to everyday life.

STUDENTS LEARN

•How electricity works: electrons and electrical current.
•How current, voltage and resistance are quantitatively related to each other.
•The concepts of electrodes.
•The concepts of electrolytes.

TEACHERS LEARN

•How electricity works: inner workings of electrons and current flow in a circuit.
•How batteries function: the role of electrolytes (fruit juice) and electrodes (zinc and copper) in generating voltage.
•How voltage, current, and resistance relate quantitatively using Ohm's Law (V?=?I?×?R).
•How to teach STEM/STEAM concepts: from chemistry (electrochemistry) to engineering design, data collection, and math analysis.
•Strategies to develop problem-solving and critical thinking as students design, test, and troubleshoot their DIY battery-light system.

STANDARDS

SC.912.P.8.8 - Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.
TD.912.F.1.1 - Select the most appropriate tools and technology resources to solve problems and increase efficiency.
EG912.A.1.2 - Apply the engineering design process to specify the criteria and constraints of a solution and to optimize the design solution.
MA.7.NSO.2.2 - Add, subtract, multiply and divide rational numbers with procedural fluency.
SC.8.N.3.2 - Explain why theories may be modified but are rarely discarded.

MATERIALS

•Fruits and vegetables, including lemons, apples, potatoes
•Electrolytes
•Copper and Zinc as electrodes

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PETS IN A STEAM CLASSROOM

Students Care for Classroom Animals to Promote Responsibility and Academic Motivation

Subject Area: STEAM

Grade Level: K-12

Description:

This STEAM animal-care project blends science, technology, engineering, art, and math through real-world inquiry. Students observe animal biology and behavior while engineering structurally sound habitats, using design principles and technology like environmental sensors. They apply math to monitor growth metrics and feeding routines, interpret data trends, and calculate ratios. Art enriches the process through storytelling, drawings, and educational material creation—cultivating communication and creative expression. Research shows caring for classroom animals builds responsibility, empathy, emotional regulation, and boosts student motivation and engagement. Teachers attending this workshop will learn how to guide inquiry-based research, scaffold STEAM integration across subjects, facilitate collaborative problem-solving, and assess both content mastery and social-emotional growth. Participants leave with a practical, replicable framework that nurtures deeper academic learning, student-centered creativity, and meaningful connection to the natural world.

STUDENTS LEARN

•Track animal growth, behavior, and health using data collection and analysis; apply graphing, averages, and trend analysis.
•Measure and calculate habitat space using area and volume; apply geometry and ratios for enclosure design.
•Design and build safe, functional habitats using structural, material, and ergonomic considerations.
•Create drawings, paintings, and displays illustrating animals, habitats, or life cycles; combine form and function.
•Design brochures, posters, or presentations to communicate animal needs, care, and scientific concepts effectively.

TEACHERS LEARN

•Designing and Building Animal Habitats: Guide students in designing animal enclosures using basic engineering concepts.
•Incorporating Technology for Monitoring: Use sensors and digital tools to track animal health and behavior.
• Integrating Math in Real-World Applications: Apply measurement, data analysis, and graphing to habitat design.
•Engaging Students with Arts: Connect science with the arts through drawing, storytelling, and multimedia projects.
• Fostering Social-Emotional Learning: Build empathy, responsibility, and collaboration skills through project-based learning.

STANDARDS

SC.3.L.14.1 - Identify and describe the basic needs of living things.
MA.4.DP.1.1 - Collect and organize data using tools such as tables and graphs.
SS.3.G.1.1 - Identify and describe the physical characteristics of places, including the local environment.
VA.3.S.1.1 - Use a variety of tools and media to create art that conveys personal experiences or concepts.
MA.6.GR.4.1 - Solve real-world problems involving the area and perimeter of two-dimensional shapes.

GARDEN TO VASE

Build Student Resilience Through the Calming Practice of Ikebana

Subject Area: STEM/STEAM

Grade Level: K-12

Description:

This innovative project blends art, nature, and social-emotional learning by teaching students the Japanese art of ikebana using greenery and often-overlooked weeds from the school garden. As students thoughtfully arrange natural materials, they develop resilience, mindfulness, and creativity—learning to see beauty and potential in unexpected places. The project strengthens cognitive skills like observation, spatial design, and reflective thinking while nurturing patience, emotional expression, and problem-solving. Teachers will discover how this low-cost, culturally rich activity fosters both artistic expression and environmental appreciation. Adaptable across grade levels and settings, this workshop offers a refreshing, hands-on approach to cultivating inner calm, creativity, and connection to the natural world.

STUDENTS LEARN

•Basics of ikebana design—balance, asymmetry, line, and space
•Japanese cultural concepts such as wabi-sabi (beauty in imperfection) and ma (space and pause) are introduced in age-appropriate ways.
•Students create their own ikebana arrangements using collected greens and weeds.
•Students are encouraged to embrace imperfection, be intentional with placement, and work calmly and thoughtfully.
•Students write short haiku poems or reflection sentences inspired by their arrangements and the plants they used.

TEACHERS LEARN

• How to safely collect and select common South Florida plants like Spanish needles, dollar weed, and wild grasses for use in student ikebana projects.
• Key ikebana concepts such as line, balance, asymmetry, and negative space, with simplified techniques suitable for all grade levels.
• Strategies to Teach Resilience and Reflection Through Art
• How to guide students through challenges (like a broken stem or a "messy" arrangement) to build patience, flexibility, and confidence.
• Creative Extensions: Journaling, Haiku, and Cultural Connections
• The workshop will include ideas for integrating writing, mindfulness, and cultural appreciation to deepen student engagement and make cross-curricular connections.

STANDARDS

ELA.3.R.1.4 - Identify types of poems: free verse, rhymed verse, haiku, and limerick.
SC.1.L.14.2 - Identify the major parts of plants, including stem, roots, leaves, and flowers.
SC.K.N.1.2 - Make observations of the natural world and know that they are descriptors collected using the five senses.
ELA.3.C.1.2 - Write personal or fictional narratives using a logical sequence of events.
SC.K.L.14.3 - Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

MATERIALS

- Collected greens and wild plants
- Small containers or vases
- Clear tape
- Scissors or garden shears (child-safe versions for students)
- Paper and pencils (for journaling or sketching arrangements)
- Haiku writing template or reflection prompts
- Visual aids or sample ikebana images (printed or digital)
- Basic ikebana design guide (handout for reference)

PAPER CHASE: THE GREEN QUEST FOR RECYCLING

Teach sustainability with a hands-on paper recycling project that sparks curiosity and critical thinking.

Subject Area: STEM/STEAM

Grade Level: K-12

Description:

In this hands-on, eco-friendly project, students learn how to recycle used printer paper—such as colorful tardy passes—into vibrant, handmade sheets, gaining a deeper understanding of sustainability through creative action. The process involves shredding paper, soaking it, and using simple screen kits to form new paper, offering an engaging, tactile experience that brings environmental science to life. Adaptable across grade levels and subjects, this project seamlessly integrates into lessons on ecosystems, conservation, art, and writing. Students not only explore the science behind recycling but also use their finished paper as canvases for self-expression, turning trash into purposeful creations. Affordable paper-making kits make it easy for schools to adopt the practice, while classroom collaboration fosters responsibility and critical thinking. This project empowers students to see everyday waste in a new light—showing that small actions, like recycling paper, can have a significant impact on the planet and in the classroom.

STUDENTS LEARN

•Make recycled paper from scratch using simple tools.
•Use pre-made paper to create Earth Day art with messages about sustainability.
•Create textured, handmade paper for painting and drawing.
•Explore how paper thickness changes the effect of different art mediums.
•Design original art using self-colored recycled sheets.

TEACHERS LEARN

• Recycling Process: Understand the steps involved in recycling paper, including shredding, soaking, and forming new sheets.
• Environmental Impact: Learn about the importance of recycling in reducing waste and conserving natural resources.
• Creative Expression: Explore artistic techniques using handmade paper, including how texture and thickness affect different mediums.
• Collaboration Skills: Develop teamwork and communication skills through group projects and presentations related to recycling initiatives.
• Real-World Application: Gain insights into the practical applications of sustainability and the role of individuals and communities in promoting eco-friendly practices.

STANDARDS

SC.912.L.17.5 - Discuss the impact of human activities on the environment and the importance of sustainability.
SC.912.N.1.1 - Define a problem based on a specific body of knowledge and use appropriate methods to solve it.
SC.912.P.10.1 - Investigate and explain how energy and matter interact in physical and chemical processes.
LAFS.1112.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts.
VA.912.C.1.1 - Use the artistic process to create and communicate ideas.

SOARING HIGH: STEAM DRONES

Integrate Drone Technology into STEAM Curriculum

Subject Area: STEM/STEAM

Grade Level: K-12

Description:

Empower teachers to bring drone technology into K–12 STEAM classrooms with this immersive, semester-long approach. Educators receive a clear, adaptable roadmap for integrating drones into robotics and coding units—fusing math, science, engineering, and design thinking. Students learn to pilot drones, program flight paths, solve real-world problems, and explore applications from aerial mapping to environmental monitoring. Project-based learning highlights STEAM career pathways while fostering critical thinking, collaboration, and spatial reasoning. Discover a successful case study from Miami-Dade County Public Schools where drone integration led to measurable student engagement and skill development. Experience live drone demonstrations in coding and piloting and get ready-to-use lesson plans, drone regulations, and practical tips to spark curiosity and develop future-ready learners.

STUDENTS LEARN

•Explore Scientific Models: Students examine drones as scientific models for understanding flight, navigation, and environmental monitoring.
•Analyze the benefits and limitations of using drones as models compared to real-world research in the Everglades.
•Develop Testable Questions: Students brainstorm and design experiments related to drone flight.
•Conduct Scientific Investigations: Students carry out controlled experiments by adjusting variables like flight time, weight, or flight path length.
•Problem-Solve with STEM Applications: Students use drones to simulate tasks such as water sampling or wildlife tracking in a STEM-based Everglades "mission".

TEACHERS LEARN

•Practical strategies for aligning drone piloting and coding activities with existing STEAM and science curriculum standards.
•Concrete examples of interdisciplinary project-based learning activities that utilize drones to explore concepts in science (physics of flight, aerodynamics), technology (coding, sensors), engineering (design, stability), art (aerial photography, videography), and mathematics (measurement, data analysis).
•A clear understanding of a successful, semester-long drone curriculum model implemented in Miami-Dade County Public Schools, including its structure, learning objectives, and student outcomes, providing a blueprint for adaptation.
•Methods for introducing basic drone piloting skills and accessible coding languages (like block-based coding) to students of varying ages and experience levels, along with safety protocols and classroom management tips.
•A live demonstration and/or interactive activity involving drones, showcasing both piloting maneuvers and basic coding sequences, offering firsthand experience that teachers can then envision replicating with their own students.

STANDARDS

TE.6.CG.1.2 - Evaluate how advancements in technology have impacted the way humans design, produce, use, and assess products and systems.
SC.7.N.1.6 - Explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a guess or hunch.
TE.8.EE.3.1 - Apply a design process to solve a problem and detail the steps followed in the process.
SC.7.N.1.4 - Identify testable questions and differentiate between experiments and other types of scientific investigations.
SC.7.N.3.2 - Identify the benefits and limitations of the use of scientific models.

EXPLORING RADIAL SYMMETRY AND NEGATIVE SPACE

Math meets art, and
Imagination Takes the Lead.

Subject Area: STEM/STEAM

Grade Level: K-8

Description:

Students create striking radial designs that combine creativity with structure. Working with either geometric or organic themes, they develop a composition that radiates symmetrically from a central point and connects entirely to the circumference of a circle—ensuring both visual balance and structural integrity. Students carefully cut away negative spaces while keeping all elements connected, requiring precision and thoughtful design. Throughout the process, students explore the dynamic relationship between positive and negative space, while deepening their understanding of symmetry, pattern, and spatial organization. The project encourages both technical skill and creative expression, allowing each student to develop a unique work of art within a clearly defined framework. Students gain a stronger grasp of key design principles and improve fine motor skills, all while discovering new ways to express themselves artistically.

STUDENTS LEARN

•Symmetry and Radial Balance: Understand the principles of radial symmetry and how to create a harmonious design.
•Positive and Negative Space: Develop an awareness of how spaces interact to form visually compelling compositions.
•Theme Exploration: Compare and contrast geometric and organic motifs, understanding their visual impact.
•Precision and Craftsmanship: Enhance skills in detailed cutting, measurement, and maintaining structural integrity in art.
•Critical Thinking: Reflect on design choices and learn to articulate their creative process during critiques.

