

COMPU-POWER

Curriculum

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Dear CompuPower Colleagues:

Dr. Kimberly Scott is a Professor of Women and Gender studies in the School of Social Transformation at Arizona State University (ASU) and the founding executive director of ASU's Center for Gender Equity in Science and Technology (CGEST). After twenty years as an academic, CGEST is Dr. Scott's culminating project, bringing together her internationally recognized research, program development, and teaching about and with girls and women under-represented in science, technology, engineering, and math.



The CGEST aims to create an interdisciplinary, racially-ethnically diverse community of scholars, policymakers, and practitioners who explore, identify, and ultimately create innovative scholarship about and best practices for under-represented girls and women in STEM. We collaborate closely with students, parents, community members, and industry partners.

CompuGirls began in 2007 and was one of the first programs developed through Dr. Scott's research. The program continues to provide out-of-school STEM-based learning opportunities for adolescent girls (ages 13-17). With sites across the United States, an empirically-based curriculum guides participants to become Technosocial Change Agents. The center provides preparation for community leaders to implement CompuGirls, and we currently collaborate with libraries, community organizations, foundations, higher education institutions, and industries.

The CompuGirls program then led to the development of the CompuPower: Technology and Leadership program. CompuPower curriculum uses culturally responsive education practices to foster student leadership and civic engagement through the exploration of technology. This program is a year-long, in-school, high school elective course that schools can offer to male and female students for Career and Technical Education (CTE) course credit. Students enrolled in the course participate in STEM career exploration, a summer residency program held at ASU, guidance from industry mentors, and an opportunity to engage in a college preparation program with their parents.

We are extremely happy to be working with you as part of our CompuPower family, and we hope you will reach out to us if you have any questions or want more information about our other programs.

The CompuPower Team

(480) 727-9490
cgest@asu.edu
<https://cgest.asu.edu>

ASU Center for Gender Equity
in Science and Technology
Arizona State University

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CompuPower: Technology and Leadership Teaching Instructions

Mentor-Teacher Expectations

Please note that the CompuPower curriculum is meant to be taught face-to-face during an in-school environment during a 50-minute course section that typically meets five times a week. The curriculum also focuses on culturally responsive practices, meaning that we see the identity, culture, community, and place of the student as part of the learning process. These differences are what make our students strong and should be showcased as part of the learning. This means that there may be some discussions that are particularly meaningful to students, and we, therefore, expect our teachers to work towards developing a safe environment for their students to have these discussions. Also, we may be using technology and/or teaching practices which the teacher has not yet used. It is imperative that teachers look through the instructions and test out all the technology applications before using them in the classroom. Sometimes links no longer work, online videos are removed, an application is incompatible with your students' device, or your school firewall blocks the technology. If any of the aforementioned technologies are not working correctly, please reach out to us at CGEST so we can troubleshoot the problem with you and make possible recommendations.

We see you as the expert teacher within the classroom. If you know your students need added support, additional time, a simpler explanation, a different grouping method, or a technology application more suited to the protocols at your school—you may make those changes. Absolutely—you're the teacher! However, please do make sure that students are given the opportunity to experience the core objectives for each unit.

External Evaluation

Because this program has been developed as part of federally and locally funded grants, we need to be able to provide evidence as to the impact of the curriculum. This means that students, parents, and teachers will be asked to participate in a research study on this program. Teachers will be contacted by our external evaluator, the American Institutes for Research (AIR). They will be sending out surveys and collecting data throughout the year. Please respond to them as quickly as possible. Their data helps us receive funding, which in turn helps us support teachers and students in the classroom. Also, note that one of their jobs is to determine to what extent teachers were able to provide students with the opportunity to participate in the core objectives and projects within each unit. So again, always put your students' needs first as you make your teaching plans but do all that you can to provide those core objectives.

Culturally Responsive Pedagogy (CRP)

For this course, we use Culturally Responsive Pedagogy to frame the learning activities we developed. The methods we used are based on a Culturally Responsive Computing framework (Scott & Garcia, 2016; Scott, Sheridan, & Clark, 2015) that was built upon the work of Gay (2000), Ladson-Billings (1995), and Paris (2012).



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We define culturally responsive computing as practices that include elements of connectedness, reflection, and asset building. We more specifically used learning practices that:

- Use technology as a vehicle for positive social change,
- Are student-centered (emphasis on co-creation, productive failure, safe space),
- Incorporate strategies for a wide range of learning styles,
- Focus on student identities, strengths, and power and how their funds of knowledge can be fostered (instead of focusing on deficits)
- Provide opportunities to develop non-cognitive and power skills (self-efficacy, self-regulation, future academic self, critical thinking, communication, collaboration, and creativity),
- Incorporate strategies for a wide range of learning styles,
- Make transparent systemic biases and barriers to foster problem-solving dispositions and learning mindsets, and
- Utilize project-based assignments and holistic assessment through competency checklists and rubrics to provide another element besides standardized testing.

Best Practices that Align with CRP

Many of the practices that teachers typically utilize within their own classrooms will align well with this course. However, sometimes it may be nice to try a new practice as well. All the below strategies are effective within a CRP learning environment. Try some different ones to see which ones align best with your own style and the needs of your students.

Grouping Strategies:

- **Student choice.** Allow students to choose their groups.
- **Student choice (exceptions).** Allow students to choose their groups, but there are exceptions--the group can only be this big, or you must group with at least one person you haven't collaborated with yet.
- **Same skill level.** Pre-determine the groups by certain shared skill levels.
- **Diverse skill level.** Pre-determine the groups by including a variety of skill levels.
- **Interest.** Select a random interest area (music, sports, food, TV, movies, color) and have them join those groups (some students may say a certain thing is their favorite if they see their friend in that group--so consider having them write down their choice first).
- **Location.** Select groups by shoulder partner, row, table, or location in the room.
- **Random.** Have students count off, draw face cards, select a colored marker, pair an image to a lesson concept, etc. to determine groups.
- **Rotation.** Have certain roles within the group rotate or put class in circles with inner circle rotating clockwise.



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Collaboration Strategies:

- **Group cohesion.** Have the group choose a team name. Have them play some kind of game, participate in a challenge, or design something together--just for fun.
- **Group roles.** Have a list of possible group roles with short explanations of what those roles do (facilitator, note-taker, presenter, historian, time-tracker, elaborator, encourager, etc.). Have students take on different roles in different groups (the same students shouldn't always be the facilitator or the presenter--every student should have opportunities to fill these roles).
- **Group rules/guidelines.** Have students develop rules and guidelines that will help them be respectful to others in their group. If early in the year, allow time for the group to brainstorm, show them examples, discuss how they feel when they aren't heard and what helps them feel heard. Later in the year, just ensure they are given time and space to discuss and create their rules before beginning.
- **Group goal.** Provide time and space for students, as a group, to discuss what their shared task is in their own words. Provide time and space throughout the lesson to reflect, revise, and add to that goal.
- **Group progress checks.** Have a method for the group to be accountable for their progress. This could be a progress bar with the basic steps of the lesson that they fill in as they go, it could be the teacher stopping at each group and asking one of the students to describe their progress, it could be the group coming to the teacher at certain benchmarks for a quick check-in, it could be sharing progress with another group. These checks can be simple or complex but should demonstrate to students that they are accountable for their progress.

Discussion Strategies:

- **Talking stems.** Go onto the internet and do a search for "discussion talking stems" or "discussion sentence stems." Develop a short list of stems that you think will best help your students politely share their rationale as they participate in discussions. Make a hard copy for them to keep in a binder for whenever you conduct a discussion or have them on a room poster or as a presentation slide. Before a discussion, ask students to use two to three stems to answer the following question. Then have the discussion.
- **Random call-out.** Pose a question on the board (projector). Allow students to write their answer on a sticky note or in a notebook. Let them know that you are going to do a random call-out, so they should all be ready to share something. Have something that allows you to randomly choose a student (popsicle sticks with names on it, index cards with names on it, etc.). Randomly select students and have them share. If there's time, ask if anyone else wants to share.
 - *Note about Random call-out:* When using this strategy, keep in mind that some communities do not like to put people on public display or to draw attention to an individual person. For instance, in some Native classrooms, randomly calling someone in front of the class could be embarrassing for both the student (who may not be accustomed to having attention on them) and the teacher (when/if the student does not participate to the level s/he hopes they will). To maintain a Culturally Responsive Classroom, CGEST recommends not using this strategy until you have gotten to thoroughly know your students.



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- **Sticky Note Response.** Pose a question on the board (projector). Allow students to write their answer on a sticky note or a small sheet of paper and let the students know that they should not write their name on their response. The teacher should collect these responses from all students and randomly select responses to share/discuss with the class.
- **Think-Pair-Share.** Have students turn to the person sitting next to them (to the right, to the left, behind--mix it up). They should share one to two things that they learned, found interesting, or still have a question about. After they have talked, they should choose someone to be their spokesperson. That person will share out to the class what they discussed. (Variation. This can also be done within a group).
- **Pose a question.** Have students brainstorm possible answers by listing one answer on a sticky note (they can have as many answers as work for the question, but always one per sticky note). Put all the notes on a wall/whiteboard. Have one to two students call out the answers and the class help put them in categories. (Variation. Do this in groups. When finished ask each group to share what they learned about how their answers were categorized. Was there anything that surprised them, or that they think they should have included?)
- **Concentric circles.** Have students get into two circles (an inner and outer circle). Have them face each other. Then discuss with that person a posed question. Rotate inner circle to the right. At end, ask a few students to share something interesting they discussed (Variations. Use a line instead of a circle. Pose a different question each time they rotate, or every couple of students).
- **Snowball discussion.** Start out by asking students to choose a partner. Pose a question. Have them discuss. Then they join another set of partners, creating a group of four. Each of the students in that new group discusses what they had discussed earlier in their smaller group. Then join two groups of four and share. Keep doing this until you're back at the whole class. (Variation. Have a rule that each new group must reach consensus before moving on). boards, poster paper, laptops, etc.). One to two students present the group's rationale for the project and elicit feedback from the visitors. Visitors provide verbal or written feedback (sticky notes are great for this). Then the visitors rotate, and the original presenters give the presentation again to the next group. When finished, presenters share with their other group members any feedback gained, and the members of the group who rotated share.
- **Gallery walk.** Students set up drafts or working projects around the room (on white what the saw other groups doing. (Variation: No one stays to present, they all rotate, and they leave sticky notes for feedback).
- **Philosophical Debate/Four Corners.** Teachers select a provocative statement or thought to read to the class. They have listed on one side of the room "agree" and on the other "disagree." Students move to the sides they feel represent their belief and then the teacher asks students from each group to share their rationale. Before inviting students to share their rationale, remind students that they should be responding to the person's argument, not to the person him/herself. In other words, no personal attacks of the person or each other are allowed. (Variations: Use a continuum of Strongly Agree, Agree, Disagree, and Strongly Disagree in each corner of the room. Have a hot seat for each side where a



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student from each side must take turns sitting in the seat and sharing rationale. As students hear rationale, allow them to move from one side/corner to another).

- **Socratic Seminar.** Teacher asks students to develop their own open-ended questions based on lesson readings and/or concepts. The class sits in a circle. One of the questions is asked. Students participate in a natural discussion of that question. (Variations. Students pose a question, and everyone writes possible thoughts down in a notebook or on a sticky note before beginning the circle discussion. The teacher poses the initial question, but then selects a moderator to read the question aloud and push the discussion).
- **Fishbowl.** Similar to Socratic seminar. Students form two circles. The inner circle is responsible for the discussion (posing the question, keeping the conversation going, providing rationales). The outer circle monitors the discussion (takes notes, thinks of supporting or refuting rationale, noting challenges to the discussion--maybe one student talked the whole time). (Variations. If a student in the outer circle feels that s/he really has something to add to the conversation or s/he feels that something needs to be immediately remediated, they can tag another student from the inner circle and take that student's place in the discussion).



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Primary CompuPower Course Objectives

In alignment with the International Society for Technology in Education (ISTE) and Arizona state educational technology standards, the CompuPower curriculum uses culturally responsive pedagogy to foster the following in students:

- Computer Science/Technology identities (confidence, intent)
- Non-cognitive power-skills (self-regulation, academic future self, problem-solving, project planning, collaboration, communication, critical thinking, creativity), and
- Dispositions towards using technology for positive social change



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CompuPower Technology Standards	ISTE	AZETS
<p>CPTS1 Knowledge Curator</p>	<p><i>ISTE1: Empowered Learner</i> Students leverage technology.</p> <p><i>ISTE3: Knowledge Constructor</i> Students critically curate a variety of resources</p>	<p><i>AZETS1: Creativity & Innovation</i> Use technology to generate knowledge, use digital models to examine real-world connections, use technology to forecast trends and possibilities.</p> <p><i>AZETS3: Research & Information Literacy</i> Plan strategies to guide inquiry; locate, organize, analyze, evaluate, synthesize, and ethically use information.</p>
<p>CPTS2 Digital Citizen</p>	<p><i>ISTE2: Digital Citizen</i> Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world and they act and model in ways that are safe, legal, and ethical.</p>	<p><i>AZETS5: Digital Citizenship</i> Advocate and practice safe, legal, and responsible use of information and technology; demonstrate leadership for digital citizenship; and develop an understanding of cultural, historical, economic, and political impact of technology on individuals and society.</p>
<p>CPTS3 Problem Solver</p>	<p><i>ISTE4: Innovative Designer</i> Students use a variety of technologies within a design process to identify and solve problems.</p>	<p><i>AZETS4: Critical Thinking & Problem Solving</i> Identify and define authentic problems and significant questions for investigations; plan and manage activities to develop solutions to answer a question or complete a project.</p>
<p>CPTS4 Global Communicator</p>	<p><i>ISTE6: Creative Communicator</i> Students communicate clearly and express themselves creatively for a variety of purposes.</p> <p><i>ISTE7: Global Collaborator</i> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams.</p>	<p><i>AZETS2: Communication & Collaboration</i> Communicate and collaborate with others; contribute to project teams to produce original works or solve problems; create cultural understanding and global awareness by interacting with learners of other cultures.</p>
<p>CPTS54 Computational Thinker</p>	<p><i>ISTE5: Computational Thinker</i> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>	<p><i>AZETS6: Technology Operations</i> Recognize, define, and use technology processes, systems, and applications; select and use applications effectively and productively; define problems and investigate solutions in systems and processes; transfer current knowledge to learning new technologies.</p>

Note: CompuPower Technical Standards (CPTS) were aligned with and adapted from ©2016, ISTE® (International Society for Technology in Education), iste.org; and the Arizona Educational Technology Standards (AZETS), Objectives.



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CompuPower Assessment Philosophy

Your school may have certain requirements concerning assessments and grades. We would like you to maintain those expectations. The rubrics we provide do not include specific point systems and the syllabus provides a sample grading scale, both of which can be revised to fit your school expectations. However, in general, this course does not rely on a test/quiz-based assessment of the curriculum. Most of the assessments are based on rubrics and mastery checks. There will be plenty of mini assignments leading up to larger projects that will provide ways to add points to the grade book without a need for tests and quizzes. However, if you need to develop these in order to be compliant with your school regulations, feel free to do so. BUT please do not make this the focus of the course. If possible, minimize the weight of those tests/quizzes in order to allow students the freedom to be creative and feel safe as they make mistakes towards more and more successful application of the content. High stakes testing does not align well with the vision of this course.

ABOR CTE High School Course Approval

Arizona's three public universities (ASU, NAU, UofA) review high school courses from Arizona and out-of-state schools to determine their equivalencies for competency requirements for university admission.

One of our original schools has received approval to list CompuPower: Technology and Leadership as a Career and Technical Education (CTE) course within their course catalog, instead of just an elective. Your school can do the same thing. It will cost your school no additional funding to do this and allows your students to demonstrate that they have taken a CTE course towards admission into one of Arizona's universities. Many students may not have space in their schedules to make the two- or three-year commitment that most CTE paths require. This simply provides them with another option. If you are interested, simply follow the below process.

PART A: Preparing for Course Approval

- Find the sample CompuPower course syllabus included in this binder.
- Copy/Paste the content to create a syllabus for your own class.
- Change the highlighted sections (teacher information, school information, and school policy information) and add any formatting or graphics to align with your own school/district requirements.
- Save the new syllabus as a PDF.
 - NOTE 1: This syllabus will be uploaded as part of the application process, and anyone will have public access to it, so only include contact information that you feel comfortable with anyone having (like a main school phone number instead of a teacher's actual phone number). This information can be changed once it is used in the actual classroom.
 - NOTE2: If you are somehow integrating this course into another course, and intend to skip sections of the CompuPower course, you may not be able to apply for CTE credit for it, as you cannot guarantee that students will participate in all of the required lessons. In that case, the course should remain an elective credit and you do not need to follow this process.



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- Decide which teacher or counselor at your school will be the “course approval application person” responsible for applying for CTE course approval.

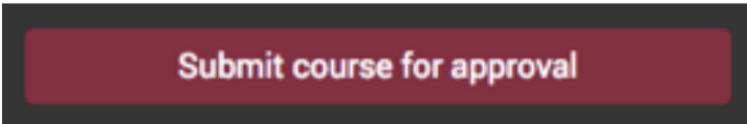
PART B: Applying for Course Approval

STEP 1:

Have the person you designated as the “course approval application person” go to the university course approval website <https://courseapproval.asu.edu/>

STEP 2:

Click on the *Submit course for approval* button at the lower left side of the page.



STEP 3:

Fill out the form using the following information.

Course Title: CompuPower: Technology and Leadership

NOTE: There seem to be two “title” fields, one large field that says “Title” and one that says “Course Title” with a little red asterisk. There is no explanation as to how these two things are different, so just put the same title twice. We believe that the “Title” field is for the title of the request (like the subject line of an email), but that seems redundant. Either way, that first field is not really required, so let’s not worry about it.

Prerequisite: None

Course Description: CompuPower: Technology and Leadership is a course that uses technology as a vehicle to foster student leadership through the investigation and promotion of students’ assets. Students will engage with a wide variety of technologies, which will enhance their academic, career, and technological capabilities, in order to promote positive social change within their community. Each quarter will focus on an essential question that students answer through tools such as: online photo/audio/video capture and editing, web design, graphic design, cloud-based document management, project planning and productivity, communication and collaboration, research and digital literacy, and basic coding. Each quarter students will apply the technology skills and leadership concepts they have learned to a project. Students will create a digital notebook to track their ideas, develop plans, reflect on their learning, and collaborate. Reflection in this notebook will be woven throughout the curriculum. Assignments align with the Arizona Educational Technology standards and the International Society for Technology in Education (ISTE) standards. Students will use the Internet on an almost daily basis.

Upload Course Syllabus: Upload your version of the CompuPower Syllabus PDF.



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NOTE: This is a sample syllabus that should look like it comes from your school but includes all of the appropriate CompuPower course content. If you haven't assigned a teacher to the course yet, or you have other school policies that need to be added, just put something for now. All the highlighted information can be revised as needed each year for when you actually give students the syllabus (no need to worry about changing it for this process). The syllabus just gives ABOR an idea of what will be covered.

School Information: Does this course apply to a whole district? YES (if you think you might ever want this course at another school in your district put yes--otherwise you will have to reapply for each individual school--but you can select No if you prefer).

State: Your School's State
City: Your School's City
Address: Your School's Address
Zip Code: Your School's Zip Code
Requested Competency Code: CTE

Contact Information: Provide contact information for the "course approval application person" in case ABOR has questions.



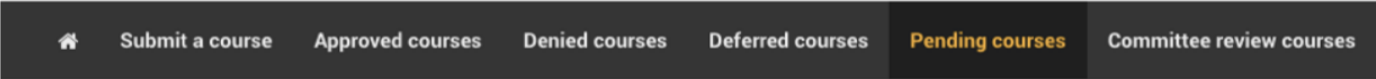
STEP 4:

Click on the *save* button on the bottom of the page.

This should allow you to submit the request (hitting the save button may do that, or there may be another step to actually submit--let us know if there appears to be problems with this step).

STEP 5:

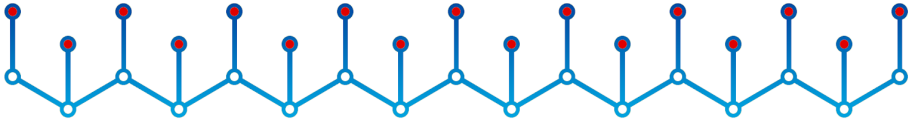
Verify that the request went through by checking to see if it is listed under the Pending Courses tab at the top of the website. Let us know if you don't see it.



STEP 6:

The ABOR course approval committee typically reviews applications about once a month. Just keep going into the portal and look under the approved/denied tabs to check whether your application was approved or not.

PART C: Disseminating Course Approval



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If you have missed the deadline to add a course to your school's/district's course catalog, talk to administration/counselors about ensuring that the course shows up on student transcripts as *CompuPower: Technology and Leadership* with a CTE credit. If you can still add a course to your school's/district's course catalog, add the following:

Course Title: CompuPower: Technology and Leadership

Prerequisite: None

Course Description: CompuPower: Technology and Leadership is a course that uses technology as a vehicle to foster student leadership through the investigation and promotion of students' assets. Students will engage with a wide variety of technologies, which will enhance their academic, career, and technological capabilities, in order to promote positive social change within their community. Each quarter will focus on an essential question that students answer through tools such as: photo/audio/video capture and editing, web design, graphic design, cloud-based document management, project planning and productivity, communication and collaboration, and basic coding. Each quarter students will apply the technology skills and leadership concepts they have learned to a project. Students will create a digital notebook to track their ideas, develop plans, reflect on their learning, and collaborate. Reflection in this notebook will be woven throughout the curriculum. Assignments align with the Arizona Educational Technology standards and the International Society for Technology in Education (ISTE) standards. Students will use the Internet on an almost daily basis.

Credit: CTE or Elective

Once you are listed as "approved," any student who takes this course at an approved school should have that course considered a CTE credit by the three state universities.

CompuPower Instructional Units

Instructional Organization

The curriculum is broken into four quarters. Each quarter focuses on a different aspect of power (identity, community, place, and social change). Students will participate in a variety of technology projects that will provide them with opportunities to discuss their individual power, who helped develop that power, where it came from, and how to strengthen it. Within each quarter are 4-6 weekly lesson plans that provide practice and scaffolded learning. The final lesson plan for each quarter represents a culminating project. This lesson provides students 2-3 weeks to apply what they have learned. Each quarterly unit also includes an extension activity that can be utilized for those students searching for more advanced engagement.



COMPU-POWER

Quarter 1: Power & Identity

Quarter Overview

- Essential Question: How does my identity give me power?
- Culminating Project: Portfolio Website
- Extension Lesson: Create a Digital Identity Figure

Unit	Objectives
1.1	<ul style="list-style-type: none"> ○ Students will be able to participate in a discussion on the course objectives. ○ Students will be able to identify and agree upon classroom norms. ○ Students will be able to identify and use for discussion an object of personal importance. ○ Students will be able to define the term “power” as it is used in the CompuPower course.
1.2	<ul style="list-style-type: none"> ○ Students will be able to participate in a discussion on the meaning of culturally responsive education. ○ Students will be able to describe the identity characteristics of other people. ○ Students will be able to read, discuss, and reflect on the characteristics of STEM leaders. ○ Students will be able to describe their own identity characteristics. ○ Students will be able to download and save images from the Internet.
1.3	<ul style="list-style-type: none"> ○ Students will be able to write a letter describing their current power skills and characteristics, technology identity, and intent to participate in positive social change. ○ Students will be able to discuss the concept of “digital footprint” and create guidelines for Internet use based on that concept. ○ Students will be able to reflect on the concept of “website bias.” ○ Students will be able to create a Google Drive account and save documents in it. ○ Students will be able to upload, rotate, arrange, and resize public domain (or correctly attributed) images on a digital collage.
1.4	<ul style="list-style-type: none"> ○ Students will be able to create a post in a digital journal application. ○ Students will be able to define the terms privilege and intersectionality. ○ Students will be able to demonstrate the relationship among the term identity, privilege, and intersectionality. ○ Students will be able to identify examples of privilege and intersectionality
1.5	<ul style="list-style-type: none"> ○ Students will be able to conduct online research to determine career fields of interest. ○ Students will be able to identify leaders in a selected career field. ○ Students will be able to determine positive and negative elements of a website. ○ Students will be able to draft content for an online portfolio website. ○ Students will be able to use a website builder to create a portfolio website that showcases their professional identity, knowledge, and work to potential employers/clients/collaborators, to include a landing page and four (4) quarterly reflection pages.



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Unit 1.1 CompuPower Expectations

[Unit 1.1 - Overview Video from CGEST](#)

This first unit in the CompuPower course covers the expectations for the course and provides a path for getting to know each other as members of this class. Everything the students do early in the course is to guide them towards creating a coalition for solving a local social problem. During the second semester, they will develop a presentation using a tri-fold board and an oral pitch (similar to a science fair presentation). Students are then expected to participate in the Student Residency Experience (SRE) where they will showcase their presentation to a panel of industry mentors.

In Advance of Unit

- Preview CP_1.1 Slides
- Print copies of the CP_1.1.1 Handout_Establishing Norms (one/student)
- Use the CP_1.2.1 Sample Syllabus as a template to create a syllabus for your course. Highlighted sections can be made specific to your school. CompuPower course descriptions should be kept intact.
- Large wall sticky note or butcher paper (for developing classroom norms)

Suggested Technology Applications

- Ensure that your IT department has been given the list of technology applications so that they can give your class access to all of the online applications and videos.
- This course will primarily be using Google Chrome as its Internet browser.



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Unit 1.1 Curriculum Pacing Guide

(6 Days)

Objectives

- Students will be able to participate in a discussion on the course objectives.
- Students will be able to identify and agree upon classroom norms.
- Students will be able to identify and use for discussion an object of personal importance.
- Students will be able to define the term “power” as it is used in the CompuPower course.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Extension	Assessment
1 Class Period	Lesson 1 Introduction to CompuPower	<i>How is the purpose of this course connected to power and identity?</i>	CP_1.1 Slides Video Course Syllabus		Signed Syllabus
1 Class Period	Lesson 2 Introduction to the SRE	<i>Distinguish between teacher-led and student-led experiences</i>	SRE Video		
1 Class Period	Lesson 3 Establishing Class Norms	<i>What should be considered when developing class norms?</i>	CP_1.1.1 Establishing Norms Handout	Identity Object	Classroom Norms Poster
1 Class Period	Lesson 4 Power Object	<i>How does my identity help or hurt me?</i>			Power Object
2 Class Periods	Lesson 5 What is Power	<i>Describe the relationship between identity and power</i>	Power Definition Template		Power Definition



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Lesson 1: Introduction to CompuPower

50 Minutes

1. Ask students what they think the goal of the CompuPower class is. Brainstorm out loud and discuss as a class for a few minutes.
 - Whenever the curriculum mentions “brainstorm” or “discuss,” it means to have a peer, small group, or whole group discussion which involves the whole class on some level. See the Best Practices section at the opening of this binder for a variety of group, collaboration, and discussion strategies. It should be conveyed to the students that a large part of their grade for this class will be dependent on participation within these discussions and that their job is to listen to their classmates, formulate their points of view, and willingly participate without teacher intervention. The teacher shouldn’t be forced to call on students because no one wants to participate. However, the teacher should preface these discussions each time by emphasizing that when responding to a classmate, they should be responding to the person’s argument, not to the person him/herself. In other words, no personal attacks of the person or each other are allowed.
 - TIP: Some students may feel uncomfortable sharing in large groups, this does not mean they don’t have strong ideas. Consider having students first formulate their ideas on a sticky note or paper, then either share with a partner or small group, before sharing out to the whole class.
 - Have a system in place to ensure that the 1-2 outspoken students are not the only students sharing their views. Every student should have an equal opportunity for their voice to be heard. This class is designed to be open and allowing of all viewpoints that want to be shared. This cannot happen when one or two students dominate a conversation/debate/brainstorming session.
 - TIP: Having a method for randomly calling on students instead of just using raised hands can help facilitate hearing from a wider variety of students. Consider having each student put their name on an index card. You can then randomly pull a name whenever you want students to share.
2. Hand out student notebooks and folders. These are the students’ for the year and should be used for the CompuPower course. Have students put their names on them.
3. Use the CP_1.1 Slides presentation. This presentation is embedded with a video about a south LA high school that was slated to be reformed due to its underperforming status. Students decided to form a coalition to identify key problems and provide recommendations to the superintendent on how they might be solved. This video represents the overarching goal for this course, to help students become Technosocial Change Agents.



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4. Ask students to share with a partner one thing about that video that was meaningful to them. Have students share aloud with the whole class.
5. Share with students the following course objectives:
 - The CompuPower curriculum encourages students to become Technosocial Change Agents (people who use technologies as pathways to positive social change). It does this by providing activities that foster the development of:
 - A technology identity,
 - Power-skills (often called soft-skills), and
 - The use of technology for positive social change
6. Have students work in groups of 2-3.
 - Assign each group one of the course objective elements (but don't define them for them). You may end up with several groups doing the same element.
 - Tech Identity: A person's level of confidence in using technology and the extent to which they will use technology in the future to solve problems.
 - Power-Skills: Often called soft-skills (which somehow makes them seem unimportant when many companies list these skills as their most sought-after skills), these include any skill that is not content or knowledge specific. For example, project-planning, problem-solving, communication, collaboration, critical thinking, creativity, and self-regulation (managing and motivating your own behavior).
 - Tech for Positive Social Change: Using a person's knowledge of technology, which could be anything from social media and online applications to complex coding or audio and video equipment, to help identify a social problem, plan a solution, implement the solution, and reflect and share for larger more sustainable long-term impact.
 - Ask them to:
 - Describe what they think that element might mean, and
 - Provide two examples of activities that they think they might do to help gain skill in that element.
7. Have each group share their ideas. Provide additional feedback as needed or ask students to further explain their ideas if the ideas seem overly general.

For example: What might that lesson look like? Can you give me an example? Can you give me a few more details so that I can get a better picture in my mind?
8. Emphasize to your students that everyone in the classroom is part of a special CompuPower classroom community that will not only learn more about themselves and their classmates but will use that knowledge to master various forms of technology and make positive changes in their school and community.



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9. One of the ways that we will be encouraging students to become Technosocial Change Agents is through empowerment.
 - Emphasize that every student has POWER! Power is just another name for the skills and assets that every student, family, culture, and community already possess:
 - Quarter 1 – Power and Identity
 - Quarter 2 – Power and Community
 - Quarter 3 – Power and Place
 - Quarter 4 – Power and Technology for Positive Social Change
10. Handout the course syllabus and ask students to read through it highlighting one thing that interests them and one thing that they have a question about.
 - Have them share with a partner.
 - Have a few students volunteer to share (or if you are using index cards, randomly select a few students).
 - Ask them to take it home and get it signed for tomorrow.



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Lesson 2: Introduction to the SRE

10 Minutes

Everything the students do early in the course is to guide them towards creating a coalition for solving a local social problem. During the second semester, they will develop a presentation using a tri-fold board and an oral pitch (similar to a science fair presentation). Students are then expected to participate in the Student Residency Experience (SRE) where they will present their presentation to a panel of industry mentors. Make sure they are aware of the goals of the course.

1. Share with students the SRE Video.
 - Make them aware that, like being in band or choir where performing is a part of the grade for the course, participating in the SRE is part of their grade for this course.
 - If there is an unavoidable conflict, there will be a way to make-up that grade; however, most students truly enjoy the experience, so do everything you can to participate.
 - Let them know what is involved with the SRE, that we will be working toward this event the whole year, and that they will be receiving information packets and permission slips in the Spring. The SRE includes, with ALL expenses paid:
 - A fancy bus that comes to your school for round-trip transportation.
 - Four days at a hotel in Tempe, Arizona.
 - Tours of Arizona State University and several local technology companies.
 - All meals and snacks.
 - Tons of fun activities.
 - A final showcase of student coalition projects with an opportunity to earn a Trophy.



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Lesson 3: Establishing Class Norms

40-60 Minutes

In this class, we will often be collaborating, discussing, and working on projects with other people. Because we are all different people, this will lead to the occasional conflict. However, we want what we discuss here to be heard and accepted. That means we need to make our classroom a safe environment for having discussions that mean something to all of us. To do that we need to first create a list of class norms that we will use to help direct our behavior

**** NOTE:** The goal of this exercise is not to create rules that prevent people from being able to be authentic to themselves because they are so afraid of ever offending someone. Rather, the focus should be on establishing healthy ways to express one's needs, share one's perspective, empathize with another's position, and resolve conflicts constructively.

1. Explain the homework assignment to students.
 - **Homework: Power Object** - Explain to the students that they have homework for the next day of class. Each student needs to bring in one item that demonstrates some aspect of them as an individual. It can be anything - something of personal importance, a family heirloom, a cultural item that they relate to, a present from someone special, or just something that they feel personifies them. As long as it is school appropriate, they can bring in whatever they want - but let them know that they'll need to explain their item to the class and how it represents them as an individual. Caution them that sometimes things get broken or lost, so do not bring anything that cannot be replaced. Bringing a picture of the item is also acceptable.
2. Handout the **CP_1.1.1 Handout Establishing Norms**
3. Give the students a few minutes to quietly reflect and answer the STEP 1 questions.
 - When I am excited, I _____
 - When I am confused, I _____
 - When I am frustrated, I _____
 - I show respect by _____
 - I show annoyance by _____
 - When I want to know more, I _____
 - Sometimes I make people feel _____, even though I don't mean to.
4. Have students work in a group to discuss their norms.
 - Group students in small groups (3-4 students per group).
 - As a small group, each member should share their answers, taking turns and being respectful of one another. Each group may focus on one question at a time and have each member answer



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that one question, or each person can introduce themselves using whichever statement works best for them.

- Once everyone in the group has participated, group members should discuss STEP 2 of the handout. They can discuss as a group, but each person should add answers to their handout.
5. Describe the need for classroom norms in order to create a safe environment for learning and successful project development.
- Have students return to their individual seats.
 - Based on the discussion, ask students to think about the conversations they had in their groups.
 - Could the way we handle certain situations result in conflict with other people? How?
 - Emphasize to students that every person handles situations differently and this can, and does, often lead to conflict.
 - Tell the class that all of us will be developing one large class list of social norms that we will refer to throughout the year as needed.
 - Keep in mind that there needs to be a balance of structure and consistency with appropriateness for different learning and communication styles (think of the potential conflicts that could happen that we just discussed).
 - *Example: When disagreeing with someone, how can we show respect for someone in the class while also letting them know we disagree?*
6. Have students participate in STEP 3 of the handout to brainstorm norms for the creation of a classroom norms poster.
- If students seem blocked, consider giving them categories, or adding open-ended questions.
For example:
 - How should we show respect when we disagree?
 - How should we make sure everyone has a chance to be heard?
 - What do we do if we feel we aren't being heard?
 - What if someone isn't doing their share of the work?
 - What if someone is doing something I find offensive?
7. These agreed upon norms should be written on a large piece of sticky/poster paper that can be displayed prominently somewhere in the classroom.
- Allow suitable time for discussion, debate, and changes to take place.
 - Once the poster is displayed in the classroom, actively use it for accountability.
 - Consider leaving space on the poster for each student to sign it.
 - When there are conflicts, ask students use the poster to tell you what an appropriate way to handle that conflict might be.



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- If they believe there isn't a norm on the poster that fits their situation, either guide them towards an appropriate guideline on the poster or help them develop a new one to bring to the class for adding to the poster.
 - As the teacher, set the example and reference this poster whenever inappropriate behavior is taking place within the CompuPower classroom. Use it often and the students will too.
 - At least once a quarter, review the "Norms Poster" and discuss how useful they have been. Give students an opportunity to adjust or evolve the norms as needed, based on consensus.
 - Consider updating the "Norms Poster" every time a new student joins the class to ensure every student has a chance to give input into the agreed upon norms.
8. Consider also creating a poster that provides students with respectful discussion stems for future discussions:
- I think _____
 - I disagree with you somewhat because _____
 - My idea builds on _____'s idea because _____
 - That's an interesting idea because _____
 - Another way of looking at it is _____
 - Adding to what _____ said I believe _____
 - My opinion/experience/perspective is different than yours because _____
 - I'm still not convinced that _____ because _____
 - I agree to disagree because _____
 - Can you please clarify?
 - Can you please elaborate?
9. Remind students of the homework.



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Lesson 4: Power Object

50 Minutes

If earlier lessons have taken longer than expected, some time can be taken from this lesson, but it is more meaningful if students are given the full time to share with the whole class.

1. Have students describe power.
 - Ask students to get out their power objects. While looking at the object, describe in their notebooks how that object represents them and their power.
 - Have students share with the class their object and how it represents their power. The teacher should also share something. Remind the class that this is a safe space and we should be respectful of the experiences of other people.
 - As students share, add a key word or phrase to the board that represents some aspect of what they described.
 - The idea is to get a list of all the different ways that power can be demonstrated.
2. Ask students to think about what life would be like if they could no longer access that power?
 - Give students a few minutes to think about the question but let them know they will be sharing their ideas.
 - Have them turn to a partner and share their ideas.
 - Ask a few students to share what they discussed.
3. Explain to students that tomorrow we will be making the idea of power a bit more concrete.
 - The more we can identify our power, the more likely we can make it grow.



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Lesson 5: What is Power?

50 Minutes

1. Prepare the classroom board for brainstorming.
 - On one side, list the title POWER Brainstorm, and include the headers “what, where, why, and how” nearby. Leave space to add student ideas.
 - Utilizing the extension questions below, elaborate as needed to help your students further explore Power:
 - What makes a person powerful? What makes you powerful or feel powerful?
 - Where does power reside OR where is it located/found?
 - Why does power reside there?
 - How is power experienced (is it given? Taken? Claimed?)
 - On the other side, list the title POWER Definition, and leave room to write a definition that the students will revise.
 - Have a large sticky note or bulletin paper to record the definition onto once the students have revised it. This poster will be hung in room (close to the class norms if possible).
2. Remind students of the power objects you discussed yesterday. Explain that today you will be creating a definition for power.
3. Discuss WHAT aspects of a student’s identity can affect power.
 - Ask students to look again at the power object description they wrote in their note books yesterday.
 - Add to your notebook, how you would define the power you described.
 - Is it a strength, knowledge, ability, resilience, etc.
 - Have students share out to the group and write ideas on the board.
4. Discuss WHERE power comes from.
 - Where power comes from is considered a source or a “fund.”
 - People often have many funds of knowledge and in this section, funds of knowledge will be explored with respect to how students come to learn or understand what power is. In other words, in order to understand what we know about power, we have to take a moment to think about where the knowledge we have comes from. How did we learn what power is? Who or what helped us learn about it? The answers to these questions are what funds of knowledge are.
 - Add to your notebook, where did your funds of knowledge come from, who gave them to you? If students are stumped, provide the following open-ended questions. Was the power:
 - Passed down through a relationship (friend/family/kin/clan/group/society)?



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- Provided through words (reading/listening)?
 - Part of your personal senses (sight, sound, smell, taste, touch)?
 - Part of a physical place (ground, animals, plants, buildings, locations)?
 - Part of a spiritual knowing (dreams, prayer, ceremony, reflection)?
 - Practiced through skills or hobbies (farming, mining, sewing, dancing, gaming)?
 - Have students share out to the group and write ideas on the board.
5. Discuss WHY power is important.
- Ask students to add in their notebooks some reasons power might be important. How does our power help us?
 - Have students share out to the group and write ideas on the board.
6. Discuss HOW power will be fostered in this class.
- Ask students to describe in their notebooks what the “Compu” part of CompuPower means.
 - Based on what you’ve heard about so far, give a guess, how will this course foster your power?
 - Use technology to help with social problems.
7. Ask students to develop their own definition of power.
- Use the ideas we have brainstormed as a class, and
 - The following definition template to create your own definition (this can be altered depending on where their definition goes).
 - Power is ____ (what) _____. It can come from ____ (where) _____, and is important because ____ (why) _____. In the CompuPower course, we will foster our power by ____ (how) _____.
8. Have students get into small groups (3-4 students).
- Have them share the definitions they created.
 - Have them develop one group definition that somehow incorporates all of the aspects described by the various members.
 - Ask them to choose one person to speak for their group and be prepared to share.
9. Develop a class Power Definition.
- Inform groups that you will start with one group and go around the room in a circle.
 - The definition from the first group will go up on the board in its entirety.
 - Each subsequent group will be asked to read their definition and then make a suggestion for adding to and/or revising the original definition so that it includes any aspects from the new group.
 - Once all groups have gone, read the definition aloud to the class and ask them if there is anything else they think should be added or removed based on their group discussions.



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- Ask for a student volunteer to record the definition in nice big neat handwriting on the poster paper.
- Find a place (possibly near the class norms poster) to hang the definition.

10. Re-emphasize to the students that one of the key elements of this class is to help students grow their power through the use of technology to help make positive social change. Some of the projects may seem like big things at first, but we will learn how to break them down into pieces that make sense.

Assessments

- Provide students with points for turning in a signed syllabus.
- Provide students with points for signing the classroom norms poster.
- Provide students with points for sharing a power object.
- Use the Assignment Completion Rubric for assessing their power definition.

The following rubric can be used to grade the simpler planning assignments that students will complete throughout the CompuPower course. Simply determine how many points are assigned to each completion level and then grade accordingly. For efficiency, you can provide students with a key so they know how many points each symbol represents, and these symbols can be used to mark planning assignments very quickly.

We always recommend adding a positive comment followed by 1-2 short concrete examples of how they might be more successful on the next project.

Assignment Completion Rubric

Completed +	Partially Completed √	Incomplete -
The assignment was completed with all elements filled out and with strong demonstrated thought and creativity.	The assignment was mostly completed. Some places were blank or were overly general, with very few examples or specific details.	The assignment was missing quite a few things, or was not turned in.



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Unit 1.1 Mentor Teacher Reflection

Unit 1.1 - Lesson 1: Introduction to CompuPower

Pros:

Cons:

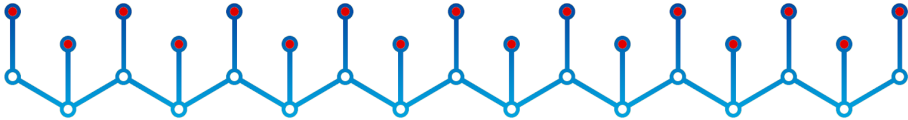
Suggestions:

Unit 1.1 - Lesson 2: Introduction to the SRE

Pros:

Cons:

Suggestions:



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Unit 1.1 - Lesson 3: Establishing Class Norms

Pros:

Cons:

Suggestions:

Unit 1.1 - Lesson 4: Power Object

Pros:

Cons:

Suggestions:



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Unit 1.1 - Lesson 5: What is Power

Pros:

Cons:

Suggestions:



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Unit 1.2 Role of Identity

Unit 1.2 - Overview Video from CGEST

In order to grow our power and be able to use that power to make positive change in our communities, we must first be able to identify what characteristics, backgrounds, and experiences are part of our identities

In Advance of Unit

- Preview CP_1.2 Slides
- Print copies of the CP_1.2.1 Handout_Identity Bingo (one/student)
 - All students will end up with the same card.
 - If you would rather they have different ones, feel free to download the document to create duplicates--either move the squares around, or come up with some interesting examples of your own.
- Make sure students have online access to CP_1.2.2 Digital_Identity Characteristics, and that each of the links works correctly.
- Print copies of the CP_1.2.3 Handout_Identity Characteristics (one/student)
- Make sure there is enough wall space for each student to hang up their identity figure for the year.
- Have poster paper available (one/student)
- Have markers and sticky notes available

Suggested Technology Applications

- Create Gmail accounts
- For downloading images that are in the public domain try using free-images.com, ccsearch.creativecommons.org, or Flickr.com.



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Unit 1.2 Curriculum Pacing Guide

(8 Days)

Objectives

- Students will be able to participate in a discussion on the meaning of culturally responsive education.
- Students will be able to describe the identity characteristics of other people.
- Students will be able to read, discuss, and reflect on the characteristics of STEM leaders.
- Students will be able to describe their own identity characteristics.
- Students will be able to download and save images from the Internet.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Assessment
1 Class Period	Lesson 1 Identity Bingo	<i>In what ways does culture shape an individual's identity?</i>	CP_1.2.1 Identity Bingo Card	
2 Class Periods	Lesson 2 Identity Characteristics	<i>What contributes to different expressions of an individual's identity?</i>	CP_1.2.2 Digital Identity CP_1.2.3 Identity Document	Identity Characteristics
2 Class Periods	Lesson 3 Identity to Technology	<i>If there are multiple identities, what identity characteristics are being represented in mainstream media?</i>		Google Drive Profile Image
3 Class Periods	Lesson 4 Identity Figures	<i>What factors are important to consider in reflecting on identity?</i>	Poster Paper	Identity Figures



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Lesson 1: Identity Bingo

20-30 Minutes

1. Have students breakdown the definition of culturally responsive education.
 - Ask the class this question: What is a culturally responsive education?
 - Have the definition written on the board or projected on a screen.
 - Culturally Responsive Education focuses on the strengths and assets of students, views culture as a benefit, recognizes the importance of self-determination and the role of history in learning, and views academic success as tied to community success.
 - Ask the students to point out the challenging words. Circle/highlight those words.
2. Have students get in small groups.
 - Assign each group one of the challenging words (more than one group may have the same word).
 - Ask the groups to first look up what the word means and then discuss what they think it means in the context of this definition.
 - Have them give some examples of what type of things they might see in a classroom that focuses on using culturally responsive education.
3. Discuss the definition with students and ask how personal identity might be an important part of a culturally responsive classroom?
4. Remind students of the goal of the course.
 - In the CompuPower classroom, we want to encourage you to build on the strengths that you and your community already have.
 - To do this we will critically inquire about the nature of power and become agents of change where inequity exists. Inequity is a lack of fairness, and we will discuss this term in greater detail later in the course.
 - How do we get there? By routinely asking and answering these questions:
 - What power do I have?
 - What are the challenges to my power?
 - How can I overcome those challenges?
 - How can I use technology to grow my power and make positive social change happen?
 - In the CompuPower classroom, we're going to show you the power you already possess and how to act with this power. We want you to act!
5. Have students play Identity Bingo.
 - Handout one copy of the **CP_1.2.1 Handout_Identity Bingo** card to each student.



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- Note that every student will have the exact same card. Alternatives to this would be to develop a few different versions by simply moving the squares around, or even developing different content for the squares.
 - Decide which shape to have the students use to complete their bingo card (a straight line, a box, T, four corners, U, X, completed fully, etc.).
 - Part of this depends on how much time you have for this activity.
 - Model for students what shape you expect them to have.
 - Students move around the room to find a partner who matches the description in a bingo square.
 - The student who matches the description will sign their name in the square.
 - Give students 1-2 minutes to share how they match the description.
 - For example, if I sign the description “speaks another language,” I could share what other languages I speak and how I learned them.
 - Students should not rotate until the teacher tells them to. This is a race, but the primary goal is for the students to have conversations with each of their classmates.
 - Ask students to switch and find another partner to sign their name on a second bingo square. Repeat until one student has “Bingo!”
6. Have a group discussion on what everyone learned about each other through the Identity Bingo activity.
- Guiding questions:
- What did you learn about each other?
 - Did anything surprise you?
 - Did you share anything in common with any of your partners?
 - Did you identify with any of the descriptions on your own card?
 - Were you able to sign different descriptions? Which ones?
7. Explain to students how the Identity Bingo activity revealed that we have complex identities that can be broken down into individual identity features (part of our culture). The rest of the week we’re going to be further exploring our identities, cultures, and the power that each of them possesses.



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Lesson 2: Identity Characteristics

50-70 Minutes

For this lesson, we are going to think about what characteristics make up our identities, the importance of identity, and how it shapes who we are and what we choose to do.

1. Have students create a Google Gmail account that they can use for assignments throughout this course (if they haven't already).
 - Because we will be using this account to access many free online applications (free except these sites like to send spam to your email), it may be of value to have them create a new one, even if they have one through school or their own personal one.
 - Remind students that this will be their professional course email, and so should be appropriate to share with professionals.
 - Send a piece of paper around the classroom asking the students to list their name and their new Gmail address.
 - Have one of your students type up all of the addresses to keep digitally (so that you can have this any time you need to give your students access to an application or send them information through email).
2. Give students DIGITAL access to the **CP_1.2.2 Digital_Identity** document.
 - You could put this document into a Google Drive folder that you have given your students access to, you could email them all a link to the document/folder, etc.
 - Make sure they have earbuds/headphones available.
3. Give each student a copy of the **CP_1.2.3 Handout_Identity** document.
4. Have students use the digital and hardcopy forms to complete the assignment.
 - Have students choose ONE of the people listed on the digital document.
5. Ask students to fill out the steps 1-3 of the handout by just looking at the person's photo, *BEFORE* clicking on the biography video link.
6. For step 4, they can click on the link, watch the video, and answer the questions.
7. Once it seems like most students are finished, ask them to get into small groups (2-4 students).
 - Have them take turns sharing about the person they selected (what they thought and what they discovered).



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- Remind students that this is a safe environment where we can have respectful conversations. Consider pointing out respectful conversation stems.
 - Ask the group to discuss the following question: In what way is our personal identity important?
 - They should write their answer in the space provided (group members may all use the same answer).
8. Ask some students to share what they discovered about the person they selected and their group's answer about the importance of identities.



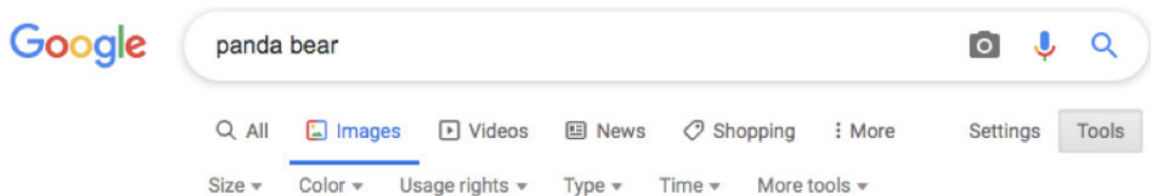
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Lesson 3: Adding Identity to Technology

50-70 Minutes

Technology is often created to work for all people, but that is where we can add some of our own identity to it. This provides people with a stronger understanding of who we are even if we've never met. Keep in mind, we always need to be careful to never include personal information like our address, hometown, birthday, age, etc. This information can be used to steal your identity, phishing scams, or to just be a malicious troll. Share, but share thoughtfully.

1. Have students use their Gmail account to access their Google Drive.
 - Have students watch the Google Drive overview video embedded in the slides.
2. Have students personalize their Google Drive account.
 - Give them a bit of time to set up their profiles and themes.
 - Show them where the settings are to change aspects of their browser space.
3. Have students use Google Chrome to find an icon image that they want to use for their profile picture (school appropriate).
 - Go to Google Chrome and open a new tab.
 - Type in a search phrase (school appropriate).
 - Point out the different way this information can be viewed (all, images, videos, news, shopping, etc.).
 - Click on "images."
 - Click on the "tools" button, right-hand side of the menu, to view the additional sub-menu.
 - Click on "Size" and then "icon."



- Look through the images until they find one they like.
 - The image they pick should be relatively simple and easy to understand even when it is teeny tiny.
4. Have students download an appropriate icon image.
 - Hover the arrow cursor over the image, to see the size of the image.
 - For example, 156 x 158 (the larger the numbers the higher the resolution of the image).



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- These are called thumbnails and should never be made any bigger than the size of your thumbnail. That is the perfect size for profile icons.
 - If students were doing a presentation, in which the images were going to be really big, they would want images with much larger numbers so they don't look pixelated or fuzzy.
 - Click on the thumbnail of the image to pop it into the dark gray windowpane.
 - Then click on the image, hold down, and drag it onto their desktop OR they can click the share button on the right-hand side of the window pane and email it to themselves (open the email and download it), OR they might be able to right-click to copy to desktop.
 - Different platforms have different ways of doing this.
 - If students find a more efficient way of downloading images, have them share with everyone.
5. Have students use this image for their Google account profile.
- Open a new Google Chrome tab (click the plus symbol).
 - In the upper right-hand corner of this new browser page, there should be a menu area that says Gmail, Images, the dots image, and a default image that represents their Google account.
 - Clicking Gmail will take them directly to their Gmail account.
 - Clicking on Images is another path to find just images.
 - Clicking the image of the dots will provide access to a host of other Google applications, many of which we will be using this year.
 - The default image lets you know you are signed into your Google account. Some people have more than one account (personal, school, professional), and the images help them know which one they have open.
 - Click on the default account image.
 - A window will pop open with the student's name, account, and the current image, with the word "change" floating above it.
 - Click on that image, and it will take them through the steps to change the image to the new icon they created.
6. Have students reflect on how personalizing the technology makes them feel.
- Do you feel any differently about the technology now that you have personalized it a bit?
 - Why do you think that is?



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Lesson 4: Identity Figures

50-70 Minutes

1. Ask students to write an answer to the following question in their notebook:
 - What elements define a personal identity?
2. Let students discuss this concept and develop a working definition to add to their notebooks.
 - Personal identity is the concept you develop about yourself that evolves over the course of your life. This may include aspects of your life that you have no control over, such as where you grew up or the color of your skin, as well as choices you make in life, such as how you spend your time and your belief systems. Your identity is basically everything about you!
3. Have students create an identity figure on poster-paper.
 - Give each student a piece of poster-paper. When completed, these posters will be hung around the room for students to modify throughout the year.
 - The teacher should make an identity figure with the class as well! By modeling how this project is done, it will increase student buy-in and give the students a chance to get to know their teacher on a more personal level (connectedness).
 - Instruct students to draw a figure that represents themselves. It doesn't even need to be a human figure; it can be anything! Let them decorate as they like.
 - Have students look at the sun figure to remind themselves of different aspects of their identities that they should consider as they do this assignment.
 - They can also write words or draw symbols to help represent other aspects that may be too difficult or too abstract to draw.
 - Another option is to add characteristics using the sticky notes.
 - Students may include as many traits as they would like on their identity figure (or as few as they like).
 - Emphasize to students: Only include identity traits you are comfortable with being made public for everyone to see.
 - Ex - Accepting, Adventurous, Humorous, etc.



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4. Have students hang identity figures on the wall and share.
 - The teacher should present their poster to the class first to model how the students should present their project.
 - When the teacher has completed their presentation, give each student a couple of minutes to explain their identity figure to the class. Allow for discussion and for students to compare similarities and differences with their classmates during and after each presentation. Some truly amazing conversations will/should be taking place throughout the course of these presentations.
5. When finished with presentations, have a class discussion that answers these questions one at a time. Some of the answers to these questions may already have been hit before the presentations have ended, so let the conversation flow naturally, guiding it along as needed and cutting it off when needed. The questions are:
 - Think about something you have in common with someone else. How does that make you feel? Discuss.
 - Is there something you found surprising or interesting about a part of someone else's shared identity? Discuss.
 - Could differences in identity potentially lead to conflict? Discuss.
 - Are there ways that you could use some of your traits to help someone else accomplish their goals? Discuss.
6. Have students reflect on their future identities.
 - As we mentioned earlier, your identity is constantly changing. The question then is: What would you like to add to or change about your identity? What do you want your future self to look like (from an identity standpoint)? Think about a future self that you want to be. What kinds of characteristics or experiences would you like your future self to have?
 - Make sure students have access to sticky notes.
 - Remind them over and over to write a few traits they would like to work towards having one day, **ON THE BACK** of the sticky note. They should feel the sticky part on the same side they are writing.
 - Once they've done this, they can go stick the notes on their posters. The teacher should participate as well.
7. Have students use a cell phone, laptop, or camera to take a digital photo of their identity figure poster.
 - Have them download the photo to their Google drive account.
 - Make it clear to students that they will be expected to upload the photo as part of building a website portfolio later this quarter. It is therefore extremely important that they don't lose the photo.
 - It is also helpful if they title the photo something that they can find later.



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8. Remind students: Your identity figures are not set in stone; you are free to change them at any time (quietly or sharing). We will be adding to and revising our posters throughout the year. This may include flipping your “future identity traits” over as you see your personal identity change.

Assessments

- Use the Assignment Completion Rubric for assessing their description of the identity characteristics of STEM leaders.
- Provide students with points for adding an image to their Google Drive profile once you have checked off that they have done so.
- Use the Assignment Completion Rubric for assessing their identity figures.

Assignment Completion Rubric

Completed +	Partially Completed ✓	Incomplete -
The assignment was completed with all elements filled out and with strong demonstrated thought and creativity.	The assignment was mostly completed. Some places were blank or were overly general, with very few examples or specific details.	The assignment was missing quite a few things, or was not turned in.



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Unit 1.2 Mentor Teacher Reflection

Unit 1.2 - Lesson 1: Identity Bingo

Pros:

Cons:

Suggestions:

Unit 1.2 - Lesson 2: Identity Characteristics

Pros:

Cons:

Suggestions:



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Unit 1.2 - Lesson 3: Adding Identity to Technology

Pros:

Cons:

Suggestions:

Unit 1.2 - Lesson 4: Identity Figures

Pros:

Cons:

Suggestions:



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Unit 1.3 Navigating Technology

Unit 1.3 - Overview Video from CGEST

This unit is about understanding the role of STEM and technology in our lives. Some of the essential questions that will be explored in this unit:

- Why should students care about STEM and technology in their lives?
- How can technology help students to communicate with one another, inform themselves and sustain their lives?
- What does STEM and technology have to do with them, their community, and the places in which they live?
- How can students safely and successfully utilize technology in this class and their lives?

In Advance of Unit

- Preview CP_1.3 Slides
- Give digital access to (or print hard copies of) CP_1.3.1 Article_Digital Footprint
- Give digital access to (or print hard copies of) CP_1.3.2 Article_Website Bias
- Practice downloading, rotating, resizing, and arranging photos in Google Slides Suggested Technology Applications
- Google Chrome search
- Google Drive
- Google Documents and Slides

Teaching with Technology Tips

- Each time the class is learning a new technology, consider asking the class if anyone has ever used that technology or a similar one before. Ask that student to be the class advisor for that unit. Whenever a student gets stuck, but you're teaching, ask that student to go help.
- Always go through the whole lesson with the technology yourself, preferably on a student device as their device may have different firewalls.
- Be prepared for a piece of technology to not work. Ask yourself what your back-up plan will be if the technology is not working correctly.
- Be up front with the students about technologies in which you may not have expertise. Explain that many of the technologies you will be using are new to you also, and that you hope whenever they come across some new aspect they will share, so that you can all learn together. This puts the onus back on them to help trouble shoot when there is a problem.



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- If doing group projects, ensure that you have a way to check on their progress. If students know you will be checking, they are more likely to actually do the work in a timely fashion. For example, you could have a weekly schedule in which groups x,y,z have to provide a progress report, in which each member of the team individually reports on what they have accomplished that week. Maybe you do 2 groups twice a week and they always know which days they will be expected to report. Attach points to these progress report checks.
 - If you see that one person is doing more work than another, point this out to the students and ask them what they intend to do to fix this by the next report (or perhaps the group will need to be split into smaller groups in order for them to be effective).
 - Always have students take part in the problem-solving of conflicts but be prepared to use a lot of open-ended questions to slowly guide them towards resolutions.
 - I noticed that X was not doing much while the rest of you were working on creating Y. How might you resolve that? Is there anyone in the group that seems like they are doing more than everyone else? Is there a way to share some of that work or to redefine some of the group roles?



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Unit 1.3 Curriculum Pacing Guide

(8 Days)

Objectives

- Students will be able to write a letter describing their current power skills and characteristics, technology identity, and intent to participate in positive social change.
- Students will be able to discuss the concept of “digital footprint” and create guidelines for Internet use based on that concept.
- Students will be able to reflect on the concept of “website bias.”
- Students will be able to create a Google Drive account and save documents in it.
- Students will be able to upload, rotate, arrange, and resize public domain (or correctly attributed) images on a digital collage.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Assessment
2 Class Periods	Lesson 1 Letter to Future Selves	<i>What things do you take into consideration when you are making plans for the future?</i>		Future Self Letter
2 Class Periods	Lesson 2 Digital Footprint	<i>What are some reasons people do not trust technology?</i>	Digital Footprint Video CP_1.3.1 Article Digital Footprint	Digital Footprint Norms
2 Class Periods	Lesson 3 Website Bias	<i>If you notice a bias action, how do you respond?</i>	CP_1.3.2 Article Website Bias	Reflection on Website Bias
2 Class Periods	Lesson 4 Identity Collage	<i>How do visible and invisible identity traits influence opinions about identity?</i>		Identity Collage



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Lesson 1: Letter to Future Selves

50-70 Minutes

1. In this course, we are primarily going to be using Google Chrome as our Internet browser and will often use many of the Google products.
2. Have students access their Google Drive account.
 - Remind students that when they open a new Google Chrome tab, they can click on the dots image in the far right-hand corner to pull up all of the Google applications. Google Drive should be one of the first ones they see.
 - As a class watch the Google Documents tutorial guide.
3. Have students create a new Google Document.
4. Explain to students that they are going to write a letter to their future selves.
 - They will keep this letter and read it again at the end of the course. This letter will then help them with their final exam project at the end of the year. It's important that the letter be school appropriate as the teacher will be grading it, but it should also be honest. If you don't like something, it's okay to say that.
5. This document should look like a traditional business letter.
 - Date, Dear student name, three or more paragraphs, and sincerely line.
 - The main goal of the letter is to describe how they currently see themselves.
6. They should have one paragraph for each of the following areas:
 - **Power Skills and Characteristics.** Describe who you are. What characteristics are part of who you are? What does success mean to you? What types of characteristics/skills do you currently have that make you someone who will do well in school, in a job, or at accomplishing a goal? What do you do to help motivate yourself to do something? What is the typical way you deal with an obstacle to a goal or something you want? What type of characteristics/skills do you hope to have in the future?
 - **Technology Identity.** Define the field of STEM and what you think about it. What is the role of technology within STEM? What is your technology identity? How confident are you with technology, what do you use technology to do, and what do you intend to use technology for in the future?
 - **Positive Social Change.** Define what it means to participate in positive social change and what you think about it. Do you consider it important to identify problems in your community and help



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solve them? Have you participated in other community/school projects (what kind)? Why or why not? In what ways do you think you'll participate in community projects in the future?

7. Either have students print their letters to turn in for grading or have them put them in a digital group folder for you to access for grading on your own.
 - Make sure they keep the letter in an easy to find place in their Google Drive, as they will need to access it again at the end of the year.
 - Remind them that the teacher is not responsible for keeping a copy of the letter safe, that's their job.
8. Ask students if anyone wants to read their letter aloud to share with the class (determine how many by how much time you have available).



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Lesson 2: Digital Footprints

50 Minutes

1. As a class, ask the students if they know what a “Digital Footprint” is.
 - Give the students a few minutes to make educated guesses... there is a good chance that at least one of your students already knows what it is.
2. After students are done guessing/have guessed the definition, show them the Digital Footprint video.
3. When finished, announce to the students the importance of knowing what their digital footprint is and how it impacts their lives.
4. Have the students pair up with their elbow partner. You can either give them digital access to **CP_1.3.1 Article_Digital Footprint**, or you can print hard copies.
 - Hand out the article and a highlighter for each student (show students how to highlight online).
 - Students should alternate reading paragraphs with each other and highlight any important details they come across. These will be used for a class discussion when everyone finishes the article.
 - Give students 10-15 minutes to complete this reading.
5. Have a class discussion about the following:
 - What did you learn from the article?
 - Does this article change your viewpoints about technology and social media?
6. Emphasize to students that whatever they post online is there for eternity. As they begin creating their own website portfolio, they should be extremely careful about what they publish because once it's posted, it's never going away.
 - Have a discussion with the class about a few guidelines that should be added to the class norms poster to help encourage thought when working on the internet.
 - Have a student add the new guidelines to the poster.
 - If there is space just add it on, if there isn't cut some new paper to tape to the bottom. Consider leaving some space for any new norms that may need to be added later.



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Lesson 3: Website Bias

50 Minutes

1. Have the students pair up with their elbow partner. You can either give them digital access to **CP_1.3.2 Article_Website Bias**, or you can print hard copies.
 - When finished, each group should write their answers to the following questions on sticky notes:
 - What did you learn?
 - How does this article change your views about the internet?
 - How does this article provide you with power?
 - Discuss student answers as a class. Once again emphasize to students that they are expected to continuously participate in class discussions.
2. Have students discuss website authority.
 - Have students conduct a Google search for “culture.”
 - Ask them how many results they found.
 - Then ask them: How do you know which website to trust?
 - The answer is it’s difficult. You need to research websites to determine the amount of bias/agenda of each website before trusting them.
 - However, there are certain places to start. Point out to the students that websites have various domain names that describe what type of website it is:
 - .org – Non-profit organizations
 - .com – Commercial websites
 - .edu – Educational websites
 - .gov – Government websites
 - Instruct the students to search for each domain using this format:
 - “.org websites,” “.com websites,” “.edu websites,” and “.gov websites”
 - Have them click on the 8th search result from the top (just so they can see the variety of search results that pop up for each).
 - Ask these questions for each website/domain they visit:
 - What do you think is the purpose of this website/domain?
 - What do you think is the goal of the person who created this website/domain?
 - Could this type of website/domain be biased? How?
 - Which domain would be the best to rely upon for finding information?



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- Explain that all domains/websites have varying amounts of credibility and bias, it is up to the students to research the website before using the information that it presents to the world.
3. Explain to students that the way in which they choose to search for information can also bias what websites pop up.
- Show students how the use of quotation marks around specific phrases provides searches using only those exact words:
 - For example: “The use of planes in World War II.”
 - If they didn’t use the quotation marks, they would get many more websites that might only contain the word “planes” or “World War II.”
4. Have students conduct a search for famous computer scientists.
- Ask students to find a website that provides an accurate summary of people who helped shape the field of computer science.
 - Let them experiment a little bit.
 - As they are working, ask them if they are noticing any patterns in the people who are usually listed? (i.e. white males)
 - Ask them to go ahead and choose a website for this activity.
 - In their notebooks they should answer the following questions:
 - Is this website biased in any way? If so, how?
 - Are there biases towards your identity on this website? (Is your identity mentioned, shown, talked about, etc.)
 - Is this website selling products of any sort?
 - Are the goals of the author/creator clearly stated?
 - Is there a way you could have found a website that seemed to have authority but also provided a larger view of the computer science industry (including aspects of other countries, cultures, genders, etc.)?
5. Have them also conduct a search for a STEM role model.
- Find an example of one person in the STEM or technology field that inspires you for some reason.
 - Find a photo of that person and drag it onto your desktop or save to your Google Drive account. We will use this photo in our next activity.
 - Make sure you change the name on the photo to the person’s name so you don’t forget what it is.
 - Change document titles by clicking once on the title and then retyping when you see it is highlighted (if this doesn’t work try right-clicking).



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6. Remind students that there is no such thing as an unbiased website. So even the websites linked above lean one way or the other - the students should constantly use their brains to determine how accurate a source is for themselves.
 - The key is to always ask yourself which perspective they are coming from so that you can consider the information they provide in that context (which should help you to decide to what degree you want to use that information).
 - Have students reflect on why we need to be aware of bias as we decide whether or not to utilize information found on various websites.



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Lesson 4: Identity Collage

35 Minutes

Students will be creating an identity collage using images from the Internet (as long as they are school appropriate). These photos need to be public domain photos or they will need to include the name of the author (attribution) if they cannot find a public domain photo they like.

1. Have students prepare a Google Slide for their collage.
 - Open their Google Drive account.
 - Click on the New button in the upper left-hand corner.
 - Select Google Slides.
 - Click where it says, “untitled presentation.”
 - Type “(Their Last Name) Identity Collage.”
 - The background should not matter because every space will be filled until the background can’t be seen.
2. Have students add their name to the slide.
 - Click in one of the text boxes and add your name.
 - Highlight the text to change the font style, color, or size.
 - Click on the frame around the text, hold, and drag to move around (or use arrow keys to move in smaller increments).
 - Click on small the dot (looks like a handle on the frame), hold, and drag left or right to rotate the text.
3. Have students add appropriate public domain images to the slide.
 - The quickest method is to find a website that only provides public domain photos (often listed as Creative Commons zero (CC0), to mean no licensing required).
 - Search that website for photos that help others understand your identity.
 - When you find ones you like, click on the photo and look for a CC0 license to make sure you can use that photo.
 - If it has a CCBy license you can still use it, you just have to put the author’s name on (photo by: sparklecat). It can be tiny but needs to be there.
 - Drag a whole bunch of photos you like onto your desktop (different platforms may do this through a right-click or a download button).
 - Drag the photos onto the Google slide.
4. Remind students to include the photo of the STEM person that inspires them.



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- If they have any photos of their family or friends on their devices that they want to add, they can do that as well.
5. Remind students that the photos must have something to do with the student's identity.
- As you walk around, ask the students how image XYZ represents their identity. Saying they like something isn't enough. How does that artist, animal, place, etc. say something about who they are as a person?
6. Adjust the photos to best highlight aspects.
- Pull from the corners of an image frame to resize.
 - Pull on the small dot to rotate.
 - Right-click on an image to bring up an options menu.
 - Click on order to move a photo behind or in front of another photo (the same thing can be done with text).
 - Just hit the delete key to delete an image.
7. Offer advanced adjustments for students who are already familiar with Google Slides.
- In the menu directly above the slide, click on Format Options and play with the choices.
 - In the menu directly above the slide, look for the crop tool , you may need to click on the more options icon ... if you don't see it right away.
 - Use the crop tool to cut off unnecessary parts of the image.
 - Also, consider clicking on the little arrow connected to the right side of the crop tool. It will allow you to cut the image into unique shapes.
8. Have students share their work.
- Note that students' work saves automatically to their Google Drive area, so they never have to worry about losing work, unless they forget where they put it.
 - Show students how to "star" any documents they use often so that they can be found more quickly. (It's the equivalent of bookmarking or adding to favorites.)
 - Students should save their final work as a PDF (this format can be viewed on almost any platform exactly the way it was meant to be seen).
 - While in the Google Slide, click on File > Download as > PDF document
 - The PDF should download to their desktop or downloads folder.
 - Have students make sure the file is named "(Their Last Name) Identity Collage."
 - Have students upload the assignment to a group folder you have created for them to submit work.
 - Have students get into small groups (3-4 students) to share their identity collages.



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- Have a few students share something that they learned about someone in their group to the whole class.

Assessments

- Use the Assignment Completion Rubric for assessing their future-self letter.
- Provide students with points for participating in the creation of digital footprint norms.
- Provide students with points for reflecting on website bias (walk around as they are talking and put a +, √, or – next to student names as you watch them interacting in the discussion).
 - Constantly remind students that actively participating in the discussions is a part of their grade.
 - Some students are naturally introverted, for these students you may need to ask them open-ended questions to check that they are actively listening, observe them taking notes, or see if they are helping the group reflect in some way.
- Provide students with points for saving documents to their Google Drive account once you have checked off that they have done so.
- Use the Identity Collage Rubric for assessing their Identity Collages. This project should be weighted more heavily than the other completion assignments.