TEACHERS LEARN

• Teaching Radial Symmetry: How to guide students in applying symmetry and balance in their designs.
• Integrating Negative Space: Help students effectively incorporate and cut out negative spaces for a dynamic composition.
• Theme Exploration: Gain strategies for encouraging students to choose and execute geometric or organic themes creatively.
• Craftsmanship Skills: Understand how to teach precision cutting and design execution while maintaining structural integrity.
• Facilitating Reflection: Develop methods for leading class critiques that build critical thinking and self-expression.

STANDARDS

MA.3.GR.1.1 - Identify and classify shapes and their attributes, including angles and sides, to understand geometric concepts.
ELA.4.R.2.1 - Analyze the structure of texts, including how chapters, scenes, or stanzas contribute to the development of ideas.
VA.5.C.1.2 - Use critical thinking and problem-solving skills to create works of art that reflect personal ideas and themes.
MA.6.AR.1.2 - Translate a real-world written description into an algebraic expression to solve mathematical problems.
ELA.612.F.2.4 - Read grade-level texts at the student's ability level to enhance comprehension and fluency.

SCRUB-A-DUB LAB

Science Meets Self-Care!

Subject Area: STEM/STEAM

Grade Level: 6-12

Description:

Scrub-a-Dub Lab turns your classroom into a mini science lab—and spa! This vibrant project blends chemistry, math, creativity, and entrepreneurship into one unforgettable learning experience. Students create their own sugar scrubs while exploring key science concepts such as mixtures, solubility, pH balance, and the importance of measurement accuracy. Math comes to life through calculating ratios and proportions, giving real meaning to numerical precision. This isn't just about science and math—it's also about innovation. Students design their scrub recipes, consider packaging and scent combinations, and explore how these products could be marketed, encouraging entrepreneurial thinking and creative expression. The project fosters teamwork, curiosity, and critical thinking, making abstract concepts tangible and fun. In this workshop, teachers will learn how to guide students through this rich, cross-disciplinary activity, and will leave with ready-to-use lesson plans, classroom management tips, and ideas for connecting STEM learning to students' daily lives. It's science they can see, smell, mix—and truly remember.

STUDENTS LEARN

•Explore Chemistry in Action – Students experiment with mixtures, solubility, and friction, understanding how sugar scrubs exfoliate and interact with different substances.
•Apply Math Skills – They use ratios and proportions to calculate the perfect sugar-to-oil balance, ensuring consistency in texture and effectiveness.
•Test pH & Skin Science – Students measure the pH levels of their scrubs to learn about acids, bases, and how skincare products affect skin health.
•Develop Entrepreneurial Thinking – Design packaging, write product descriptions, and explore pricing strategies.
•Collaborate and Present – Teams share their creations, explain scientific findings and marketing ideas, fostering communication and creativity.

TEACHERS LEARN

• Step-by-Step Demonstration of Sugar Scrub Creation – Get a hands-on experience in making sugar scrubs, mastering measurement techniques, ingredient mixing, and texture adjustments to reinforce precision and problem-solving.
• Connecting Chemistry to Everyday Life – Discover ways to make scientific concepts relatable, showing students how formulas, friction, and solutions apply beyond the classroom through self-care and skincare science.
• Entrepreneurship & Sustainability Integration – Explore creative ways to blend STEM with business, teaching students about branding, packaging, pricing strategies, and eco-friendly ingredient choices.
• Student Engagement & Collaboration Strategies – Gain practical tips for group projects, peer reviews, and classroom presentations to enhance teamwork, creativity, and ownership of learning.

STANDARDS

SC.6.P.13.1 - Investigate and describe types of forces, including contact forces and forces acting at a distance, such as gravity, magnetism, and electricity.
SC.7.P.11.2 - Investigate and describe the transformation of energy from one form to another, including thermal energy in chemical reactions.
MA.6.AR.1.2 - Translate a real-world written description into an algebraic one, applying ratios and proportions to solve problems.
SC.8.P.9.2 - Di??erentiate between physical changes and chemical changes, identifying examples of each in everyday life.
MA.7.AR.3.1 - Solve real-world problems involving ratios, rates, and proportions, including applications in measurement and mixtures.

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VINTAGE PLANT PRESSING TECHNIQUES IN STEM

Students Collect, Press and Preserve South Florida Weedy Plants.

Subject Area: STEM/STEAM

Grade Level: 6-12

Description:

In this hands-on workshop, teachers will learn how to guide students in exploring plant anatomy and growth by collecting, pressing, and identifying the common "weeds" found in South Florida's urban landscapes. Inspired by early botanists like Carl Linnaeus and John Bartram, students become modern-day plant explorers—documenting vegetative and reproductive traits, comparing species, and uncovering the ecological value of often-overlooked plants. This project blends science, history, and discovery, turning simple fieldwork into a rich learning experience. With flexible STEM applications and strong digital support from local botanical resources, this workshop offers educators an engaging, adaptable way to bring nature, observation, and critical thinking into the classroom.

STUDENTS LEARN

•Learn to find candidate specimens and identify reproductive structures.
•Learn basics of plant anatomy, including root, shoot, leaves, and reproductive structures (inflorescences and flower characteristics).
•Apply systematic observation skills as they process and press their plant specimens by using templates.
•Identify and review the natural history of their collected plants using a combination of field guides, Inaturalist app, and online plant blogs &/or digital data bases.
•Apply proper binomial nomenclature, classification, and taxonomy skills to the level of Family, Genus, species and common name(s).
•Create anatomical drawings and annotations of their specimen observations and gain insight into detailed scientific documentation.

TEACHERS LEARN

•New perspectives on the 'Urban meadow' as a teaching resource (weeds found in our grassy areas).
•How to collect, prepare, press, and mount plants (botanical techniques).
•Familiarity and review of plant characteristics through student teams with DIFFERENT plant species collected.
•How to use hand lenses to better observe plant reproductive characteristics (inflorescences, flowers, and fruits).
•How to demonstrate and use our local plant databases to aid in plant identification and background information searches.

STANDARDS

SC.4.L.16.1 - Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.
SC.1.L.14.2 - Identify the major parts of plants, including stem, roots, leaves, and flowers.
SC.912.L.14.53 - Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.
SC.4.L.17.4 - Recognize ways plants and animals, including humans, can impact the environment.
G.K12.3.1.2c - Scientific Method - Perform: Construct scientific research using proper protocols for scientific study.

ONCE UPON A FAIRY GARDEN

Where Imagination Blooms: Create Magical Miniature Gardens

Subject Area: STEM/STEAM

Grade Level: PreK-5

Description:

In this whimsical, hands-on project, students become gardeners, designers, and storytellers as they create miniature fairy gardens that spark creativity and curiosity. After exploring different types of gardens and basic plant care, students will plan and sketch their own themed garden inspired by a story genre of their choice—fantasy, mystery, adventure, and more. They'll collect natural and upcycled materials, design layouts, and plant live greenery to build a space fit for their imaginary fairy residents. Each garden becomes a sensory-rich, living storybook that reflects students' imaginations, research, and personal expression. The process fosters planning skills, visual storytelling, and environmental awareness while building joy and pride in creating something magical and alive. This project supports cross-curricular connections in science, ELA, art, and SEL, making it a playful, meaningful, and memorable experience for all learners.

STUDENTS LEARN

•How to gather gardening materials to create a miniature garden.
•How to identify and engage with community helpers: landscaper, florist, and gardener.
•Create a theme for a fairy garden.
•Select plants, flowers, and other accessories to create enchanted little spaces.
•Learn about perimeter and area as they draw and build their fairy gardens, using a variety of real-world materials and natural resources.

TEACHERS LEARN

• Integrating literature with core subjects: Write fairy tales inspired by fairy gardens and draw garden pictures while adding elements of geometry during an interactive lesson.
• Hands-On Gardening Activity: Teach students how to design and make their own enchanting fairy garden that sparks creativity.
• Earth-Friendly: Foster the importance of nature, and the impact of human activity on the environment, while creating a welcoming and eco-friendly garden.
• Mathematics: Teach measurement and perimeter/area to design garden structures.
• CompareCultures: Explore different types of gardens around the world and its purpose for tranquility, beauty, cultivating food, and community engagement.

STANDARDS

SC.2.L.16.1 - Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
SC.2.L.17.2 - Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
MA.2.GR.2.1 - Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps.
MA.3.GR.2.3 - Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.
VA.2.O.1.1 - Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

EGGS IN THE CLASSROOM

From Egg to Chick: A Hands-On Journey Through the Life Cycle

Subject Area: STEM/STEAM

Grade Level: K-12

Description:

Students learn the full life cycle of birds by incubating and hatching quail eggs in class. As students candle eggs, track development, and eventually witness the moment of hatching, they build observation skills, practice scientific inquiry, and develop a deep sense of empathy and responsibility for living things. This multi-week experience integrates seamlessly with life science standards and connects naturally to ELA and math through journaling, data collection, measurement, and reflection. The project encourages wonder, sparks curiosity, and turns the classroom into a place where science feels real and immediate. Educators will leave equipped with everything needed to run the project: tips for setup and safety, ideas for interdisciplinary connections, and strategies to keep students engaged and the learning meaningful every step of the way.

STUDENTS LEARN

•Prepare incubator by checking the temperature and humidity levels and learning why these conditions are important for embryo development.
•How incubators mimic the role of a mother bird sitting on her eggs.
•Record observations in science journals, drawing what they see and noting signs of development like veins, movement, or darkening.
•Feed, water, and monitor the brooder environment.
•The importance of gentle handling and respecting living creatures.
•Students write chick "birth announcements," compose observation reports, and read nonfiction texts about birds.

TEACHERS LEARN

• Practical tips for logistics, curriculum integration, and classroom management.
• Step-by-step guidance on setting up an incubator, managing egg care, and creating a safe, successful hatching environment in the classroom.
• How to teach and model egg candling so students can safely observe embryo development and record their findings with accuracy and excitement.
• Cross-curricular connections that integrate science, literacy, math, and art—complete with sample activities, journal prompts, and extension ideas.
• Classroom management strategies for handling live animals, fostering student responsibility, and maintaining calm, focused engagement throughout the project.
• Ready-to-use resources and templates, including observation journals, parent communication samples, and a timeline checklist to simplify planning and implementation.

STANDARDS

SC.1.L.14.1 - Make observations of living things and their environment using the five senses.
SC.1.L.16.1 - Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
SC.1.L.14.3 - Differentiate between living and nonliving things.
SC.2.L.16.1 - Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
SC.1.L.17.1 - Recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

SHIBORI: MEMORY ON CLOTH

Create Stunning Patterns and Textures on Fabric Using the Art of Japanese Shibori

Subject Area: Visual Arts/STEAM

Grade Level: K-12

Description:

Explore Shibori, the centuries-old Japanese art of resist-dyeing, where fabric is folded, bound, clamped, stitched, twisted, and pleated before dyeing—traditionally in indigo—to reveal stunning, organic patterns once heat-set. This tactile and sensory-rich process offers structure and repetition that support emotional regulation, concentration, fine motor skills, and mindfulness, making it especially effective for diverse learners, including those with autism. Ideal for visual, kinesthetic, and tactile learners, the workshop integrates cultural history, artmaking, and STEAM thinking. Participants will engage in hands-on collaboration, creative exploration, and sensory engagement while gaining confidence and artistic insight. Shibori provides an inclusive, playful, and deeply rewarding experience for artists of all ages and abilities. Students develop higher order thinking skills and problem-solving abilities, while deepening their understanding of Japanese cultural traditions and global craftsmanship. As they work collaboratively, dyeing fabric in a shared dye vat, students practice communication, cooperation, and peer feedback, fostering meaningful social connections and a keen sense of classroom community.

STUDENTS LEARN

•Mokume Shibori: Stitch parallel lines and pull threads to create a woodgrain- like pattern through gathering.
•Karage Shibori: Apply loose binding to create soft, textured resist patterns.
•Makiage Shibori: Combine stitching and binding to form defined motifs with soft edges.
•Folding Station: Use accordion, triangle, or fan folds secured with clips or rubber bands to explore symmetry and structure.
•Binding Station: Wrap fabric with string or sinew in spirals and stripes to investigate tension and texture.
•Stitching Station: Learn running stitch and gather fabric to practice Mokume and other stitched-resist methods.
•Clamping Station (Itajime): Fold and compress fabric between wooden shapes, using rubber bands to resist dye and form geometric patterns.
•Practice Meditative and Reflective Processes Engage in the calming, repetitive rhythms of stitching, folding, and dyeing.
•Research Culture and Global Traditions Investigate the historical and cultural roots of Japanese Shibori.
•Compare Shibori with other global resist-dye traditions such as: Batik (Indonesia) Adire (Nigeria) Work in small groups to create and present a 5-minute report highlighting similarities, differences, and the cultural significance of Shibori.