Identity College Rubric

Master	Proficient	Novice
<ul style="list-style-type: none"> ○ Used one Google Slide. ○ Included name with unique font style, size, and color. ○ Name could be seen (not covered up) ○ Background is completely filled with images. ○ Images demonstrate cropping, resizing, rotating, and arranging. ○ The collage has great detail, individuality. ○ Might have used advanced elements such as masking the images into shapes or adding filters. ○ Saved the collage as a PDF. 	<ul style="list-style-type: none"> ○ Used one Google Slide. ○ Included name with some thought toward font style, size, and color. ○ Name might be slightly hard to read or covered up. ○ Background might be showing through in areas. ○ A few images demonstrate cropping, resizing, rotating, and arranging. But some images may be cut oddly, unintendedly warped, fuzzy, or pixelated, or arranged in such a way that key aspects (like a person’s face) are covered up. The collage has strong detail and individuality. ○ Saved the collage as a PDF. 	<ul style="list-style-type: none"> ○ Might have tried to include more than one Google Slide. ○ Might have forgotten name or name difficult to read/find. ○ Large amounts of background (meaning very few images included). ○ Did not provide strong evidence of being able to crop, resize, rotate, or arrange images. ○ The collage was left as a Google Slide or was not turned into the correct location.



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Unit 1.3 Mentor Teacher Reflection

Unit 1.3 - Lesson 1: Letter to Future Selves

Pros:

Cons:

Suggestions:

Unit 1.3 - Lesson 2: Digital Footprints

Pros:

Cons:

Suggestions:



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Unit 1.3 - Lesson 3: Website Bias

Pros:

Cons:

Suggestions:

Unit 1.3 - Lesson 4: Identity Collage

Pros:

Cons:

Suggestions:



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Unit 1.4 Intersectionality

Unit 1.4 - Overview Video from CGEST

We've discussed how our identities are always changing. We have many characteristics that change over time, and we are never just one of those characteristics. We are an overlapping combination of aspects that change as we change. Therefore, it's important that we understand how the ideas that we've been talking about so far intersect. We've discussed that identity, our characteristics, background, and experiences, can grow our power. We've discussed technology as an aspect of the STEM field and how that field might be connected to our own identity and power. As we continue to move into the year, we will discuss how all these things encourage us to participate in positive social change.

For example, we should be thinking about any challenges or perceptions associated with our lived experiences that we might want to see changed (positive social change). How might we use our individual power to make that change? What technology tools do we think might help us make positive social change (and why)?

In Advance of Unit

- Preview CP_1.4 Slides
- Print out and review the CP_1.4.1 What is Privilege handout
- Print CP_1.4.2 Robot handout (2 copies/class)
- Print CP_1.4.3 Identity Signs handout (one set)
- (Optional) Print CP_1.4.3 Identity Signs (Facilitator Guide)
- Print CP_1.4.3 Intersectionality through Media handout (one/student)
- Print CP_1.4.4 Privilege for Sale handout (one/student)
- Print CP_1.4.5 Defining Intersectionality Guide (one/student)
- Have large presentation paper available for groups to use
- Have markers/crayons available for the class

Suggested Technology Applications

- Digital Journal Application: [Evernote](#) (Google Keep Chromebook alternative)



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Unit 1.4 Curriculum Pacing Guide

(5 Days)

Objectives

- Students will be able to create a post in a digital journal application.
- Students will be able to define the terms privilege and intersectionality.
- Students will be able to demonstrate the relationship among the term identity, privilege, and intersectionality.
- Students will be able to identify examples of privilege and intersectionality

Time Frame	Lesson	Guiding Question	Supplemental Resources	Assessment
1 Class Period	Lesson 1 Exploring Privilege, Identity, & Intersectionality	<i>How does privilege and identity cultivate understanding about intersectionality?</i>	CP_1.4.1.1 “What is Privilege?” Digital Journaling	Digital Journal CP_1.4.1.1 “What is Privilege?”
1 Class Period	Lesson 2 What is Intersectionality?	<i>How is intersectionality being defined?</i>	Video: “Intersectionality and the Making of a Movement” CP_1.4.2.1 “Robot” CP_1.4.2.2 “Intersectionality a fun guide”	CP_1.4.2.1 “Robot”
1 Class Period	Lesson 3 Understanding Intersectionality in Action	<i>Where in the real world can I apply intersectionality?</i>	CP_1.4.3.1 “Identity Signs” Video: 7 years by Lukas Graham	CP_1.4.3.2 “Intersectionality through Media”
1 Class Period	Lesson 4 Privilege and Intersectionality	<i>How does awareness of privilege foster understandings about intersectionality?</i>	CP_1.4.4.1 “Privilege for Sale”	CP_1.4.4.1 “Privilege for Sale”
1 Class Period	Lesson 5 Digital Journaling “I” Define Intersectionality	<i>Why is it important to understand intersectionality?</i>	CP_1.4.5.2 “Defining Intersectionality Guide”	CP_1.4.5.2 “Defining Intersectionality Guide”



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Lesson 1: Exploring Privilege, Identity, & Intersectionality

50 Minutes

Opening Activity: Finish the Sentence (5-7 minutes)

1. Have each student open a Word document, or a similar document, on their computer.
2. Using full sentences, give your students a few minutes to respond to two of the questions from below:
 - Regarding the term “intersectionality”, I know this
 - When people talk about intersectionality, it is often a conversation about
 - I think it is important to understand the term “intersectionality” when
 - People do not use the term “intersectionality” because
3. When finished, ask students to share their responses with their elbow partner.
4. After their conversations have finished, spend a couple minutes asking student volunteers to share with the larger group their response(s). Instruct students to save these responses on their computer as we will be using them later in the unit.

Activity 1: What is Privilege? How is Privilege Related to Intersectionality? (20 minutes)

1. **Teacher Note:** Your class will need to go to the gym, outside, or a large open area for this portion of the activity. If this is not doable, you will need to move desks/tables in your room against the wall to make as much open space as possible so students can form a starting line in order to move forward or backward.
2. Print off the **CP_1.4.1 What is Privilege** handout and bring it with you.
3. Have students line up in a straight line.
4. Utilizing the “What is Privilege” handout, the teacher should read one statement from the script at a time and students should follow the statement directions.
5. When completed, ask the students to take note of where they are standing in relation to their classmates.
6. At this time, return to your classroom if you left. If you stayed in your room, move the desks back and have the students return to their seats.
7. When seated, have students follow along with the video [“What is Privilege?”](#) (3.59 minutes)



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8. After the video, ask your students to participate in a brief writing exercise in their Word document from earlier in the class period utilizing the following prompts: (show the prompts on the board one at a time)
 - Based on your position at the end of the activity, would you describe yourself as “privileged” or “underprivileged”?
 - Is it more complicated than simply calling it “privileged” or “underprivileged”?
 - What aspects of your identity would you say influenced your position at the end the most (i.e. class, gender, race, religion, disability)?
 - Were there times when you felt compelled to move forward or backward that did not seem to be tied to one but multiple aspects of your identity?

Activity 2: Digital Journal Introduction (20 minutes)

1. Show a video clip regarding the importance of digital journaling or storytelling.
 - Explain to students that we are going to be using this digital journaling application throughout the school year for our brainstorming and reflection.
2. Remind students that while we are using digital technologies, uploading comments and artifacts to the Internet can sometimes lead to unfortunate consequences.
 - Consider asking students to share one or two examples of things that can backfire when participating in online social media.
 - Ask students to look again at the Digital Norms poster you created earlier.
3. Have students access the Internet and go to a digital journal application.
 - We recommend the use of Evernote, but if this does not work with your platform, or if your school has a platform that students are already familiar with, feel free to use it. Minimally, it should allow students to create notes and audio recordings.
 - Let them know that “There are hundreds of free applications available on the Internet and in this course, we will try out a few of them. As you move forward with technology, you may find ones that are even better, and we hope you will share them when you do.”
4. Have students create a digital journal account using their Gmail account.
 - Remind them to look for a default check box that allows the organization to send them spam email in the guise of updates, announcements, or coupons. Tell students to “uncheck” this box if they see it.
5. Let them know that the albums they create in their digital journals need to be shared with you, the teacher.
 - We will also ask you to download their digital journal albums as a PDF each quarter to be shared with the CompuPower team (you may want them to do this more often for grading purposes).



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- Remind students that while the purpose of a digital journal is for individual reflection--it is not a diary. The digital journal is part of a class assignment which will be read and assessed. Therefore, just like when commenting on the Internet, they should be thoughtful in what they choose to say.
6. Show students a video on working with the digital journal you have chosen.
 - We will embed a tutorial on Evernote, but you may choose to show them one that is specific to the digital journaling application you have chosen, as needed.
 - Evernote can look different depending on the platform you use (PC, Mac, notebook, cell phone). Basically, the same icons are there, they may just be in a different location. Make sure you play with Evernote on the device students will be using so that you know where the basic features are located (and to find a different tutorial if the one embedded is extremely different from what you'll use).
 7. Once students have completed watching the tutorial, tell the students to create a new note and title it "Unit 1.4 - Intersectionality".
 8. Once this has been created, instruct the students to copy/paste their responses from their Word document from earlier in the class period into this Intersectionality note. Inform them that this is where they will take notes for the rest of the year and complete numerous assignments.



Lesson 2: What is Intersectionality?

50 Minutes

Opening Activity: Intersectionality – A Fun Guide (7-10 minutes)

1. Share the document **CP_1.4.2 Intersectionality – A Fun Guide** with your students.
 - Students should quietly review this document at their computers.
2. When completed, have the students open their digital journals (ex. Evernote) and go to their Intersectionality note.
 - Once logged into their digital journals, students should take 2-3 minutes to write a brief definition of what they believe Intersectionality is.
3. When students have finished writing their definitions, ask for student volunteers to share their definitions of intersectionality.
4. When the discussion has concluded, have your students write the definition below in their digital journal.
 - “Intersectionality is a conceptual and analytical tool for investigating the “contextual dynamics of power” that results from the interplay of race, gender, and class and their relationship with technology” (Cho, Crenshaw, & McCall, 2013, p. 788).
 - Dissect this definition as a class as needed.

Activity 1: Understanding Intersectionality Video (10 Minutes)

1. Tell students that intersectionality refers to how our multiple identities influence how we experience the world.
2. Show the video clip entitled, “[Intersectionality and the Making of a Movement](#)” (2.29 minutes)
3. During the video, students should answer the following questions in their digital journal:
 - What are the different identities you saw in this video?
 - What was the purpose of the movements?
4. After the video, discuss why this video is an example of intersectionality as a class.

Activity 2: Identities are Socially Constructed (15 Minutes)

1. Divide the class into eight groups of 3-4 students each. If you have less than 20 students in your class, arrange students into groups of 2-3.



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2. Give each group one handout with the image of a robot **CP_1.4.2 Robot**. Note, while every group has the same image, each robot has different descriptions. They are:
 - Robot 1: Poor, European, Male, Christian, Able-bodied, GED
 - Robot 2: Middle Class, African American, Female, Catholic, Disabled, Bachelor Degree
 - Robot 3: Wealthy, Native American, Female, Tribally Specific Religion, Disabled, Master Degree
 - Robot 4: Middle Class, Hispanic, Male, Atheist, Able-bodied, Doctoral Degree
3. Each group is to decorate the image according to the descriptions provided. The teacher should provide crayons and/or markers for each group to use.
4. The teacher should do their best to not let the students know that each group's robot has a different description (Note: each robot will be distributed twice, so each robot will have a twin in another group). This is done to show how cultural norms influence perception.

Closing Activity: Show and Tell (15 Minutes)

1. Let students engage in a whole-class discussion based on the robots they created.
2. The teacher should invite two robot groups to the front of the room to present their robots and describe their identities to the class. This should take 15-30 seconds per group. The teacher should ensure that there are two different robot numbers presenting (ex. Robot 1 and Robot 4).
 - All robot groups should present at least one time
3. After the presentation, the rest of the class should respond to this question:
 - Can all robots expect the world to treat them the same? Explain why.
4. If time permits, have students with the same numbered robots (ex. Robot 1) come up and present at the same time. Guiding questions:
 - Discuss the similarities and differences across the two designs.
 - Have students explain how the two robots with the same identities experience life because of their identities.
5. Final takeaway about Intersectionality: Multiple identities determine how we experience our lives and the world.



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Lesson 3: Understanding Intersectionality in Action

50 minutes

Opening Activity: Journaling (5 Minutes)

1. In the student's digital journal, have them write a brief summary of what they have learned about the term intersectionality. Encourage responses that reflect thoughts, questions, or confusion. Remind students that this digital journal is a graded assignment and will be submitted to the teacher in the future.

Activity 1: Where do I belong? (15 Minutes)

1. **Teacher Note:** Before class, print off **CP_1.4.3 Identity Signs** and tape the 9 Identity signs around the room before students arrive. Show students where the 9 signs are located in the room. Make sure students can move freely around the room to be close to each sign. If needed, print off **CP_1.4.3 Identity Signs** (Facilitator Guide) for additional support to implement this section of the lesson.
2. Inform students that you will read a series of prompts. After a prompt is read by the teacher, students should quietly choose an identity among the 9 signs around the room that they believe most accurately represents them.
3. Inform the students that in the event there is more than one identity that could be their answer, they should choose only one as their response.
4. After students have settled by their signs, ask student(s) to volunteer to share about that experience with the whole class.
5. Repeat the process of reading the prompts until completed. The prompts are:
 - The part of my identity that I am most aware of on a daily basis is.
 - The part of my identity that I am the least aware of on a daily basis.
 - The part of my identity that was most emphasized or important in my family growing up was.
 - The part of my identity that I wish I knew more about is.
 - The part of my identity that provides me the most privilege is.
 - The part of my identity that I believe is the most misunderstood by others is.
 - The part of my identity that I feel is difficult to discuss with others who identify differently is.
 - The part of my identity that makes me feel discriminated against is.

Discussion Questions: Where do I belong? (7-10 Minutes)

1. Ask the students to respond to the following discussion questions regarding the "Where do I belong?" Activity.



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- What was this activity like for you?
- What did you notice about the way that people were distributed around the room that surprised you?
- Were there any identity categories that you wish had existed but were not options?

Closing Activity: Intersectionality through Media (20 minutes):

1. Inform the class that you're going to be watching a music video titled "[7 Years](#)" by Lukas Graham. During this video, students should be thinking about Intersectionality and how it applies to this video.
2. When the video is completed, the teacher should pass out the **CP_1.4.3 Intersectionality Through Media** handout and the students should work with a partner to complete it. All of their answers to the following questions should be written in their digital journal.
 - List 3-4 identities of the artist Lukas Graham.
 - What intersectional examples did you observe in the video that represented the focus of his story?
 - What message do you think the artist was trying to communicate?
 - How does using this video help you understand intersectionality as a way to see more than one viewpoint?
 - Be prepared to share two of your answers from above with the rest of the class during our discussion.



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Lesson 4: Privilege and Intersectionality

45 Minutes

Opening Activity: Who's Who (7-10 Minutes)

1. Ask students to select a famous person or someone they admire (it can be anyone). Once they have chosen this person, instruct them to write their answers to the questions below in their digital journal:
 - What is their name?
 - List 2-3 of their identity traits.
 - Of their identity traits, which do you believe are the privileged ones?

Activity 1: Privilege for Sale (20 minutes)

1. **Teacher note:** Before the students arrive, you will need five post-it notes. Write one of the following amounts on each of the sticky notes (\$300, \$500, \$700, \$900, \$1,100). One post-it note will be given to each group.
2. For this activity, divide your class into five groups.
3. After groups are formed, contextualize the activity by reading the script below:
 - “For the purposes of this activity, you do not have any privileges. Your group will be given an amount of money and collectively you must decide which privileges you’d like to buy. Again, your group is going to get an amount of money and you must decide together what from the list you’re going to purchase. I’ll come around in a moment with your money. Each privilege costs \$100.”
4. Issue students the handout **CP_1.4.4 Privilege for Sale**. Be sure every student gets a copy.
5. Hand each group a labeled dollar amount on a post-it note designating how much money they have as a group to spend.
6. Check for any questions.
7. Give students 10 minutes to pick privileges with a 2-minutes left warning.
8. Debrief on the experience with students in making their choices.



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Closing Activity: Digging Deeper (10-15 minutes)

- For this activity, students should be in the same group as Activity One and will be using the instructions on the backside of handout **CP_1.4.4 Privilege for Sale** to complete the following task on a large piece of presentation paper:
 - Choose three of the following privileges from the other side of this handout: 5, 8, 9, 11, 13, 14, 19, 21, 23, 27.
 - On the presentation paper, each group should recreate the T-chart that is projected on the board:

Privilege	Intersectionality
(#11 – Raising children without worrying about state intervention)	Religion, Class, Race

- On the side labeled Privilege - write the statement(s) associated with the numbers you selected from the list provided (i.e. #11 – Raising children without worrying about state intervention)
 - On the side labeled Intersectionality - for each statement, make a list of the intersecting identities for the 3 statements (i.e. religion, class, race).
 - When finished, hang the presentation paper around the room for other students to view.
- If time permits, have the students perform a gallery walk around the room to view other group's lists. When performing this gallery walk, students should be discussing if they take these privileges for granted and if they do, why? Does it have to do with religion? Race? Class?



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Lesson 5: “I” Define Intersectionality

45 Minutes

1. Before the students enter class, write the word “Identity” on the whiteboard.
2. As a class, ask students to come up with words used to describe an individual’s identity. For example: (i.e. American, short hair, wealthy, etc).
3. Write the students’ responses on the board around the word “identity”. Reserve conversations about their meanings for later. Only seek out student thoughts about how they understand the meaning of identity.
4. Next, inform the students that you will be talking about their identities for this class period.
5. Project the four questions below onto the board and give students 10 minutes to answer these questions in their digital journal.
 - Write down 3 words that describes your identity.
 - Which of these (if any) are visible to others?
 - Which of these are you most aware of on a daily basis?
 - Which of these affords you the most privilege?

Activity 1: Defining Intersectionality Guide (30-40 Minutes)

1. **Teacher note:** This is a culminating exercise for the week and students will work independently to complete this assignment. Facilitate any questions on a one on one basis. If review is needed on how to construct a digital journal, see Lesson 1 “Digital Journal Introduction” instructions.
2. Students will follow the handout instructions listed on the **CP_1.4.5 Defining Intersectionality Guide** handout and complete it utilizing their digital journal. This activity should take most of the class period and students should be thorough with their answers.
3. When completed, students should share their Unit 1.4 – Intersectionality note with the teacher.

Closing Activity: Making sense of it all (5 Minutes)

1. Based on the past week’s lessons, ask students to discuss as a class the following prompt:
 - If I pay attention to how different identities influence social norms to reward and punish people, how can that lead toward social change?



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Unit 1.4 Mentor Teacher Reflection

Unit 1.4 - Lesson 1: Exploring Privilege, Identity, & Intersectionality

Pros:

Cons:

Suggestions:

Unit 1.4 - Lesson 2: What is Intersectionality?

Pros:

Cons:

Suggestions:



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Unit 1.4 - Lesson 3: Understanding Intersectionality in Action

Pros:

Cons:

Suggestions:

Unit 1.4 - Lesson 4: Privilege and Intersectionality

Pros:

Cons:

Suggestions:



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Unit 1.4 - Lesson 5: Digital Journaling "I" Define Intersectionality

Pros:

Cons:

Suggestions:



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Unit 1.5 Building a Website Portfolio

Unit 1.5 - Overview Video from CGEST

Many top professionals argue that STEM is not really a career field, but a set of skills, power skills, that can actually be utilized in any career. For example, can you think of a current career field that doesn't use technology in some way? Science and engineering are fields that both heavily rely on problem-solving and project management. However, wouldn't those skills be useful in almost any career? And even though almost every high school student has wondered when they will use some of those math calculations that have drilled into them, math is the building blocks of almost everything we do. Think about it, art uses geometry and perspective. Writing and music uses pattern recognition and logical reasoning. Cooking is all math and chemistry (if you've ever used a tablespoon instead of a teaspoon, you'll understand). So, while this course does ask you to think about your identity within the world of STEM and technology specifically, that can take many forms. Think about all of the STEM role models we met and the variety of careers they held. How might you pair technology with something you love? How might you grow that love into a career?

In Advance of Unit

- At the beginning of the year - Determine which website/platform your district will allow the students to use to create their websites.
 - We really like Wix; however, there are many great tutorials out there for just about every website builder, so choose what works best for you within your school's regulations.
 - After determining which platform to use, the teacher should make a test website to determine the various options that can be used when creating this website. This will help with troubleshooting student websites.
- Print the CP_1.5.1 Handout_Website Characteristics (one/student)
- Print the CP_1.5.2 Handout_Website Planning (one/student)

Suggested Technology Applications

- Internet access for conducting research
- [Me3](#) Career Exploration through ASU Education Outreach and Student Services department
- Website Builder tutorials: [Wix Builder](#), Weebly Builder, [Google Sites Builder](#)

**Screen Capture Instructions

When developing their websites, students may want to use a screen shot of something they created as a hyperlink. Try it out for yourself so you know how to walk students through the process as needed.

1. Screenshot for a Mac
 - Hold down the CMD + Shift 4 keys
 - A little plus symbol target will replace your arrow cursor on the screen.
 - Move the target to the upper left-hand corner of the area you want to capture and drag diagonally down and across to the bottom right-hand corner of the area you want to capture.



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- The screen shot will save to your desktop or downloads folder and will be named generally (screen shot 123456).
- More detailed information can be found on the Apple website if needed.

2. Snipping Tool for a PC:

- Open the snipping tool:
 - Click “Start” in the bottom left-hand corner.
 - Search “Snipping Tool.”
 - Right click on “Snipping Tool.”
 - Click on “Pin to Taskbar.”
 - This valuable tool should now appear at the bottom of the screen on the taskbar to use whenever needed.
- Once the snipping tool is open:
 - Simply highlight whatever they want to “snip” from a website
 - Right-click on the picture and select “Copy.”
 - Go to the document (Word, PowerPoint, etc).
 - Right-click and hit “Paste” - the picture should now be in your document.



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Unit 1.5 Curriculum Pacing Guide

(5 Days)

Objectives

- Students will be able to conduct online research to determine career fields of interest.
- Students will be able to identify leaders in a selected career field.
- Students will be able to determine positive and negative elements of a website.
- Students will be able to draft content for an online portfolio website.
- Students will be able to use a website builder to create a portfolio website that showcases their professional identity, knowledge, and work to potential employers/clients/collaborators, to include a landing page and four (4) quarterly reflection pages.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Assessment
1 Class Period	Lesson 1 Career Exploration	<i>What factors influence individual career options?</i>		Me3 Career Exploration
1 Class Period	Lesson 2 Portfolio Website Characteristics	<i>Identify common characteristics for most websites.</i>	CP_1.5.1 Website Characteristics	Website Characteristics
1 Class Period	Lesson 3 Portfolio Website Planning	<i>Does gender, class, and ability make a difference on what content is published on a website?</i>	CP_1.5.2 Website Planning	Website Planning
1 Class Period	Lesson 4 Portfolio Website Creation	<i>What are the ways I can reflect power and identity using technology?</i>		Portfolio Website



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Lesson 1: Career Exploration

50 Minutes

1. For this week, each student will be learning about their future, the careers that will be available to them, and about some successful leaders in the career field in which they are interested.
 - This will be done using a website named me3 from the Education Outreach and Student Services department at ASU.
 - From the me3 website: me3 is a free interactive game designed to connect YOU with YOUR future. Learn about your career interests, see how careers connect to college majors, and design your high school experience to make it happen.
 - Me3 is an extremely useful and user-friendly website that is basically a career outlook/research tool for your students. It also provides guidance to high school students so they can ensure they take all of the courses they need to get accepted into the appropriate college and major.
 - The students will login to the website using Google, Facebook, or their own personal email/password.
 - The students will then be shown two pictures and they need to choose which picture aligns to their values and beliefs the best. Once they click on the picture, a new set of two pictures will pop up and they will continue this process 60 times and it should take them roughly 5-10 minutes to complete. Encourage students to be as honest with themselves as possible. This will ensure they get the most accurate results back.
 - Once finished, students will type in their information and they will get back a list of three careers that would likely be good fits based on their values/beliefs/preferences. They can also pair these possible careers with majors that they can take in college to determine which route they need to take in order to get the education they need to obtain the career they want.
 - Encourage students to spend some time with this and learn about the careers, their outlook, average pay, and look at some of the majors they could pursue if they are truly interested in them.
2. Once the students have completed their career and major research, they should choose one of the careers that they are most interested in.
 - Each student should then search the internet for information about industry leaders from that field.
 - Have students find three (3) personal websites of industry leaders in their selected career field.
 - You can tell it is a personal website because it:
 - Typically has a photo of just that person on the main page.



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- It talks specifically about that person rather than a company or organization.
- It often has links to some kind of portfolio: a personal resume, accomplishments, or examples of work.
- Discuss with the students whether the focus should be on leaders in your town, Phoenix metro area, Arizona, the country, or even the world.
- Have the students' bookmark, add to favorites, or star these websites so they can easily return to them again.



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Lesson 2: Portfolio Website Characteristics

50 Minutes

1. Make sure that students have already selected their three (3) industry leader portfolio websites and that they can easily return to all three websites.
2. Provide copies of the **CP_1.5.1 Handout_Website Characteristics** to each student.
 - Ask them to fill out the handout using the three websites they selected.
 - Let them know they will be sharing their answers.
3. Have students get into small groups (2-3 students) to share.
 - Have students take turns sharing which careers they selected and why.
 - Ask students to develop a group list of:
 - Characteristics portfolio websites should include (positive elements),
 - Things that make a website seem less professional (negative elements),
 - Things that could make a website stand out while still being professional (unique elements).
 - Ask them to select one person from their group to oversee each element section.
4. Create a Google Doc and insert a three-column table to include each of the element sections (positive, negative, unique).
 - Project the document on the screen.
 - Have students access it but remind them to be respectful of the document as a learning environment.
 - Ask all of the students who are in charge of the “positive element” section to raise their hands.
 - If any group is missing someone, ask that group to choose someone.
 - Have each group share aloud a few elements.
 - Have each group, in turn, add their elements to the table.
 - Do not have them do this all at once as it gets confusing.
5. Have a discussion with the class to help foster stronger understanding of appropriate portfolio website characteristics.
 - Be looking for elements that might not be accurate or for any gaps in knowledge.
 - For example, maybe they listed a photo of the person should be included, but what type of photo would be acceptable for a portfolio website with a professional audience in mind?



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→ There should be a balance between trying to demonstrate, through a photo, individual and cultural personality without going so far as to suggest the person isn't taking this seriously.

6. Have the students add to and discuss each of the other element sections.
 - Really push to have a rich conversation about things that could add personality to a website while still coming across as professional.
 - Especially ask how students might incorporate elements of their power skills, technology skills, and their participation in positive social change. All of these elements suggest someone who takes action, and that is what employers really like to see.
7. Explain to students that for the main project this quarter they are going to be developing their own portfolio website and they will need to be thoughtful about what elements to include.



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Lesson 3: Portfolio Website Planning

50 Minutes

1. Remind students that they will be developing a portfolio website as their big project for this quarter.
 - This website will be added to throughout the year and is a major part of their grade.
 - It is a place for them to showcase all of their learning, so the more thought and effort they put into making it their own (while still being professional), the better they will do.
2. Have students do initial planning for their websites.
 - Give each student a copy of **CP_1.5.2 Handout_Website Planning**.
 - It can be printed back to back but consider stapling to give students more room to write, as needed.
 - Provide students time to independently fill out the document.
 - Walk around the room and provide examples or ask open-ended questions to help push student thinking as they work.
3. When the majority look finished, ask them to get into small groups (2-3 students).
 - Have students share their ideas.
 - As each student finishes sharing, have group members take turns sharing one specific thing they liked and that they plan to add to their own website.
 - Ask students to add those new ideas to their planning sheet.



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Lesson 4: Portfolio Website Creation

1. Review step-by-step tutorial guides (Wix, Weebly, Google Sites) on how to create a website using the links listed on the Resources Document, BEFORE doing this lesson with students.
2. In the classroom, ask students to follow your lead and set up a website and give it a temporary name (it can be changed later). A “Portfolio Website” is fine, but the teacher must be able to match each website to the student who created it.
 - Give students time to explore features; they may start adding to their site if they like but are not required to. Emphasize that it’s okay to experiment and try things out because they are in control of the site and can change things later and as many times as they want.
3. The front “landing” page of their website should include:
 - A professional photo (that has some individuality).
 - Their Full Name
 - Nickname or full name is up to them: Chris vs. Christopher, but it should still be professional—only friends should call you “Muffin.”
 - A Personal Philosophy (Use what you wrote on Step 2 of the planning sheet).
 - A list of Power Skills (Step 3 of the planning sheet).
 - A list of Technology Skills (Step 4 of the planning sheet).
4. Most website templates include sections for these types of elements. However, they can all be added, deleted, or revised to better fit certain sections.
 - The key is to make sure all added elements use the same font styles, sizes, and colors so that it looks like it all goes together.
 - Make sure students change the copyright information at the bottom of the screen.
 - Make sure they include an email address for contact information, but that they do NOT include any personal addresses or phone numbers.
5. Have students include four (4) additional webpages to be labeled:
 - Identity
 - Community
 - Place
 - Social Change
6. For this quarter they will just be adding to the Identity Page.
 - This page should include:
 - A definition for the term power as it is used in this class.
 - A photo of their Identity Figure and a summary describing some key elements from it.



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- A showcase of two (2) or more other projects developed this quarter.
 - Future Self Letter
 - Identity Collage
 - Defining Intersectionality Guide
 - A Positive Social Change Declaration (Step 5 of the planning sheet).
 - Include a short description near each of the projects that are showcased explaining how that project connects to your identity.

7. These elements can be added to a webpage by using a link or more advanced methods such as using small clickable icons that represent a letter or map or by taking a screen shot of the item to use as a small clickable image that takes users to the actual item. There are many different ways to embed items on a website. Ask students to do a Google or YouTube search to get creative.
 - Instructions for taking a screen shot or capturing a picture of something you are looking at on your computer can be found at the beginning of the Unit 1.5 instructions listed as **Screen Capture Instructions.

Assessments

- Provide students with points for participating in me3 career exploration once you have verified that they bookmarked the websites of three industry leaders in a career field of their choice.
- Use the Assignment Completion Rubric for assessing website characteristics.
- Use the Assignment Completion Rubric for assessing website planning.
- Use the Portfolio Website Rubric. Make students aware that aspects of this website will be graded again each quarter, so they should be continuously trying to improve and add to it. This project should be weighted more heavily than other completion assignments.

Assignment Completion Rubric

Completed +	Partially Completed ✓	Incomplete -
The assignment was completed with all elements filled out and with strong demonstrated thought and creativity.	The assignment was mostly completed. Some places were blank or were overly general, with very few examples or specific details.	The assignment was missing quite a few things, or was not turned in.



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Portfolio Website Rubric

Category	Master	Proficient	Novice
Purpose	All to most aspects of the website showcase the student's skills and characteristics to be hired by or collaborate with people from a specific career field.	Some aspects of the website showcase the student's skills and characteristics to be hired by or collaborate with people from a specific career field, but other elements seem disconnected either from the student or from the career field.	Very few aspects of the website showcase the student's skills and characteristics to be hired by or collaborate with people from a specific career field, and/or it is unclear which career field is the intended audience.
Landing Page	The landing page includes the student's professional photo, full name, personal philosophy, power skills, and technology skills. The content provides many examples and was thoughtfully developed.	The landing page includes the student's photo, full name, personal philosophy, power skills, and technology skills. The content provides some detailed examples with some areas that could use more thought.	The landing page is missing several elements. The content is extremely general and seems rushed.
Power Pages	The website has 4 additional pages: Identity, Community, Place, Social Change. The Identity page includes a definition for power, a photo of their identity figure with a summary describing at least three aspects (without giving too much personal info) and embeds at least two projects created during Q1. The content provides many examples and was thoughtfully developed. The other pages do not have to be developed.	The website has 4 additional pages: Identity, Community, Place, Social Change. The Identity page includes a definition for power, a photo of their identity figure with a summary describing at least three aspects (without giving too much personal info) and embeds at least two projects created during Q1. The content provides some detailed examples. The other pages do not have to be developed.	The website may be missing one or all of the additional pages. The Identity page may be missing several elements, and/or the content may be overly general or rushed. The other pages do not have to be developed.



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<p>Formatting</p>	<p>The website uses colors and fonts that are consistent on every page. The fonts, colors, and images connect well with the chosen career field. Images are public domain or include attribution (photo by). Images are crisp and provide visual engagement. All of the content demonstrates strong grammar, spelling, punctuation, and/or capitalization.</p>	<p>The website uses colors and fonts that are mostly consistent. The fonts, colors, and images usually connect well with the chosen career field, though there may be too many. Images are public domain or include attribution (photo by). 1-2 images may be fuzzy/pixelated or seem disconnected from content. The content demonstrates good grammar, spelling, punctuation, and/or capitalization in most places.</p>	<p>The website seems to use different colors, fonts, and image styles on each page, or uses way too many of them on every page. Many images are warped, fuzzy, or pixelated. The content demonstrates poor grammar, spelling, punctuation, and/or capitalization in many places. There are areas in which the place-holder “fake” text or stock photos were not changed.</p>
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Extension Lesson: Creating a Digital Identity Figure

20-50 Minutes

1. Have students take a moment to review their identity figure.
2. One popular thing trending in the digital environment is to personalize media through the use of an avatar, which is a digital identity figure. Avatars can be used to help online audiences better connect to the speaker when video isn't an option.
3. Let students know that they will be creating their own digital avatar that they can then use for presentations or other future assignments.
 - Have them access an avatar building application (either through a desktop or a mobile device).
→ [Bitmoji](#) (mobile app), [Avachara Avatar](#), [Cartoonify](#)
 - Give them some time to play with clothing, words, and backgrounds for their avatar.
 - Remind them to make school appropriate choices.
 - Have them save their avatar as a JPEG or PNG
4. Have students upload their avatar to their Google Drive to be used in other projects throughout the year.



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Unit 1.5 Mentor Teacher Reflection

Unit 1.5 - Lesson 1: Career Exploration

Pros:

Cons:

Suggestions:

Unit 1.5 - Lesson 2: Portfolio Website Characteristics

Pros:

Cons:

Suggestions:



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Unit 1.5 - Lesson 3: Portfolio Website Planning

Pros:

Cons:

Suggestions:

Unit 1.5 - Lesson 4: Portfolio Website Creation

Pros:

Cons:

Suggestions:



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Quarter 2: Power & Community

Unit	Objectives
2.1	<ul style="list-style-type: none"> ○ Students will be able to participate in a discussion on power and community. ○ Students will be able to define the concept of community as it is used in the CompuPower course. ○ Students will learn to apply intersectionality to critique the impact on community representation and misrepresentation.
2.2	<ul style="list-style-type: none"> ○ Students will be able to participate in a discussion on digital storytelling - application, relevance ○ Students will be able to describe the identity characteristics of other people through storytelling. ○ Students will be able to read, discuss, and reflect on family/kinship from a critical perspective.
2.3	<ul style="list-style-type: none"> ○ Students will be able to conduct interviews - developing questions, soliciting volunteers ○ Students will be able to discuss how power influences the dynamics of a community. ○ Students will be able to discuss how interviews can be a tool to address power issues in a community
2.4	<ul style="list-style-type: none"> ○ Students will be able to create a post in a digital journal application. ○ Students will be able to identify different types of stories and techniques used to construct a digital story (i.e. storyboarding). ○ Students will be able to analyze power through technology and its impact on the community.
2.5	<ul style="list-style-type: none"> ○ Students will be able to determine the positive and negative elements of digital storytelling. ○ Students will be able to create a digital storytelling video. ○ Students will be able to use the digital story video to create a portfolio website that showcases their professional identity, knowledge, and work.



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Unit 2.1 Role of Community

Unit 2.1 - Overview Video from CGEST

Objectives

- Students will be able to participate in a discussion on power and community.
- Students will be able to define the concept of community as it is used in the CompuPower course.
- Students will learn to apply intersectionality to critique the impact on community representation and misrepresentation.



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Unit 2.1 Curriculum Pacing Guide

(6 Days)

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Community Audit	<i>How is the purpose of this course connected to power and community?</i>	CP_2.1.1 Community Search 1	Digital Notebook Google Web Search	CP_2.1.1 Community Search 1 Community Search 2
1 Class Period	Lesson 2 A Community Profile - Misrepresented	<i>What is meant by the term "misrepresented" when describing a community?</i>	YouTube Clip: Native American Misrepresentation in Films	Digital Notebook Google Web Search	CP_2.1.2 History CP_2.1.3 Native American Misrepresentation in Films
1 Class Period	Lesson 3 A Community Profile	<i>How can people avoid being misrepresented?</i>	CP_2.1.4 Perception Meter	Digital Notebook Google Scholar Website	CP_2.1.4 A Perception Meter
1 Class Period	Lesson 4 Community Scavenger Hunt	<i>What should be represented in a school community?</i>	CP_2.1.5 Investigating My School Community	Digital Notebook Google Scholar Website	CP_2.1.5 Investigating My School Community
1 Class Period	Lesson 5 Community Guide	<i>Describe the relationship between community and power.</i>	CP_2.1.6 A Gendered Community	Digital Notebook	CP_2.1.6 A Gendered Community
1 Class Period	Lesson 6 Community Guide	<i>How can images teach us about the forms of power reflected in a community?</i>	CP_2.1.7 Community Guide Feedback	Digital Notebook	CP_2.1.7 Community Guide Feedback



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Lesson 1: Community Audit

50 Minutes

Overview: This lesson focuses on power in context to community. Students will build on what they learned about power and identity in unit 1 by continuing to explore powers influence on structuring community dynamics. Lesson one allows students to reflect on their understandings of community through activities that guides them to explore the multiple representations for community. Students at the end of lesson one should be able to articulate what constitutes a community by listing the benefits/limitations related to power and the importance of community.

Opening Activity (20 minutes) “In Search of Community”

1. Have students open up their digital journal and create a New Note titled “Unit 2.1 - Role of Community”
2. Within this Note, have the students create another Note titled “Community Search 1”
3. Have students search for images on the internet of communities.
4. Give student guidelines to find one image on the internet that reflects their identity traits (i.e. ethnicity, gender, religion, age, class, ability).
5. Paste the image onto the Community Search 1 Note.
6. Below the image, students need to respond to the following questions (**CP_2.1.1 Community Search 1**)
 - Make a list (4-5) of the visible identities represented in the image.
 - Make a list (2-3) of the invisible identities you assumed might exist by looking at the image.
 - Describe what is taking place in the image.
 - How does the image represent/misrepresent your community?

Activity 1 (20 minutes) “Is this a Community?”

Teacher note: This exercise is in two parts. For part one, take students to the gym or an open area. You will call off an identity trait and students will be asked to form that group/community. Select from this list (ethnicity, gender, age, grade level) one identity trait. It is recommended that you choose from the four options the one that will give you the most variety. For example, if the entire student population is Native American, then chose gender or grade level (i.e. freshman, sophomore) to create smaller groupings. For part two, conduct in-class exercise building off of part one. Students will use the computers for this portion of the activity.



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Part One (7-10 minutes):

1. Direct students to form a group/community based on the identity trait described.
2. In their groups, have students complete the following:
 - Explain how they came to know they belong to that group/community.
 - Tell why they agree or disagree with the idea of belonging to this group/community.
 - Each person briefly shares if they believe this group/community of students represents their community?

Part Two (7-10 minutes):

1. Create a New Note document and title it "Community Search 2"
2. Instruct students to find one image on the internet that reflects different identity traits from the group they were just in. For example, every person in the image is Asian American but not the same religion or class.
3. Paste the image onto the New Note.
4. In the New Note, write:
 - Building off the experiences from today and using the picture, I believe community is ...

Closing Activity (5-10 minutes): "Who defines a community?"

1. Class Discussion:
 - Engage students in a whole-class discussion on the concept of community.
 - Ask these guiding questions:
 - How do power dynamics influence the way communities are formed? (i.e. Principal, Counselor, Teachers)
 - Describe the power structures in your school that forms communities (i.e. Honor students, ELL students)?
 - How can intersectionality be used to promote social change in your school community?



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Lesson 2: A Community Profile - Misrepresented

50 Minutes

Overview: Students will examine community being “misrepresented”. They will engage in activities that require them to reflect on the ways media “misrepresents” a community and the impact it has on the community. Lesson two brings attention to the role of media on defining a community. Students should learn how to interpret the messages in the images they interact with on a daily basis and identify the power dynamics at play.

Opening Activity (15 minutes) CP_2.1.2 “History”

1. Select one image.
 - Picture A



- Picture B



2. Describe using the picture only, what you learned from your observations.
3. Guiding Questions:
 - Who was represented in the picture? List each person and their identity traits.
 - Using your answers from question one, describe how each person reflected a dominant norm?
 - What did you learn about their traditions in the picture?



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- Why did you pick this image?
- Would you agree this picture represents a community?
- Does this picture represent your community?

4. Share your responses with your elbow partner.

Activity (25 minutes) “Examining Media Portrayals for Community”

1. Divide the class into 2 groups by counting off 1, 2 to form their groups.
2. Inform all number 1 students - they are to identify/discuss misrepresentation in the video as it relates to power.
 - Guiding Question: How is power reflected in the misrepresentation of the Native American community?
3. Inform all number 2 students - they are to come up with ways to (re)present the Native American community shown in the video clip.
 - Guiding Question: What are the ways people can make sure communities are being accurately represented in media?
4. Watch the [video clip](#) and stop at 5:10 minutes
5. After the video, have students form into groups with each group having one student that is number 1 and one student that is number 2 together. No group should have two of the same numbers working as a pair.
6. Ask students to conduct a Google search in their group to answer the following questions: **CP_2.1.3** “Native American Misrepresentation in Films”
 - Who was the executive producer for the movie Pocahontas used in the video critique? (Give name, gender, race)
 - Pocahontas was written by these three people (Carl Binder, Susannah Grant, Philip LaZebnik). Record their race and gender.
 - Do you believe a person outside your race, class, gender can accurately tell the story about you?
7. **Answer Key:** [https://disney.fandom.com/wiki/Pocahontas_\(film\)](https://disney.fandom.com/wiki/Pocahontas_(film))
 - Directed by Mike Gabriel, Eric Goldberg,
 - Produced by James Pentecost
 - Written by Carl Binder, Susannah Grant, Philip LaZebnik



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8. Create a post-it presentation paper for the entire class.
 - Draw a separating line on the paper and write the guiding question for number 1 students “How is power reflected in the misrepresentation of the Native American community?” on one side and on the other side write the guiding question for number 2 students “What are the ways people can make sure communities are being accurately represented in media?”
9. Give students a post-it to write their response for their assigned guiding question.
10. Have students add it to the presentation paper.

Closing Activity (5-10 minutes) Reflections

1. Ask students to share on both sides:
 - What did you learn about power from this activity?
 - When can power be a good thing?
 - What responsibility do you have to address the misuse of power on communities?



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Lesson 3: A Community Profile - (Re)presented

55 Minutes

Overview: Students will examine community being “(re)presented”. They will engage in activities that require them to reflect on the ways images are perceived based on lived experiences. These activities are designed to encourage students to think about the perceptions they have developed and how those perceptions influence interactions with people/communities. Lesson three brings attention to how individual experiences inform thoughts and behavior. At the close of the lesson, students should develop a consciousness of the ways they can contribute to accurate (re)presentation of a community.

Opening Activity (5-10 minutes) Focusing on “representation”

1. Have students respond to the following prompt in a whole-class discussion with the reasons why they agree or disagree by including the benefits and/or disadvantages.
 - I want to be represented to the world as someone that reflects who I am.

Teacher Note: Students will work on their computer for today’s activities in paired groups. Allow them time to reposition themselves to sit next to their partner.

Activity 1 (20 minutes) A Perception Meter - Part 1

1. Every student needs to open up a New Note and title it “Perception Meter”
2. Share handout **CP_2.1.4 “A Perception Meter”**
3. Have students work with their elbow partner to select a celebrity figure.
4. Have students select a celebrity person for the focus of their assignment that they will both use.
5. Have students Google an image of the celebrity person they selected (i.e. Toni Morrison)
6. Students are to paste the image onto their page and independently respond to the following by writing the answers under the person’s image:
 - My favorite kind of movies are _____
 - I love _____
 - The most important thing in my life is _____
 - I am afraid of _____
 - I believe _____
 - In school people thought _____
 - When people see me they think _____



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- I am successful because _____

7. Students will move on to Activity 2 after each person has answered letters a-h in question 6.

Activity 2 (20 minutes) A Perception Meter - Part 2

1. Have students go through letters a-h discussing their responses for each.
2. Students should do the following:
 - List the similarities between what they stated and what their partner stated for each letter
 - List the differences between what they stated and what their partner stated for each letter

Closing Activity (5 minutes) Reflections

1. What recommendations would you make to ensure a community is represented in a way that reflects the true character of the people that make up that community?



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Lesson 4: Community Scavenger Hunt

50 Minutes

Overview: Students will explore power and community using their school webpage. This activity will allow students to practice their critical thinking skills as they examine the images represented on the school webpage for examples of community. Students should be able to discuss how community is reflected after reviewing their school’s web page and be able to talk about how this representation influences the culture of the school.

Opening Activity (5 minutes)

Make a list of 3 things people should look for when trying to define a community (i.e. images, cultural objects, personal narratives, historical records, music, food, clothing)

Activity (40 minutes) “Investigating My School Community” CP_2.1.6

1. Open a New Note and title it “My School Community”
2. Google the webpage for the high school you attend.
3. Students will review their school’s webpage for the following information:
 - Mission statement
 - “Our school” of the webpage or “About Us” section
 - Teacher and Staff
 - Images of people - list the identity traits.
4. Have students take notes on what they observed for letters a-d in question 3.

Closing Activity (5 minutes)

1. Write “Reflections” as the heading for your new note on the same document titled “My School Community”
2. Select one from the two choices to answer,
 - Option A: The school website accurately reflects the school community I experience on a daily basis.
 - Option B: The school community portrayed on the school website does not include attributes that reflect my community.



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Lesson 5: Community Guide Part 1

55 Minutes

Overview: Students will explore community from the otherside. The intent of this lesson is to position people to represent an individual that does not reflect their lived experience. From the specific guidelines provided, students will learn about the challenges, limitations, and misconceptions in constructing another person based on limited knowledge. Further, students should be able to discuss the importance of building relationships to offset power dynamics by getting to know the people making up a community.

Opening Activity (5 minutes) “Community is...”

1. Open a New Note and title it “Community Guide”
2. Ask students to complete the sentence, “Community is...”

Activity (45 minutes) CP_2.1.6 “A Gendered Community”

1. Using “gender” as the topic, create a community made up of that particular identity.
2. If you identify as a boy, then you must complete this assignment using a girl to design your community and vice versa, if you are a girl then you must complete a community that is made up of boys.
3. Use images from the internet or incorporate your own photos.
4. The gendered community should highlight these four things (1) clothing; (2) career; (3) hair, and (4) hobby include 4-5 examples for each. For instance, to describe hair, show in 4 to 5 different ways how hairstyles, textures, or hair products are represented for your assigned gender.
5. Name your community guide with a first and last name. The first name should be the gender, and the last name is your name (i.e. Boy Smith).
6. Save your document.

Closing Activity (5 minutes) Reflections

Engage students in a group discussion using the guiding questions:

1. What did you learn from this activity?
2. How would you describe your impression of this activity?
3. Do you see any value in doing this type of activity?



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Lesson 6: Community Guide Part 2

50 Minutes

Overview: This lesson brings together the entire focus on community and power. After having completed the previous five lessons, students are now demonstrating their critical thinking skills, collaboration, knowledge about terms like power, intersectionality, and privilege, and what should be considered when defining community. In the closing activity, students should be able to engage in rich dialogue on the meaning of community from the perspective of power, identity, and intersectionality.

Opening Activity (20 minutes) “So you think you know community”

1. Open up your community guide document onto your desktop.
2. Conduct a gallery walk in-class going from one computer to the next computer.
3. View 4 other classmates’ community guide that represents your gender from their computer.
4. You will only have a 5-minute time limit at each computer.
5. At each computer, write on the **CP_2.1.7** Community Guide feedback sheet, 2 things that were included in the image that represents you from their community guide shown on the screen.
6. Also, on the **CP_2.1.7** Community Guide feedback sheet, write 2 things that were not included that represent you from the community guide.
7. Return to your computer after 4 rotations.

Activity 1 (20 minutes) “Community Reflections”

On your own describe the following related to designing your community:

1. What were the challenges in constructing this community guide?
2. Do you feel you accurately represented the other gender?
3. Where did you get your information from? List the sources.
4. Your school is creating a new dress code policy that prohibits boys from wearing jewelry and girls from wearing their hair in braids. (1) How is power being represented? (2) Use intersectionality to explain the



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consequences of implementing this school policy. (3) What actions should you take in your school to promote equity?

Closing Activity (10 minutes) “Let’s talk about community”

1. What was the experience like viewing how your classmate’s perceived community?
2. Has this experience changed your perceptions about what is a community?
3. Where do you see evidence of intersectionality, bias, privilege, and power in the community guide?



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Unit 2.1 Mentor Teacher Reflection

Unit 2.1 - Lesson 1: Community Audit

Pros:

Cons:

Suggestions:

Unit 2.1 - Lesson 2: A Community Profile - Misrepresented

Pros:

Cons:

Suggestions:



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Unit 2.1 - Lesson 3: A Community Profile

Pros:

Cons:

Suggestions:

Unit 2.1 - Lesson 4: Community Scavenger Hunt

Pros:

Cons:

Suggestions:



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Unit 2.1 - Lesson 5, 6: Community Guide

Pros:

Cons:

Suggestions:



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Unit 2.2 Family/Kinship Skill Stories

Curriculum Pacing Guide

[Unit 2.2 - Overview Video from CGEST](#)

(6 Days)

Objectives

- Students will be able to participate in a discussion on digital storytelling - application, relevance
- Students will be able to describe the identity characteristics of other people through storytelling.
- Students will be able to read, discuss, and reflect on family/kinship from a critical perspective.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Introduction to Storytelling	<i>In what ways does storytelling shape an individual's identity?</i>	From 'devil's child' to star ballerina Michaela DePrince (12:31 minutes)	Digital Notebook	It's Debatable
1 Class Period	Lesson 2 Developing Family Interview Questions	<i>What information should be asked in a family interview?</i>	Introduction to Storytelling (2:51 minutes)	Digital Notebook	Family Interview Questions
1 Class Period	Lesson 3 Creating a Family Interview Protocol (Part 1)	<i>How should a person conducting an interview make sure they are not demonstrating power over the participant?</i>		Digital Notebook	Family Interview Protocol
1 Class Period	Lesson 4 Creating a Family Interview Protocol (Part 2)	<i>What factors are important to consider when providing feedback?</i>		Digital Notebook	Family Interview Protocol
1 Class Period	Lesson 5 Conducting a Digital Survey (Part 1)	<i>How do I know when I have created good survey questions?</i>	Surveys - Create A Survey Tutorial (2:36 minutes)	Digital Notebook	Digital Survey
1 Class Period	Lesson 6 Conducting a Digital Survey (Part 2)	<i>How do I know when I have created good survey questions?</i>		Digital Notebook	Digital Survey



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Lesson 1: Introduction to Storytelling

50 Minutes

Overview: This lesson focuses on power in the context of storytelling. Students will learn to explore powers influenced through storytelling as the primary author. Lesson one allows students to reflect on their understanding of storytelling through an activity that asks them to participate in viewing a person engaging in storytelling and using that to reflect on the benefits/limitations in storytelling. Students at the end of lesson one should be able to articulate the purpose(s) for storytelling and connect it back to power and the concept of community.

Opening Activity (5 - 7 minutes) “Let me tell you what happened”

1. Open up a New Note and title it “A Story”
2. Think of an event that occurred in your life that you vividly remember (i.e. learning to drive a car, first day of school, trying out for a team, birthday party)
3. Briefly describe in writing the details of that event by sharing why it was so memorable.

Activity (30 minutes) “The Art of Storytelling”

1. Show the video clip [From ‘devil’s child’ to star ballerina](#) | Michaela DePrince (12.31 mins)
2. Have students talk to their elbow partner to answer the following questions about the video:
 - If that were your story, would you be willing to tell it to the world? Explain your answer.
 - For what purpose(s) do you believe people engage in the act of storytelling?
 - Is everybody a storyteller? Explain your answer.
3. Have a whole-class discussion using the same questions from number 2.

Closing Activity (10 - 13 minutes) “It’s Debatable”

1. Divide the class into two groups with one half of the room acting in favor of storytelling and the other half of the room against storytelling.
2. For the **in favor of storytelling side**, have students make a list of 5 different topics (i.e. first day of school, holidays, receiving can award) students’ should use as an opportunity to engage in storytelling.
3. For the **against storytelling side**, have students make a list that includes 5 reasons why storytelling can be a risk for some people.



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Lesson 2: Developing Family Interview Questions

50 Minutes

Overview: Students will work on developing family interview questions. They will discuss what should and should not be included in interview protocols. Students should learn how to construct interview questions that foster understandings about power in a community through storytelling.

Opening Activity (5 - 7 minutes) “What is A Story?”

1. Have a whole-class discussion using these guiding questions:
 - Do all stories begin with the phrase “Once upon a time”?
 - Are stories only in written form? If not, what are the other ways stories can be told.
 - What makes a story bad?
 - What makes a story good?

Activity (35 minutes) Introduction to Storytelling

1. Show a short video on storytelling about their life stories.
2. [Introduction to Storytelling](#) (2.51 minutes)
3. Ask students to develop three draft interview questions they could ask family members to help understand their perspective on power in their family.
 - Have students share their questions with a partner.
 - Ask them to add at least one of their partner’s questions to their own list.
 - Have partners join another group of partners (now group of four).
 - Ask each student to share their favorite question within the group.
 - Have each student add one more question to their list.
 - They should now have a list of five questions.
4. Have students go to their Digital Journal and create an album just for their family interviews.
 - Have them create a post in this album that lists their five interview questions.

Closing Activity (5 minutes) Reflections

1. Have students discuss what challenges they expect will occur when interviewing family members on their perspectives about power dynamics within their family.

HOMEWORK: Students will need to create a list of immediate and extended family member email addresses (they should try to collect as many as possible), phone numbers, or methods such as Skype if families live outside of Arizona or the country for Lesson 5 Conducting a Digital Survey.



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Lesson 3: Creating a Family Interview Protocol (Part 1)

50 Minutes

Overview: Students in this lesson will learn how to plan out an interview. They will think through the details like scheduling a time to conduct the interview as well as how they will thank the person for their time and contributions.

Opening Activity (5 - 7 minutes) “Questions, Questions, Questions”

1. Ask students in a whole-class discussion to come up with ideas for telling a story other than traditional methods like writing a book (i.e. artwork, dance, songs, rap music).
2. Ask students to share any examples from non-traditional methods of storytelling they enjoy.

Activity (40 minutes) “How to Guide”

A protocol is a written set of instructions or guidelines that a person intends to follow each time they do something (often used when conducting research).

1. Have students create a protocol for interviewing their family members.
 - Have students access their digital journal family interview album.
 - Have them create a post that they can refer back to when they conduct their interviews.
 - Have them list the people they plan to interview and note whether the interview will be in-person, or some other method like over the phone or through email.
 - Students must interview at least four people connected to their family:
 - A parent/guardian
 - A sibling (if they don't have a sibling, consider a cousin)
 - A grandparent or aunt/uncle
 - Open choice, but still a family member or someone who is practically a family member
 - Have them decide how they will contact their family member to set up a date, time, and way (in-person, via phone, via email, etc.) to interview.
 - Have them write down how they intend to ask for permission to record the interview.
 - The final Digital Storytelling assignment for this quarter will require a few audio clips, so having a few audio quotations from their own family would be beneficial.
 - Students should always ask their family members for permission to audio record the interview.
 - Ensure that the family knows that the student intends to use the audio recordings as part of a digital story about the family.



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- If a family member does not give permission for their interview to be audio recorded, then the student can still do the interview, they will just need to take handwritten notes.
- Students should take notes on how their family members answer their questions (or audio record).
 - The digital journal application has audio recording capabilities, but students may also use recording applications on their cell phones or computers--or simply type or hand write responses.
 - They should be prepared for answers that are overly short or general.
 - They should include follow-up questions, such as “Can you please describe what that looked like, felt like, meant to you?”
 - They can also try any of the following open-ended questions:
 - What is a tradition or teaching that has been passed on through the family that you feel has given you power? How did it give you power?
 - How would you define your culture?
 - How is your culture represented in your family?
 - What is an object that you currently own that you feel represents your culture? How does it represent your culture? What about that object also represents an aspect of power?
 - Consider taking a photo of this object.
- Have students write down how they intend to thank the person they are interviewing for their time.

Closing Activity (3 - 5 minutes) Questions & Answers

Allow students to raise any questions, concerns, or suggestions to help their classmates complete this assignment.



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Lesson 4: Creating a Family Interview Protocol (Part 2)

50 Minutes

Overview: Students in this lesson will learn how to plan out an interview. Students will test their constructed interview protocol on their peers developed from the previous class and learn how to make revisions.

Opening Activity (3 - 5 minutes) “Scheduling Interviews”

1. Instruct students to select one partner for today’s activity.
2. Students should be seated with their partner.
3. Have students agree who will be the first to be the interviewee.

Activity (40 minutes) “Testing my Questions”

1. Have students test their protocol.
 - Once students have a protocol written up in their digital journal, ask them to get with a partner.
 - Students should take turns using their protocol with their partner.
 - They should practice each of the steps to see if they are missing anything.
 - They should see how their partner answers the questions to see if they get the type of answers they are expecting.
 - They should actually try to audio record during the practice and/or take notes so that they can determine any problems they may have with the technology.

Closing Activity (3-5 minutes) Reflections

1. Engage in a whole-class discussion on the following points:
 - What went well and what were the challenges?
 - What are the benefits of testing out your interview questions before conducting the actual interview?



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Lesson 5: Conducting a Digital Survey (Part 1)

55 Minutes

Overview: Students will test out their skills at developing a digital survey. Students should learn how to critique for limiting factors like power, privilege, and bias when developing their digital survey and reviewing their peers' work.

Opening Activity (10 min each day) “Conducting Family Interviews”

1. Students will conduct family interviews throughout the week.
 - If a student has a family member they really want to interview, but cannot do the interview until later, ask them to still do that interview, but choose someone else to use in the meantime.
 - Each day in class, ask students to organize their digital journals so that it is clear which interview data belongs to which family member.
 - For each family member, ask students to create a summary paragraph (or research memo) describing how the student interpreted the interviews.
 - In general, how did that family member describe power in their family?
 - Are there any ways in which that way of describing power resonates with you and how you view your own power?
2. It's possible that it takes some time for students to fully get all of their interviews collected, which may mean they don't have much to work on during class time.
 - Consider having them do the next few lessons concurrently while they continue to collect and organize their family interview data.

Activity (40 minutes) “Creating a Mock Survey”

Sometimes conducting interviews is the best way to get in-depth information, other times a simple survey can provide quick, effective information.

NOTE: Students will need to have a list of family member email addresses for this assignment.

1. Have students brainstorm some questions that might give them some basic background information about their family members.
 - Such as: name, age, where born, where they live now, how long they have lived in their current community, what they consider personal, families, and/or community's greatest asset, etc.
2. Have students use an online survey application to create a survey they can send to as many people within their family as possible (not just the four they are interviewing).



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- The survey should include a description explaining that the survey is for a school project about the student's family. The students should make sure their name appears on the survey in some way so that family members will trust the survey and are therefore more likely to respond to it.
- The theme for this survey is "How has my family helped shape my individual power?"
 - Some possible open-ended questions:
 - What event in your life had the most impact on who you are today?
 - What element of your family most strongly influenced you?
 - What event in your culture most strongly guided the traditions, paths, events, or beliefs within your family?
- The survey should not be too long (5-10 questions).
- The survey should include four or more question types (multiple choice, short-answer, drop down, scale, check box, etc.).
- The students should play with the background options, settings, and security preferences so that they make sure the information will be gathered in an easy and secure way.

Closing Activity (3 - 5 minutes)

Be sure to give students a warning to save their work before the period ends.



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Lesson 6: Conducting a Digital Survey (Part 2)

50 Minutes

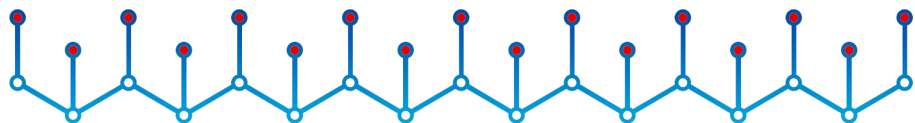
Overview: Students will test out their skills at developing a digital survey. Students should learn how to critique for limiting factors like power, privilege, and bias when developing their digital survey and reviewing their peers' work. In the closing activity, students should provide meaningful reflections that summarizes what they learned about their family.

Opening Activity (10 min each day) “Conducting Family Interviews”

1. Students will conduct family interviews throughout the week.
 - If a student has a family member they really want to interview, but cannot do the interview until later, ask them to still do that interview, but choose someone else to use in the meantime.
 - Each day in class, ask students to organize their digital journals so that it is clear which interview data belongs to which family member.
 - For each family member, ask students to create a summary paragraph (or research memo) describing how the student interpreted the interviews.
 - In general, how did that family member describe power in their family?
 - Are there any ways in which that way of describing power resonates with you and how you view your own power?
2. It's possible that it takes some time for students to fully get all of their interviews collected, which may mean they don't have much to work on during class time.
 - Consider having them do the next few lessons concurrently while they continue to collect and organize their family interview data.

Activity (35 minutes) “Creating a Mock Survey”

1. Have students test the survey.
 - Ask the students to form groups of two.
 - Have each student send their survey link to their partner through their email.
 - Have the students respond to each other's surveys.
 - Ask them to share with each other any challenges they came across as they took their partner's survey.
 - Have the students revise their surveys.
2. Have students send the revised survey to their family members.
 - Either send a group email to the entire family (by copy/pasting email addresses) with a short description of what the survey is for, and including a link to the survey; OR



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- If the online survey application has a “share” feature, you could do almost the same thing from within the application.
3. Students should frequently check to see how many of their family members have responded.
- They should aim for 60% or more respondents.
 - They should send out another email if they are not getting enough people responding.
 - They could also try calling or texting people to remind them to take the survey, if they have that access.
4. Students should reflect on what they learned about their family through the survey.
- Use the chart/graph feature within the online survey application to visualize some aspect of the family data collected.
 - Do not forget to remove any data that was collected during the testing process and is therefore not from an actual family member.
 - If the online survey application used for this assignment does not have a chart/graph feature, consider pulling the data into an Excel spreadsheet and using the chart/graph features within that application.
 - Students should then create a post within the digital journal discussing their family data.
 - They should include an upload of the visual chart/graph they created.
 - They should reflect on what they learned about their family through the survey data.

Closing Activity (3 - 5 minutes) “Reflections”

1. In the main album section of their digital journal, ask students to reflect on the general self-reflection questions and/or the following unit questions:
- What did you learn about your family?
 - What does power look like in your family?

In Preparation for the Next Unit

Remind students that for next week’s unit they will need to bring to class, and/or have access to family photos and/or photos of memorabilia (to include an individual photo of themselves or with their family).



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them.
- Each of the elements developed during this unit will become artifacts to be used for the Quarter 2 Digital Storytelling assignment. Therefore, assessment for these artifacts deals more with ensuring that they were completed. However, consider using the following rubric to determine a grade for each artifact (family interviews, digital survey, avatar). Consider having a copy of the rubric in the student folder so that you can point it out to students and they can use it as a guide as they are working.

Object Completion Rubric

	Master	Proficient	Novice
Object (family interview, digital survey and chart, avatar)	The object is complete, can be found in the student's digital journal, and demonstrates creativity and strong effort.	The object is mostly complete, can be found in the student's digital journal, and demonstrates some effort.	The object is incomplete, may not be found in the student's digital journal, and demonstrates weak effort.



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Unit 2.2 Mentor Teacher Reflection

Unit 2.2 - Lesson 1: Introduction to Storytelling

Pros:

Cons:

Suggestions:

Unit 2.2 - Lesson 2: Developing Family Interview Questions

Pros:

Cons:

Suggestions:



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Unit 2.2 - Lesson 3, 4: Creating a Family Interview Protocol (Part 1 & 2)

Pros:

Cons:

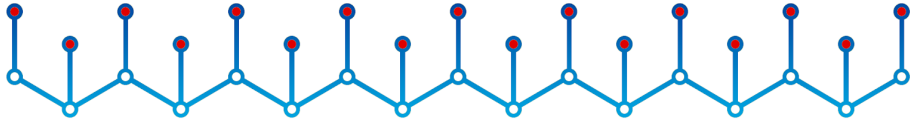
Suggestions:

Unit 2.2 - Lesson 5, 6: Conducting a Digital Survey (Part 1 & 2)

Pros:

Cons:

Suggestions:



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Unit 2.3 Conducting Interviews

Curriculum Pacing Guide

[Unit 2.3 - Overview Video from CGEST](#)

(8-9 Days)

Objectives

- Students will be able to conduct interviews - developing questions, soliciting volunteers
- Students will be able to discuss how power influences the dynamics of a community.
- Students will be able to discuss how interviews can be a tool to address power issues in a community

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Conducting “Community Assets” Interviews	<i>What is the purpose of doing a community assets interview?</i>	Classmate Interview Questionnaire	Digital Notebook	
1 Class Period	Lesson 2 Classmate Interviews (Part 1)	<i>What are some reasons people do not like being interviewed?</i>		GoPros Google Drive Sno-Ball Mics	Rubric
1 Class Period	Lesson 3 Classmate Interviews (Part 2)	<i>How should you respond if your participant does not want to answer a question?</i>		GoPros Google Drive Sno-Ball Mics	Classmate Interviews
3-4 Class Periods	Lesson 4 Classmate Interviews (Part 3)	<i>In what ways do power dynamics influence a person’s response during an interview?</i>		GoPros Google Drive Sno-Ball Mics	Classmate Interviews
1 Class Period	Lesson 5 My Thoughts on Interviewing (Part 1)	<i>How can feedback from your peers bring attention to issues of power?</i>	Online Norms	GoPros Google Drive	Interview Reflections
1 Class Period	Lesson 6 My Thoughts on Interviewing (Part 2)	<i>What are the reasons power goes unchecked in communities?</i>	Online Norms	GoPros Google Drive	Interview Reflections



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Lesson 1: Conducting “Community Assets” Interviews

50 Minutes

Overview: Students will focus on conducting interviews with their peers. Students should learn by the end of the lesson, what works and things they should reflect on like power, privilege, and cultural norms when engaging in the process of interviews.

Opening Activity (5 minutes) “It’s My Business”

1. Open a New Note and title it “Careers Inventory”
2. Have students make a list of businesses located in their community (i.e. Law firms, restaurants, car washes, IT offices)

Activity 1 (15 minutes) “Introducing Interviews”

1. Hook Activity – Have students answer the following question in their new note titled “Careers Inventory”:
 - What are the pros and cons of interviewing people?
2. As a class, discuss their responses and make a class pros and cons list of their responses on a large piece of poster paper. (5-10 minutes)
 - Discuss how interviews are useful to obtain detailed information about personal feelings, perceptions, and opinions about various topics. They also allow for more detailed questions to be asked.
 - Feel free to discuss anything important that arises in the conversation.
3. Once discussion has wrapped up, let the class know that they will be performing four different interviews over the course of the year:
 - Q1 - Classmate
 - Q2 - Family Member
 - Q3 - School Employee
 - Q4 - Community Member

Activity 2 (30 Minutes) “How do interviews work?”

1. Select a student volunteer from the class and interview them using 2-3 questions from the [Classmate Interview Questionnaire](#). This questionnaire just provides example questions the teacher can use for this activity. While asking the volunteer questions, model what an interviewer should be doing when asking questions by recording the interviewees answers. It’s not necessary to do the entire interview at this time.

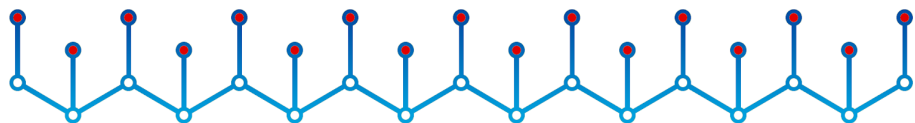


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2. Have the student volunteer ask you 2-3 questions from the questionnaire. The student volunteer should record the teacher's answers.
3. When completed, the teacher should ask the class the following:
 - What went well with our interview?
 - What did not go very well?
 - What behaviors did you see, from both the interviewer and interviewee, that led to positive or negative responses/results?
4. Have the students partner up with their neighbor. They should practice interviewing each other using the questionnaire.
 - They may use any questions they would like from the questionnaire. As the teacher, feel free to edit the questionnaire as you see fit for your class.
 - Emphasize to students that they should focus on mastering the interviewing techniques that went well with your teacher/student interview and try to eliminate the bad behaviors/techniques.
 - Tell the students that this is practice for their graded interview that will take place later in the week, so they should take it seriously. Practice makes perfect.

Closing Activity (2 - 3 minutes) "Complete the sentence..."

1. When I interview a person, I am demonstrating power because ...



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Lesson 2: Classmate Interviews (Part 1)

50 Minutes

Overview: Students will interview classmates. Students will learn why it is important to establish guidelines for things like assigning grades and developing questions to ask at an interview. Students will learn how those guidelines can either promote or remove power inequity.

Opening Activity (5 minutes)

1. Have students share as either a whole-class or elbow partner activity, their reflection responses from the last class on completing the sentence “When I interview a person, I am demonstrating power because....”

Activity (40 minutes) “Getting started”

Teacher note: Announce to the students that the class will be working on an interviewing project for the week where they will be interviewing a classmate to document the lived experiences of one of their fellow CompuPower members. They will be recording these interviews on the class GoPros or their personal phones and then uploading these videos into their Google Drive folder at the end of the unit.

1. Before getting started, the class will need to come up with a rubric for this activity that they will be graded on.
2. Inform the students: After the class decides on a rubric, they will need to submit the rubric to the teacher for approval. The teacher has the full right to reject the rubric if it is too simplistic or does not include the vital information necessary for a quality rubric. This will waste student’s work time, so they should put forth their best effort to complete a quality rubric the first time around.
3. Begin creating the rubric:
 - This should be a group collaboration where everyone shares their ideas.
 - Spend 10 minutes reviewing [Rubric Examples](#).
 - As a class, ask the students to create a list of the pros and cons of both examples. It should quickly become evident which rubric is the better example and the students will have a solid visual of what their rubric should look like
 - Creating this rubric will be time consuming, but well worth the time spent talking through the process. It will give the students a clear understanding of what they need to do for this project, but will provide a solid example of the thought that is required to be put into a class project such as this.



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- This rubric will be able to be used as the “backbone” rubric for the rest of the year. It can be modified as needed for the various projects that arise throughout the year and the class will be able to complete it much quicker since most of the heavy lifting is already completed.