Discuss Craftsmanship vs. Mass Production: Explore the value of handmade textiles and how traditional crafts preserve identity and meaning. Analyze how global textile traditions are being replaced by mass-produced objects and discuss the impact on cultural memory and sustainability.

TEACHERS LEARN

•A live demo of Japanese Shibori techniques and a dyeing activity using plant-based dyes in a communal dye pot. Learn to set up a low-cost, accessible classroom dye station and Shibori stations.
•Receive lessons, reflection exercises, and assessment tools for measuring student growth in cognitive, creative, and emotional domains, including support for Neurodiverse Learners (Especially Students with ASD). Learn how Shibori's repetitive, structured, and sensory-rich processes can support emotional regulation, focus, and creativity in all students, including those with Autism Spectrum Disorder. Explore strategies for adapting tasks for varying motor and sensory needs.
•How to Integrate STEAM Concepts into a Hands-On Fiber Arts Lesson. Discover how Shibori connects to science (dye chemistry), math (symmetry and geometry), technology (heat setting), and engineering (folding and resistance techniques), making it an ideal cross-curricular project.
•How to Foster Cultural Appreciation Through Global Textile Traditions: Gain tools for teaching the cultural and historical significance of Shibori in an accessible, respectful way that celebrates global craftsmanship. Compare Shibori with other resist-dyeing traditions (e.g., batik, adire) to build cultural awareness in the classroom.
•How to Build a Calming and Collaborative Studio Environment. Learn how communal dye vats, group prep work, and reflective "fabric reveals" can encourage teamwork, communication, and emotional wellness. Explore mindfulness-based approaches using art as a sensory and emotional regulation tool.

MARK IT UP! UPCYCLE YOUR MARKERS

Recycle & Reimagine Colored Markers

Subject Area: Visual Arts/STEAM

Grade Level: PreK-12

Description:

Markers are essential in classrooms, but what happens when they dry out? This presentation introduces four inventive ways to repurpose dried markers, highlighting their multifunctionality and sustainability. By reusing every component of the marker and incorporating recycled materials, it aims to deepen students' engagement in recycling and environmental issues. This initiative not only addresses plastic waste but also fosters critical thinking about sustainability, encouraging students to explore innovative solutions to everyday challenges while promoting eco-conscious habits.

STUDENTS LEARN

•Informed Decisions on Discarding Materials: Students learn to make informed decisions about discarding markers and art materials responsibly.
•Exploring Eco-Friendly Uses: Students explore creative eco-friendly uses for dried markers and other materials.
•Extracting Color from Dried Markers: Learn how to extract color from dried markers by soaking them in water for watercolor paints or spray bottles.
•Using Marker Caps in Art: Students will use marker caps as stamps with ink or in clay, fostering creativity and resourcefulness in art projects.

TEACHERS LEARN

• Extending the Life of Dried-Out Markers: Learn methods to extend the lifespan of dried-out markers through simple techniques.
• Teaching Reuse and Recycling: Guide students in reusing and recycling materials, encouraging them to imagine new ways before discarding.
• Incorporating Reuse into Sustainability Practices: Explore how to incorporate reusing markers into Earth Day and other sustainability initiatives at your school.
• Developing Sustainable Practices with the 3 R's: Implement sustainable practices focusing on Reduce, Reuse, Recycle principles, fostering environmental stewardship among students.

STANDARDS

VA.K.S.1.1 - Explore art processes and media to produce artworks.
VA.1.S.1.1 - Experiment with art processes and media to express ideas.
VA.4.S.1 - The arts are inherently experiential and actively engage learners in the process-es of creating, interpreting, and responding to art.
VA.4.S.2 - Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.5. H.3 / VA.68. H.3 / VA.912. H.3 - Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MATERIALS

MY LITTLE POCKET BOOK: A HANDMADE ADVENTURE

Students Create Handmade Pocket-Sized Books, Integrating Art, Storytelling, & Bookbinding Techniques

Subject Area: Visual Arts/STEAM

Grade Level: K-8

Description:

In this hands-on STEAM project, students become authors, artists, and engineers as they design and build their own handmade pocket-sized books. Along the way, they explore the science of paper types, compare handmade and digital books, apply simple engineering techniques for folding and binding, and use math skills to measure and assemble pages. Students also bring their stories to life with original cover art and illustrations, blending creativity with craftsmanship. As they build their books, they develop fine motor skills, sequencing, and spatial awareness—while making meaningful connections across subjects like language arts, science, and math. This flexible, cross-curricular project not only deepens content understanding but also boosts confidence, pride, and a love for storytelling. QR codes connect their work to the digital world, merging tradition with tech in a way that feels personal and purposeful.

STUDENTS LEARN

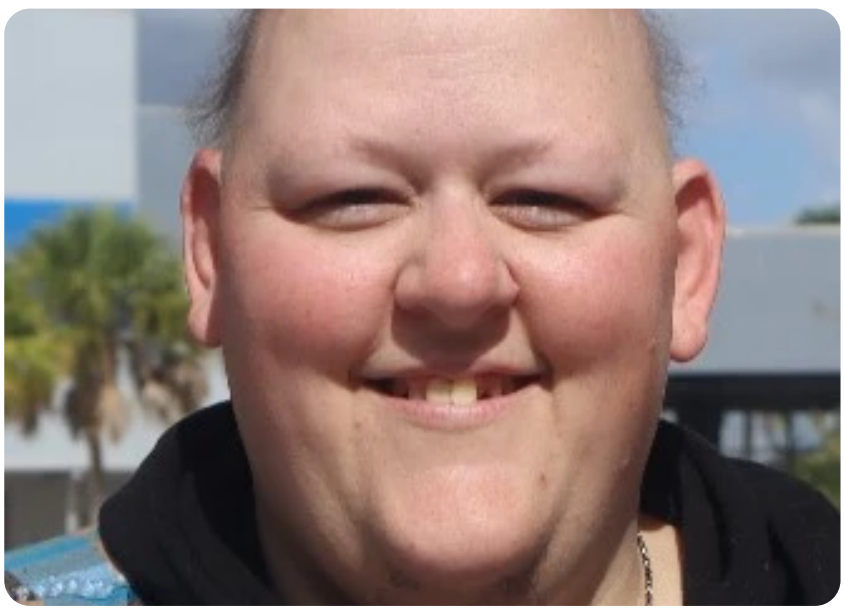
•Compare types of paper (construction paper, printer paper, cardstock) by testing their durability, flexibility, and how they absorb ink or glue.
•Experiment with sustainability by using recycled paper or fabric scraps for book covers, learning about environmental impact and upcycling.
•Apply symmetry and proportions to fold and align pages correctly.
•Use fractions to divide paper (e.g., "Fold the paper into thirds" for an accordion book).
•Sequence pages logically, ensuring that stories or information are presented in a clear, organized manner.

TEACHERS LEARN

• Hands-On Bookbinding Techniques: Learn how to teach students bookbinding accordion-fold with pockets using classroom-friendly materials.
• STEAM Integration Strategies: Discover how to connect handmade books with science (paper properties), technology (QR codes, digital design), engineering (binding structure), arts (illustration, typography), and math (measurement, symmetry).
• Creative Lesson Adaptations: Explore ways to tailor the project for different subjects, such as storytelling in language arts, interactive science journals, or historical mini-books.
• Interactive & Digital Enhancements: Experiment with adding QR codes, pop-ups, and sensory elements to make student books more engaging and personalized.
• Artistic Exploration & Mixed Media Techniques: Experiment with collage, stamping, watercolor to help students turn their pocket-books into unique, expressive art pieces that go beyond traditional bookmaking.

STANDARDS

ELA.2.W.1.2 - Write personal or fictional narratives, using a logical sequence of events, transitions, and descriptive details.
MA.3.M.2.2 - Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
SC.4.P.8.2 - Identify properties of materials that can be used to separate them, such as texture, flexibility, and absorbency.
VA.3.C.1.2 - Reflect on and discuss various possible meanings in works of art.
VA.5.S.3.3 - Use materials, tools, and processes to achieve an intended result in two- and threedimensional artworks.



LINES OF THE MIND

Explore Neurographic Art as a Creative Tool to Reduce Stress, Express Emotions, and Promote Mental Wellness

Subject Area: Visual Arts/Steam

Grade Level: K-12

Description:

This powerful, hands-on workshop introduces educators to Neurographic art—an intuitive, mindful drawing process that helps students explore their emotions, manage stress, and support mental wellness. Rooted in creativity and self-reflection, this practice encourages students to turn thoughts and feelings into abstract, line-based artwork, fostering emotional awareness and focus in a calm, nonjudgmental space. Through guided exercises and reflective journaling, students learn to visually process complex emotions while developing skills in emotional regulation, self-expression, and resilience. This wellness-based art approach requires no prior experience, making it accessible for all learners and easy to adapt across grade levels and subject areas. “Lines of the Mind” isn’t just an art project—it’s a creative wellness experience that leaves a lasting impact on both students and educators. Gain ready-to-use strategies, engaging prompts, and a deeper understanding of how to create mindful, emotionally supportive classrooms.

STUDENTS LEARN

•Learn the Foundations of Neurographic Art: Students are introduced to the history and purpose of Neurographic drawing, learning how abstract line work can reflect thought patterns and emotional states.
•Guided Neurographic Drawing Sessions: Students begin with a mindfulness prompt (e.g., “Draw how your body feels today”) and use slow, intentional lines to visually map their emotions onto paper.
•Focus on Emotional Triggers & Reflection: After drawing, students label or journal about a specific stressor or thought that guided their piece, promoting emotional awareness and vocabulary.
•Create Layered Art with Line and Color: Using colored pencils, markers, or watercolor, students enhance their line drawings with color that represents different emotional tones (e.g., blue for calm, red for anger).
•Explore Pattern & Repetition for Focus: Students practice repeating patterns and shapes within their drawings to promote relaxation, focus, and a sense of structure, especially helpful for anxious or distracted students.
•Link Art to Mental Health: Short discussions about how to use art as a grounding technique

TEACHERS LEARN

•How to Teach Neurographic Drawing Basics: Learn the core steps of Neurographic art, including mindful line drawing, rounding intersections, and layering with color to reflect emotions.
• How to Integrate Mindfulness into Art Lessons: Discover simple breathing and grounding techniques to help students enter a calm, reflective state before and during creative work.
• How to Facilitate Emotional Reflection: Practice using prompts and journaling strategies that encourage students to connect their artwork with inner thoughts and feelings.
• How to Adapt for Diverse Classrooms: Explore ways to modify the project for different age groups, abilities, and timeframes —no prior art experience required.
• How to Create a Safe, Supportive Space: Learn classroom strategies to foster trust, respect, and emotional safety while guiding students through introspective artmaking.

STANDARDS

VA.912.S.2.4 - Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.C.1.1 - Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.S.3.12 - Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
HE.912.C.1.1 - Analyze the relationship between healthy behaviors and personal health.
HE.912.B.4.1 - Identify factors that influence emotional health and practice coping strategies.

EXPLORING CULTURAL HERITAGE THROUGH WEAVING

Weave culture, creativity, and sustainability into your classroom with this hands-on art project.

Subject Area: Visual Arts/STEAM

Grade Level: PreK-12

Description:

This hands-on workshop centers on introducing students to the art of weaving through a culturally responsive, inclusive, and creative lens. The lesson immerses students in the rich traditions of weaving from cultures around the world, while encouraging them to explore personal expression using accessible and unconventional materials—including upcycled and found objects. The project is designed to support a wide range of learners, with adaptable techniques that make weaving approachable for students with varying needs and skill levels. As they work through the process, students develop fine motor skills, patience, and a deeper understanding of pattern, texture, and cultural storytelling. The workshop includes a ready-to-teach lesson plan, step-by-step instructions, a materials list, relevant standards, and a curated collection of children's books that tie weaving to meaningful narratives. This project invites students not only to build a traditional craft skill, but also to connect with global heritage and discover the joy of transforming everyday materials into woven works of art.