4. Creating the rubric:

- Task Description: Interviewing a CompuPower Classmate.
- Scale: Encourage the class to stick to the 4-point scale. Allow input from students regarding what they feel is the best title for each category of the scale and go with it. Some common scale titles:
 - Excellent/Good/Fair/Poor
 - Exceeds Expectations/Meets Expectations/Satisfactory/Doesn't Meet Expectations
 - Advanced/Intermediate High/Intermediate/Novice
 - Accomplished/Average/Developing/Beginning
 - Exemplary/Proficient/Marginal/Unacceptable
 - Distinguished/Proficient/Intermediate/Novice
- Dimensions: Lay out the parts of the task simply and completely. Break up the assignment into the distinct dimensions that the students will be assessed on.
 - What component skills of this task will need to be completed to finish this assignment?
 - Let the students brainstorm what tasks/components they feel are important to this assignment. Guide as needed.
 - Some possible examples they might come up with: Student Reflection, Contribution to Recording Process, Student Participation, Technology Contribution, Peer Help, Critical Thinking, etc.
 - Once the class is comfortable with the dimension titles, move onto...
- Description of Dimensions:
 - Use the Rubric Examples document linked earlier in this lesson as guidance for this. Go through cell by cell on how the students feel each dimension should be labeled under each scale. Allow for brainstorming and frequent changes to the rubric.

Closing Activity (5 minutes) Reflection

Have students respond to one question only:

1. Why is it important for the teacher to allow students to establish guidelines in the lesson?
2. How is letting students create a rubric an example of power in the classroom?
3. What does creating a rubric as a student teach you about power?



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Lesson 3 - Classmate Interviews (Part 2)

50 Minutes

Overview: Students will interview classmates. Students will learn why it is important to establish guidelines for things like assigning grades and developing questions to ask at an interview. Students will learn how those guidelines can either promote or remove power inequity.

Opening Activity (5 minutes)

1. Have students share as either a whole-class or elbow partner activity, their reflection responses from the last class. (2 - 3 minutes)
2. Have a few student volunteers share with the class what they discussed.

Activity (40 minutes) “Developing Interview Questions”

Teacher note: Have students open a New Note titled “Classmate Interview Questions” to record the questions they come up with to use for their interviews.

1. Before students interview their classmates, they need questions to interview each other with.
 - Remind the class that the goal of an interview is to find out about another person... to learn about their Power (assets, strengths, etc.)
 - As a class and based on the theme of the quarter, “Personal Power,” have the students brainstorm what questions they feel would be appropriate to ask each other.
 - As the teacher, emphasize the importance of asking questions that are open-ended and have meaning. For example, “Do you like pizza?” isn’t the best question to ask in an interview.
 - Close-ended questions have simple answers such as “yes” or “no.”
 - Emphasize to students: Interviewers want to gather as much information as possible, so open-ended questions that do not have “yes” or “no” answers are the best questions to ask in an interview. Share the following examples of open and close-ended questions with the class:

Closed-Ended Question	Open-Ended Question
Do you get on well with your boss?	Tell me about your relationship with your boss.
Who will you vote for this election?	What do you think about the two candidates in this election?
What colour shirt are you wearing?	That’s an interesting coloured shirt you’re wearing.



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- Have a class member write down the various questions that are brought up on the board or on a large piece of poster paper.
 - Once the discussion has taken its course, inform the students that each interview should be between 5-10 minutes (this is for each student - so the pair of interviews will likely take 10-20 minutes - adjust as needed).
 - Based on their elbow partner interviews they previously worked on, have the students brainstorm how many questions they feel would be enough for an interview to last this length of time.
 - Once set on a number, narrow the questions down to the agreed upon number of questions that will be used in the interview.
 - It is up to the teacher if they want to allow students to include any additional questions of their own in the interview process.
2. Some interview questions about Power (this is the theme for the class) that the teacher should add/persuade the students to incorporate into the interview: What are the challenges to your Power? How are these challenges of your Power established? Who benefits from me not having more Power? Who benefits from me/my culture/my community having Power?
3. Additional questions the teacher may want to add to the interview (but is not required to)
- Describe a recent leadership experience.
 - Which classes have you enjoyed the most? The least? Why?
 - Describe your most rewarding AND most challenging school experience.
 - What do you consider to be your greatest strengths?
 - If you could change one thing about yourself, what would it be?
 - Describe a time you failed at something and how you handled it?
 - What three keywords would your peers use to describe you, and why?
 - Tell me about an important goal that you set in the past. Were you successful? Why?

Closing Activity (2 - 3 minutes)

Check in on student progress. Ask students to share anything they learned about the process of developing interview questions. Remind students to save their work for next class.



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Lesson 4 - Classmate Interviews (Part 3)

3-4 Class Periods

Overview: Students will interview classmates. Students will learn why it is important to establish guidelines for things like assigning grades and developing questions to ask at an interview. Students will learn how those guidelines can either promote or remove power inequity.

Teacher Note: This recording, editing, and uploading process will likely take 3-4 full class periods if the students work hard. However, we leave it up to you to decide how long your students need to complete this process. Utilize the tutorials below as needed and if your students are struggling with this process, take a little more time as needed. If your students are doing well, take less time. Furthermore, encourage your advanced students to help those students who might be struggling a bit; this will ensure the lesson moves forward at an appropriate pace.

Opening Activity (2 - 3 minutes)

1. Have students number off to form interview groups.
2. Use this format, go around the room counting 1, 2 for each student.
3. Once students have been assigned either the number 1 or number 2, ask all the number 2's to pair up and likewise for all the number 1's to pair up for the interview process.

Activity (3-4 class periods) "The Interview"

1. Before the students begin interviewing each other, go over acceptable behaviors for interviewing with the class:
 - An interview is about the other person and finding out about their Power/past.
 - Be prepared with your questions.
 - Allow the interviewee time to process. It's okay to sit quietly and wait for an answer.
 - Distractions - minimize anything that will detract from the interview. Ex. - don't video the interview in front of a window or doorway, don't stand in front of a busy bulletin board, don't get too close to another group, etc.\
 - Be polite and respectful of the person you're interviewing.
 - Be yourself.
 - Be enthusiastic.
 - Limit your talking to 10-20% of the interview.
 - Listen closely to the details of the interviewee.
 - It is OK to ask follow-up questions based on what the interviewee says.
 - Say thank you!



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2. Inform the students that the class has 10 GoPros/tripods and 4 green screens that they can use to record their classmate interviews. They may also use their phones if they wish. Before starting, once again reference the “Online Norms” poster before moving forward.
 - Emphasize to the students that this technology is to be treated with the utmost care and respect. If a student cannot respect this equipment, they will lose the privilege to use them for the rest of the year.
 - Also emphasize to students that the technology in the CompuPower classroom is never allowed to leave the room unless approved by the teacher and signed out.
 - Once students have completed their interview questions, it is time for them to record their interviews:
 - As the teacher, show the students the following Youtube video titled: [GoPro Hero Tutorial: How to Get Started](#). Be sure to preface the recording process by telling the students how expensive this technology is and that the students should ALWAYS treat the technology with respect.
 - You may use a green screen if needed or wanted. As a class and before filming, have the students go to the following Videomaker website to read the following article: [How Does Green Screen Work](#).
 - Students will likely want to shoot multiple takes of their interview for various reasons: they don't like hearing their voice, the shot isn't perfect, they may have stumbled on a question, etc. Emphasize to students that this interview does not need to be perfect; it is their first attempt and they will have numerous other opportunities to improve upon their on-screen performance. Limit students to only two attempts at shooting this interview to ensure a large amount of class time is not wasted with reshoots.
 - Have the students spread out around the room, hallway, commons, or any other appropriate area to record their classmate interviews.
 - Once the students have finished their classmate interviews, it is time to edit and upload their videos.
3. Editing and Uploading the Videos
 - [Best Video Editing Software for your classroom - for all platforms](#). Each school has different expectations and regulations about what software they will allow. It is up to the teacher to find out which video editing software their school/district will allow. Read through the previously linked article early in the year to figure out ahead of time what will work for your district.
 - Show the students the following [Video 101: Editing Basics](#). It will be extremely helpful for the students to reference this page often. The teacher may have students watch the video as a class or have them watch individually with ear buds - teacher discretion.
 - Give the students time to work on this process. It will likely take 1-2 full class periods, if not more. Give them time to experiment and work with the technology.



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- How to [Upload Videos to Drive](#) for your students to watch and reference before uploading their videos. The teacher may have students watch the video as a class or have them watch individually with ear buds - teacher discretion.
 - When finished editing, students should upload the videos to their respective Google Drive folders.
4. When the entire process is completed, hopefully the students enjoyed it and will look forward to working with and editing videos again. If not, emphasize to students that it will get easier every time they work with the technology... perseverance!
 5. When the interviews are completed, the editing is done, and their videos are uploaded to Drive, the class should move onto Lesson Five.

Closing Activity (2-3 minutes)

Have students submit on paper their names and progress including if they have completed both interviews.



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Lesson 5 - My Thoughts on Interviewing (Part 1)

50 Minutes

Overview: Students will engage in reflections on the work they have completed for the past lessons on interviewing their classmates. Students will learn about themselves as an interviewer and interviewee while providing feedback to their peers on the process.

Opening Activity (5 minutes)

1. Have students discuss as a class the topic “What is good feedback?”
2. You might start by giving students 1 minute to think about the question before sharing their responses to the entire class.

Teacher note: This activity will take two class periods. In total, students should review 4 classmates interviews (2 each period) and provide feedback.

Activity (40 minutes) “Being a Peer Reviewer”

1. Based on how much time is left in the week, have the students go through and watch their classmates’ interviews in their Google Drive folders (use earbuds as needed). Once again, reference the “Online Norms” poster before doing so.
 - If uploaded correctly, the students should be able to see all of their classmates’ interviews in their respective folders. Instruct the students to open a Google Doc in their folder so their classmates can leave constructive comments/remarks about the interviews of some sort.
 - Go over the norms you would like to see for this process - positive comments, constructive criticism, etc.
 - Sometimes, leaving a thoughtful question provides the best chance for students to reflect on their work:
 - Have you thought about...?
 - Could you possibly add...?

Closing Activity (2 - 3 minutes)

1. List one thing you observed from your classmates work that you thought was good.



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Lesson 6 - My Thoughts on Interviewing (Part 2)

50 Minutes

Overview: Students will engage in reflections on the work they have completed for the past lessons on interviewing their classmates. Students will learn about themselves as an interviewer and interviewee while providing feedback to their peers on the process.

Opening Activity (5 minutes)

1. Have students discuss as a class the topic “Why is feedback important and how is it related to power?”
2. You might start by giving students 1 minute to think about the question before sharing their responses to the entire class.

Activity (35 - 40 minutes)

1. Have the students continue to go through and watch their classmates’ interviews in their Google Drive folders (use earbuds as needed). Once again, reference the “Online Norms” poster before doing so.
 - If uploaded correctly, the students should be able to see all of their classmates’ interviews in their respective folders. Instruct the students to open a Google Doc in their folder so their classmates can leave constructive comments/remarks about the interviews of some sort.
 - Go over the norms you would like to see for this process - positive comments, constructive criticism, etc.
 - Sometimes, leaving a thoughtful question provides the best chance for students to reflect on their work:
 - Have you thought about...?
 - Could you possibly add...?

Closing Activity (5 - 10 minutes)

Conclusion: Ask the students if interviewing is an effective technique for finding out about someone’s past.

Unit Exit Ticket - When discussion is completed, students will write a blog post about the classmate interview project based on the following questions:

- How does your classmate’s identity contribute to the CompuPower classroom?
- What did you learn about your Power during this project?
- How does learning about another person’s culture enhance the Power of both people?



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Unit 2.3 Mentor Teacher Reflection

Unit 2.3 - Lesson 1: Conducting "Community Assets" Interviews

Pros:

Cons:

Suggestions:

Unit 2.3 - Lesson 2, 3, 4: Classmate Interviews (Part 1, 2, 3)

Pros:

Cons:

Suggestions:



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Unit 2.3 - Lesson 5-6: My Thoughts on Interviewing (Part 1 & 2)

Pros:

Cons:

Suggestions:



COMPU-POWER

Unit 2.4 Planning a Digital Story

Curriculum Pacing Guide

[Unit 2.4 - Overview Video from CGEST](#)

(5 Days)

Objectives

- Students will be able to create a post in a digital journal application.
- Students will be able to identify different types of stories and techniques used to construct a digital story (i.e. storyboarding).
- Students will be able to analyze power through technology and its impact on the community.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Planning a Digital Story	<i>What are the benefits of storytelling?</i>	Digital Storytelling Checklist and Rubric Intro to Storyboarding (8:22 minutes)	Google Drive	
1 Class Period	Lesson 2 Developing a Storyboard	<i>How are the limitations of storytelling connected to issues of power?</i>	Storyboarding graphic organizer	Digital Notebook Google Drive	Storyboard
1 Class Period	Lesson 3 Developing a Storyboard	<i>What insight does storytelling provide about a community?</i>	Storyboarding graphic organizer	Digital Notebook Google Drive	Storyboard
1 Class Period	Lesson 4 Developing a Storyboard	<i>What lessons can be learned from storytelling about power?</i>	Storyboarding graphic organizer	Digital Notebook Google Drive	Storyboard
1 Class Period	Lesson 5 Critiquing a Storyboard	<i>How can storyboarding be used to highlight power dynamics in a community?</i>		Digital Notebook Google Drive	Critiquing Storyboard



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Lesson 1: Planning a Digital Story

50 Minutes

Overview: Students will review the concept of storytelling and storyboarding. Students will learn the nuances of storytelling and storyboarding as a tool to enact power.

Opening Activity (5 minutes)

Have students respond to the following prompt as a whole-class discussion “What is storytelling”

Activity 1 (15 minutes) “Background on different story types”

Use the 6 different types of stories to conduct a mini lesson from the list below. Feel free to include other types not mentioned in your discussion. Solicit examples as you go over each type or you can provide students with examples.

Story Types

There are different types of stories and therefore different criteria for effective storytelling, but most include:

1. **Point of View:** 1st person perspective using your own voice.
2. **Dramatic Question:** What was your problem and how did you go about solving it (answering your question, dealing with your conflict)? Insights on how the question/conflict affected the writer’s family/kinship/community and self.
3. **Emotional Tension:** A situation given at the beginning of the story that leads to some obstacles, but is then resolved in the end--especially good if it resolves in an unexpected way. Use the tone of your voice to add depth and emotion to the story.
4. **Economy:** The story has a specific destination and is told in the shortest path to get there while still providing the most important aspects of the story. There is an obvious beginning, middle, and end.
5. **Showing:** A description of how things looked [or providing an actual image], and using descriptions of the other five senses besides sight (sound, smell, taste, touch) to help the audience be in the action rather than just being told about the action. (i.e. Telling: She was anxious. Showing: As her eyes darted around the room looking for the nearest exit, she quickly brushed away the sweat trickling down her face and continuously enlarged the hole at the edge of her t-shirt as she nervously picked at it.)
6. **Intentional Technology:** Images/Audio/Graphics. Using media to add meaning to the story, but only to add meaning. Not as additional decoration or because you can.



COMPU-POWER

Activity 2 (20 minutes) “Introduction to Storytelling & Storyboarding”

1. Let students know that they will be using all of the artifacts they have developed over the past few weeks to create a digital story video.
 - The story they create must answer the following question:
 - How can I use my individual power shaped by my family to make transformative change?
 - Their artifacts will need to be woven into a plot line that makes sense and is engaging.
 - Give students copies of the Digital Storytelling Checklist and Rubric.
2. Share with students the importance of storyboarding as a tool for handling a large project.
 - Remind students that effective professionals often break large projects into smaller parts or help themselves plan through the process of outlining and drafting. Creating a digital story is a little bit like creating a small scale movie, which still involves quite a few elements. Professional movie makers often use a process called storyboarding to help themselves decide which elements to incorporate where.

Closing Activity (10 minutes) “An Example of Storyboarding”

Have students watch the [“intro to storyboarding”](#) (8:22 minutes) video clip on how movies are storyboarded and the importance of storyboarding.



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Lessons 2, 3, 4 - Developing a Storyboard

50 Minutes Each

Overview: Students will design a storyboard. At the end of this activity, students will have learned how to connect previous lessons on intersectionality, bias, privilege, and power show up in the way people construct narratives.

Opening Activity (5 - 7 minutes)

Inquire if students have done storyboards. Have a whole-class discussion on the purpose/reason for storyboards. Ask students what they consider are the challenges to storyboarding.

Teacher Note: This lesson will require a considerable amount of time. Students are constructing a storyboard and for some the preparation/planning out of their storyboard is time consuming, therefore, please note three days has been given to complete the assignment. The lesson instructions for today should be repeated for the next two class periods. By the end of day 3, students should have completed their entire storyboard project.

Activity (45 minutes) “Creating my Storyboard”

1. Have students use the Storyboarding graphic organizer to develop a working draft of their initial story.
 - Give students the Storyboarding graphic organizer and let them know that some of them may need more than one, or may need to continue on the back or another piece of paper--depending on their story.
 - Each box represents a scene from their story.
 - They should provide a basic visualization of what they want their audience to see and how that part of the story will be told (written text, audio voice overs or clips, transitioning images).
 - They also need to decide how each of their artifacts from the various units will be used within the story. The artifacts shouldn't just be thrown in there, but need to make sense within the story.
 - The students will be developing this story into a digital video that should be 3:00-5:00 minutes long.
 - The video application will not allow for videos longer than 5:00 minutes, so this is a strong maximum limit.
 - As they storyboard, they should be thinking about how much time each section might take as a way to help them stay within those limits.



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Lesson 5 - Critiquing the Storyboard

50 Minutes

Overview: Students will provide feedback on their classmates storyboard. Students will have an opportunity to view examples from their peers on the diverse ways people make meaning and display it. Students will experience diverse perspectives on their work while building their capacity as peer reviewers. Importantly, students will learn how to engage in conversations around power and community through the use of technology.

Opening Activity (5 - 10 minutes) “Giving Feedback”

1. Remind students of the appropriate way to give critical feedback.
 - The point of the feedback is to provide concrete suggestions to help the student develop an even stronger more meaningful story.
 - Show students examples of appropriate language used to note aspects of a project that are EFFECTIVE and examples used to note aspects of a project that are CHALLENGES.
 - Remind students that very few people enjoy being critiqued, but the more you see it as a way to propel you forward than as a way to pick you apart--the easier it will become.
 - Lastly, only the author can decide whether or not to incorporate the feedback into their revisions.

Activity (40 - 45 minutes) “Sharing my Storyboard”

1. Have students share their storyboards with peers.
 - Once students have a solid working storyboard, have them get into groups of 2-3 (preferably with random students--not their friends).
 - Give each student 1 large sticky note.
 - Have students use their storyboard to explain their story to their group.
2. As the student shares the story, each student listener in the group provides feedback using a sandwich approach, in which two positive pieces of feedback surround one critical piece of feedback.
 - On the sticky notes ask students to provide.
 - One specific thing they thought was effective.
 - One specific thing they considered a challenge.
 - These could be listed in the form of a question.
 - The questions could be about a gap in understanding (maybe some part of the story is missing).
 - Perhaps the student had a fabulous story but it is unclear which artifacts will connect where in the story, or perhaps it is unclear how the student will visualize a certain part of the story.
 - End with a positive summary of what they thought of the story overall.



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- Remind students that when providing feedback:
 - They cannot simply say they liked it or something didn't work, a specific example with a possible suggestion for problem-solving provides more explicit direction to help students revise.
 - Students should give their sticky notes to the author after they have finished writing them.
3. Then the next student in the group should share.
 4. Give students time to revise their storyboards based on peer feedback.

Closing Activity (2 - 3 minutes)

Have students take a photo of their final storyboard to upload to their Digital Journal.

Optional Activity: Planning Transformative Power Self-Reflection (5-7 minutes)

Have a whole-class discussion on students sharing about what they prioritized in telling their story. How they felt about the feedback from their peers? What they would change about the process? Use the last part of this unit to allow students to self-reflect in the digital journals. See the quarterly pacing guide for a link to the lesson instructions. Depending on your needs, this lesson can be shortened or lengthened, or integrated into part of the previous lesson. As long as time is given to students to make their thoughts more concrete.

1. In the main album section of their digital journal, ask students to reflect on the general self-reflection questions and/or do the following:
 - What did you think of the storyboarding process?
 - Do you feel like it will help you as you create your actual digital story? Why or why not?
 - How did you use the critical feedback to add to or change your digital story?



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them.
- The Storyboard graphic organizer will be used to create a digital storytelling video in the next unit. If you are short on time, you could choose to assess students based on their level of completeness and effort. If you have more time, and/or want to ensure that students are headed in a certain direction, consider also assessing whether or not certain elements were included in the storyboard. Both rubrics are included. Consider having a copy of the rubric and the checklist in the student folder so that you can point it out to students and they can use it as a guide as they are working.

Storyboard Completion Rubric

	Master	Proficient	Novice
Digital Story	The storyboard is complete, can be found in the student's digital journal, and demonstrates creativity and strong effort.	The storyboard is mostly complete, can be found in the student's digital journal, and demonstrates some effort.	The storyboard is incomplete, may not be found in the student's digital journal, and demonstrates weak effort.

Digital Storytelling Video Rubric

	Master	Proficient	Novice
Digital Story	<ul style="list-style-type: none"> ○ The digital story video included all of the elements from the checklist ○ The elements were woven together in a thought provoking way which demonstrated the student was thoughtful about the message they intended to portray. ○ Additional elements were used to strengthen the story and demonstrate creativity. 	<ul style="list-style-type: none"> ○ The Digital Story Video included the main elements from the checklist. ○ The elements were woven together in a clear and easily understood way which demonstrated the student was thoughtful about the message they intended to portray. ○ Certain elements might have been attempted but did not work as well as the student might have intended. 	<ul style="list-style-type: none"> ○ The Digital Story Video was missing some main elements from the checklist. ○ The elements may not have been clearly woven together. ○ Additional elements were not attempted and/or main elements did not work as well as the student may have intended.



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Unit 2.4 Mentor Teacher Reflection

Unit 2.4 - Lesson 1: Planning a Digital Story

Pros:

Cons:

Suggestions:

Unit 2.4 - Lesson 2, 3, 4: Developing a Digital Story

Pros:

Cons:

Suggestions:



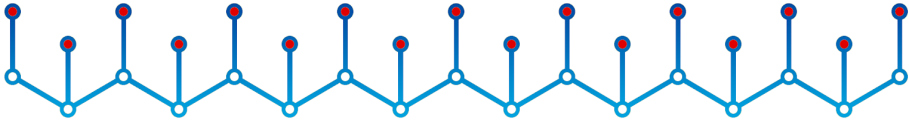
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Unit 2.4 - Lesson 5: Critiquing a Digital Story

Pros:

Cons:

Suggestions:



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Unit 2.5 Creating a Digital Story

Curriculum Pacing Guide

[Unit 2.5 - Overview Video from CGEST](#)

(8 Days)

Objectives

- Students will be able to determine the positive and negative elements of digital storytelling.
- Students will be able to create a digital storytelling video.
- Students will be able to use the digital story video to create a portfolio website that showcases their professional identity, knowledge, and work.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
4 Class Periods	Lesson 1, 2, 3, 4 Developing a Digital Storytelling Video	<i>How can a digital storytelling video be used as a tool to promote social change</i>	Digital Story Checklist	Digital Notebook Google Drive Digital Video App	Storytelling Video
4 Class Periods	Lesson 5, 6, 7, 8 Sharing Digital Storytelling Videos	<i>Identify common/different characteristics of each classmate's digital story.</i>	CP_1.5.1 Website Characteristics	Digital Notebook Google Drive Google Docs	Storytelling Video
Flexible	Lesson 9 Transformative Power Self Reflection	<i>What did you learn about the digital stories of your peers?</i>		Digital Notebook	



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Lesson 1, 2, 3, 4: Developing a Digital Storytelling Video

4 Class Periods

Overview: Students in developing a digital story will reflect on examples such as power, community, intersectionality, bias and other concepts that influence narratives about self. Students will learn through technology how to prepare a digital story that characterizes them in the way that best reflects them as an individual or within their community.

Opening Activity (5 minutes) Day 1

1. Engage students in a whole-class discussion on the uses of a digital storyboard.

Teacher Note: For this lesson, four class periods have been built into the pacing guide for this section. With the exception of the opening activity for the next 3 lessons (Lessons 2, 3, 4), the lesson instructions (activity) and closing activity will be identical each day.

Opening Activity (5 minutes) Day 2

Have students respond to the prompt in a whole-class discussion:

1. Were there any unexpected challenges?
2. How did you overcome those challenges?

Opening Activity (5 minutes) Day 3

Have students respond to the prompt in a whole-class discussion:

1. What do you still need to do in order to finish the project?
2. What do you want people to learn about you from your digital storyboard?

Opening Activity (5 minutes) Day 4

Have students respond to the prompt in a whole-class discussion:

1. What part of your digital storyboard are you most proud of?
2. What do you want people to learn about you from your digital storyboard?

Activity (40 minutes) Each Day

1. Remind students that they already have a storyboard outlining the basic elements of their digital story.
2. Have students watch a few different digital stories that also tell a family history type of story.
 - Let students know that these stories were not created for this assignment, so they may not include all of the requirements the students have for their own assignment.
 - However, the videos may include some ways of incorporating elements for their stories that they had not already thought of.



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- Ask the class if they saw anything that they thought would be interesting to incorporate in their own digital story.
3. Have students use an online digital video application to develop their stories.
 - Students will go online and create a digital video account using their gmail account.
 - Show them where to find some basic tutorials.
 - Remind students to use the Digital Storytelling Video checklist as they work.
 - Give them time each day to work on putting together their digital story.
 4. Monitor student progress closely to determine if more time or support is needed.
 - Consider occasionally going into students posts to check on their progress.
 - If there are any students who are not consistently posting, or who are providing extremely general reflections, consider checking in with them the next day. Ask them how it is going and have them show you what they have completed so far.
 - If they seem behind, have them show you on the Digital Story Checklist which things they have completed and how they intend to complete the other things in the time they have left.
 - If they seem like they are having a creativity block, ask them to skip that part and work on a part they already have figured out, ask them to visit other students to get ideas for how they incorporated that element, or ask them some open-ended questions that might get them going again.

Closing Activity (5 minutes) Checking In Each Day

1. Have students respond to the following: “What aspect of your digital story did you work on today?”



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Lesson 5, 6, 7, 8: Sharing a Digital Storyboard

Overview: Students will showcase their digital storytelling videos to their peers. At the end of this activity, students will learn how diverse lived experiences influence how people interact in society. Students will learn that power is not something externally but internally sourced and that this activity on developing their own digital story demonstrates how to tap into their own power.

Teacher Note: There are a variety of ways to potentially share these videos depending upon the amount of time you have. *The pacing guide has built in 4 days for this lesson.* The provided sharing methods are suggestions. Regardless of the amount of time, the students in the audience should be accountable for demonstrating they were listening and should be expected to produce evidence of their understanding of the content.

Activity (40 minutes)

1. Gather all of the stories in one place for easy access during sharing.
 - If the online video application allows you to save it to another location, do the following:
 - Have students share/save their videos to their personal Google Drive.
 - Create a folder in the CompuPower Google Drive student folder area that should already have all of your students activated and able to edit.
 - Have the students follow a specific format for naming their video file.
 - For example, LnameFname_video.mp4
 - Ask your students to move their videos into the group folder.
 - If the online video application provides a shareable link to the video, do the following:
 - Create a Google Doc and ask each student to list their name and copy/paste the URL link to their digital story.
 - Have them make sure the link is active (when you click on it, it takes you to the actual website instead of having to copy/paste it).
 - Double check that all of the links are active and go to the correct place.
 - Have the students fix the link if there are any issues.
 - Double check that every student has their link on the document.
 - Put a placeholder for any absent students (so they don't get overlooked during presentations).
2. Consider the following sharing options depending on the amount of time you have.
 - **Long Amount of Time:** Each student will share their digital story with the whole class



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- Create some system for determining who will present on which day (alphabetical, sign-up sheet, etc.).
- Let students know that during the presentations they will need to take notes using the Storytelling Sharing document.
 - This document asks students to list who presented each day and answer the following for EACH presenter:
 - What is one specific thing you found engaging or interesting about how the author designed the story?
 - What is one thing you realize you have in common with that author or would like to learn more about?
 - **Medium Amount of Time:** Students share in small groups.
 - Students are put in groups of 3-4 (preferably random groupings).
 - Organize the videos in either the Google Drive folder or the Google Document so that they are organized by group.
 - Using headphones, have students watch only the Digital Stories that belong to their group members.
 - Have students use the Storytelling Sharing document to note their thoughts as they watch the stories.
 - Have the group meet together to discuss what they found.
 - **Short Amount of Time:** Students share with a partner.
 - Students are asked to use their headphones to view one Digital Story.
 - Consider having them view either the one above or below them in the Google Drive folder or listed on the Google Document.
 - Students use the Storytelling Sharing document to note their thoughts as they watch the story.

Closing Activity (5 minutes)

1. Each day, after the presentations are complete, ask students to share with the class some of the interesting things they saw.
2. Have students turn in the Storytelling Sharing document for credit.



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Lesson 9: Transformative Power Self Reflection

Use the last part of this unit to allow students to self-reflect in the digital journals. See the quarterly pacing guide for a link to the lesson instructions. Depending on your needs, this lesson can be shortened or lengthened, or integrated into part of the previous lesson. As long as time is given to students to make their thoughts more concrete.

1. In the main album section of their digital journal, ask students to reflect on the general self-reflection questions and/or do the following:
 - What did you learn about the digital stories of your peers?
 - What was something they mentioned that you might want to think about more or somehow incorporate in your own life?

Closing Activity (10-15 minutes)

1. Have students discuss with their elbow partner on what they reflected on in the digital journal (5 minutes)
2. Ask for volunteers to share with the whole class things documented in their reflections (10 minutes)



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them.
- Give students credit for active participation in the sharing of the videos based on the level to which they provided detail for each presentation on the Storytelling Sharing document. Make it simple (e.g. 10 pts full detail, 8 pts most detail, 7 pts some detail).
- Use the below Digital Storytelling Video Rubric to assess their final videos.

Digital Storytelling Video Rubric

	Master	Proficient	Novice
Digital Story	<ul style="list-style-type: none"> ○ The digital story video included all of the elements from the checklist ○ The elements were woven together in a thought provoking way which demonstrated the student was thoughtful about the message they intended to portray. ○ Additional elements were used to strengthen the story and demonstrate creativity. 	<ul style="list-style-type: none"> ○ The Digital Story Video included the main elements from the checklist. ○ The elements were woven together in a clear and easily understood way which demonstrated the student was thoughtful about the message they intended to portray. ○ Certain elements might have been attempted but did not work as well as the student might have intended. 	<ul style="list-style-type: none"> ○ The Digital Story Video was missing some main elements from the checklist. ○ The elements may not have been clearly woven together. ○ Additional elements were not attempted and/or main elements did not work as well as the student may have intended.



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Unit 2.5 Mentor Teacher Reflection

Unit 2.5 - Lesson 1-4: Developing a Digital Storyboard

Pros:

Cons:

Suggestions:

Unit 2.5 - Lesson 5-8: Sharing a Digital Storyboard

Pros:

Cons:

Suggestions:



COMPU-POWER

Second Semester

During the second semester, students will be utilizing their personal power and applying all of the technology/leadership skills they have practiced throughout the year in order to solve a school or community issue. Students' main goal will be to identify an issue that is important to them (that they want to see changed for the better), form a coalition of like-minded individuals, and work in small groups to bring about positive social change by creating a plan to solve this school/community issue. This project will last for the entire second semester and will require students to collaborate with one another through group work, project management applications, and weekly check-ins with the teacher (just like the real world!). To bring attention to their coalition and hopefully recruit community members to join their coalition, students will create:

- Coalition logo
- Coalition infographic
- PSA video
- Flyer
- Coalition website utilizing html code

Planning for the project must be accomplished by the end of February. If a project is not attainable (either because of time limitations or community/school policy limitations, it will not be approved by the teacher for this assignment).

Video: [SRE Hype Video](#) - May 8-11, 2019

To conclude this culminating project, students will be invited to attend the Student Residency Experience (SRE) held in May on the ASU-Tempe campus. For this four-day field trip, students will get to experience what life is like as a college student, tour ASU STEM facilities, interact with ASU Faculty, take field trips to STEM leaders in the community, and present their final coalition projects to a group of STEM leaders from the community in a science fair type of event. For this presentation, each coalition will need to develop a presentation that describes their coalition project, create an oral pitch for the judges, and create a tri-fold board which highlights all of the work the students have done to bring about this positive social change.

If a student truly cannot attend the SRE, which is completely free for them, their grade will not be penalized as long as they do a practice version of the presentation for the class and work with their group to plan how other members of their group will take over their responsibilities for the final presentation at the SRE.

Special Guest Lecture Series

Dr. Nkrumah from CGEST and Dr. Ojinnaka from the College of Health Solutions will be reaching out to you throughout the second semester to schedule times to come in and visit your classroom. They will be discussing a variety of topics, including health disparities in teens, and will simply like to spend some time working with your students.



COMPU-POWER

Quarter 3: Power & Place

Unit	Objectives
3.1	<ul style="list-style-type: none"> Students will be able to participate in a discussion on the influence of power to shape perceptions about place. Students will be able to define the concept of place as it is used in the CompuPower course. Students will learn to apply intersectionality and stereotyping to critique the relationship between place and power.
3.2	<ul style="list-style-type: none"> Students will be able to participate in a discussion on power versus authority and the influence on place. Students will be able to differentiate between coalition and collaboration. Students will be able to read, discuss, and reflect on coalition and collaboration from a critical perspective.
3.3	<ul style="list-style-type: none"> Students will be able to develop a list of possible school issues which could become a primary goal for a coalition to work toward solving. Students will be able to identify family, school, and community leaders who might be a valuable member of a coalition working toward solving a specific goal. Students will be able to use an online Project Management Application to list, assign, and track the progress of their project goals.
3.4	<ul style="list-style-type: none"> Students will be able to determine possible causes that might be affecting their selected school issue. Students will be able to develop specific, measurable goals leading to a possible solution for their selected school issue. Students will be able to use an online Project Management Application to list, assign, and track the progress of their project goals.
3.5	<ul style="list-style-type: none"> Students will be able to develop and discuss a plan for creating a flyer advertising some aspect of their coalition project using an online infographics design application. Students will be able to develop and discuss a plan for creating a public service announcement video advertising some aspect of their coalition project incorporating the use of Rhetorical appeals using video capture and editing applications. Students will be able to create an infographic using an online infographic design application to visualize relevant facts that support their coalition project.
3.6	<ul style="list-style-type: none"> Students will be able to create a flyer advertising some aspect of their coalition project using an online infographics design application. Students will be able to create a public service announcement video advertising some aspect of their coalition project incorporating the use of Rhetorical appeals using video capture and editing applications. Students will be able to embed an infographic that supports their coalition project into a flyer, public service announcement video, or both.



COMPU-POWER

Unit 3.1 Role of Place

Curriculum Pacing Guide

Unit 3.1 - Overview Video from CGEST

(7 Days)

Objectives

- Students will be able to participate in a discussion on the influence of power to shape perceptions about place.
- Students will be able to define the concept of place as it is used in the CompuPower course.
- Students will learn to apply intersectionality and stereotyping to critique the relationship between place and power.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 The Concept of "Place"	<i>How is the purpose of this course connected to power and place?</i>	Coalition Project Checklist CP_3.1.1 Dealing with "Place" - Location A & B	Digital Notebook	CP_3.1.1 Dealing with "Place" - Location A and B
1 Class Period	Lesson 2 The Great "Place" Debate (Part 1)	<i>What influences the way "place" is defined and interpreted by people?</i>	CP_3.1.2 Debating Place	Digital Notebook Google Web Search	CP_3.1.2 Debating Place
1 Class Period	Lesson 3 The Great "Place" Debate (Part 2)	<i>How can the concept of place be used to stereotype or promote inequity?</i>	CP_3.1.2 Debating Place	Digital Notebook Google Web Search	CP_3.1.2 Debating Place
2 Class Periods	Lesson 4 Where are you from?	<i>What contributes to misconceptions about place?</i>	CP_3.1.3 Where are you from? Video: What kind of Asian are you?	Digital Notebook Google School Website GoPros Cell Phones	CP_3.1.3 Where are you from?
1 Class Period	Lesson 5 Where are you from? (Continued)	<i>Describe the relationship between place, media, and power.</i>	CP_3.1.4 Where are you from	Digital Notebook GoPros	CP_3.1.4 Where are you from?
1 Class Period	Lesson 6 Inventory of Place(s)	<i>How does place connect to our identity?</i>	CP_3.1.5 Defining the concept of place	Digital Notebook	CP_3.1.5 Defining the concept of place



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Introduction to Final Project

10-15 Minutes

1. Introduce your students to their final project and the SRE (the lesson 1 overview below is summarized and included in the Presentation).
2. Show the students the [SRE Hype Video](#)
3. Hand out the Coalition Project Checklist to each student. We also recommend sending a digital version of this checklist to your students as well.
 - Some students might be overwhelmed with all of the items on this checklist. It is important for them to realize that large projects such as these have many moving parts, goals, sub-goals, and deliverables that are completed over a long period of time. Let them know that you will be there to support them during this entire project and that as long as they work hard and efficiently, they should have no problem completing their coalition project by the SRE in May.

Lesson 1: The Concept of “Place”

50 Minutes

Overview: This lesson focuses on power in context to place. Students will explore the meaning of place by discussing the function/purpose assigned to a place based on their lived experiences. Students will compare how they described the concept of place through a project using two different places at school and share how they defined place with their team member.

Opening activity (5 minutes) “What comes to mind”

1. Have students open up their digital journal and create a New Note titled “Unit 3.1 - Role of Place”.
2. Have students write a definition in their own words for “place”.
3. Instruct students that they should not look up the word but write what comes to mind.

Activity 1 (15 minutes) Location A

1. Have students work in groups of two for this inquiry exercise.
2. Take students to the location of your choice for them to complete the questions on **CP_3.1.1 “Dealing with Place”** - Location A.
3. Students should discuss with their team member how they responded to each question.
4. As a team, students should be prepared to discuss their answers in class for the group discussion after the exploratory inquiry.



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Activity 2 (15 minutes) Location B

1. Take students to the second location of your choice, and identify it as location B for them to complete the questions on **CP_3.1.1 “Dealing with Place”** - Location B
2. Students should discuss with their team member how they responded to each question.
3. As a team, students should be prepared to discuss their answers in class for the group discussion after the exploratory inquiry.
4. Return to the classroom.

Closing Activity (15 minutes) Class Discussion

Guiding Questions:

- What were the similarities identified between location A and location B?
- What were the differences identified between location A and location B?
- What are the benefits of place?
- How does the idea of place relate to issues of power?
- How does bias reflect in the way we use and/or define place?
- How can a place be used to promote inequity? Give some examples (i.e. Advanced/Honors classes, sports, clubs)



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Lesson 2 - The Great “Place” Debate (Part 1)

50 Minutes

Students have an opportunity to think critically about the meaning of place. They will engage in exercises that ask them to reflect/debate on the topic of “place”. At the close of the lesson, students will have gained knowledge on the multiple views shared by other people on the concept of “place”.

Opening Activity (15 minutes) Name that “Place”

Read the following scenario and discuss first the question asked at the end of the prompt “What do you say?” Then ask the follow up with the guiding questions regarding “place”. Imagine that it’s the last day of high school and you’ve been asked by a teacher to say a few words that summarize the events that have occurred over the last four years that are most meaningful to you. What do you say?

Guiding Questions:

- When you summarized the events for the last four years that were most meaningful, where did they occur?
- What contributes to the variations in the experiences people have for the same place?
- What guidelines should be established for a “place”?
- How do you change the culture of a place that is not inclusive?

Activity (20 minutes) Debating Place

1. Divide the class into two groups for a debate on the following statement:
 - People define a “place”.
2. One half of the class should defend the statement that people do define a “Place” and the other half of the class will argue against the fact that people define a “Place”.
3. In their groups, students should prepare using the outline on **CP_3.1.2 “Debating Place”** handout.
4. Record your answers to use for the actual debate in your journal.

Closing Activity (15 minutes) “The Debate”

1. Begin the debate with volunteers on which side will give their opening statement. Both sides will give their opening statements. Select a panel of judges from the class. Preferably, 2 students from each group (a total of 4 students) to make the final decision on which side had the strongest argument.
2. Make sure you leave enough class time (2-3 minutes) for the 4 judges to share their decision on who won the debate that includes an explanation.



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Lesson 3 - The Great “Place” Debate (Part 2)

45 Minutes

Students will continue the debate on place from a different perspective. They will share from their reflections on place how they understand the concept of “place” and will defend why their viewpoint is relevant. At the close of the lesson, the students selected as judges will give feedback and announce the winner for the debate.

Opening Activity (5 minutes)

Have students discuss the lessons learned from the previous class debate on the role of place.

Activity (20 minutes) Debating Place

1. Divide the class into two groups for a debate on the following statement:
 - Are people defined by a “place”?
2. One half of the class should defend the statement that people do define a “Place” and the other half of the class will argue against the fact that people define a “Place”.
3. In their groups, students should prepare using the outline on **CP_3.1.2 “Debating Place”** handout.
4. Record your answers to use for the actual debate in your journal.

Closing Activity (20 minutes) “The Debate”

1. Begin the debate with volunteers on which side will give their opening statement. Both sides will give their opening statements. Select a panel of judges from the class. Preferably, 2 students from each group (a total of 4 students) to make the final decision on which side had the strongest argument.
2. Make sure you leave enough class time (2-3 minutes) for the 4 judges to share their decision on who won the debate that includes an explanation.



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Lesson 4 - Where are you from?

80 Minutes

This lesson utilizes media to focus on place. Students are asked to critique the contents of a video clip to explain issues like power, bias, stereotyping, and multiple other forms of oppression. The outcome of the exercise is for students to redo the YouTube clip in a way that does not perpetuate inequities. At the close of the lesson, students should have developed an awareness of social norms that condition the way people interpret place.

Opening Activity (5 minutes) Is it Ok?

Have students create a New Note titled “Where are you from?” and write a brief reflection on the following prompt: *I believe it is fine for a person to ask a person they do not know the question, “where are you from?”*

Activity 1 (20 minutes) Video critique “What kind of Asian are you?”

1. Have students view as a whole class the following clip, [“What kind of Asian are you?”](#) (2.19 minutes).
2. After showing the clip, have students work in groups of 2-3 to answer the following guiding questions on handout **CP_3.1.3 “Where are you from?”**. (7-10 minutes)
3. Bring the class together to discuss the guiding questions.

Activity 2 (45 minutes) Where are you from? (Part II)

1. Have students work in the same groups formed for Activity 1 to create a revised version of the clip on “What kind of Asian are you?”
2. Have students use GoPros or their cell phones to record their videos.
3. Students will create a new 2-minute video that reflects a culturally appropriate lens. Taking into account, what they have learned about identity and community in Quarters 1 and 2, students will work together to create a 2-minute clip using the same storyline but edited to show a version on how they believe the question on “place” of family origins should be asked.
4. Students should save their videos and be prepared to present in class the next time they meet.

Closing Activity (5-10 minutes)

Have students write a reflection on the things people should consider when asking someone to tell them about the “place” they are from.



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Lesson 5 - Where are you from? (Continued)

50 Minutes

This lesson continues from lesson four. Here students will showcase the product of how they revised the “What kind of Asian are you?” clip. The objective of this lesson is for students to demonstrate the ways to best represent the topic of place to respect cultural diversity.

Opening Activity (5-7 minutes) Revisiting Classroom Norms

1. Review or establish classroom norms for providing feedback on student work as a whole-class activity. Remind students’ this is a learning process for everyone, therefore, be prepared to educate not judge classmates for sharing ideas that do not align with their beliefs.

Activity (40 minutes) Where are you from? (Part II)

1. Have each group present their 2-minute revised version of the video shown in the previous lesson to the entire class.
2. Have students critique the video produced by their classmates by responding to the guided questions:
 - 1. What specific changes did this group make in the video that made the topic of “place” not reflect issues of privilege, bias, or stereotyping from the previous video?
 - What did they do well in the video?
 - What does this video teach you about the concept of “place”?
 - What is the relationship between power and place?
 - How can people avoid issues of privilege, bias, or stereotyping about the place a person lives or visits?

Closing Activity (5 minutes) Reflections

1. Have students respond on a post-it note to the following prompt and turn it in.
2. Use these responses to open up the lesson for next class. What have I learned through the media, about the right and the wrong way to view “place” as a tool to interpret a person’s identity trait?



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Lesson 6 - Inventory of “Place(s)”

50 Minutes

After completing a number of exercises to build student knowledge on the topic of “place”. Students will now define “place”. At the close of the lesson, students will hear from each other how they understand and become influenced by the topic of “place” in their daily life.

Opening Activity (5-7 minutes)

Read some, not all of the student responses with the entire class and discuss.

Activity (35 minutes) Defining the concept of “place”

1. Have students create a New Note titled “Inventory of “Place(s)”
2. Working independently, ask students to complete the handout **CP_3.1.4 Defining the concept of “place”**.
3. Students should save their responses and be prepared to discuss how they answered each question.

Closing Activity (10-13 minutes)

1. Engage students in a whole-class discussion on the concept of “place”
2. Give students an opportunity to share their thoughts on the way they defined the concept of “place” activity and more specifically, how they answered questions 3-8 on the handout.



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Unit 3.1 Mentor Teacher Reflection

Unit 3.1 - Lesson 1: The Concept of "Place"

Pros:

Cons:

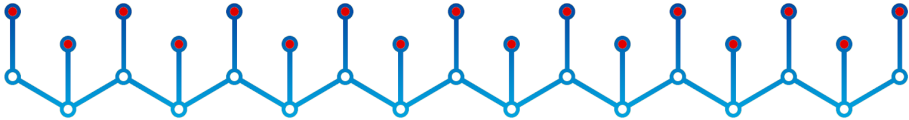
Suggestions:

Unit 3.1 - Lesson 2-3: The Great Place Debate (Part 1 & 2)

Pros:

Cons:

Suggestions:



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Unit 3.1 - Lesson 4-5: Where are you from?

Pros:

Cons:

Suggestions:

Unit 3.1 - Lesson 6: Inventory of Place(s)

Pros:

Cons:

Suggestions:



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Unit 3.2 Coalition Building Curriculum Pacing Guide

(4 Days)

Objectives

- Students will be able to participate in a discussion on power versus authority and the influence on place.
- Students will be able to differentiate between coalition and collaboration.
- Students will be able to read, discuss, and reflect on coalition and collaboration from a critical perspective.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Coalitions vs. Collaborations	<i>What kind of technology might be help in a coalition</i>	Video from Nilofer Merchant	Digital Notebook	Coalition vs. Collaboration Scenario
1 Class Period	Lesson 2 Potential Project Barriers	<i>How might being part of a coalition change how you see yourself (your identity)?</i>	CP_3.2.1 Project Barriers	Digital Notebook	CP_3.2.1 Project Barriers
1 Class Period	Lesson 3 Build a Coalition with Gumdrops, Project Roles	<i>How might working in a coalition help you make positive social change in the place you live?</i>	CP_3.2.2 Project Roles Handout	Digital Notebook	CP_3.2.2 Project Roles Handout
1 Class Period	Lesson 4 Build a Coalition with Gumdrops, Building the Structure	<i>What factors are important to consider when building the structure of the coalition?</i>		Digital Notebook	Building the structure with gumdrops



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Lesson 1: Coalitions vs. Collaborations

45 Minutes

Students will spend this lesson distinguishing between the term coalition and collaboration. They will be able to discuss how they relate and/or differ from each other. Students should also be prepared to discuss at the close of the lesson the way both terms influence social change.

Opening Activity (5 minutes)

Have students create a New Note titled “Coalition vs. Collaboration” and write how they would describe a coalition.

Activity (35 minutes) Coalition or Collaboration?

1. Have students watch a video from [Nilofer Merchant](#) (use 2:18-10:15), a think tank specialist who assists large corporations with creativity and innovation. She wrote a book on the power of “onlyness,” a concept in which the unique aspects of people can help them provide innovative solutions, if they are given room to have a voice. While students watch the video clip, ask them to think about:
 - What does the speaker believe is the best way to make change happen?
 - Based on what she was talking about, do you think she would support using a collaboration or a coalition? What’s the difference?
 - Ask a few students to share their ideas with the class.
2. Draw a T-Chart on the whiteboard to contrast Coalitions and Collaborations.
 - Ask students to go to their digital journal and create a post called “Coalitions vs. Collaborations.”
 - Both coalitions and collaborations bring groups of people together to work towards similar goals or causes. So how are they different?
 - In the post, ask students to brainstorm ways that they think coalitions and collaborations are different.
 - Have students turn to a partner and share some of their ideas.
 - Have the class share and write their ideas on the T-Chart.



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○ **Sample Ideas:**

Coalitions	Collaborations
Larger number of members	Smaller number of members (maybe 2-5)
Members from really diverse backgrounds (may even contradict each other)	Members all come from the same background, organization, or company
Members may have varying levels of authority (that may challenge how well they listen to each other)	Members typically have the same levels of authority, possibly with one elected facilitator
Must formalize how they will work together	May work together informally
Must formalize their project/goals	May verbally discuss projects and roles, but often don't write them down
May take longer to get things going	Work often begins immediately
Because of so many different people, may be complicated to get them to work together	The collaboration usually flows easily
Because of so many different people, projects may have more impact for a longer time	The immediate project gets completed, but lasting change rarely occurs

3. If students do not come up with some of the ideas listed in the sample, provide some examples for them.

Closing Activity (5-10 minutes)

Have them discuss as a class how the below scenario could be turned into a coalition instead of just a collaboration.

- How could this collaboration become a coalition?
- *Three students from the same English class are concerned about students from their school who are homeless. They meet in the library after school to figure out how they can help. They decide they can collect some essential things that someone who is homeless might not have. They get permission from their teacher to collect supplies from other students for the next two weeks. They take 12 brand new backpacks filled with school supplies, toiletries, and gift cards to the counseling department. They ask the counselors to give the backpacks to students who might need them.*



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Lesson 2: Potential Project Barriers

50 Minutes

This foundational lesson challenges students to examine the barriers when building a coalition. Students at the close of the lesson will gain an appreciation for the importance of intersectionality on examining barriers for specific groups in STEM.

Opening Activity (5 minutes) Reflections

1. Have students create a New Note titled “Potential Project Barriers” and write a reflection for the following: *What are the source(s) of barriers people experience in life?*

Activity (40 minutes)

Students will be introduced to how identity could strengthen or hinder their coalition project, by learning about gender and race/ethnicity barriers in STEM.

1. Have students read about gender and race/ethnicity barriers in STEM.
 - Ensure students have access to a digital version of the **CP_3.2.1 Project Barriers** document.
 - Click on File > Make a Copy
 - Rename the document “Project Barriers_YourName”
 - Make sure it is saved to their own Google Drive folder (or whichever folder you want them to use).
2. Ask that they have headphones so that they can work independently.

Closing Activity (5 minutes)

Ask a few students to share what they learned about barriers with the class.



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Lesson 3: Build a Coalition with Gumdrops, Project Roles

50 Minutes

Students will be given an opportunity to develop a plan of action to identify and overcome potential barriers forming a coalition through collaboration. At the close of the lesson, students will produce a formal handout on the project roles for the preceding lessons.

Teacher Note: This activity could easily take longer than 50 minutes if time isn't carefully monitored. Consider having a timer projected on a screen or a bell/alarm that alerts you when it's time to transition to a new section of the activity. If it seems like it is taking a long time to get it going, have students do all the Project Roles planning during one class period, and the actual building of the structure during the second day. Before having students heavily define and describe coalitions, they must first understand the need for working with different leaders, that different perspectives and voices can lead to larger more impactful outcomes. This activity represents an "object" lesson to help students begin to understand the importance of building a coalition.

Opening Activity (2-3 minutes) Forming a Coalition

Pose the question, "Why form a coalition?" and ask students to list the benefits.

Activity (40 minutes) Project Roles

1. Activity Preparation

- Before students arrive, the teacher should make a gumdrop structure of their choosing. It can be in any shape, design, pattern that the teacher likes. Do not allow any students to see the gumdrop structure beforehand (keep it covered until you display it for the activity). If needed, here is an article that might give you some gumdrop tower ideas:
- Ensure that the structure has the following:
 - Use different colored gumdrops in some pattern (first tier one color, second tier a different color--OR maybe a pattern of colors in some order, red, green, blue, red, green, blue--ETC).
 - Use different colored toothpicks in some pattern (maybe pink toothpicks always connect the purple gumdrops).
 - Make sure that there is some complexity to the structure, but not so complex that it would take longer than 20 minutes to figure out and build.

2. Preparing for the Activity Instructions (10 min)

- Explain to students that there are many issues or challenges in life that have many variables to them in order for them to be solved. Some people see those challenges as stumbling blocks that they are unable to move past, other people are able to see the challenges as a stepping stone to a larger goal--a goal that they refuse to let go of simply because of a barrier. Part of this



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class is to learn how to identify possible challenges and find ways of using personal strengths and the strengths of those around us to find solutions to those challenges. The activity we are going to do is a representation of those challenges, like a metaphor, and we are going to see how well students can solve the challenge.

- Bring out the gumdrop structure, but make sure it's still covered. Put it in a place that is easily viewed by all of the students in the room.
 - Under this box I have a structure that I have built using gumdrops and toothpicks. You will work in groups to duplicate this structure. Whichever group has made their structure most closely look like the original structure in the least amount of time (so both quality and timing matter) will earn the Best Engineer title.
 - I earlier mentioned that this activity is a type of metaphor. The structure represents a problem you might encounter as you move forward in your life, and the way your group goes about solving it (and how well you do that) represents your current method for solving a problem.
- For this activity, we are going to work in groups. It is up to you how large or small the group is or who those group members are. You can even do this activity on your own if you want to.
 - There are two rules:
 - Only one member of each group is allowed to see the structure. The rest of the group is not allowed to view the structure at any point during this activity.
 - Each group member must have a specific role, and once assigned that role, that is the only task they can perform (no switching roles or adding roles to someone in the middle of the activity). So you really need to think through who will do what.
 - For example, someone from your group will need to be assigned the responsibility for coming over to the supply table to get the toothpicks and gumdrops. If you don't assign that responsibility, then you won't even have supplies to build the structure.
 - One person can be assigned several different responsibilities, but they must be listed on the planning document I give your group. If it's not listed, you can't do it.
- 3. Have students fill out the **CP_3.2.2 Project Roles** handout (10 min).
 - Hand out the Project Roles handout, one per group.
 - Ask them to fill it out as a group, paying special attention to the roles section.
 - What needs to happen in order for this structure to get fully built?
 - Which members of the group should take on which responsibilities?
 - Possible roles might be:
 - **Architect**: someone to physically build the structure



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- **Inspector:** someone to go view the original structure to determine how it should look
 - **Artist:** someone to draw a version of the structure so the architect can build off of that
 - **Supply Manager:** someone to gather up the necessary supplies and keep them coming
 - **Project Manager:** someone to monitor time and make sure everyone is working effectively, if this person spots that something isn't being done, they can choose to do that for themselves
 - **Quality Control Manager:** someone to determine how closely the group structure is matching up with the original structure, this person could also check to see how other groups are doing, or go directly to the original architect (the teacher) to ask specific questions
- Let them know that their Project Roles handout will have to be approved by the teacher before they can begin work.
 - When students believe they have completed their Project Roles, the students should bring their project roles plan to the teacher for review.
 - If it seems like the students have created enough roles in order for them to be successful on some level--sign the document and let them proceed.
 - If it seems like they have not included enough roles to be successful, ask them a few open-ended questions to help guide them toward more effective roles, and allow them to revise their document before signing.
 - What will your group do if you realize that you need to do something but you didn't assign that job to anyone in your group? Is there a way you could build a job for that possibility?
 - Students may begin building as soon as the Project Roles handout is approved.

Closing Activity (2-3 minutes)

Collect students completed project roles handout.



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Lesson 4: Build a Coalition with Gumdrops, Building the Structure

50 Minutes

This lesson exposes students through application how to build a coalition that solves a problem. Using gumdrops, students are able to connect the gumdrop activity to building a coalition and think critically about social issues impacting their community.

Opening Activity (5-10 minutes)

Have students talk to their elbow partner about the following two questions:

1. If coalitions are good, why don't most people form them to address issues of inequity?
2. Which is better, a coalition or collaboration? Explain

Activity (30 minutes) Building the Structure

1. Doing the Activity with gumdrops
 - Allow students time to build the project.
 - If you see a student who has been doing one role, suddenly start doing another role, ask them if they have that role built into their Project Roles handout.
 - If a group starts to get frustrated because they did not include a certain role in their plan, ask them if they would like to revise their plan.
 - If they choose to do this, ask them to work together to add some language to the role they have or create a new role and then hold up the review card when ready.
 - When a group thinks they have completely built their structure to mimic the original structure, ask them to signal the teacher with the Review card.
 - When you see the card, go over to the group and inspect the structure.
 - If they have perfectly recreated your structure tell them they are done and to put their completion time on their planning handout.
 - If they are close to being complete, tell them they are close but not exactly correct. They may either choose to be complete (but risk losing to another group who is more complete), or ask you a question about their structure to help them revise.
 - If they are nowhere near close, ask them to go look at the original structure more closely and keep working (you may provide hints).
 - If no group has completed by the end of the allotted time, go with the groups who are the closest to being complete.



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Closing Activity (10 minutes) Reflection

It is crucial that this reflection occurs in order to explicitly connect the gumdrop activity to the idea of building a coalition to solve a problem task. The reflection can be pushed to the next day, but don't skip it.

Building a gumdrop structure is a concrete task; however, solving a social issue can be much more abstract and therefore complex. As part of the next several lessons, students are going to begin working in coalitions to solve something more complicated, such as a school issue. Because of this complexity, the group brought together must also be complex. Coalitions are similar to group collaborations in that they are both part of solving a targeted task; however, coalitions represent extremely diverse groups of people--through race, politics, ideology, etc. Inherently people from diverse groups won't agree on every issue, but they will want to work toward solving a specific task or issue. This can make working together challenging, but is often worthwhile in the end because of the long-term outcomes that result from working with such a group.

1. Once all of the structures have been completed share with the class the group structures that most closely met the task requirements.
2. Have groups brainstorm
 - What aspects of this activity most strongly helped you be effective as a group?
 - What aspects were challenging (what problems occurred)?
 - What might you have needed to work even more effectively?
3. Have groups share out ideas with the class.
4. Connect their ideas to the next lesson on coalitions. For example, if they mention that they wished they had several people looking at the original structure instead of just one person, this could be connected to the idea that to solve a complex problem, you need the perspective of different people--which can happen when you form a coalition.



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Unit 3.2 Mentor Teacher Reflection

Unit 3.2 - Lesson 1: Coalitions vs. Collaborations

Pros:

Cons:

Suggestions:

Unit 3.2 - Lesson 2: Potential Project Barriers

Pros:

Cons:

Suggestions:



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Unit 3.2 - Lesson 3: Build a Coalition with Gumdrops, Project Roles

Pros:

Cons:

Suggestions:

Unit 3.2 - Lesson 4: Building a Coalition, Building the Structure

Pros:

Cons:

Suggestions:



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Unit 3.3 Coalition Management

Curriculum Pacing Guide

(7 Days)

Objectives

- Students will be able to develop a list of possible school issues which could become a primary goal for a coalition to work toward solving.
- Students will be able to identify family, school, and community leaders who might be a valuable member of a coalition working toward solving a specific goal.
- Students will be able to use an online Project Management Application to list, assign, and track the progress of their project goals.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Becoming the First Domino	<i>How are coalitions like social justice movements?</i>	Videos on metaphorical domino building	Digital Notebook Google Drive	Coalition Creation Handout
1 Class Period	Lesson 2 Identifying Possible Coalition Issues	<i>What issues are important to my family and community members?</i>	Videos on students making a change CP_3.3.1 Community Project Brainstorm	Digital Notebook Google Drive	Community Project Brainstorm Handout
1 Class Period	Lesson 3 Community Project Brainstorm	<i>Why is it important to have multiple perspectives involved when planning a coalition?</i>	Community Project Brainstorming Handout	Google Drive Folder	Community Project Brainstorming Handout
1 Class Period	Lesson 4 Community Topic and Coalition Selection	<i>What are the major concerns identified by students in their community?</i>	CP_3.3.4 Coalition Selection Form	Google Drive Folder Google Docs	CP_3.3.4 Coalition Selection Form
1 Class Period	Lesson 5 Developing Coalition Purpose	<i>What influences the purpose for a coalition?</i>	CP_3.3.5 Coalition Creation Handout	Google Docs Google Drive Folder	CP_3.3.5 Coalition Creation Handout
1 Class Period	Lesson 6 Online Project Management Application	<i>How has technology influenced coalitions?</i>	Project Management Application	Google Drive Folder Slack	Created an online Coalition Workspace
1 Class Period	Lesson 7 Self Reflection	<i>What should be the reason for starting a coalition?</i>	Video: Coalition Day 2018	Digital Notebook	Self-Reflection



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Lesson 1: Becoming the First Domino

50 Minutes

Overview: This introductory lesson for Unit 3 focuses on what it means to enact social change. With the aid of a few videos, students will discuss the impact of a coalition in particular, brain-storming the source(s) for building a coalition.

Opening Activity (5-10 minutes)

1. Have students create a New Note titled “Equity” and write a list of 2-3 reasons for pursuing social equity.
2. Have students share their response with their elbow partner.

Activity (35 minutes)

Making lasting social justice change involves an overwhelming number of variables, some that we may not even be aware of. Therefore, becoming a change agent isn’t about doing one project and expecting it to completely erase the problem. Packing 500 lunch bags to help feed the homeless is not going to erase homelessness. Instead we should strive to find ways to use our strengths and power to create a domino effect, where one small change pushes another one into being, which pushes another one. All of those little changes become a large movement that were all started by one person who took that first brave step.

1. Have students view a short video on domino building (choose your own or use one from the Q3 Resource Document). Consider showing both success and failure.
2. Talk to them about becoming the first domino, as a metaphor for being a social change agent.
3. Have students view a video on empowerment through community engagement (the video on Get Comfortable with Being Uncomfortable uses the domino metaphor).

Closing Activity (5 minutes)

Have students reflect on the following in their Digital Journal:

1. Do coalitions just happen or are they planned?
2. What are the causes for coalitions?



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Lesson 2: Identifying Possible Coalition Issues

50 Minutes

This lesson involves students in the process of identifying possible coalition issues that they might want to investigate, and ultimately, try to solve in their community.

Opening Activity (5 minutes)

Have students discuss their answers to the reflection questions they answered at the end of yesterday's unit:

1. Do coalitions just happen or are they planned?
2. What are the causes for coalitions?

Activity 1 (40 minutes) Possible School/Community Issues

This activity is about helping students to brainstorm possible ideas for a school or community issue that could be solved through a coalition.

1. Show students a video (or more) of students who have made a difference in their school. There are four video options to choose from in the Quarter 3 Resource Document.
 - After watching the videos, ask students to go to their digital journal and make a list of possible school or community issues that could be valuable for a coalition to try to solve.
 - When finished, ask them to rank the issues in order from most important to least important.
2. Have the whole class develop a working list of possible school or community issues.
 - Give students access to a Google Doc, through a link or by copy/pasting student emails into the share area.
 - Ask students to go into the Google Doc and paste their top 3 most important issues.
 - You may need to have them do this by groups (table 1 then table 2, etc.), so that the Google Doc doesn't become overloaded with so many people adding to it all at once.
 - When everyone is finished, display the Google Doc to the classroom.
 - Have students help organize the issues (consolidate similar issues into one group and so forth).
 - Ask students to look again at their individual list of school or community issues from their digital notebook.
 - Does anyone have something listed that isn't already on the document?
 - Have students add those additional ideas to the document.
3. Discuss with students that while it's possible that as a class they have come up with some important school or community issues, they may be only seeing part of the picture. Our perspective may be



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limited. How might we go about identifying other possible issues at our school or community that may be of great importance to others (even if it is not affecting us personally)?

- Note their answers, but the main goal is that there is a need to actually talk to a variety of people in order to better understand the totality of an issue (and even then there may be things we overlook).
4. Have students brainstorm a list of people at the school or in the community that could provide an interesting perspective on possible school issues. Get them to list as many as possible. Possible people to interview might be:
- Principal/Asst Principal
 - Family members
 - Friends
 - Local business owners
 - Counselor
 - Nurse
 - Director of Food Service
 - Librarian
 - Dept Chair/Teacher
 - President of the National Honor Society (student)
 - President of the Student Council (student)
 - Other student clubs/organizations
 - Security Guard/SRO officer
 - Maintenance/Groundskeeper
 - IT Director/Personnel
5. Once students have compiled a thorough list, the class should move onto the closing activity of the lesson.

Closing Activity (5 minutes)

Review the **CP_3.3.1 Community Project Brainstorm** handout with students.

1. Pass out the brainstorming handout and let students know that this document is their homework and that they will need to do it tonight for homework.
2. Make it clear that they will need to gather their families/friends together to gain feedback from them for this homework, so they will need to plan ahead for that. This can also be done through phone conversations, email, or any other acceptable communication methods.
3. Have your students read through the handout, and then ask if anyone has any questions.



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Lesson 3: Community Project Brainstorm

55 Minutes

Overview: This lesson involves having the students present their homework assignment from the previous night. Students will collectively review what is shared among the issues identified as a class to create an exhaustive list with headers to organize the information.

Opening Activity (5 minutes)

Ask a few students to share what they learned from their homework of collecting feedback in their community.

Activity (45 minutes)

1. Ask students to pull out their Community Project Brainstorm homework.
2. Ask them to take a minute to review the suggestions their family and community members gave them about possible community concerns.
3. Have the students turn to a nearby classmate and take turns sharing suggestions.
 - As they do this, do a quick spot check of the handouts. Consider putting a stamp of some kind on papers that are complete. Another quick method is to use symbols to determine the level + = complete, \surd = partially complete, - = incomplete. Just make sure you also initial it or students can add that designation themselves.
 - Towards the end of class, collect these papers.
4. Have the class create an organized list of possible community concerns. These issues can be added to the class list the students created before or completed as another list for them to reference. The goal of this activity is to get one solid list of school and community issues, created by both the students and the community, that they can reference in order to later select their school/community issue. If you have another method for sharing and organizing brainstorming ideas that you think will better connect with your students, please use it.
 - Create a blank Google Doc titled “Community Concerns” and allow students to have access to it (this part can be done on a white board as well).
 - Ask students to take turns sharing an idea from their homework. (Project the document so the class can see it).
 - As they share it verbally, have them type it onto the document. Remind students that only a few people can be in the document at a time.
 - Do this until all of the ideas are listed on the document.
 - Give each student a sticky note.



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- Ask them to look over the ideas, and create headers that would help organize these ideas (the headers don't have to fit all of the ideas).
 - Now ask for a volunteer to help with organizing the document (they won't do the organizing, just the typing as the class does the organizing).
 - Ask students to share headers and ask the volunteer to create those headers on the document and move ideas under the headers as discussed by the class.
 - When done, there should be 3-8 headers depending upon the ideas and how students chose to organize them. NOTE: More headers are actually better as it will help make smaller groups.
5. When finished, the class should have a relatively exhaustive list of all the issues that students and community members are impacting your community.

Closing Activity (5 minutes)

Tell the students that tomorrow they will choose their topics for this coalition project. Their homework for the night will be to really think about what issues they would like to tackle to try and make their community a better place.



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Lesson 4: Community Topic and Coalition Selection

45 Minutes

This lesson continues from lesson three. Students will take the organized information to go more in depth on the issues identified from the previous class. Students will essentially go through a process of vetting the topics brought forward to eventually agree on which issue they will work on by the close of the class.

Opening Activity (5 minutes)

Who should be responsible for changing inequities identified in your school/community?

Teacher Note: BEFORE class starts, look over the Community Concerns list that students made. Use pieces of 8.5 x 11 paper. Write one header per piece of paper (so if there were 6 headers, there will be 6 pieces of paper). Tape the headers spread out around the room in easy to spot areas but with some distance apart (they will be used for a four-corners type activity).

Activity (40 minutes)

1. Display for the class the Community Concerns list they made.
 - Remind them of the headers that they created.
2. Ask students to rank the headers.
 - Remind them that they will later be expected to go out into the community and conduct a survey to see which issues the community feels are the most valuable. So it would be best if they try to think about what the community would find the most important to them. However, the student is the one that will be doing the project, so it's also important that the topic be of interest to the student in some way as well. It needs to be a balance.
 - Give each student a few sticky notes.
 - Ask students to rank the headers by importance to both the community and still of interest to themselves (1 = most important).
3. Have students move to the header topic that they listed as most important.
 - Point out to students where you positioned the header topics.
 - Ask them to go stand next to the header that matches what they listed as their #1 topic.
 - If they feel too many people are at their #1 topic, they may go to their #2 or #3 topic.
 - It is okay if some groups are large and some small, or even if some headers have no one; however, if any header has only one person, ask them to go to their next most important topic.
4. Have students discuss the topic.
 - Ask the groups to sit in a circle facing each other.



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- Have them go around the circle taking turns answering:
 - WHY do you think this community concern will be the most important to the community?
 - WHY are you interested in this particular topic?
- 5. Asks students to return to their seats.
 - Have them take a few minutes to fill out the CP_3.3.4 Coalition Selection handout, and then collect them.
- 6. Before class the next day, use the Coalition Selection Forms to create groups of 3-4 for this semester's assignment (the smaller the group, the more likely each student will be accountable for helping).
 - Consider ensuring that each student is allowed to work with at least one person they listed on the form to foster buy-in and motivation. But also consider ensuring that students are grouped in a way that will help them be successful on this project (based on your knowledge of your students).
 - List the groups on a Google Doc that can be shared with the class tomorrow.



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Lesson 5: Developing Coalition Purpose

55 Minutes

In this lesson, students will reach an agreement on the community issue they wish to pursue and formally develop the purpose for the coalition.

Opening Activity (5 minutes) Reflections

Have students think and respond to these questions.

1. Why is the work your planning for your coalition important?
2. What do you hope the outcome will be?

Teacher Note: Ensure that you have created coalition groups from the selection forms students turned in earlier.

Activity (45 minutes)

Students will be developing coalition norms and setting their coalition purpose.

1. Share with the students (either digitally or on the projector) the Google Doc you created that lists the coalition groups for this project.
2. Have coalitions choose a more specific community concern.
 - Ask students to get with their coalitions.
 - Show them the Community Concerns List that they, along with input from their family/community members, created over the past few days.
 - Remind them that while several coalitions may work within the same overarching header, each one must pick a slightly different aspect or sub-concern.
 - Have them discuss which specific sub-concern they would like to use for their project.
 - Make sure they also select a few alternates in case a different group takes theirs.
 - Put coalition names next to the sub-concerns on the Google Doc so everyone can see which groups are selecting which concerns.
3. Ask students to get with their new coalition to complete the **CP_3.3.5 Coalition Creation Handout**. This handout will ask them to:
 - List the coalition member's names.
 - Their chosen coalition issue.
 - Their coalition name(which will go on advertising and should have something to do with the purpose of the coalition).
 - The purpose of their coalition.



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- Description of roles within the coalition (think of the gumdrop tower activity). Who will be taking on each role?
- Describes why students believe community members might find their topic of concern.
- Lists coalition norms (what rules do we want to have to ensure we can work well together).
- Signatures declaring their intent to be a part of the team.

Closing Activity (5-7 minutes)

While students work on their documents and in preparation for tomorrow, you can be setting up a workspace in the project management application they created earlier in the quarter. You can also choose to have each coalition create their own workspace, but remind them that they must invite the teacher to join their workspaces.