STUDENTS LEARN

•Cultural heritages – their own, and those of others,
•How to incorporate their cultural heritage into art and weaving
•Specific vocabulary associated with weaving
•Weaving techniques (adaptable for different grade levels)
•History of weaving

TEACHERS LEARN

• Weaving techniques
• Use of interesting and nontraditional materials
• How to source materials
• Book list on weaving and its history across cultures
• Assessment methods

STANDARDS

A.2.S.1 - (Applicable to grades 2-5): The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.
VA.2.S.2 - (Applicable to grades 2-5): Development of skills, techniques, and processes in the arts strengthen our ability to remember, focus on, process, and sequence information.

MATERIALS

- Green plastic garden fencing
- Scrap fabric (remnants, reclaimed clothing/sheets) and yarn/cord
- Heavy Duty Scissors (one for every two participants)
- Fabric Glue (optional)
- Ample table space

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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SPHERO: A BLUEPRINT FOR STEAM!

Engineering, Coding, and Creativity Converge When Building a Student-powered City.

Subject Area: Robotics

Grade Level: K-12

Description:

The Sphero Blueprint City project invites students to take on the challenge of designing and building a functional, interconnected city using real-world engineering principles. Over the course of a semester, learners explore structural integrity, simple machines, and modular construction as they develop roads, buildings, bridges, and infrastructure systems. As their city evolves, students apply coding skills using Sphero robots to simulate automation—managing traffic, powering grids, or responding to environmental issues. This immersive experience strengthens understanding of STEM through hands-on problem-solving, iterative design, and collaborative teamwork. Educators gain a structured yet flexible framework to guide students through complex challenges, helping them explore the intersection of innovation, sustainability, and civic responsibility. The result is a deeply engaging, student-driven project that merges creativity with technical skills and encourages thoughtful reflection on how cities function in the real world.

STUDENTS LEARN

•Basic mechanical principles: levers, pulleys, gears, etc.
•Understand gear ratios and their impact on motion.
•Students design and build roads, bridges, and other transportation systems.
•Create a modular road network, incorporating intersections and roundabouts.
•Apply concepts of scale and spatial planning.

TEACHERS LEARN

• Hands-on demonstration of how to introduce and utilize the Sphero Blueprint kit's modular components for progressive learning, starting with simple machines and advancing to complex city systems.
• Practical exercises on how to seamlessly integrate Sphero robot coding with physical city elements, utilizing sensors and programming to create interactive and automated features.
• Strategies for guiding student-driven inquiry, managing long-term projects, and fostering collaborative learning within a hands-on engineering context.
• Guidance on how to align the Blueprint City project with specific K-12 STEM standards, and adapt the curriculum to meet diverse student needs and learning styles.
• Methods for assessing student learning in a hands-on project, including observation, portfolio development, and presentation rubrics, to effectively evaluate students' engineering design and problem-solving skills.

STANDARDS

SC.5.P.10.1 - Investigate and describe that energy is a basic need of living things and is needed for all processes such as growth, movement, and reproduction.
MA.6.GR.1.3 - Solve real-world and mathematical problems involving area, surface area, and volume of right rectangular prisms with positive rational number edge lengths.
TE.68.CS-PC.1.3 - Design and develop programs that use functions to decompose complex problems into simpler parts.
TE.68.EE.1.1 - Define a problem that can be solved using a technological design process.
SS.7.C.2.1 - Identify the origins and purposes of government, law, and the state.

INDI ON THE MOVE: LEARNING BY CODING

Coding for PreK-2 with Screen-Free Learning Using Sphero Indi!

Subject Area: Robotics

Grade Level: PreK-2

Description:

Discover how Sphero Indi brings coding to life for young learners—no screens, reading, or experience required. In this interactive workshop, educators will explore how this color-coded, programmable robot helps students in Pre-K through 2nd grade build foundational skills in problem-solving, sequencing, and computational thinking. Using intuitive color tiles, children guide Indi through mazes and challenges that encourage creativity, independent learning, and collaboration. With minimal prep and maximum engagement, Indi supports cross-curricular integration and social-emotional development. For students ready to level up, the Sphero Edu Jr. app offers a gentle introduction to block-based programming. Teachers will leave with ready-to-use activities, classroom strategies, and a fresh approach to introducing STEM in playful, meaningful ways.

STUDENTS LEARN

•Color Tile Programming: program Indi to move along specific paths, teaching them the basics of coding logic without screens.
•Learning Outcome: Students grasp the concept of sequencing and cause-and-effect relationships in programming.
•Maze Creation and Navigation: Students design their own mazes on the floor using color tiles. Indi is then programmed to navigate through the maze, responding to the colors they place.
•Pattern Recognition: Children create and follow patterns using color tiles to program Indi's movements. Learning Outcome: Students grasp the concept of sequencing and cause-and-effect relationships in programming.
•Storytelling with Indi: Students use Indi to "tell a story" by guiding it through a series of pre-planned actions that reflect characters or events in the story.

TEACHERS LEARN

• Introduction to Sphero Indi: Learn how to use color tiles to teach young students basic coding concepts without screens.
• Hands-on Classroom Activities: Explore interactive, screen-free activities that engage students in problem-solving, pattern recognition, and sequencing.
• Simple Setup and Execution: Discover how easy it is to integrate Sphero Indi into everyday lessons with minimal preparation and resources.
• Differentiation Strategies: Learn how to tailor activities to meet the diverse learning needs of students, from beginners to more advanced learners.
• Building Collaborative Skills: Gain strategies for promoting teamwork.

STANDARDS

MA.K12.MTR.1.1 - Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.5.1 - Actively participate in effortful learning both individually and collectively.
MA.K.AR.1.2 - Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.
ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.R.1.1 - Describe the main character(s), setting, and important events in a story.

KINDER SCIENCE: "BEE" CODING

The Youngest Students Think Like Programmers Using Bee-Bots.

Subject Area: Robotics

Grade Level: K-5

Description:

Kindergarteners learn the basics of coding using Bee-Bot robots in a developmentally appropriate, hands-on way. Students explore sequencing, directionality, and problem-solving through playful activities that integrate core subjects like math, literacy, and science. As they plan, assess, and revise their code, students build confidence, creativity, and critical thinking skills. Aligned with early learning standards, the lessons promote collaboration and cognitive growth by strengthening spatial reasoning, cause-and-effect understanding, and perseverance. The project also empowers educators by providing classroom-tested strategies, sample lesson plans, and practical ideas for integrating Bee-Bots across the curriculum. Even the youngest students think like programmers through play, exploration, and discovery.

STUDENTS LEARN

•Use directional cards to plan a sequence of moves (e.g., forward, turn left).
•Letter and Word Recognition - Students code Bee-Bots to move to letter tiles or sight words on a floor grid.
•Counting and Number Recognition - Using a number grid, students program the Bee-Bot to travel to the correct answer for a math problem.
•Students code Bee-Bots to travel through a sequence of story events laid out on a mat, helping them understand narrative order and cause-effect relationships.
•Students design mazes or obstacle courses for Bee-Bots, testing and debugging their code to solve specific tasks.

TEACHERS LEARN

• How to Introduce Coding Concepts to Young Learners
• How to program Bee-Bots through guided activities and how to model this process for students.
• How to embed Bee-Bot coding into literacy, math, science, and story-based learning activities to enhance engagement and deepen understanding.
• Classroom Management Tips for Coding with Kindergarteners
• Access lesson templates, coding mats, activity cards, and tools they can adapt for immediate use in their own classrooms.

STANDARDS

MA.K.GR.1.1 - Identify two-dimensional figures regardless of their size or orientation.
ELA.K.F.1.2 - Demonstrate phonological awareness by identifying and producing rhyming words and recognizing spoken words, syllables, and sounds (phonemes).
MA.K.AR.1.2 - Solve real-world addition and subtraction problems using objects and drawings.
CS.K12.ELA.K1.1 - Identify the steps of a sequence to solve a problem or complete a task.
CS.K12.OC.1.1 - Collaborate with peers using age-appropriate technology tools to complete a task.

MATERIALS

- Bee-Bot robots (1 per small group of 2–4 students).
- Bee-Bot charging station or USB chargers.
- Coding direction cards (forward, backward, left, right).

FAIRY TALE WRITING

Students Become Fairy Tale Authors

Subject Area: ELA

Grade Level: PreK-5

Description:

Educators, embark on a two-day, primary grade literacy adventure that shines a spotlight on narrative mastery! In this project, students explore familiar fairy tales, then plan and author their own four-sentence story focusing on structure, sentence-building, and oral storytelling. Research highlights that storytelling enhances vocabulary, comprehension, and narrative skills. The journey culminates in a “Magic Story Circle,” where students share and optionally publish their tales. Visuals, modeling, and scaffolding ensure participation for all learners—including ELLs and ESE. This low-cost, joyful experience fosters writing fluency, creative confidence, and alignment with ELA standards, and can be adapted to all primary grades. Teachers leave with a full packet of templates, slides, and differentiation tools to seamlessly integrate storytelling into any literacy block—with magic that both students and teachers will cherish.

STUDENTS LEARN

•Mini-lesson on the elements of a fairy tale (e.g., character, setting, problem, magic, happy ending) using read-aloud like The Three Little Pigs.
•Complete a graphic organizer/planner that prompts them to invent a character, setting, problem, and magical solution.
•Drawing activity: Students illustrate their character and setting to enhance story planning.
•Writing workshop: Students use sentence frames to write a four-sentence fairy tale with a clear sequence.
•Story sharing in a "Magic Story Circle" and optional compilation into a class fairy tale book.

TEACHERS LEARN

•How to introduce fairy tale elements with mini-lessons and familiar read-alouds.
•How to use sentence frames and writing scaffolds to support emerging writers.
•How to lead students through a story-planning graphic organizer.
•How to host a classroom story-sharing activity that builds confidence.
•How to create a class fairy tale book or digital collection from student work.

STANDARDS

ELA.1.R.1.2 - Identify and explain the moral of a story.
ELA.1.R.3.1 - Describe characters, setting, and major events in a story, using key details.
ELA.1.C.1.2 - Write narratives that recount two or more sequenced events, include details, and provide a sense of closure.
ELA.1.C.1.4 - Write expository texts about a topic using one or more sources.
ELA.1.C.5.1 - Use a multimedia presentation to enhance oral or written tasks.

MATERIALS

•Fairy Tale Planner worksheet (printable graphic organizer)
•Chart paper or anchor charts for mini-lessons
•Crayons/markers for character and setting illustrations
•Sentence frames for writing support
•Optional: binder or folder to create a class book

GAME ON! STRATEGY FOR TEACHING LITERARY TOOLS

Recess Wars Project: An Interactive Reading Adventure

Subject Area: ELA

Grade Level: K-8

Description:

Recess Wars: Basketball is a compelling literary-STEAM workshop that blends an engaging chapter book with interactive workbook exercises. Through the story of third-graders navigating friendship, conflict, and teamwork on the court, students learn to identify and apply similes, metaphors, and other literary devices in context—ideal for visual learners and reluctant readers. This low-prep, high-impact resource scaffolds complexity to build confidence and comprehension, while integrated assessments offer real-time insight into student progress. The format supports differentiation and fosters deeper literacy through self-paced, engaging activities aligned with higher-order thinking. Teachers will leave equipped with ready-to-implement lesson plans that make literary analysis feel more like play than work—transforming classroom engagement and boosting critical reading skills with vivid scenarios and beloved characters.

STUDENTS LEARN

•Identifying Literary Devices: Students use visual clues to spot and similes, metaphors, and other devices such as personification, hyperbole, or idioms.
•Textual Evidence: Students cite examples from the story to support their answers and interpretations.
•Making Inferences: Students "read between the lines" and infer character motivations and underlying themes.
•Writing Skills: Students write their own similes, metaphors, and reflections, reinforcing learning through practice.
•Conflict Resolution: The central “war” over the basketball court introduces themes of negotiation, fairness, and teamwork.

TEACHERS LEARN

•Gain ready-to-use strategies, adaptable lesson plans, and a deeper understanding of how to connect academic content with interests.
•How to guide students in identifying and analyzing literary devices as they naturally appear in a narrative, rather than in isolation.
•Educators will practice using annotation, questioning, and prediction strategies within a combined novel and workbook format supporting critical thinking and comprehension.
•Assess understanding of literary devices through written responses, workbook exercises, and group discussions.
•How to adapt the novel-workbook for various reading levels, learning styles, and classroom settings—including whole-class, small group, and individual learning.
•How to guide students in identifying and analyzing literary devices as they naturally appear in a narrative, rather than in isolation.
•Educators will practice using annotation, questioning, and prediction strategies within a combined novel and workbook format supporting critical thinking and comprehension.
•Assess understanding of literary devices through written responses, workbook exercises, and group discussions.
•How to adapt the novel-workbook for various reading levels, learning styles, and classroom settings—including whole-class, small group, and individual learning.

STANDARDS

ELA.3.R.3.1 - Identify and explain metaphors, personification, and hyperbole in text(s).
ELA.6.R.3.1 - Explain how figurative language contributes to tone and meaning in text(s).
ELA.6.C.1.2 - Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.
ELA.6.V.1.3 - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and de-notative meaning of words and phrases, appropriate to grade level.
ELA.6.R.2.1 - Explain how individual text sections and/or features convey meaning in texts.

ESCAPE ROOM LEARNING LABS

Escape Room Challenges Boost Engagement, Collaboration, and Critical Thinking

Subject Area: ELA

Grade Level: K-5

Description:

This dynamic workshop gives teachers the tools and strategies to transform traditional lessons into interactive academic escape rooms that spark curiosity, collaboration, and critical thinking. By designing curriculum-aligned puzzles and challenges using simple, low-prep materials, educators can turn standards-based instruction into an exciting, student-driven adventure. Whether used for review, enrichment, or introducing new content, escape rooms offer a high-engagement way to deepen learning and build key academic skills. Participants will learn how to craft meaningful clues, structure time-based challenges, and differentiate tasks to meet the needs of all learners. These escape rooms not only strengthen content mastery but also foster teamwork, perseverance, and student confidence. Teachers will leave the workshop energized and equipped with ready-to-use templates, creative planning techniques, and ideas they can implement immediately making learning feel like a game with academic impact. This is a practical, joyful approach to teaching that brings lessons to life and keeps students coming back for more.

STUDENTS LEARN

•Work in small teams to solve fun, hands-on puzzles that are tied to what they're learning in reading and math.
•Read short passages and answer questions to find clues that help them move to the next step—just like a real escape room!
•Use math strategies like multiplication, division, or place value to crack codes and unlock mystery boxes or envelopes.
•Practice vocabulary and context clues by matching key words to meanings in order to reveal the next clue.
•Strengthen teamwork and communication as they take turns, listen to each other, and figure things out together.
•Build confidence by completing challenges that feel like games—but are really all about learning.
•Celebrate learning with a final "escape" moment that shows how much they've grown through the activity.

TEACHERS LEARN

• How to design standards-aligned escape room activities using ELA and math content for grades 3–5.
• Ways to create puzzles, clues, and challenges that reinforce critical thinking, vocabulary, and problem-solving skills.
• Tips for organizing low-cost, low-prep escape rooms using everyday classroom materials like envelopes, task cards, and locks.
• How to differentiate escape room challenges to support diverse learners and keep all students engaged.
• Step-by-step guidance through a live demo, including planning templates, examples, and time to brainstorm their own classroom-ready ideas.

STANDARDS

ELA.3.R.1.1 - Explain the development of stated or implied theme(s) throughout a literary text. Use supporting details to justify the explanation.
ELA.4.V.1.3 - Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases.
ELA.5.R.3.2 - Summarize a text to enhance comprehension. Include the central idea and relevant details for an informational text or the theme and relevant details for a literary text.
MA.3.AR.1.2 - Solve one- and two-step real-world problems involving any of the four operations with whole numbers.
MA.4.M.1.1 - Select and use appropriate tools to measure attributes of objects.

BEYOND THE PAGE: FILM ADAPTATIONS OF BOOKS

Bridge the gap between media literacy and literature with powerful text-to-film strategies.

Subject Area: ELA

Grade Level: 6-12

Description:

This one-of-a-kind workshop explores how pairing literature with film can reignite student interest, deepen comprehension, and cultivate critical thinking in the ELA classroom. Participants will learn how to guide students through meaningful analysis of both text and screen, using scaffolded strategies like the "3 C's" (Changes, Creative Choices, and Connections) to unpack directorial decisions and thematic interpretations. Teachers will gain a practical framework for comparing novels and their adaptations, transforming passive readers into engaged, media-literate thinkers. The session also tackles the growing emotional disconnect many students feel with traditional literature, offering film as a bridge that makes timeless texts more relevant and relatable. Educators will leave with adaptable templates, grading rubrics, and a curated list of powerful book-to-film pairings. With hands-on activities, storyboarding exercises, and lively discussion, this workshop equips teachers to help students connect more deeply—with literature, with each other, and with the world around them.

STUDENTS LEARN

•Explore scaffolded strategies for comparing texts & films to teach theme, tone & narrative perspective.
•Design collaborative activities where students dissect directorial choices.
•Discuss assessment techniques from Socratic seminars to creative responses.
•Expository essays that compare & contrast literary texts to their respective film adaptations.
•Argumentative essays that must establish whether books or film have a larger impact on audiences.

TEACHERS LEARN

• How to scaffold text-film comparisons using the 3 C's framework (Changes, Creative Choices, Connections) to teach analysis, tone, & narrative perspective.
• Strategies to engage reluctant readers by using film clips as accessible entry points into complex texts. (Visual symbolism vs. literary descriptions)
• Ready-to-use assessments, from argumentative writing prompts to creative projects (storyboarding, screenplay writing, etc.).
• Tips to foster critical media literacy; helping students dissect directorial choices (lighting, music, pacing) as they would an author's craft.
• A flexible unit template adaptable to any book-film pairing.

STANDARDS

ELA.6.R.3.3 - Compare & contrast how authors across genres develop themes & central ideas using figurative language and other literary devices.
ELA.7.R.3.3 - Compare & contrast how authors adapt or transform works for different audiences, mediums or purposes.
ELA.8.V.1.3 - Analyze how an author uses & refines the meaning of key terms & symbols over the course of a text.
ELA.7.C.5.2 - Use digital tools to produce & share writing with multimedia elements.
ELA.6.C.1.4 - Engage in collaborative discussions, building on others' ideas & expressing viewpoints with evidence.

MATERIALS

• Technology for Students: access to technology for reading assigned texts online and/or watch the applicable film adaptations. If physical literature is preferred or required, Books & Books has a program for teachers to request class sets of books at no charge.
• Technology for Teachers: teachers will require technology to show films as well as to present differentiations in media, relevant Power Points, etc.
• Art Supplies: this project is an excellent opportunity to introduce more creative and arts-based pursuits in the classroom.
• Class Supplies: basic items such as papers, pencils, erasers.

POETRY MARCH MADNESS!

From Metaphors to Matchups: Poetry Gets Competitive

Subject Area: ELA

Grade Level: 6-12

Description:

Game on! Poetry March Madness transforms a month of poetry study into a competitive, student-led bracket challenge. Students analyze poems like players—digging into tone, voice, figurative language, and audience—as they debate which poems advance and which get benched. This 10-hour unit flips fear into fun, building students' confidence with poetry through collaborative discussions and structured literary analysis. With each round, students deepen their understanding while rooting for their favorites. Teachers will leave with a toolkit to launch this engaging unit in their own classroom—complete with lesson plans, student handouts, and rubrics. May the best poem win!

STUDENTS LEARN

•Select 16 or 32 poems, write titles on colored paper.
•Create brackets to pair the poems.
•Students discuss poems in inner/outer circles, 2 at a time.
•Each round has different criteria with different poetic devices and techniques reviews each round.
•After each pair, students vote on which poem is more effective based on established criteria.

TEACHERS LEARN

• How to set up a March Madness Activity.
• How to organize inner/outer circles in a classroom.
• How to foster discussion about poetry.
• How to approach poetry instruction.
• Lists of poems appropriate for the activity.

STANDARDS

ELA.12.R.1.1 - Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.12.R.1.2 - Analyze two or more themes and evaluate their development throughout a literary text.
ELA.10.R.1.4 - Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.
ELA.7.R.2.3 - Explain how an author establishes and achieves purpose(s) through diction and syntax.
ELA.12.R.3.1 - Evaluate an author's use of figurative language.

MATERIALS

- Colored paper
- Poster paper or board

THE NEWSPAPER CLUB

Write It, Design It, Publish It: A Newspaper Project by Students, For Students

Subject Area: ELA

Grade Level: K-5

Description:

Spark a love for writing while building 21st-century skills through a school newspaper project. Students produce a paper-format newspaper using Canva templates, combining traditional writing with digital publishing tools. Whether launching a full-scale school newspaper, creating a classroom version, or starting a journalism club, this project offers flexible options that scale to fit any environment. In this workshop, teachers explore strategies for brainstorming article ideas, conducting interviews, writing with purpose, and designing layouts, while also hitting key academic standards in writing, communication, and media literacy. The newspaper becomes a platform for student voice, helping writers see the impact of their words in print. This project helps reluctant writers find motivation by giving them a real-world reason to write and a finished product they can be proud of.

STUDENTS LEARN

•Conceptualize and create articles about school-related events, activities and topics.
•Students serve as editors, reporters, graphic designers, and photographers of a newspaper.
•Students develop writing and editing skills.
•Learn to use Canva templates and more.
•Students learn collaboration and responsibility by meeting deadlines.

TEACHERS LEARN

• Learn the many ways to use Canva for creating a student newspaper.
• How to inspire future journalists.
• Create an immersive, engaging, and inclusive newspaper club.
• Newspaper "assignments" appropriate for different learning abilities.

STANDARDS

ELA.5.C.1.3 - Argumentative Writing
ELA.5.C.1.4 - Expository Writing
ELA.5.C.1.5 - Improving Writing
ELA.5.C.3.1 - Conventions
ELA.5.C.1.1 - Handwriting

MATERIALS

- Access to computer and Canva
- Copy paper
- T-shirts (optional)
- Reporter's notebooks
- Pens, highlighters, markers
- Camera or phone camera
- Selfie ring light
- Lanyards
- Photo printers
- Clip boards

COMPOSE YOURSELF: PERSONALIZED SONG CREATION

Pi, Patterns, and Playlists: Creating Personalized Music Through Math

Subject Area: ELA

Grade Level: K-12

Description:

In this joyful, cross-curricular project, students discover how numbers shape music by composing melodies based on personally meaningful data—like their birthdays, addresses, and even their names. Using Chrome Music Lab, they explore numeric patterns in popular songs, then use scale degrees and alphanumeric matrices to create custom melodies that reflect their identities. Students "compose themselves" by translating letters into notes and hearing their names come to life through music. Along the way, they build a deeper understanding of math concepts like sequencing and pattern recognition—while boosting self-esteem and musical creativity. This playful blend of music theory, math, and personal storytelling sparks excitement and confidence in every learner.

STUDENTS LEARN

•How to read and understand a single page scale matrix of all musical scales/keys for major (happy) and minor (sad) containing any number of sharps or flats.
•How to analyze and deconstruct simple commonly known melodies to convert them into a sequence of numbers which can then be easily transposed into any other key or converted between major (happy) and minor (sad).
•How to use this concept to create their own compositions based on number sequences unique to themselves (i.e., birthdays, phone numbers, home address numbers).
•How to translate these numbers into numeric and then melodic sequences in a simple music sound loop using the FREE Google Chrome Music Lab platform.
•How to use a simple alpha-numeric Matrix to convert their name (or ANY word) into music notes with variations for happy vs. sad, as well as including sharps and flats.

TEACHERS LEARN

• How to read and understand a single page scale matrix of all musical scales/keys for major (happy) and minor (sad) containing any number of sharps or flats.
• How to analyze and deconstruct simple commonly known melodies to convert them into a sequence of numbers which are then transposed into any other key or converted between major (happy) and minor (sad)
• How to use this concept to create their own compositions based on number sequences unique to themselves (i.e. birthdays, phone numbers, home address numbers etc.)
• How to translate these numbers into numeric and then melodic sequences in a simple music sound loop using the FREE Google Chrome Music Lab platform.
• How to use a simple alpha-numeric Matrix to convert their name (or ANY word) into music notes with variations for happy vs. sad, as well as including sharps and flats.

STANDARDS

MA.5.AR.3.1 - Given a numerical pattern, identify and write a rule that describe the pattern as an expression.
MAFS.5.OA.2.3 - Generate two numerical patterns using two given rules.
MU.5.S.2.In.a - Re-create musical patterns from familiar music.
MU.912.O.2.2 - Transpose melodies into different modalities through performance and composition.
MU.912.O.1.1 - Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

MATERIALS

- Yamaha PSR-EW320 76-Key Portable Keyboard with Power Adapter
- Cricut - Joy Machine
- Google Chrome Music Lab (Free)
- Google Play Store (Free)
- MuseScore Music Notation Program (Free)

THE EDUCATION FUND 40 YEARS

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

The Education Fund's Food Forests for Schools

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

What is a Food Forest?