1. Once this space is created, students can post documents they create to this space so nothing gets lost, and it is easy to monitor.



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Lesson 6: Using the Online Project Management Application

50 Minutes

Students will focus on the organizational aspect of forming a coalition. They will be incorporate the information they gathered from their Coalition Creation Handout to complete the project management application.

Opening Activity (5-10 minutes)

Divide the class into two groups and assign one group to respond to statement A, and the other group to respond to statement B. After 5 minutes, engage in a whole-class discussion on statement A and B.

Statement A:

1. Technology has improved coalition efforts
2. Technology does not promote equity.

Statement B:

1. Technology is a barrier to coalition efforts
2. Technology helps to create social equity.

Activity (20 minutes)

In order for a coalition to really work, there has to be a way to collaborate, plan, and organize student ideas in one place. Especially if the coalition might include people who can't always meet face-to face.

1. Before having students use the Project Management Application in class, first do some initial playing with the application. Note that what makes this application so powerful is that students will later be able to use some coding to heighten some of the features of the site to customize it more specifically for their needs (they'll do this in Quarter 4).
 - Access the online Project Management Application (such as Slack) and create a workspace as a test area.
 - Watch the tutorials (found in Quarter 3 Resource Document) and try out some of the features before adding students.
 - If needed - Be honest with students that you are new to using this application as well, so you would appreciate it if, any time they discover something new or cool about it, they would share - so you can all learn together.
 - In order for the groups to be able to use the application to its fullest capacity, each group will need its own workspace, and if the teacher creates them, then the teacher will be able to have a strong level of control and ability to monitor within that workspace. So we highly recommend that the teacher be the one to create a separate workspace for each group, and then add the individual students to each workspace (potentially 2-4 students per workspace). Note, that doing



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this will then require the teacher to learn how to switch between the different workspaces (see the Q3 Resource document for these instructions), but the additional control is worth the added requirement.

2. Once students have the basic aspects of their Coalition Creation handout completed, have them use the Project Management Application to manage their coalition.
 - Have them access their new coalition workspace by going into their email and clicking on the invitation from the Project Management Application.
 - Either show, or provide them with a link to the basic tutorial on using the application (located in the Q3 Resource document).
 - Remind students that all of the online application channels are public to members of the class and to the teacher, and therefore this space is for professional classroom project work only.

Closing Activity (20 minutes)

Have the groups work together to do the following in their workspace:

1. Set up their profile and notifications.
2. Go into the General or Random channels and try them out (start a school appropriate conversation).
3. Create a Coalition Norms channel. In this channel they should post or attach a list of the norms they decided upon for their coalition.
4. Create a Coalition Roles channel. In this channel they should post or attach a list of the roles that they decided the coalition should have to be effective, a description of what is expected in that role, whether the role is permanent or if there is a process for taking turns, and the name of the student who will be filling that role.



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Lesson 7: Self Reflection

50 Minutes

This reflection activity provides students with an opportunity through media to think about the work people have done to form coalitions and compare it to the work they are conducting. Students will experience how to critically reflect on the purpose/goal for initiatives they spearhead.

Opening Activity (15-20 minutes) Coalition Day 2018

1. Have students create a New Note titled “Self-Reflection” and respond to the following questions about the video.
2. View the video “Coalition Day 2018” (1.52 minutes)

Guiding Questions:

1. Why did they create a coalition day event?
2. What resources do you think they needed to plan this event?
3. Have you been a part of a coalition?
4. What would be a reason(s) to cause you to organize a coalition?

Activity (25-30 minutes)

Use the last part of this unit to allow students to self-reflect in their digital journals. Depending on your needs, this lesson can be shortened or lengthened, or integrated into part of the previous lesson. As long as time is given to students to make their thoughts more concrete.

1. Ask students to reflect in their digital journal by answering the following unit questions:
 - What do you hope your coalition will be able to do?
 - How confident are you that your coalition will be able to accomplish those goals?
 - What are some things that may need to happen before you will be able to accomplish those goals?



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them. You can go into them online, you can have students download them as a report and put in a digital folder or email to you, you can walk around while they are writing and ask them to show you some of them. The key is for students to know that you will be systematically looking at them, and that quality and thoughtfulness is part of the grade.
- The following rubric can be used to grade the coalition creation assignment. Simply determine how many points are assigned to each proficiency level and then grade accordingly. Consider having a copy of the rubric in the student folder so that you can point it out to students and they can use it as a guide as they are working.

Coalition Creation Rubric

Master	Proficient	Novice
Group created an online collaboration project workspace with the required channels. Their posts in those channels were detailed, suggested curiosity about the selected school issue, and demonstrated a goal-oriented mindset.	Group created an online collaboration project workspace with the required channels. They have posts in those channels concerning the selected school issue, but they were relatively general, and may have been done just to meet the task requirements	Group created an online collaboration project workspace, but may be missing one or more channels. Some channels may not include actual posts, or the posts may not be geared toward solving the selected school issue.



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Unit 3.3 Mentor Teacher Reflection

Unit 3.3 - Lesson 1: Becoming the First Domino

Pros:

Cons:

Suggestions:

Unit 3.3 - Lesson 2: Identifying Possible Coalition Issues

Pros:

Cons:

Suggestions:



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Unit 3.3 - Lesson 3-4: Community Project Brainstorm, Community Topic Selection

Pros:

Cons:

Suggestions:

Unit 3.3 - Lesson 5: Developing Coalition Purpose

Pros:

Cons:

Suggestions:



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Unit 3.3 - Lesson 6: Online Project Management Application

Pros:

Cons:

Suggestions:

Unit 3.3 - Lesson 7: Self Reflection

Pros:

Cons:

Suggestions:



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Unit 3.4 Problem-Solving Social Concerns

Curriculum Pacing Guide

(10 Days)

Objectives

- Students will be able to determine possible causes that might be affecting their selected school issue.
- Students will be able to develop specific, measurable goals leading to a possible solution for their selected school issue.
- Students will be able to use an online Project Management Application to list, assign, and track the progress of their project goals.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Root Cause Analysis (Part 1)	<i>What are the ways people get to know the cause of a specific problem?</i>	CP_3.4.1 Root Cause Analysis	Google Drive Folder Digital Notebook	Root Cause Analysis
1 Class Period	Lesson 2 Root Cause Analysis (Part 2)	<i>How is using a root cause analysis similar to intersectionality?</i>	CP_3.4.1 Root Cause Analysis	Digital Notebook Google Drive	Root Cause Analysis
2 Class Periods	Lesson 3 & 4 SMART Goals	<i>What should be considered when creating goals for a coalition?</i>	Video SMART Goals	Digital Notebook Google Drive	Creating Coalition SMART Goals
1 Class Period	Lesson 5 Visualizing the Project Plan	<i>How might my coalition present information about our community project in order to persuade others to join the coalition?</i>		Digital notebook Google Doc MindMup Lucidchart	Project Plan Visualization
2 Class Periods	Lesson 6 & 7 Inviting Additional Coalition Members	<i>What will attract partnership in my coalition?</i>	Diversity in Coalitions Article Canva	Digital Notebook Canva	Coalition Invitations
2 Class Periods	Lesson 8 & 9 Project Planning	<i>What do I need to complete and when?</i>	CP_3.4.8 Project Plan Brainstorming	Digital Notebook Slack	Written Project Plan
1 Class Period	Lesson 10 Self Reflection	<i>What lessons have you learned about power & place using SMART goals?</i>	4.4.3 SMART goals project	Digital Notebook Google Drive	Self Reflection



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Lesson 1: Root Cause Analysis (Part 1)

80 Minutes

In order to go about effectively solving a problem with the help of a coalition, it's important to determine the possible causes that might be affecting the problem. Sometimes social issues are treated like medical issues, in which a doctor has to treat the symptom, rather than the cause, since their main goal is to keep the patient healthy and pain-free. Medical professionals don't always have the time necessary for determining a cause: they have to stop the bleeding now. But as with any problem, if the cause isn't determined, the problem will keep occurring--and without this knowledge, certain solutions may even make the problem worse. The same is true with social issues. Sometimes people jump to conclusions as to what would be most helpful and try to solve what seems like the immediate issue without trying to determine the actual cause of the problem. In doing this, they may not see the results that they were hoping for. This unit will help students break down possible causes of their selected school issue and work towards identifying a primary project goal and subgoals that will lead towards the effective operation of a coalition.

Students will develop a root cause analysis for their selected community topic. Using a simplified version to perform this task, students will over time build critical thinking skills to support their reasoning connected to the cause informing the social concern.

Opening Activity (10-15 minutes)

1. Have students create a New Note titled, "Root Cause Analysis" and write a reflection on the following questions:
 - What steps do you take to understand a problem that has happened in your life? For example, you can not locate your cell phone that is always in your book bag or your friend is suddenly upset and no longer wants to talk to you.
 - You notice you develop a headache everyday after 5th period, what steps would you take to understand why this is happening to you?
2. Have a few students share their responses with the class.

Teacher Note: Students will be working in their coalitions to develop a root cause analysis for their selected community topic. Students may not be at a level where they are yet capable of critically thinking deeply about causes. However, the more they are asked to do it, the more they will be able to think beyond surface level. Just keep asking them open-ended questions to challenge their responses. However, note that this is simply a brainstorming method to help foster critical thinking; do not spend more than 2 class periods on this activity.



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Activity (60 minutes) Root Cause Analysis Practice

1. Sometimes we immediately jump to a problem's solution without taking the time to really break down what might be the possible cause. Also, we may not even take the time to ask the particular population most greatly affected by the issue what they believe would be the best help. This could lead to effort that results in unintended outcomes.
 - Show students a video on solutions that had unintended outcomes (located on the Q3 Resource document, or one of your own choosing).
2. Provide students with background on how Root Cause Analysis has been used (a more concrete example) and then model how they will be using it (a more abstract example).
 - **Concrete Example:** In Washington D.C., several monuments were beginning to deteriorate due to harsh chemicals and an overabundance of water used to daily clean away bird droppings. No matter what solution was tried to deter the birds (installation of wires, spikes, nets, and clear plastic), the birds kept coming. So a university professor was asked to help determine a better solution.
 - Show students the Monument RCA example (Quarter 3 Resource document).
 - After conducting some RCA research, the professor recommended they turn on the monument lights later in the evening, which resulted in an electricity savings and reduced the insects and birds by 85%. Interestingly, they didn't keep doing this because tourists complained that they could no longer get the beautiful sunset skyline photos that they wanted. So it solved one problem, but possibly introduced another. That's why it's important to determine (a) the cause(s), (b) the solution(s) which align with the cause, and (c) if those involved in the problem see value in the proposed solution(s).
 - Handout blank copies of the **CP_3.4.1 Root Cause Analysis** form. Students will likely need more than one copy, or they can write on the back of this paper.
 - **Abstract Example:** Show students the Root Cause Analysis form. Utilizing a simple problem in a teen's life, go over it with students so that they can see how to begin with a problem and break it down into possible causes that they would understand.
 - Ex: My puppy keeps peeing on the carpet > she has to go to the bathroom > she has not been let out recently > I was at school all day, etc.
3. Now that the students have seen a concrete example and have discussed the root cause of one simple problem in their life, have the coalitions practice completing a RCA on a more serious issue, such as a health topic that is affecting teens today. Some examples could include:
 - Obesity, Diabetes, Mental Health, Bullying, Drugs/Alcohol/Smoking, etc.
 - The students should choose one of these issues, research the topic online together, and do their best to determine what the root cause of their chosen issue is. As they do this research, they should work together to fill out the form to the best of their ability.



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- This might be difficult for students. As they are working, walk around and monitor their progress. If they seem stuck, ask open-ended questions. Ask them to pretend they are people being affected by the problem, to better see other perspectives.
- Ask students to hang on to their RCA forms as they will be collected for a grade once the unit is complete.

Closing Activity (5 minutes)

1. Have a few students share what they discovered
2. Have a few students discuss how the process of doing a RCA was a good or bad thing for them.



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Lesson 2: Root Cause Analysis (Part 2)

55 Minutes

Students will continue the process of identifying RCA using intersectionality. At the close of the lesson, students will have a completed RCA for their coalition project.

Opening Activity (5-10 minutes)

Have students discuss the similarities between RCA and intersectionality. Encourage them to think about the process of critiquing an issue through multiple lenses. For example, Intersectionality looks at age, class, gender and RCA examines the steps leading to the big issue.

Teacher Note: Students will be working in their coalitions to develop a root cause analysis for their selected community topic. Students may not be at a level where they are yet capable of critically thinking deeply about causes. However, the more they are asked to do it, the more they will be able to think beyond surface level. Just keep asking them open-ended questions to challenge their responses.

Activity (45 minutes) Taking action in the community

1. Have students conduct a root cause analysis of their selected school issue.
 - Pass out a blank copy of the CP_3.4.1 Root Cause Analysis document to each student.
 - Students should research their issue independently and fill out their RCA form on their own.
 - When finished, ask them to get into their coalitions and share their documents with each other, creating a new root cause analysis that incorporates all of their ideas.
 - Ask them to rank the project goals according to which one they think they want to do the most to the least.
 - Ask each group to share their school issue, a final root cause, and a proposed project goal that aligns with that final root cause.
2. Students should submit their coalition plans, and coalition goal, to the teacher for approval and grading

Closing Activity (5 minutes)

For Homework: Ask students to be thinking about places within the community where large groups of people hang out for some reason. Like a shopping place or a library. Be prepared to share a specific location (and think of a few extra in case someone else takes yours). Especially think of places your family has easy access to.



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Lesson 3 & 4: SMART Goals

50 Minutes

Students will engage in a process for developing a smaller manageable set of goals to achieve their coalition project. They will define which member in the group will perform what task and outline other components such as how the goal will be measured and timeline.

Opening Activity (5-7 minutes)

Have students discuss with their elbow partner their perceived biases related to this project goal and how it is influenced by their lived experiences. For example, their SMART goal might be related to raising awareness about STEM related jobs. They might talk about growing up being cut off from opportunities to participate in a STEM program and the effect it had on their academic performance in school because they were not pursuing what interests them.

Teacher Note: Now that each coalition has a proposed project goal, they need to break the larger goal into subgoals that will help them effectively accomplish that primary goal. This means that students need to learn how to develop goals that can be accomplished and then establish which members of the coalition will be responsible for which actions. This will be done through the creation of specific, measurable, actionable, relevant, and time-bound (SMART) goals.

Activity (40 minutes) Mapping it out

1. Show students an overview video on SMART goals (located on the Q3 Resource Document, or choose one of your own).
2. Use the SMART goals section of the PowerPoint presentation to introduce the concept and have students practice creating SMART goals.
3. When finished, students should work as a coalition to brainstorm their coalition goals.
 - Open a Google Doc to list your goals.
 - Students should thoroughly discuss all of the major goals of their coalition.
 - If they are coming up with surface-level answers that you feel do not adequately address the community concern, continue asking the students open-ended questions that will allow them to dig deeper into their chosen community topic.
 - When each group has chosen adequate project goals, each group should assign one of their coalitions members to be in charge of leading each subgoal.
 - That student does not necessarily need to accomplish that subgoal all on their own; they are just in charge of making sure it gets accomplished.



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4. In Slack, add a #goals channel (if you haven't already).
 - Add a link to the Google doc that you just created.
5. Students should then have a discussion about other people at their school or in their community that might be able to help with any of their goals.
 - Have students brainstorm possible teachers/administrators/staff, community members, family members, or friends who might have valuable knowledge that could be a benefit if they were brought onto the coalition to help solve some of the subgoals.
 - Determining who these people might be and inviting one or two of them to be part of their coalition should become one of their subgoals.

Closing Activity (5 minutes)

Reflect on the following in your digital journal:

- What is the primary goal of your coalition?
- How likely do you think it is that accomplishing this goal will lead to a change in your selected school/community problem?
- Why do you think that is?



Lesson 5: Visualizing the Project Plan

50 Minutes

In this lesson, students will work on developing a visual to articulate their project plan. Students will work with their coalition group to construct charts, images, etc. that communicates the purpose(s) undergirding their coalition.

Opening Activity (5 minutes) Reflections

Have students write a reflection using the following prompt: *How might my coalition present information about our community project in order to persuade others to join the coalition?*

Activity (40 minutes) Visualizing

Once students have a draft of their project goals that have been reviewed by the teacher, they need to develop a visual way to represent their project plan in a way that will demonstrate the purpose of the coalition, how they plan to accomplish that purpose, and will be visually engaging to industry leaders and community members.

1. Each coalition will create a Google Doc for their project plan. It will include:
 - Project Plan Visualization (some kind of chart)
 - Ask students to create a draft chart of their project plan on paper.
 - The chart can be a timeline, a graphic with shapes and arrows, or some other method for visualizing the plan.
 - The chart should be easy to read from a distance (so it should be kept simple).
 - Students will use online chart applications (Mindmup, Lucid Chart, etc.) to digitally visualize their plan. They can download their chart as a JPEG or take a screenshot of it and then embed it in their Project Plan Google Doc. Google Drawings automatically embed (Insert > Drawing > New > create chart using shape and line tools > save).
 - SMART goals
 - A short word, phrase, or label connecting to each SMART goal could be incorporated into the chart to demonstrate how the plan and goals are linked together.
 - The goals must be large enough to be read from a distance, so consider having the full typed-out version of the goals in their own section of the document.
 - Barriers
 - List the things that might keep coalition members from accomplishing their goals for this project.
 - List how coalition members plan to deal with those barriers.

Closing Activity (2-3 minutes)

Have students attach their project plan document to their online project management workspace.



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Lesson 6 & 7: Inviting Additional Coalition Members

50-100 Minutes

Now that each coalition has its primary purpose, goals, and members, it's time to begin adding a few more members to the group. Students need to understand that in order for a coalition to be effective, it must utilize the talents, perspectives, and knowledge of a variety of people.

1. Have a discussion with students reminding them of the importance of diversity in coalitions.
 - Remind students that members of the coalition do not need to agree on all aspects of the problem. Diversity of perspectives and backgrounds are what will make the coalition sustainable in the long run, even if those differences result in some immediate challenges or differences of opinion.
 - Have the students read the following article from Everyday Democracy (also found in the Q3 Resource Document) that explains the importance of diversity in coalitions.
 - When completed, have each coalition answer these questions as a group:
 - Why is it important to consider other group's viewpoints in a coalition?
 - What was the most important thing you took from this article?
 - How can this article help our coalition be successful?
 - Have a class discussion regarding these questions. What can we take away from this article?
2. When finished, have students make a list of 3-4 people who may be able to provide added perspective to their coalition. Some examples of people might be:
 - A person with problem insight (a person who is directly connected to the school/community problem in some way).
 - A school teacher (preferably one that has a prep-period during the CompuPower course and can therefore be interviewed, and/or may have a connection to the selected school issue in some way).
 - A school administrator (someone with whom students can get help to get permission to make their project happen).
 - A school staff member (someone who may have knowledge or specialized insight on the particular school issue).
 - A family or community member (someone who one of the coalition members has a connection to, but who might also be able to help with the project).
 - A friend (someone outside of the CompuPower class that is also interested in the school issue and can offer additional help).



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3. Students will now be creating a simple invitation to invite school and community members to join their coalition using an Infographics Design Application. There are a bunch of free applications out there such as Stencil and Fotor, however we recommend Canva for this project.
4. Have the students watch tutorial videos on how Canva works (there are three different options in the Q3 Resource Document). This is the teacher's choice on how many videos to watch and whether it is done as a class or individually.
5. When finished with the videos, have students work in their coalitions to design a simple invitation.
 - Have students go online to the Infographics Design Application (such as Canva) and create an account.
 - The invitation should include the following information:
 - Name of the coalition
 - Coalition purpose/primary goal
 - A date/time you would like them to meet with the coalition (either asking them to come to your meeting, or for you go meet with them) to discuss what you would like their help with as part of joining the coalition.
 - Students still have to create a step-by-step project plan, BEFORE they can meet with this new coalition member(s)--so pick a date that is about 1-2 weeks away, but no later than 2 weeks.
 - If the new person can't meet in that time period, see if there is another person with a similar knowledge base that can help in the meantime.
 - Primarily, students will be asking for their advice/feedback on their coalition's project plan.
6. Have students get approval of their invitations.
 - Students will print or show a digital version of the invitation to the teacher for approval.
 - Students will then print and have invitations delivered or email a digital version of the invitation to their newly selected coalition member(s).



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Lesson 8 & 9: Project Planning

50-100 Minutes

The next step in building an effective coalition is to ensure there is a step-by-step project plan. Coalitions have already created some basic goals and listed those in their online Project Plan Application; however, they still need a written document demonstrating this plan for all coalition members.

1. Have students develop a working project plan.
 - Have them get into their coalitions.
 - Give each group a printed copy of the **CP_3.4.8 Project Plan Brainstorming** handout.
 - Ask coalitions to work together to fill it out in as much detail as possible.
 - They should access their Project Management Application (Canva) workspace goals channel to use what they already created as part of this brainstorming.
2. Have students meet with the teacher to discuss their project plan.
 - On the whiteboard, write the header Project Plan Appointment List.
 - Ask students to write their coalition name on the board when they feel they are ready to share their proposed project plan with the teacher.
 - Call students over to discuss their plan.
 - Ask them open-ended questions to get a fuller view of their plan, or to help them see possible gaps.
 - When they have a plan that seems like it could work, sign-off on the plan.
 - Help students be aware of time limitations. If their plan seems like it is a very large idea or goal, help them narrow it to one aspect.
3. Have students create a professional project plan.
 - Have them type up their plan so that it looks professional.
 - Have them include deadlines next to each goal so they know how long each step will take.
 - Have students print out a copy of this plan.
 - When students meet with their new coalition member(s), they should take a copy of their plan and ask that person to provide advice and feedback on their plan.
 - The coalition member should sign and date the project plan to demonstrate the meeting took place.
 - Students should ask the new member(s) to provide their email address so that they can add them to the Project Management application.
 - After the students have met with the new coalition member(s), they should revise their plan to incorporate the new suggestions (within reason).



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- Have students access their online Project Management workspace and send an invitation to their new coalition member(s) to join.
 - Students should then post their revised project plan in the online Project Management application.
 - They should add the name of their new member(s) to the Roles channel.



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Lesson 10: Self Reflection

45 Minutes

Students will reflect on the work completed as a culminating activity for the unit. They will consider components in their reflection such as organization and the steps leading to identifying their coalition project goal.

Opening Activity (5-10 minutes) Evaluating the process

Have students discuss with their elbow partner these two points:

1. How has this process of building a coalition and developing SMART goals influenced your attitude on being a part of social change?
2. Did the process of creating SMART goals increase your awareness of the role of power?

Activity (30 minutes) Taking it All In

Use the last part of this unit to allow students to self-reflect in their digital journals. Depending on your needs, this lesson can be shortened or lengthened, or integrated into part of the previous lesson. As long as time is given to students to make their thoughts more concrete.

1. Ask students to reflect in their digital journal by answering the following unit questions:
 - What is the primary goal of your coalition?
 - How likely do you think it is that accomplishing this goal will lead to a change in your selected school/community problem?
 - Why do you think that is?

Closing Activity (5 minutes)

Have a few student volunteers share with the class their reflections.

Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them. You can go into them online, you can have students download them as a report and put in a digital folder or email to you, you can walk around while they are writing and ask them to show you some of them. The key is for students to know that you will be systematically looking at them, and that quality and thoughtfulness is part of the grade.
- Students can turn in the Root Cause Analysis and SMART goals documents for credit.



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Unit 3.4 Mentor Teacher Reflection

Unit 3.4 - Lesson 1, 2: Root Cause Analysis (Part 1 & 2)

Pros:

Cons:

Suggestions:

Unit 3.4 - Lesson 3, 4: SMART Goals

Pros:

Cons:

Suggestions:



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Unit 3.4 - Lesson 5: Visualizing the Project Plan

Pros:

Cons:

Suggestions:

Unit 3.4 - Lesson 6, 7: Inviting Additional Coalition Members

Pros:

Cons:

Suggestions:



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Unit 3.4 - Lesson 8, 9: Project Planning

Pros:

Cons:

Suggestions:

Unit 3.4 - Lesson 10: Self Reflection

Pros:

Cons:

Suggestions:



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Unit 3.5 Graphic Design Elements

Objectives

- Students will be able to develop and discuss a plan for creating a flyer advertising some aspect of their coalition project using an online infographics design application.
- Students will be able to develop and discuss a plan for creating a public service announcement video advertising some aspect of their coalition project incorporating the use of Rhetorical appeals using video capture and editing applications.
- Students will be able to create an infographic using an online infographic design application to visualize relevant facts that support their coalition project.

Unit Overview: Students will continue working in their coalition groups to develop a possible solution to their chosen school or community issue. They will learn about the basic principles of graphic design, how to persuade an audience to action, create a logo, an advertising flyer and a public service announcement. These items will be created to help students advertise their coalition, what it's purpose is, and to ultimately bring about positive social change within their school or community.

In Advance of Unit

- The Students can turn in the Root Cause Analysis and SMART goals documents for credit. Develop a process for students to create an appointment with the teacher for approval and to check-in as they work on their projects.
 - This could just be using the whiteboard or something like a Google Doc list.
 - For any groups that haven't come to check in with the teacher, make it a point to go to them and ask them to make an appointment by the end of the day.
 - As this project continues, if you see a group getting behind, call them in for an appointment and ask them what their plan is for getting their tasks accomplished by the deadline.
- Send a quick reminder to your administration that your students are now actively developing their projects. Verify with them whatever understanding you have as to how the projects (flyer, video, and actual project) should be approved in order for the students to be able to actually implement.
 - If for some reason there isn't a way to implement certain aspects (for example, perhaps your school has no avenue for showing the videos), consider using those elements during an open house night or some other forum that might be appropriate.
- Print copies of the Infographics Planning document (one per coalition).



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Unit 3.5 Curriculum Pacing Guide

(7 Days)

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Persuading an Audience to Action	<i>What are some tactics used to gain support for a coalition?</i>	Video: Rhetorical Appeals CP_3.5.1 Rhetorical Appeals Document Rhetorical Appeals Practice Document	Digital Notebook Google Forms	Rhetorical Appeals Practice Document
1 Class Period	Lesson 2 Coalition Building	<i>Why is branding important to a coalition?</i>	Branding Presentation	Canva	Coalition Logo
1 Class Period	Lesson 3 Project Planning Approval	<i>How can I use individual power and the power of those who support equity to enact social transformation?</i>	Coalition Project Report Checklist	Digital Notebook Google Drive	Project Planning Approval
2 Class Periods	Lesson 4 & 5 Developing an Infographic	<i>Identify ways infographics can be a tool to promote social transformation</i>	CP_3.5.4 Infographics Planning document "How to" video of creating infographics Infographics Design App	Digital Notebook Google Drive Google Search	Infographics Planning Document
1 Class Period	Lesson 6 Project Planning Continued	<i>How has project planning influenced my collaboration skills?</i>	Project Management Workspace Roles Channel	Digital Notebook Infographics Design App	Project Planning Approval
1 Class Period	Lesson 7 Self Reflection	<i>What did I learn about power, place, and technology, from doing a coalition project?</i>	Infographics Planning Document	Digital Notebook	Self Reflection



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Lesson 1: Persuading an Audience to Action

50 Minutes

In order to affect change, student coalitions will need to talk to large groups of people and persuade them to help in some way. However, it isn't always easy to convince people to give their time or money. Coalitions that do a little research, not only on the issue they are trying to change, but also on their prospective audience, are more likely to be effective.

Opening Activity (7-10 minutes)

In a whole-class discussion pose the questions:

1. What examples through social media have succeeded in gaining support for a coalition project?
2. Why do people use social media to attract support?
3. Do you think social media is an effective way to gain support?

Activity (40-50 minutes)

1. Have students watch an overview video about rhetoric and the three appeals (located in the Q3 Resource document, or choose your own).
2. Make the **CP_3.5.1 Rhetorical Appeal Practice** document available digitally to students. through a shared Google Drive or folder (they must have access digitally in order to use the links).
3. Have students work with a partner to complete the document.
4. Select a few students to share which commercial they think was the most persuasive and why.

Closing Activity (5-10 minutes)

In your digital journal, share which rhetorical appeals you plan on using for your coalition projects. Why do you plan to use them? How will they benefit your coalition?



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Lesson 2: Coalition Branding

40-70 Minutes (depending on time restrictions)

A coalition cannot be successful unless it has support from a wide variety of sources. To gain this support, coalitions need to find ways to creatively market their coalition using a variety of different approaches (as seen in the previous lesson). This lesson will focus on the importance of branding, logos, and basic graphic design principles that will allow the students and their coalitions to be successful in bringing about positive social change.

1. Go to Chrome and create a new tab.
2. Click on the Google Drive icon and create a new Google Doc.
3. Each coalition should list the title of their coalition on the top of the Doc.
4. Ask the students to think about the coalition name they created:
 - Does the name express the purpose of your coalition (while still being relatively short)?
 - Watch out for inappropriate acronyms.
5. Utilizing the presentation in the 3.5 folder, discuss the purpose of logos with students and how they know which logo relates to which company. Ask them why these logos are so recognizable.
6. Inform the students that they will be creating a logo for their coalition that they will use on every document for the rest of this project. However, they need to know a few basic graphic design principles before they create their logo.
7. As the teacher goes through the PowerPoints, each coalition should take notes in their Doc about what makes a good logo.
8. When finished with the presentation, students should get together with their coalition group and begin answering the following questions about their logo/coalition:
 - NAME (What is your coalition name?)
 - PURPOSE (What issue will your coalition try to solve?)
 - TEXT (Which part of the name do you want to use in the logo--key words, initials, acronym, whole thing?)
 - FONT STYLES (Which font style(s) do you think you should use?)
 - COLORS (Which colors might best represent your coalition's issue?)



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- SIMPLIFY (Is there an object that might represent that issue? Is there a way you can simplify it with outlines or simple geometric shapes?)
 - SPACE (Could you use negative space to add to the overall logo?)
9. When finished with the above questions in the Doc, inform the coalitions that they are now going to build a logo using Canva.
- Have students log into their Canva account.
 - In the open search field type “logo.”
 - You can either use a template and change as needed or develop your own from scratch.
 - Feel free to reference the Canva tutorials from the last unit if needed. If students want to see more advanced techniques, they can search for logo techniques on Youtube. Remember, students should aim for something SIMPLE.
 - When finished, students should add their logo to the Canva Share Document that is linked on the Technical Resources page.
10. Students should now have a coalition logo that they can use to advertise and market the purpose of their coalition and use on any additional item they create for this project.



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Lesson 3: Project Planning Approval

40 Minutes

Oftentimes, in real life there isn't a handy checklist of things to be done in order to make something happen. Someone has to take the initiative to make the checklist and then follow through with it. Part of this course is learning how to use our individual power and the power of those who support us to make transformation happen.

1. Have students create a New Note titled, "Coalition Transformation, Part I"
2. Ask the students to reference their Coalition Project Report Checklist (also included in 3.5 folder) to help students stay on task.
 - This was given out at the start of the quarter. Make the checklist available to them online if not yet done so.
3. Have students meet with their coalitions.
4. Ask them to look over the project plan they have already completed (this should be attached within their online Project Management workspace).
5. Announce to the students that over the next couple weeks, they will have five tasks to complete.
6. Ask each coalition to add subgoals to their project plan that will help them accomplish the following five items:
 - Revising and getting approval on their project plan.
 - Finalizing their coalition logo
 - Creating a flyer to advertise some aspect of their project.
 - Creating a public service announcement (PSA) video using Rhetorical Appeals on some aspect of their project.
 - Creating an infographic that can be used on the flyer, PSA, or both.
7. Remind them that while the teacher will be periodically checking in on their progress, the way in which their coalition decides to move forward is up to them--as long as they still meet the requirements and are demonstrating progress.
8. However, they should be thinking about:
 - Which coalition member will be in charge of ensuring which tasks are making progress and get completed (they don't have to do all the work on their own, they just are in charge of making sure it gets done).



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- What type of planning should be done for each of the requirements in order to help ensure they will be done effectively?
- How much time should be allotted to each task? (They should plan for everything to be done within the next two weeks).

Closing Activity (5-10 minutes)

When students believe they have all aspects of their project planned out, they should make an appointment to meet with the teacher.

1. They should give the teacher a copy of the project plan and then discuss their plan.
2. When it seems like they have enough detail to be able to implement their project, the teacher should approve the plan.
3. If there isn't enough detail, the teacher should ask open-ended questions to help students identify gaps in their plan and then revise and resubmit.
4. The teacher should remind students that if at any time they feel their plan needs to be revised or a new aspect needs to be added, they should have a new conversation with the teacher.



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Lesson 4 & 5: Developing an Infographic

2 Class Periods

Students will utilize infographics to a way to market their coalition. They will learn how to design and infographic using an online Infographic design application.

Opening Activity (2-3 minutes)

Have students talk to their elbow partner about how infographics are used to influence public opinion.

Activity (45 minutes)

One useful way to develop a logos appeal is through the use of an infographic. Not only do infographics provide a visual way to better understand facts and figures, they do so in a very concise and engaging fashion. They are therefore a great way to persuade an audience toward some action.

1. Show a video on the importance of using data to tell a story. The video listed on the Q3 Resource document is a bit long, but very engaging. Consider only showing a section of it, or finding another shorter video.
2. Have students get into their coalitions to fill out the CP_3.5.4 Infographics Planning document.
 - Ask them to brainstorm some facts about their particular school issue that might persuade people to donate, make a change, or be motivated to some action.
 - Have students conduct an online search as needed to gather other facts that might support the ones the students brainstormed.
 - They need to make sure their information is as accurate as possible.
 - Remind students that making up information can result in some extremely unhappy people, and if that information was used to solicit donations, it could even be considered fraud--which is a crime.
3. Have students design an infographic using an online Infographic Design application, such as Canva.
 - Have students independently or as a class watch a “how-to” video on creating an infographic.
 - Have students access the application.
 - Have them go to the design section and select the infographic section.
 - As a coalition, they should decide.
 - Which of the students are going to work on which aspect of the infographic, since it’s difficult for all of them to work on it at the same time.
 - As a group, they can determine what their infographic should look like so that it best fits the tone of their project.



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- Then they can split up the work. Maybe 1-2 of them design the infographic, while the others start working on planning the project flyer and/or public service announcement video. Maybe they take turns working on the infographic

Closing Activity (2-3 minutes)

When finished they should save a JPG of the infographic (to a Google Drive or some other school folder) to be used later on their flyer and/or in their video.



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Lesson 6: Project Planning, Continued

50 Minutes

Students will assess their progress by reviewing/revising the roles assigned to each member. This is done to help students recognize the importance of communication and encourages them to make periodic checks on the effectiveness of a plan.

Opening Activity (5 minutes)

1. Have students create a New Note titled, "Project Planning" and make a goals list on what type of impact they want their infographic to have on individuals that see it.

Activity (40 minutes)

In order for progress to be made on any project, it's important to be extremely transparent about what has been accomplished and what still needs to be done. This will make it easier for others to notice possible issues or challenges before they become too much of an insurmountable barrier.

1. Have coalitions access their Project Management workspace.
2. Ask them to update their Roles channel
 - In the Roles channel they should list/revise who is in charge of each of those tasks.
 - If students feel some tasks are much larger than others, they can split those tasks into smaller subtasks between students, or several students can share the larger task(s).
3. The student in charge of each task should create a new channel in the workspace for their specific task.
 - Then they should create a list of things they think they need to accomplish for this task.
4. The coalition should have a discussion as to how they will accomplish their tasks before the SRE.
 - In what order should the tasks be done?
 - Can several tasks be done concurrently?
 - Are there tasks that the coalition can split between the members?
 - Are there tasks that should be done together, because the whole group needs to be part of the decisions?