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

How Does It Work?

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

For Students

Students participate in daily or weekly harvests – for the cafeteria and their homes. Since transitioning from gardens to FF beginning in 2014, students have taken home 257,274 Harvest Bags. Students are excited to see plants they have grown added to their cafeteria meals, since 2015 over 6,714 meals have been enhanced with nutritious school-grown produce.

For Teachers

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

The Frederick A. DeLuca Foundation

USDA

THE JORGE M. PÉREZ FAMILY FOUNDATION

FOOD FORESTS FOR SCHOOLS PROGRAM KICKOFF

Begin the School Year with an Exciting Adventure in Outdoor Learning! Discover What's in Store at the Food Forests for Schools Program!

Subject Area: Health & Wellbeing

Grade Level: K-12

Description:

Step outside the classroom and into a world of hands-on learning! Join us for an inspiring Food Forests for Schools workshop designed to spark curiosity, deepen student engagement, and make teaching outdoors easier than ever.
What to Expect:

•Smart Planting Made Simple – Learn how to choose plants that thrive with minimal fuss.
•Maintenance Made Easy – Explore simple strategies and support systems to keep your garden growing strong.
•Harvest with Purpose – Get tips for harvesting that connect students with the full food cycle.
•Teach Across Subjects – Discover creative ways to weave math, science, and resiliency into your outdoor lessons.
•Online Tools at Your Fingertips: Access a treasure trove of ready-to-use resources to elevate your lessons beyond the classroom walls.
•Get Hands-On: Roll up your sleeves for a fun, interactive activity that brings food forests to life and leaves you inspired to do the same with your students.
•Curriculum-Aligned and District-Approved: All content supports district pacing guides and integrates seamlessly with your core subjects—no extra planning needed!

Let's grow together. Join us and discover how food forests can transform your teaching and your students' learning—one plant, one lesson, one season at a time.

STUDENTS LEARN

🌱 Plant Science & Growth Cycles
Understand which plants grow well in our region and how to care for them from seed to harvest.
🌱 Resiliency & Mindfulness Skills
Build emotional awareness and calm through hands-on connection with nature.
🌱 Math in the Garden
Apply math skills like measuring, graphing, and estimating in real-life garden scenarios.
🌱 Science in Action
Explore ecosystems, pollination, weather, and soil health through observation and inquiry.
🌱 Cross-Curricular Learning
Connect garden experiences with classroom topics in reading, writing, social studies, and art.
🌱 Problem Solving & Teamwork
Collaborate to solve challenges in garden care and design, building communication and leadership skills.

TEACHERS LEARN

🌱 How to Select Easy-to-Grow Plants
Discover which plants thrive in your region with minimal upkeep, making your garden more sustainable and successful.
🌱 Garden Maintenance Tips & Support
Learn efficient strategies to manage your food forest year-round—with district support systems to back you up.
🌱 Integrating Resiliency into Lessons
Explore ways to build students' social-emotional skills through nature-based activities.
🌱 Curriculum Integration Across Subjects
Find out how to connect garden learning to math, science, ELA, and health using district pacing guides and standards.
🌱 Engaging, Hands-On Activities
Participate in ready-to-use outdoor lessons that bring classroom concepts to life.
🌱 Access to Online Resources & Tools
Navigate a curated library of digital teaching materials to support your outdoor instruction all year long.
🌱🤝🌟 Collaboration & Community Building
Join a network of like-minded educators sharing ideas, inspiration, and success stories from their own school gardens.

BEYOND THE TRAY: TRANSFORMIN SCHOOL MEAL INTO LEARNIN OPPORTUNITIE

Integrating school nutrition programs within cross-curricular learning through mindful eating, environmental stewardship, and wellness.

Subject Area: Health & Wellbeing

Grade Level: K-12

Description:

School lunch programs offer more than just a daily meal because they serve as a powerful, underutilized platform for learning. This workshop explores how food and nutrition can be integrated into academic learning, emotional development, and sustainability in K-12 classrooms. Educators will learn to create nutrition education opportunities using school lunch menus, understand the importance of food and waste reduction through share tables, and enhance social-emotional learning through mindful eating practices. Participants will discover creative ways to turn everyday food experiences into engaging lessons. They will leave with practical resources that can transform the cafeteria into an extension of the classroom, enriching students' minds in multiple ways.

STUDENTS LEARN

TEACHERS LEARN

- How nutrition affects students' focus, mood, and performance.
- Creative ways to teach core subjects using food lessons.
- Collaborating with food service staff for garden to cafeteria.
- Strategies to reduce food waste & create environmental education in the cafeteria.
- How to support student meal choices.

STANDARDS

MATERIALS

- Table
- Smartboard for presentation

FRUITS AND VEGETABLES ARE ALIVE!

Postharvest Physiology: Hands?on science to extend produce life from garden to grocery

Subject Area: Health & Wellbeing

Grade Level: 6-12

Description:

Farm-fresh or store-bought, produce has a limited lifespan—and through postharvest physiology, students learn the science behind maximizing freshness and quality from field to table. In this engaging workshop, educators and learners explore how produce remains alive—breathing, decaying, and vulnerable to spoilage—and experiment with optimal harvesting, handling, packaging, and storage techniques to extend shelf life and reduce waste. Participants will gain hands-on experience testing storage methods, tracking decay rates, and applying cooling, sanitation, and packaging fundamentals. This project connects biology to daily life, empowers students to make informed decisions about the produce they grow and consume, and fosters economic and health awareness. Expect active, inquiry-driven learning that strengthens scientific observation, data analysis, and critical thinking, all while contributing to sustainability and garden engagement. Leave ready to teach practical, real-world plant physiology lessons that resonate both at school and at home.

STUDENTS LEARN

•Review cellular respiration by observing how a fresh fruit/vegetable behaves.
•Promote decay by injury - observe how decay develops compared to an undamaged fruit/vegetable.
•Understand factors that affect produce shelf life.
•Experiment storing produce at different temperatures and packages and observe outcomes.
•Play a perishability game - students try to categorize produce on how perishable they are depending on their respiration rates.

TEACHERS LEARN

•Understand cellular respiration and its practical applications.
•Understand how handling practices affect produce shelf life.
•Understand how storage conditions affect produce shelf life.
•Understand how physical characteristics affect produce shelf life.
•Understand how physiological characteristics affect produce shelf life.

STANDARDS

SC.912.L.14.7 - Relate the structure of each of the major plant organs and tissues to physiological processes.
SC.912.L.18.8 - Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.
SC.912.L.18.9 - Explain the interrelated nature of photosynthesis and cellular respiration.
SC.1.L.14.2 - Identify the major parts of plants, including stem, roots, leaves, and flowers.
SC.912.L.14.31 - Describe the physiology of hormones including the different types and the mechanisms of their action.
SC.8.P.9.3 - Investigate and describe how temperature influences chemical changes.

MATERIALS

•Zip lock bags
•Fresh produce (zucchinis, strawberries, lettuce, cabbage or other produce)
•Access to a refrigerator
•Classroom board or wall space for the respiration rate game
•Tape, post it notes, copier and (optional) laminator

PODCASTING 101

Podcasting empowers students to discover the power of their own voices

Subject Area: Social Sciences

Grade Level: 6-12

Description:

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.

STUDENTS LEARN

- Journalism writing
- Research
- Interview techniques
- Debate
- Technical Skills

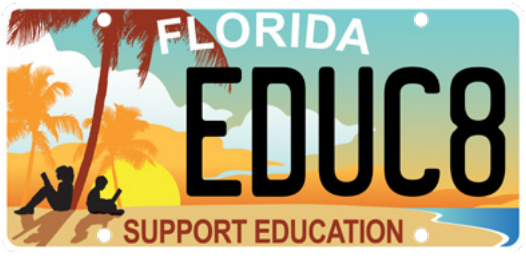
TEACHERS LEARN

- How to start a podcast
- How to use recording equipment

STANDARDS

LAFS.1112.RST.3.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia)
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 re-forming institutions.

MATERIALS



GLOBAL CITIZENSHIP LEARNING SERIES

Empowering Youth to Shape a More Just and Sustainable World.

Subject Area: Social Sciences

Grade Level: 6-12

Description:

The Global Citizenship Learning Series empowers high school students to think critically, act compassionately, and engage meaningfully with the world around them. Through interactive workshops, students explore the history, principles, and real-world applications of global citizenship while developing practical skills in leadership, collaboration, and communication. Participants dive into the United Nations Sustainable Development Goals (SDGs), creating service-learning projects that spark awareness and action in their schools and communities. Each student becomes a mini-ambassador for a specific SDG, contributing to long-term, student-led initiatives that promote social and environmental change. The program also connects students to place-based learning—examining Florida geography, visiting National Parks, and conducting field-based research that culminates in reflective storytelling and writing. Teachers gain strategies for integrating the Explorer's Mindset with global competencies, helping students connect scientific inquiry with global narratives. This series transforms academic learning into purposeful action, cultivating the next generation of informed, inspired global citizens.

STUDENTS LEARN

•Explore the outdoors by photographing nature and human life.
•Create stories focused on nature and human life that relate to a Sustainable Development Goal.
•Create a website or marketing plan representing each SDG.
•Facilitate a forum/symposium on Global Citizenship and each SDG.
•Create an ongoing project that cultivates maintained interest in each SDG.
•Host an SDG Showcase

TEACHERS LEARN

- Sustainable Development Goals
- Global Competence
- Global Citizenship
- Storytelling Techniques
- Civic Publishing
- The Explorer's Mindset Framework

STANDARDS

ELA.12.C.4.1 - Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
ELA.12.C.2.1 - Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices.
ELA.12.C.1.2 - Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
ELA.12.C.5.1 - Design and evaluate digital presentations for effectiveness.
ELA.12.C.5.2 - Create, publish, and share multimedia texts through a variety of digital formats.

CANVA & CONSTRUCTIC PROJECT BASE LEARNING

Present in Multiple Modalities with Canva & 3-D Models

Subject Area: Social Sciences

Grade Level: K-12

Description:

Students investigate the role of Japanese castles during Feudal Japan and create digital posters using Canva, sourcing images and information from classroom notes and research. They then, individually or in teams, build 3-D models of their castles, blending architectural history with hands-on engineering. This dual-format project enabled students to move beyond rote memorization and connect cultural history to tangible design. Participants gain experience in guiding students as they design digital artifacts, conduct research, prototype physical models, and reflect on their learning. Teachers leave with a replicable PBL template applicable across subject areas—fostering interdisciplinary thinking, deeper content understanding, student agency, and meaningful connection between curriculum and creativity.

STUDENTS LEARN

•Conduct scholarly research for information and pictures to use in their poster. (Based on student ability, the teacher can provide the research sites for students.)
•Write their research on their own paper (based on teacher-generated guided questions) in order to minimize plagiarism.
•Use Canva (accessible through Schoology) to create and share their poster.
•Students work individually or in teams to create their assigned Japanese castle. They will decide what materials they need as well as create the plans for construction. (This portion can be done in class or at home.)
•As part of the 3-D model, students will add an index card with a summary of their information from their Canva poster.

TEACHERS LEARN

•How to apply Project Based learning in the classroom, and its benefits to students.
•How to incorporate meaningful research-based activities in the classroom.
•How to use Canva basics for classroom instruction.
•How to incorporate 3-D models and simulations into the classroom.
•How to use this lesson to incorporate STEAM in their curriculum.

STANDARDS

SS.912.A.1.2 - Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.4 - Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.W.2.20 - Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21 - Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SC.912.CS-CP.3.1 - Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration.

PAGE BY PAGE

Creative Authors, Confident Voices: Student Books That Make an Impact

Subject Area: Social Sciences

Grade Level: 6-12

Description:

Upper-grade students become authors, illustrators, and literacy leaders in this powerful cross-curricular project. Students begin by reading and analyzing 3–4 children's books connected to classroom themes or content, then dive into research on a topic of their choice. Using what they've learned, they write and illustrate their own original children's book—blending creativity, storytelling, and content knowledge. As an optional extension, students can visit a nearby elementary school to read their books aloud and guide younger students in crafting their own mini stories, sparking mentorship and promoting literacy across grade levels. This project strengthens reading and writing skills, builds a deep understanding of audience and purpose, and fosters confidence through creative expression. Teachers will receive a complete, ready-to-use unit adaptable to various subjects and standards, making it easy to integrate into ELA, Social Studies, Science, or Art. It's a project that leaves a lasting impression—on students and on those they inspire.

STUDENTS LEARN

•Read and Analyze Mentor Texts: Students read 3–4 children's books tied to a theme or subject area (e.g.,science, history, identity, financial literacy).
•Conduct Topic-Based Research: After choosing a topic of interest, students gather key facts and details to include in their own story.
•Storyboard and Draft Their Own Children's Book: Students learn how to organize a story for a young audience using age appropriate language, simple sentence structure, and a clear beginning, middle, and end.
•Illustrate and Assemble the Final Book: Students either hand-draw illustrations or use digital tools (e.g., Canva,Book Creator, Google Slides) to create their books.
•Books are bound or printed to create a final product they can hold, share, and present.
•Peer Review and Author Presentations: Students participate in author circles where they read their books aloud, receive feedback, and revise for clarity and engagement.

TEACHERS LEARN

• How to Use Children's Books as Mentor Texts: Learn strategies for selecting diverse, high-quality children's books and analyzing them with upper-grade students to teach structure, theme, and voice.
• How to Scaffold a Student-Created Children's Book Project: Receive step-by-step guidance, templates, and timelines for helping students research, write, and illustrate their own children's books.
• Creative Ways to Integrate Content Standards: Explore how to align this project with subject-specific standards and incorporate cross-curricular learning.
• How to Support All Learners Through Differentiation: Discover strategies for modifying the project for students with varying reading and writing levels, language needs, and creative styles.
• Ideas for Extension and Real-World Application: See examples of how to create a culminating experience, like a literacy fair or elementary classroom visit, that builds student pride, purpose, and presentation skills.

STANDARDS

ELA.8.R.1.1 - Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
ELA.8.R.2.2 - Determine the central idea and explain how relevant details support it.
ELA.8.C.1.2 - Write narratives using a logical sequence of events, transitions, and an effective conclusion.
ELA.8.C.1.4 - Write expository texts to explain and analyze information.
ELA.8.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling.
ELA.8.C.4.1 - Conduct research to answer a question, drawing on multiple reliable and valid sources.

GEMINI FOR TEENS: ENHANCING LEARNING WITH AI

Enhance Writing, Research, and Critical Thinking with Gemini for Teens

Subject Area: Technology

Grade Level: 9-12

Description:

This workshop equips high school educators with practical strategies to integrate Google Gemini for Teens into their classrooms to boost engagement, critical thinking, and digital literacy. Teachers will explore ethical AI use, real-world applications, and methods for differentiating instruction with AI support. The session offers ready-to-use lessons, implementation tips, and best practices to build students' AI literacy. By using Gemini effectively, students will strengthen analytical thinking, improve writing skills, and develop responsible digital habits for an AI-driven world.

STUDENTS LEARN

•ELA: Students use Gemini to brainstorm, outline, and refine essays with AI-generated feedback.
•Social Studies: Students analyze historical perspectives by comparing AI-generated summaries with primary sources.
•Math & STEM: Gemini provides step-by-step explanations for problem-solving and real-world applications.
•Creative Projects: Students use AI for storytelling, debate preparation, and multimedia design.
•Ethical AI Use: Students learn fact-checking, bias detection, and responsible AI interaction through guided discussions.

TEACHERS LEARN

• How to structure AI-enhanced learning activities for high school students.
• Best practices for guiding students in ethical AI use and digital literacy.
• How to generate AI-powered writing prompts, summaries, and research guidance.
• How to assess AI-generated content for bias and factual accuracy.
• Ways to integrate AI into lesson planning while maintaining academic integrity.

STANDARDS

ELA.9.R.3.4 - Compare multiple perspectives on the same event or topic. (Using AI to analyze and contrast viewpoints in historical or literary texts.)
ELA.11.C.1.4 - Write expository and argumentative texts supported by evidence. (Using Gemini to generate outlines and refine arguments.)
MA.912.AR.9.3 - Use technology to explore real-world mathematical applications. (Using AI to analyze data and solve real-world math problems.)
SC.912.N.4.1 - Explain how scientific knowledge is evaluated and refined. (Using AI to summarize scientific studies and generate research-based discussions.)
SS.912.A.1.7 - Evaluate primary and secondary sources for credibility and bias. (Teaching students to fact-check AI-generated responses and historical claims.)

MATERIALS

•Access to Internet
•Promethean Board
•Google Gemini

GROW & GO WITH GOOGLE: TOOLS FOR EDUCATORS

Explore Hidden Google Tools to Revolutionize Your Classroom!

Subject Area: Technology

Grade Level: K-12

Description:

Lesser known but highly impactful, Google features promote creativity, collaboration, and deeper learning. Learn to use these tools to support students in creating interactive content, expressing their ideas in new ways, and personalizing their learning journeys. From dynamic visual storytelling to real-time feedback and gamified learning, these tools offer easy entry points for all grade levels and subjects. Walk through real classroom examples and participate in activities that show how to integrate technology meaningfully—not just for tech's sake, but to strengthen engagement, critical thinking, and student ownership. Whether your students need more voice and choice, stronger digital literacy, or new ways to demonstrate understanding, this session equips you with the strategies and tech-savvy confidence to make it happen.

STUDENTS LEARN

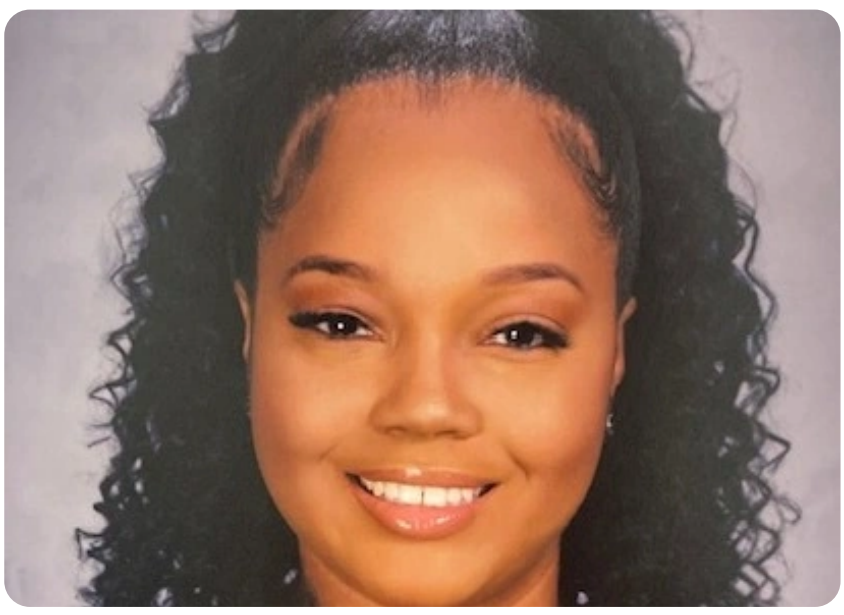
•Boost critical thinking and vocabulary skills through games like Semantris and Puzzle Party from Google Arts & Culture.
•Explore the world virtually by using Google Earth Web or Access Mars to complete virtual field trip projects.
•Practice digital citizenship with interactive activities from Be Internet Awesome and the Google Phishing Quiz.
•Develop storytelling and creativity with tools like Toontastic 3-D (students create their own animated story) and Meme Buddy (create digital memes related to lesson content).
•Strengthen research and presentation skills with Google Scholar and Google Fonts for polished reports and projects.
•Compose and experiment with music using tools like Music Lab and Blob Opera, applying concepts from math (patterns, symmetry) and music (rhythm, harmony).
•Visualize learning with art and design by creating digital art through AutoDraw and Emoji Kitchen.
•Analyze trends and real-world data by using Google Trends and Google Dataset Search for projects in social studies, science, and ELA.
•Practice language skills with Google Translate Mobile App and Read Along for independent reading support.
•Strengthen research and presentation skills with Google Scholar and Google Fonts for polished reports and projects.

TEACHERS LEARN

• Discover hidden Google tools that support creativity, exploration, collaboration, and problem-solving across all subject areas.
• Learn how to design student-centered activities using Google tools like NotebookLM, Emoji Kitchen, and Toontastic for project-based learning.
• Explore practical classroom applications for engaging diverse learners, supporting differentiated instruction, and building future-ready skills.
• Walk away with ready-to-use ideas that teachers can immediately adapt to spark creativity, boost critical thinking, and increase student ownership of learning.

STANDARDS

ELA.612.F.2.4 - Read grade-level texts, at the student's ability level. Demonstrate accuracy, appropriate rate, and expression to support comprehension.
ELA.K12.EE.3.1 - Make inferences to support comprehension. Provide textual evidence to support inferences drawn from texts.
ELA.K12.EE.5.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
MA.6.AR.1.2 - Translate a real-world written description into an algebraic expression, equation, or inequality to solve problems involving variables.
CS.K12.CG.2.1 - Identify and describe how technology can be used to solve problems and improve lives.



AI TOOLS FOR TEACHERS-2025

Explore AI Tools For Every Teacher!

Subject Area: Technology

Grade Level: PreK-12

Description:

Discover powerful, classroom-ready AI in this hands-on workshop designed for K–12 teachers across all subjects. Explore twenty free educator-friendly AI tools such as Google's all-new Gemini for Education suite. All offer quiz generation, lesson planning, feedback support, and more, all with built-in data privacy. Learn how to use generative AI as your 24/7 assistant for planning and differentiation and enable students to benefit from AI-driven tutoring anytime. Learn practical strategies, tool demos, and lesson ideas to spark engagement, streamline instruction, and elevate learning outcomes. Ideal for any grade, this session empowers teachers to bring innovative, ethical AI into their classrooms confidently.

STUDENTS LEARN

•Theresanaiforthat.com
•NotebookLM- A Google Tool
•Adobe Express
•TeacherServer (800+ prompt tools for science, social studies, math, reading, writing, art, music, PE, special ed, leadership & more.)
•MagicSchool AI (Over 80 resources).

TEACHERS LEARN

•How to effectively incorporate AI into their instructional practices
• How to use AI as evaluating tools
•How to use AI as Prompt Tools
•How to use AI chatbots
•How to incorporate Student custom chatbots
•How to use AI as Differentiation Tools
•How to use AI as a Reflection Tool
•How to use AI as a Tutoring Tool

STANDARDS

SC.K12.CTR - Computational Thinking and Reasoning Standards
SC.K12.CTR.3 - Complete tasks with digital fluency.
SC.K12.CTR.1 - Actively participate in effortful learning both individually and collaboratively.
MA.K12.MTR.2 - Demonstrate understanding by representing problems in multiple ways.

MATERIALS

•SchoolAI: https://www.schoolai.co/
•Teacherserver.com: https://to-teach.ai/ (Note: The search result indicates the official site is to-teach.ai)
•Google Gemini: https://gemini.google.com/
•Magic School AI: https://www.magicschool.ai/

CREATE AI-PROOF ASSIGNMENTS WITH AI

Keep It Real: Assignments Students Can't Fake

Subject Area: Technology

Grade Level: K-12

Description:

As AI tools become more advanced, students have new ways to bypass deep thinking—and teachers face new challenges in keeping learning authentic. This high-impact session tackles that head-on with practical strategies to design AI-resistant assignments in Math, Science, and Reading that require real understanding, critical thinking, and original student work. Through discipline-specific examples, participants will explore what makes an assignment "AI-proof" and how to assess meaningful learning in the age of ChatGPT and beyond. You'll also learn how to use AI as a powerful co-teacher—streamlining your planning process while designing tasks that AI can't solve. Whether you're concerned about plagiarism or passionate about pushing students to think deeply, this workshop delivers tools to raise the bar for student mastery. Leave equipped to outsmart the algorithm, inspire intellectual integrity, and future-proof your teaching—without losing your prep period in the process.

STUDENTS LEARN

•Scientific inquiry, problem-solving, the ability to work with incomplete information
•Process of investigation and revision –skills that require nuanced reasoning and creative thinking, challenging AI's capabilities.
•Data literacy, the difference between correlation and causation, and the importance of evaluating information sources.
•Deeper literary analysis skills, empathy, the ability to recognize bias.
•How narrative structure influences meaning – skills that require subjective interpretation and emotional intelligence.

TEACHERS LEARN

• Types of AI-Proof Assignments: Teachers will explore various types of assignments that are resistant to AI-generated responses, ensuring authentic student engagement and learning.
• Creating AI-Proof Assignments Using AI: Teachers will learn how to leverage AI tools to design assignments that challenge students to think critically and creatively, making it difficult for AI to provide complete answers.
• Recognizing AI-Proof Characteristics: Teachers will gain skills in identifying the key features that make an assignment AI-proof, such as requiring explanations, justifications, and real-world applications.
• Developing Textual Analysis Skills: Teachers will learn how to design tasks that require students to explain the process to reach an answer rather than the answer itself.
• Designing AI-Proof Assignments Across Subjects and grade levels: Teachers will learn to create AI-proof assignments in various subjects, including math, science, and language arts, and appropriate for different grade levels.

STANDARDS

ELA.3.R.2.1 - Identify the main idea and recount the key details and demonstrate understanding of their relative importance in a text.
MA.3.AR.1.1 - Represent and solve one- and two-step real-world problems involving addition and subtraction within 1,000.
SC.3.N.1.1 - Raise questions about the natural world, investigate them individually and collaboratively through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
MA.5.MD.1.1 - Convert measurement units within a given measurement system.
ELA.6.R.2.3 - Explain the central idea(s) of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

MATERIALS

• Access to a computer with internet.
• Access to an AI platform such as Microsoft Copilot, Google Gemini, or Notebook LM (platforms provided by M-DCPS to all teachers).

AI-POWERED TEACHING WITH NOTEBOOKLM

NotebookLM: The AI Assistant That Sparks Student-Centered Learning

Subject Area: Technology

Grade Level: K-12

Description:

This workshop introduces M-DCPS educators to NotebookLM, the secure, enterprise-level AI tool from Google designed to streamline lesson planning, feedback, and resource curation while protecting student data within the M-DCPS network. When teachers use NotebookLM to personalize instruction and spark inquiry-based learning, students benefit from richer, more engaging lessons. The tool helps educators respond more quickly to student needs, curate meaningful content, and design experiences that invite curiosity, critical thinking, and collaboration. With NotebookLM, AI becomes a partner in the classroom—freeing up time for deeper student interaction and making space for creativity. Whether designing lessons around student questions or tailoring assignments for diverse learners, this tool brings innovation to the everyday. By integrating NotebookLM, educators model responsible, forward-thinking use of AI, helping students thrive in a digital world while staying connected, challenged, and inspired.

STUDENTS LEARN

•More Engaging Learning: Interactive lessons with videos, images, and real-world documents make topics like history, science, and literature feel more alive and relatable.
•Stronger Critical Thinking: Thought-provoking questions and personalized materials push students to think deeper, explore different viewpoints, and connect ideas across subjects.
•Smarter Research Skills: Organized, reliable resources help students learn how to gather information effectively and build confidence in their ability to tackle complex topics.
•Better Collaboration: Shared digital workspaces give students the tools to brainstorm, plan, and build projects together—developing teamwork and communication skills along the way.

TEACHERS LEARN

• How to create engaging and interactive learning materials with NotebookLM.
• How to use NotebookLM for professional development and knowledge synthesis.
• How to leverage NotebookLM for efficient lesson planning and resource management.
• How to use NotebookLM to give effective and efficient feedback on student writing.
• How to integrate NotebookLM into existing teaching practices across various subjects.

STANDARDS

SC.912.ET.1.7 - Describe how technology has changed the way people build and manage organizations and how technology impacts personal life.
SC.8.HS.1.1 - Describe the impacts of the presence of technology and the lack of technology on everyday life.
SC.912.N.1.1 - Define a problem based on a specific body of knowledge, for example, biology, chemistry, physics, and earth/space science, and do the following: Pose questions about the natural world.
G.K12.5.3.3b - Technology - Understand: Demonstrate the ability to propose new uses for current technology.
SS.912.C.1.3 - Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

DISCOVER AI'S WEB-BUILDING MAGIC

Create Websites with AI - No Coding Required!

Subject Area: Technology

Grade Level: K-12

Description:

Step into the future of teaching in this hands-on workshop that shows educators how to create interactive, standards-aligned learning websites—no coding experience required. Using Gemini AI and the design tools of Canva, participants will learn to build engaging math game websites that visually present concepts and spark student interest. The best part? These tools make web development accessible to all, allowing teachers to focus on meaningful instruction while AI handles the technical details. While math is the example used, the techniques can be applied across any subject. Teachers will walk away with practical strategies to design custom interactive content that boosts student engagement, problem-solving, and collaboration. This innovative, AI-powered approach not only deepens content mastery but empowers educators to create digital experiences tailored to their students' needs. Leave the workshop with a new creative skill set that brings learning to life—online and in the classroom.

STUDENTS LEARN

•Reinforced Math Concepts: Actively apply and practice math concepts.
•Visual learning: Enhance understanding through animations.
•Conceptual Understanding: moving beyond rote memorization.
•Collaboration: Fostering teamwork and communication.
•Enhance their skills in other areas such as Mathematics, Science, English, etc.

TEACHERS LEARN

• Effortless Website Creation Workflow
• Designing Engaging Interactive Activities
• Integrating AI for Content Generation
• Adapting and Aligning Content to Standards
• Facilitating Student Creation and Collaboration

STANDARDS

MA.6.AR.3.1 - Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: a/b a to b, or a:b where b ? 0.
MA.6.AR.3.2 - Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.
MA.6.AR.3.3 - Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.
MA.6.AR.3.4 - Apply ratio relationships to solve mathematical and realworld problems involving percentages using the relationship between two quantities.
MA.6.AR.3.5 - Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.

MATERIALS

• Computer
• Access to the Internet
• Google Account
• https://gemini.google.com/

SMARTPATH TO COLLEGE

Empowering Students with Strategies for Postsecondary Success

Subject Area: College & Career Readiness

Grade Level: 9-12

Description:

College and Career Clubs create a college-bound culture in high schools, empowering low-income and first-generation students with strategies to overcome barriers to higher education. The project covers college and career exploration, navigating applications, ACT/SAT preparation, completing the FAFSA, financial aid, and scholarships. Students gain skills for postsecondary success. The Guide to College Clubs helps schools establish clubs for grades 9-12, offering lessons, tools, and resources on essay writing, test-taking strategies, college research, and improving study skills.

STUDENTS LEARN

•How and what is needed to prepare for college and careers.
•To discuss themes related to resiliency, empathy, and perseverance.
•Planning and preparing to visit universities, review questions and concerns.
•Most effective Plan of Action for college and career readiness.

TEACHERS LEARN

• How and what is needed to prepare for college and careers.
• To discuss themes related to resiliency, empathy, and perseverance.
• Planning and preparing to visit universities, review questions and concerns.
• Most effective Plan of Action for college and career readiness.

STANDARDS

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.
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.

MATERIALS

Miami Bayside Foundation

RESOURCES FOR HOLOCAUST EDUCATION WEEK

The Florida Holocaust Museum is Dedicated to Teaching Members of all Races and Cultures the Inherent Worth and Dignity of HumanLlife to Prevent Future Genocide

Subject Area: Holocaust Studies

Grade Level: K-12

Description:

HOLOCAUST EDUCATION WEEK: NOVEMBER 4-7, 2025.
Throughout the year, The FHM hosts a variety of special live programs, as well as during Holocaust Education Week. Many of their teacher trainings are asynchronous, and educators can view them through the Museum's online library of workshop recordings. After watching a workshop or attending a live training, educators can receive a certificate of completion. Teachers can access primary-source-based curriculums for their classrooms on the free Curriculum Portal and guide students through curriculums based on Museum's exhibitions, historical events, and primary sources. Audiobooks and e-books from their Virtual Teaching Trunks can be checked out by teachers and students on devices or accessed on a smartboard in the classroom. All the resources are free to schools across the state.

STUDENTS LEARN

TEACHERS LEARN

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

STANDARDS

MATERIALS

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

Robert Russell
Memorial Foundation

TEACHING TRUNKS ON THE HOLOCAUST

The Florida Holocaust Museum in St. Petersburg Provides Free Teaching Trunks Across the State

Subject Area: Holocaust Studies

Grade Level: K-12

Description:

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.

STUDENTS LEARN

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

TEACHERS LEARN

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.

STANDARDS

MATERIALS

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

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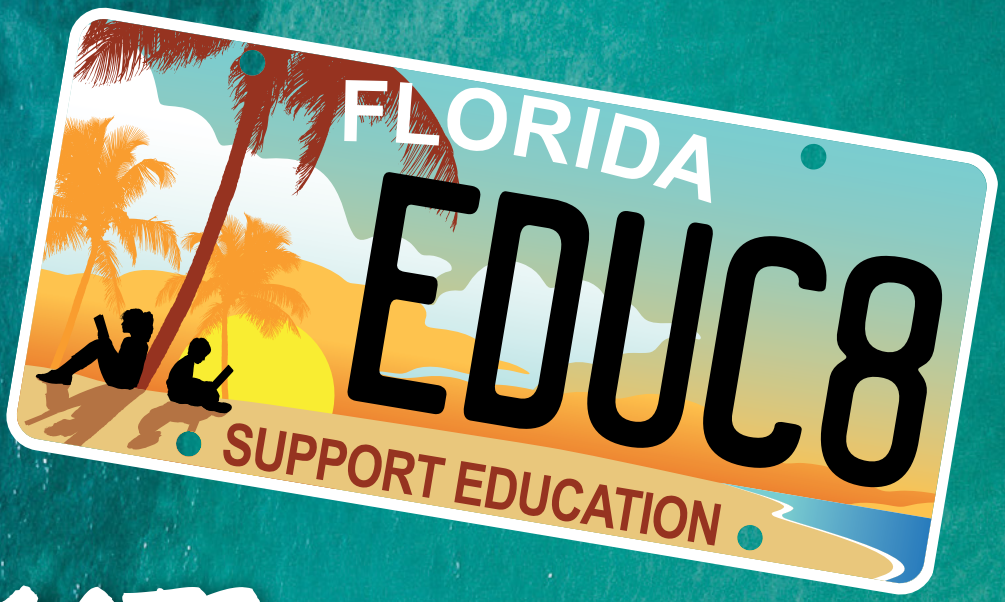

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Would you like to present and share ideas at the 2026 Idea Expo?

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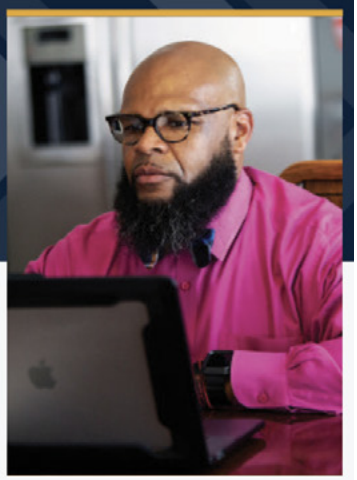

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For more information contact jose.garcia-gosling@ace.edu.

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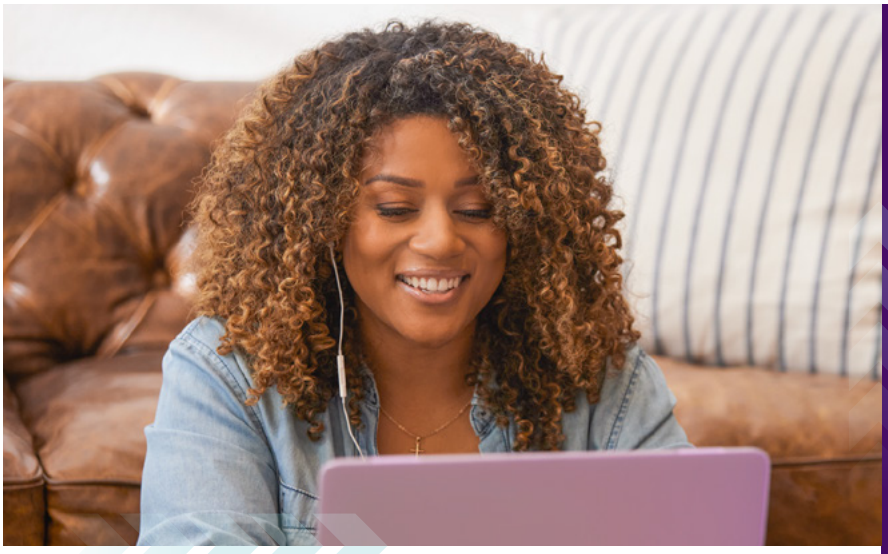

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