Closing Activity (5-7 minutes)

The coalition will create a short list of which tasks will be worked on in what order and post this within the main area of the Project Management workspace.

1. Students will ask the teacher to look over this post to get approval and then they may begin working on their project



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Lesson 7: Self Reflection

50 Minutes

Students will conduct a self evaluation on the work they completed with this project through a self-reflection. Following the prompts, students will respond based on the contributions they made and what they learned on this project.

Opening Activity (5 minutes) On a scale...

Have students on a scale of 1 to 5 (1 being "not at all" and 5 being "extremely") rate their performance based on each criteria for this project planning.

- Reliability
- Creativity
- Interest

Activity (35 minutes) Self-Reflection

Use the last part of this unit to allow students to self-reflect in their digital journals. Depending on your needs, this lesson can be shortened or lengthened, or integrated into part of the previous lesson. As long as time is given to students to make their thoughts more concrete.

1. Ask students to reflect in their digital journal by answering the following unit questions:
 - What aspects of this project are you excited about?
 - What aspects of this project worry you, or do you think might cause you some frustration?
 - How do you intend to deal with the challenges that might occur?

Closing Activity (10 minutes)

Have a few student volunteers to share their reflections with the class.



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them. You can go into them online, you can have students download them as a report and put in a digital folder or email to you, you can walk around while they are writing and ask them to show you some of them. The key is for students to know that you will be systematically looking at them, and that quality and thoughtfulness is part of the grade.
- The following rubric can be used to grade the project planning assignment. Simply determine how many points are assigned to each proficiency level and then grade accordingly. Consider having a copy of the rubric in the student folder so that you can point it out to students and they can use it as a guide as they are working.

Project Planning Rubric

Master	Proficient	Novice
<p>Group used an online project management application to add coalition tasks, which students would be in charge of each task, and a summary of the order in which those tasks would be accomplished. The posts in those channels were detailed, suggested excitement about the project, and demonstrated a goal oriented mindset.</p>	<p>Group used an online project management application to add coalition tasks, which students would be in charge of each task, and a summary of the order in which those tasks would be accomplished. They have posts in those channels concerning the three tasks, but they were relatively general, and may have been done just to meet the task requirements.</p>	<p>Group used an online project management application to post coalition tasks, which students would be in charge of tasks, and/or a summary of the order in which those tasks would be accomplished, but they may be missing one or more channels. Some channels may not include actual posts, or the posts may not be geared toward the project.</p>



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Unit 3.5 Mentor Teacher Reflection

Unit 3.5 - Lesson 1: Persuading an Audience to Action

Pros:

Cons:

Suggestions:

Unit 3.5 - Lesson 2: Coalition Branding

Pros:

Cons:

Suggestions:



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Unit 3.5 - Lesson 3, 4, 5, 6: Project Planning, Developing an Infographic

Pros:

Cons:

Suggestions:

Unit 3.5 - Lesson 7: Self Reflection

Pros:

Cons:

Suggestions:



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Unit 3.6 Coalition Marketing

Objectives

- Students will be able to create a flyer advertising some aspect of their coalition project using an online infographics design application.
- Students will be able to create a public service announcement video advertising some aspect of their coalition project incorporating the use of Rhetorical appeals using video capture and editing applications.
- Students will be able to embed an infographic that supports their coalition project into a flyer, public service announcement video, or both.

In Advance of Unit

- Continue to be proactive about checking on group progress. If any group and/or specific student seems like they have a lot of time on their hands, ask that group to look at their plan again. Tell them that this student's time is being wasted. Is there someone else who is feeling overwhelmed that part of their task can be reallocated to this bored student? If they state that they are finished with one part, have them move on to the next part. If they feel they are completely finished, ask them to reach out to another group
- Consider accessing coalition workspaces and check to see that students are posting and using the space to track their ideas and accomplishments. Consider adding a post to one of the general areas so that the students become aware that you are in their space and are monitoring what they are doing.
- Have copies of the CP_3.6.2 Digital Video Storyboard available for students to use to plan their PSA video (same document as from Quarter 2).



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Unit 3.6 Curriculum Pacing Guide

(5 Days)

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Project Flyer	<i>How can I ensure my project flyer is inclusive?</i>	School Project Rubric Project Management Workspace	Digital Notebook Google Drive Folder	Project Flyer
4 Class Periods	Lesson 2, 3, 4 Developing a PSA Video	<i>How do PSAs help coalition projects?</i>	CP_3.6.2 Digital Video Storyboard Digital Video App	Digital Video App Google Drive	Public Service Announcement (PSA) Video



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Lesson 1: Project Flyer

50 Minutes

Students will construct a flyer to market their coalition project. Working in groups, students will organize/discuss the logistics and gain teacher approval to distribute their flyers.

Opening Activity (7-10 minutes) Coalition Communication

1. At the beginning of each new class period during this unit, ask students to have a quick coalition meeting to review what was accomplished the day before, what needs to be done today, and ensure that everyone is on the same page.
2. Have students have a conversation within their coalition to discuss how they plan to utilize and embed their infographic throughout the rest of the project.
3. Have one of the members add this in some way to the Project Management workspace.

Activity (35 minutes) Project Flyer

1. Announce to the students that they will now be creating a project flyer for their coalition. The purpose of this flyer is to get people to take a specific and meaningful action that will support the coalition in some way (joining the coalition, donating time or money, etc.)
2. Remind students about the difference between an infographic and a flyer:
 - Infographic - a representation of information in a graphic format designed to make the data easily understandable at a glance.
 - Flyer - to get people to take a specific and meaningful action that will support the coalition in some way (joining the coalition, donating time or money, etc.).
3. Remind students to review the Coalition Project Checklist to ensure that the flyer they create meets the assignment requirements.
 - Have students use the same online graphic design application that they used when creating the coalition infographic to create a flyer.
 - This time they will simply use a flyer template (or some other template that seems to fit the information they will need on the flyer).
 - The flyer should include the following information:
 - Name of the coalition
 - Coalition purpose/primary goal (short version)
 - Any information regarding what you want people to do:
 - When is it taking place (date/time)?



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- Where is it taking place?
- What do you want done?
- Who should do it?
- Why should they do it (think Rhetorical appeals)?

- Do NOT put too much information on the flyer--simple is always better.
- Do make sure that the graphics, fonts, and colors fit with the project idea.

4. Have students get approval for their flyers.

- Students will print or show a digital version of the flyer to the teacher for approval.
- Teachers will have students get administrative approval to post or distribute flyers before moving forward with the project.

Closing Activity (5-7 minutes) Reflection

1. At the end of each class period, have individual students go into their specific Project Management workspace channel and list what they accomplished that day, and any notes or thoughts they may have for being effective the next day.
 - This will take the place of self-reflection in their digital journals.



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Lesson 2, 3, & 4: Developing a Public Service Announcement Video

4 Class Periods

Students will learn how to create a public service announcement (PSA) and over the course of a few days will develop their own PSA to market their coalition.

Opening Activity (5-7 minutes) Coalition Communication

Ask students to have a quick coalition meeting to review what was accomplished the day before, what needs to be done today, and ensure that everyone is on the same page.

Activity (40 minutes) Creating my PSA

Public Service Announcements (PSA) are similar to commercials, in that they also use the three Rhetorical Appeals; however, instead of selling a product like a car, they are trying to sell an idea. The purpose of a PSA video is to persuade the audience toward some action like quitting smoking, donating time, or helping those in need.

1. Have students watch a public service announcement (see the Q3 Resource document).
 - Ask the class to try and spot the Rhetorical Appeals.
 - Remind students that the most effective PSA's use all three appeals, though one is often the most obvious.
2. Remind students that they should use the CP_3.6.2 Digital Video Storyboard document to help draft their video, similar to what they used last quarter on their Digital Storytelling Video (found in 3.6 Folder)
 - Have students meet with the teacher for feedback/approval on their storyboard before beginning to create the video.
3. Have students use an online Digital Video application that they used earlier in the year to develop their PSAs.
4. Monitor student progress closely to determine if more time or support is needed.



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them.
- While the below Digital Storytelling Video Rubric will be used to assess their final product, the Digital Storytelling Video Checklist is actually the most effective tool for this unit. Use it with students to guide them towards developing a fully formed video.

Coalition Rubrics

Category	Master	Proficient	Novice
Project Plan	There is a creative visual representation of the project plan. It includes specific SMART goals detailed as part of the plan. There is evidence the plan went through several revisions and was approved (by the teacher and additional member).	There is a visual representation of the project plan. It includes goals detailed as part of the plan. There is evidence the plan went through at least one revision and was approved (by the teacher and/or the additional member).	There are some listed goals which suggest a project plan, but there is little to no evidence the plan went through revisions and/or whether or not it was approved (by the teacher or additional member).
Logo	The logo is simple, creative, and effectively connects with the purpose of the coalition through the use of color, spacing, and simplicity	The logo is moderately simple, creative, and somewhat connects with the purpose of the coalition through the use of color, spacing, and simplicity.	The logo is not simple, creative, and does not connect with the purpose of the coalition. Color, spacing, and simplicity were not effectively utilized in this logo.
Infographic	Includes coalition name and at least 3-5 factual pieces of information, all of which connect to the coalition project. It appears simple yet engaging, and ensures that graphics, colors, text, etc. align with the coalition purpose. Is embedded in either the flyer, PSA, or both.	Includes coalition name and at least 3-5 factual pieces of information, some of which connect to the coalition project. It appears simple yet engaging, and most graphics, colors, text, etc. align with the coalition purpose. Is embedded in either the flyer, PSA, or both.	May not have a coalition name. May have too few or way too many pieces of information. The info may seem random or not seem to clearly connect to the coalition project. Used the template graphics, colors, text without changing to fit the coalition purpose. May not have actually embedded in the final project.



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Category	Master	Proficient	Novice
Flyer	The flyer includes the name of the coalition and a short version of its purpose. It includes who, what, where, when, and why for the event/purpose it is advertising. It appears simple yet engaging, and ensures that graphics, colors, text, etc. align with the coalition purpose.	The flyer includes the name of the coalition and a short version of its purpose. It includes some information on who, what, where, when, and why for the event/purpose it is advertising, but may be missing something. It may have too much info, but is still engaging. Some graphics, colors, text, etc. may seem out of context with the coalition purpose.	The flyer includes some information on the coalition and the who, what, where, when, and why for the event/purpose it is advertising, but may be missing several things. It may have too much info, and/or be difficult to understand. The graphics, colors, text, etc. do not connect to the coalition purpose.
PSA Video	The video storyboard was approved. It was less than 5 min. It was developed with a video application and its primary material was created from scratch. Its main topic connected to your coalition school project and used all three rhetorical appeals. It used one of the narrative styles (spokesperson, voice-over, live action, silence). It was easy to understand the point while still be highly engaging and appealing to the intended audience toward some action	The video storyboard was approved. It was less than 5 min. It was developed with a video application and its material was created from scratch with only a few Internet video clips or images. It used all three rhetorical appeals, though some appeals were difficult to spot. It used one of the narrative styles (spokesperson, voiceover, live action, silence). It may not have been extremely clear how it connected to the coalition project and/or may not have been as engaging for its audience as it could have been. May or may not appeal to some action.	The video storyboard may not have been completed/fully approved. A large majority of it may have been pulled straight from the Internet (little to no material captured by the student). It may have been too short (to make sense), gone over time, or ended abruptly. It may be missing an appeal and/ or did not use one of the narrative styles. It is unclear how the video connects to the coalition project, and/or is so unclear as to its point that it does not engage its audience. It probably does not appeal to the audience in the way intended.



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Unit 3.6 Mentor Teacher Reflection

Unit 3.6 - Lesson 1: Project Flyer

Pros:

Cons:

Suggestions:

Unit 3.6 - Lesson 2, 3, 4: Developing a PSA Video

Pros:

Cons:

Suggestions:



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Quarter 4: Power & Technology

Quarter 4 Overview

The fourth quarter curriculum picks up directly where the Quarter 3 coalition project left off. Due to the large amount of district and state testing that takes place towards the end of the school year, the curriculum for this quarter was intentionally designed to be shorter than the rest of the year. Our hope was to create lessons that could be flexible enough to accommodate your district's testing schedule while also providing time for your students to continue working on their coalition projects.

As a final hook to engage your students a bit more and get them excited about the SRE, there will be multiple awards given in the following categories:

- Techno-Social Change Agent (TSCA) - Highest award
- Best PSA Video
- Most Innovative Technology
- Difference-Maker
- Leadership Award
- Community Engagement
- Excellent Effort

Feel free to reach out to anyone at CGEST if you have questions regarding this quarter.



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Quarter 4: Power and Technology

Unit	Objectives
4.1	<ul style="list-style-type: none"> ○ Students will be able to develop a digital survey to be implemented with local community members. ○ Students will be able to list at least three new things they learned about coding to include something about computer bias (algorithmic bias). ○ Students will be able to create a rudimentary HTML document and view it through an Internet browser.
4.2	<ul style="list-style-type: none"> ○ Students will be able to select which evidence they will use to demonstrate community engagement and which coalition members will be responsible for ensuring those pieces of evidence are professionally developed. ○ Students will be able to create a presentation using a tri-fold board that showcases the background, project plan, and community engagement for a community project. ○ Students will be able to create a rough draft oral presentation “pitch” that uses rhetorical appeals to persuade an audience to join their coalition. ○ Students will be able to provide concrete feedback on other coalition presentations to include positive aspects and aspects that need revision.
4.3	<ul style="list-style-type: none"> ○ Students will be able to participate in a discussion on the influence of power to shape perceptions about technology. ○ Students will be able to analyze data through an intersectional lens and respond with an action plan to address social issues. ○ Students will learn to develop SMART goals for their coalition projects that critique the relationship between technology and power
4.4	<ul style="list-style-type: none"> ○ Students will be able to finalize their coalition projects in preparation for the SRE
4.5	<ul style="list-style-type: none"> ○ Students will be able to reflect on the CompuPower course, their power, and their future selves.



COMPU-POWER

Unit 4.1 Coding for Social Change

Curriculum Pacing Guide

[Unit 4 - Overview Video from CGEST](#)

(4 Days)

Objectives

- Students will be able to develop a digital survey to be implemented with local community members.
- Students will be able to list at least three new things they learned about coding to include something about computer bias (algorithmic bias).
- Students will be able to create a rudimentary HTML document and view it through an Internet browser.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Introduction to Web Page Coding	<i>Why is programming important? How does bias reflect in coding?</i>	Video: What is Coding? CP_4.1.1 Coding Overview Videos	Digital Notebook Google Drive Coding Introduction	Coding KWL
2 Class Periods	Lesson 2 & 3 HTML Text Editor Practice	<i>How does HTML coding work? How can coding be used for social change?</i>	HTML Tutorials CP_4.1.2 Slides on Basic HTML Code Structure	Google Drive HTML Text Editors	Code and Save an HTML Document
1 Class Period	Lesson 4 Self Reflection	<i>How does coding influence my life?</i>		Digital Notebook	Self Reflections



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Lesson 1: Introduction to Web Page Coding

55 Minutes

Overview: This lesson teaches students about coding and how to examine the influence that coding has on social norms. Students will use the knowledge on coding to inform their approaches on becoming a techno-social change. Furthermore, this unit is designed not only as a standalone unit to start the quarter, but also as an extension activity that students can work on at any point throughout the quarter. If students get done with an activity early, they can practice their coding.

Teacher Note: Students will be introduced to coding through the development of a rudimentary webpage. They will also be reminded that while coding and programming seems like a neutral process, it is humans that create the code. Therefore, programming can inherently include “algorithmic bias.” As students build their own webpages, and as they move forward using technology, we will remind them to reflectively ask themselves: “Does my code include any biases, how can my code help others be aware of bias, and how might my code help fight against biased coding practices?” Remind students that as part of their final project, they will be creating a basic webpage to provide information about their community project.

Activity (50 minutes)

1. Show students a two video overview about how computer programming affects our society (see the Q4 Resource Link document)
 - Remind them that the whole purpose of the CompuPower course is to use technology as a vehicle for becoming a social change agent, which includes being aware of algorithmic bias.
 - Explain that as they are beginning to plan their school and community projects, they will be given a small taste of programming.
 - The programming that will be focused on in this course is front-end web page development using HTML.
 - The end goal will be for students to develop a webpage that they code from scratch that will provide information about their community project and which they can connect to through the website they built at the beginning of the year.
2. Conduct the first part of a KWL (know, will learn, learned) on the topic of coding.
 - Ask students to create a post in their digital notebook labeled “Coding KWL”.
 - Have them write about what they know about coding. This could be a definition, a list of types of coding languages, or the purpose for coding.
 - Have them describe what they believe they will learn about coding during this quarter.
 - Tell students we will watch a few more videos before finishing the post, but they will be responsible for describing at least three new things about coding that they learned.



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3. Show students a video called “What is Coding?” (see Q4 Resource links). Then tell them they are going to independently dive a bit deeper.
 - Remind them they are responsible for sharing at least 3 new things they learn.
4. Ask students to access the **CP_4.1.1 Coding Overview** Videos document.
 - There are four videos listed all of which are approximately 12 minutes long.
 - Have them select one to watch.
 - They will also watch three videos about algorithmic bias and its impact on today’s society and cultural norms.
 - After watching, ask them to return to their Coding KWL post.
 - Have them describe at least three new things they learned about coding to include something about computer bias (algorithmic bias).

Closing Activity (5-7 minutes)

1. Ask students to turn to a partner and take turns sharing something about coding that they found interesting.
2. Ask a few students to share with the class.

BEFORE the Coding Lesson: Teacher Tips

Some key things to remember. HTML is a set of directions that are interpreted by browsers (such as Chrome and Internet Explorer). Each browser may interpret the instructions a bit differently. If something doesn’t work, it’s almost always because the student forgot to “close” an element. <title> has to be followed at some point by </title>, or the browser will interpret everything as the title. If students get stuck, remind them of the following typical errors:

Closing Tag Errors

- CORRECT: </p>
 - INCORRECT: </p, (forgot to Shift to get angle bracket)
 - INCORRECT: </p (left off an angle bracket)
 - INCORRECT: <p> (forgot the forward slash to designate a close)
 - INCORRECT: (forgot the closing tag altogether)

Placement Errors

- Added paragraph content between header tags instead of between body tags
- Forgot to include certain tags (title, body, header, paragraph) and so the browser interpreted content as belonging to the previous tag Saving Errors (the document doesn’t show up on the browser correctly)
- Saved as a .txt document instead of .html document (check text editor preferences)-- Notepad should save as ALL FILES. Both Notepad and TextEdit documents should be named “index.html”
- Saved in rich text format instead of plain text format (check text editor preferences)



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Lesson 2 & 3: HTML Text Editor Practice

100 Minutes

Overview: Students in a 2 day class period, will learn how to create a webpage.

Teacher Note: This lesson will take 2 class periods. Students will practice creating a webpage using a text editor and dropping it onto an Internet browser (like Chrome, Safari, Explorer, etc.). Doing this isn't complex, but does require attention to detail because missing one step can cause the whole thing to fail.

Opening Activity (10-15 minutes)

1. Have students watch an HTML overview video (see Q4 Resource Links document)
2. Let them see the code
 - Have them access the Internet and find a web page that they like (and is still school appropriate).
 - Have them view the HTML code for that website.
 - If using Chrome, right-click on the page, scroll down to View Page Source (if using a different browser, try using shortcut keys PC: CONTROL + U or Mac: Option + Command + U)
 - A new page should open displaying all of the code
 - Let students know that what they are viewing is most likely a combination of HTML, CSS, and Javascript. For right now we are going to focus on just the base structure of HTML.

Activity (30 minutes)

1. Have students open an HTML Text Editor. Go to the Q4 Resource Doc for tutorials.
 - For Macintosh platforms (TextEdit).
 - Access the TextEdit application
 - If it isn't already on your dock, do the following:
 - Click on the Finder icon in the lower left-hand corner of the screen
 - In the left-hand menu bar, under Favorites, click on Applications
 - Applications are listed alphabetically, scroll down until you find TextEdit
 - Double click on the icon
 - Set TextEdit > Preferences > New Document tab to "Plain Text"
 - Set TextEdit > Preferences > Open and Save tab > When Opening a File to "Display HTML files as HTML code instead of formatted text"
 - Quit out of TextEdit and then open again to activate changes
 - Write HTML



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- For PC platforms (Notepad).
 - Click on Start (windows icon in the lower left-hand corner)
 - Type Notepad (it will start searching for it)
 - Click the application to start it
 - Write HTML
- For Chrome books (Caret).
 - Download and install Caret text editor
 - Open a new Caret document
 - Write HTML

2. Have students write HTML Code

- Use the 4.1 Slides (look at the notes section) to show students the basic HTML code structure, which involves “nesting” from general at the left hand side to more specific as you keep tabbing out. The tags (which are always surrounded by <angle brackets>) provide instructions for the browser to interpret while the text or content between the tags is the literal writing on the page. Tags are written in pairs with an opening < > and closing </ > tag to create a complete element.
- Also, feel free to show or share with your students the video titled “Writing HTML” created by one of our CGEST members. This video does a great job of breaking down how HTML code works on a step-by-step basis. Could be a great tool for your students to use while they are learning this process.

```
<!DOCTYPE html>
<html>

  <head>
    <title> My Webpage </title>
  </head>

  <body>
    <h1> Important Header </h1>
    <p> A really detailed paragraph.</p>
  </body>

</html>
```

- The tags work in the following way:
 - <!DOCTYPE html> (tells the browser what type of code it should interpret)
 - <html> </html> (HTML element reminds the browser of the code type)
 - <head> </head> (HEAD element provides information that the browser might use to help a search engine find the page)
 - <title> </title> (TITLE element provides the name of the webpage)
 - <body> </body> (BODY element provides the actual text that you literally see on the webpage, including headers, paragraphs, hyperlinks, and images)



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- `<h1> </h1>` (HEADER element is the header for a paragraph. It comes in six sizes from the largest size (h1) down to the tiniest (h6))
- `<p1> </p1>` (PARAGRAPH element allows you to write as much text in between these tags as you want)
- `<hr />` (a horizontal rule line that can be included on the page, but doesn't require a closing tag)

Closing Activity (10-15 minutes)

1. Have students save their code as an html document
 - Remind students that saving their document as an html document (instead of as a text document like if you were typing an essay for class) is a key part of making this work.
 - Click File > Click Save
 - Students should name their file: index.html\
 - If using Notepad, Save as Type should be: All Files (DO NOT use .txt)
 - If using TextEdit, Plain Text Encoding should be: Unicode (UTF-8)
 - Consider saving to the desktop to make the document easier to find
2. Have students view their code through a browser (preferably Chrome)
 - Have a new tab open on your browser
 - Find your index.html document on your desktop
 - Drag your index.html document onto the browser webpage (right onto the middle of the page, as if you're adding an image onto a Google Doc)
 - If that doesn't work try
 - double clicking the index.html document
 - File > Open File (MAC)
 - Right Click > Open File with (MAC)
 - If you see all of the tags instead of just the text, then it is possible the document wasn't correctly saved as an html document. Check that TextEdit preferences were correctly set, and that the document ends with ".html"
 - **EXTENSION:** If any students finish early, ask them to research other types of html tags to see if they can make their practice page even more distinct.
3. Remind students that if they finish any activity this quarter and have some free time, they may begin creating an html website for their coalition. Though, the creation of this website is not an absolute requirement for this project - it is there as an extension activities for those coalition groups who wish to utilize this technology in their SRE presentation. This will be discussed in further depth in the next unit.



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Lesson 4: Self Reflection

50 Minutes

Overview: Students will engage in self-reflection on their involvement in coding.

Opening Activity (5-10 minutes) Reflections

1. How has the CompuPower curriculum for this school year on Power, Identity, Community, Place, and Technology changed you as a learner?
2. Thinking about school in general, describe the purpose of the curriculum (i.e. math, science, technology)?

Activity (35 minutes)

Use the last part of this unit to allow students to self-reflect in their digital journals. Depending on your needs, this lesson can be shortened or lengthened, or integrated into part of the previous lesson. As long as time is given to students to make their thoughts more concrete.

1. Ask the students to post to their digital journal by answering the following unit questions:
 - What is something that you think you understand better about coding than you did before?
 - What can you do to help prevent programming (algorithmic) bias?

Closing Activity (5-7 minutes)

Engage in a class discussion on the two reflection questions.



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Assessments

- The Digital Journal can be assessed in a variety of ways. We recommend establishing a pattern of how you will check them. You can go into them online, you can have students download them as a report and put in a digital folder or email to you, you can walk around while they are writing and ask them to show you some of them. The key is for students to know that you will be systematically looking at them, and that quality and thoughtfulness is part of the grade.
- The following rubric can be used to grade assignments from this unit. Simply determine how many points are assigned to each proficiency level and then grade accordingly. You could also choose to give one unit assignment score based on an average of how they did across assignments (rather than grading each individual assignment).

Intro to Coding Assignment Rubric

Category	Master	Proficient	Novice
Coding KWL	Showed a post with all KWL sections, and 3 thoughtful new coding details listed.	Began the KWL post, but didn't list the L part, didn't have 3 examples, and/or the examples were too general/obvious.	Put very little to no effort into providing detail for the post.
HTML Document (created with a text editor)	Showed a manually created webpage as viewed from a browser. Included a header, title, and paragraph sections.	Could not get the browser to read the document, but showed a document developed with a text editor. It may be missing a section	Text editor document missing several sections or simply did not do.



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Unit 4.1 Mentor Teacher Reflection

Unit 4.1 - Lesson 1: Introduction to Web Page Coding

Pros:

Cons:

Suggestions:

Unit 4.1 - Lesson 2 & 3: HTML Text Editor Practice

Pros:

Cons:

Suggestions:



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Unit 4.1 - Lesson 4: Self Reflection

Pros:

Cons:

Suggestions:



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Unit 4.2 Community Engagement

Unit Overview:

In this unit, students will begin identifying artifacts that they would like to include in their presentation, begin creating their tri-fold board, and working on their oral pitch that they will deliver to industry leaders at the SRE in May. It is therefore important that coalitions begin thinking about which pieces need to be accomplished before the SRE takes place and how best to accomplish that work in the allotted time.

This unit will specifically provide instruction on drafting an oral presentation pitch and provide independent time for students to build their community project presentation. There will be separate modules covering how to build a website using HTML code and use a QR code to connect to online information. Students are not required to participate in these modules, since they have several ways that they can choose to demonstrate community engagement. The “Build a Webpage” and the “Use QR Codes” modules are for those students who are interested and have time. If you know your students are extremely short on time, ask them to really think about which examples of community engagement they can realistically accomplish in the time given, while remembering that the more innovative their examples are, the more likely they will be to convince people to join their coalitions.



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Unit 4.2 Curriculum Pacing Guide

(6 Days)

Objectives

- Students will be able to select which evidence they will use to demonstrate community engagement and which coalition members will be responsible for ensuring those pieces of evidence are professionally developed.
- Students will be able to create a presentation using a tri-fold board that showcases the background, project plan, and community engagement for a community project.
- Students will be able to create a rough draft oral presentation “pitch” that uses rhetorical appeals to persuade an audience to join their coalition.
- Students will be able to provide concrete feedback on other coalition presentations to include positive aspects and aspects that need revision.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Evidence Selection	<i>What is the criteria for selecting evidence to present in a presentation</i>	Coalition Presentation Checklist	Digital Notebook Google Forms	Coalition Presentation Checklist
3 Class Periods	Lesson 2 Presentation Building	<i>What are the purposes for presentation?</i>	CP_Webpage Module CP_QR Codes Module	Google Forms QR Codes Creating an HTML Website	SRE Presentation
2 Class Periods	Lesson 3 Oral Pitch	<i>What information should be included in an oral pitch?</i>	4.2.3 Pral Pitch Outline	Digital Notebook Google Forms	Oral Pitch Outline



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Lesson 1: Evidence Selection

50 Minutes

Overview: This lesson centers on the goal of persuading people to become members of their coalition. Students will collaborate with their coalition members to form a plan of action to gain new participants (i.e. industry mentors, community leaders) while simultaneously recognizing how power influences technology in forming a coalition project.

Opening Activity (5-7 minutes)

Engage students in a whole-class discussion on how they can know what interests another person. Have them describe some ways they are able to retrieve this information and how does the concept of power factor into how people respond.

Teacher Note: Students should be reminded that the goal of this project is to persuade industry leaders and community members to become members of their coalition. They will need to be reminded often of how much time they have to complete their presentation (tri-fold board and oral pitch).

Activity (40 minutes) Collecting Evidence

1. Have students brainstorm artifacts they would like to use for their presentations.
 - Open their Digital Journal application.
 - Have them create a post titled “Community Engagement Evidence.”
 - Ask them to review the Coalition Presentation Checklist, specifically the Community Engagement section.
 - Ask them to list three artifacts that they think would best persuade someone to join their coalition, AND that can be created in the amount of time they have to develop their presentation.
2. Have students work with their coalition members to come to a consensus.
 - Have them share their ideas and come to a consensus as to which three artifacts they intend to create for their presentation.
 - They should access their project management workspace and go to their #engagement channel.
 - In that area, they should list the three artifacts they have chosen.
 - The artifacts should be ranked. The first two are the ones that they have deemed the more important and will work on first.
 - The third one is of lesser importance or might take longer to create, and so that one will be worked on if there is additional time.



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- Next, to each artifact, they will provide a brief explanation as to why they think that artifact will help persuade their audience to join their coalition.
- Next, to each artifact, they will list which coalition members will be in charge of that artifact.

Closing Activity (5 minutes)

Inform students as they get close to completing this lesson, you will walk around and ask to review their work. If they demonstrate completion, their work can be checked off.



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Lesson 2: Presentation Building

3 Class Periods

Overview: Students will learn how to collaborate and apply concepts from previous lessons as they work on constructing their presentation boards with pertinent information about their coalition project.

Opening Activity (5 minutes)

Students will have the next three days to form into their coalition groups and briefly discuss the purpose of conducting a formal presentation. They will also answer the following question: *What aspects of our presentation need to be revised in order to actually implement our project?*

Activity (3 class periods)

Students will be given approximately two class periods to begin developing their tri-fold board. They need to have this time before beginning the draft for their oral pitch so that they will have some idea of what to discuss.

1. To accomplish building the presentation, students need to be given independent time with their coalitions to develop their artifacts.
2. However, make it clear to the class, that if a coalition group appears to be doing anything other than working on their presentations, and/or one member seems to be doing all the work, the teacher will request a progress check from the group.
 - A progress check involves the group meeting with the teacher to discuss which SMART goal and/or artifact(s) they are currently working on, and what aspect of those items are being completed by which group member.
 - If any group member seems to be underutilized, the teacher should ask the group open-ended questions to discuss how that person can be more supportive of the group:
 - Which tasks can be moved from one person to the other person who does not appear to have enough to do?
 - How else can we work on this SMART goal so that one person isn't responsible for all of the work?
 - Is there something else that can be worked on while you are waiting for that person to finish up that aspect?
 - Ask the group to come up with a new short-term plan to answer those questions and then report back in five minutes.
 - If they seem unable to develop a new working plan on their own, provide some scenarios that might direct them toward a new path.



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3. Students who decided they would like to create a webpage using code for their community engagement artifact should access the **CP_Webpage Module** and **CP_QR Codes Module** folders.
 - The teacher should digitally share this folder with the CompuPower class.
 - There are also tutorial videos located in the Q3 Resource Document that can be shared with your students as well.
 - If there doesn't seem to be enough time to do this, non-SRE attending students will be working on the webpage while the other students are gone. So suggest to students that they select another engagement artifact if time is short.

Closing Activity (2-3 minutes)

Write a brief summary of what the group accomplished.



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Lesson 3: Oral Pitch

50 Minutes

Overview: This lesson will engage students in another approach to gaining support for their coalition project. Students will learn how to construct an oral pitch as well as create their own.

Opening Activity (5 minutes)

Have the student create a New Note titled, "Oral Pitch" and write a brief description of what they believe it is and why it is done?

Activity (40 minutes) Here is my pitch

Students will use an outline to help them determine key pieces of information to be included in their oral pitch. They will then use that outline to create a rough draft and practice their oral pitch with others.

1. The purpose of an oral pitch for this coalition is:
 - Try to encourage industry leaders to join their coalition
 - To try and persuade industry leaders to donate their time, money, resources, or contacts who could support their coalition
2. The pitch is all about persuading people to support their coalition in some way.
3. Have coalitions create an oral pitch outline
 - Provide each coalition with a copy of the **CP_4.2.3 Oral Pitch Outline**
 - Have them work together to fill it out.
 - Walk around and observe as they work, looking for students who may be off task, who don't understand a question, or who seem to be stuck.
 - Provide open-ended questions to help them get moving again.
 - What types of information do you already plan to put on your tri-fold board that you might need to point out to your audience?
 - What could you say that might make your audience want to join your coalition, be part of what you are doing?
 - Which aspects of your community problem might persuade your audience by using interesting facts (logos), by making them emotional (pathos), or by making them feel they need to do the right thing (ethos)?
4. Have students create a rough draft of their oral pitch
 - Have each coalition open a Google Doc and title it Oral Pitch
 - Have students turn each line of the outline into 1-2 sentences of their rough draft.



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- If only one student in the group is attending the SRE, this person should be the one to say the pitch. If more than one person is attending, students should determine which part of the pitch will be said by which person.
5. Have students practice.
- Ask students to first practice within their coalitions to time how long their pitch is. (It should be between 2-5 minutes long).
 - Then have them get with another group and actually try the pitch out on the other group.
 - Whichever students are actually attending the SRE should be the ones doing the most practice; however other members of the coalition should be helping with the writing, timing, and giving feedback to their own group and others.
6. Add a link to your oral pitch in the Slack project management workspace.

Closing Activity (2-3 minutes)

Have students add their oral pitch document to their project management workspace.

Assessments

- The following rubric can be used to grade assignments from this unit. Simply determine how many points are assigned to each proficiency level and then grade accordingly. You could also choose to give one unit assignment score based on an average of how they did across assignments (rather than grading each individual assignment).



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Assignment Rubric

Category	Completed +	Partially Completed ✓	Incomplete -
Community Engagement Evidence Post	Worked as a coalition to determine top 3 artifacts they intend to create for the presentation, listed which members would be accountable for which artifacts. All artifacts sound engaging.	Worked as a coalition to determine top 2-3 artifacts they intend to create for the presentation, listed which members would be accountable for which artifacts. Not all artifacts are as engaging as they could be.	Worked as a coalition to determine top 2-3 artifacts they intend to create for the presentation. Artifacts selected may not align well with community project, or did not list members.
Oral Pitch Outline and Rough Draft	Completely filled out outline with meaningful ideas that connect well to the information that will be on the tri-fold board (without repeating exactly what is already on the board). Ideas from outline were captured well in the rough draft.	Completely filled out outline with mostly meaningful ideas that connect to the information that will be on the tri-fold board (though some things seem to simply repeat what's on the board). Ideas from outline were captured in the rough draft.	Only partially filled out the outline with very mechanical information. May be planning to simply read straight from the board (which is very repetitive). The rough draft does not seem connected to the outline at all.
Presentation Practice and Feedback	1-2 members of the coalition practiced their presentation while 1-3 rotated to provide feedback. Feedback sheets were always filled out using concrete examples and suggestions that would help other coalitions meaningfully revise their presentations.	1-2 members of the coalition practiced their presentation while 1-3 rotated to provide feedback. Feedback sheets were usually filled out using concrete examples and suggestions that would help other coalitions revise their presentations.	Presenter may not have been prepared, or feedback students might have been disrespectful while rotating. Feedback sheets were rarely filled out using concrete examples that would help other coalitions revise their presentations.
Project Web Page (for non-SRE attending students)	Created a CodePen account, added HTML and CSS code, changed out all the default code for code specific to their coalition project, embedded final code into their personal website, checked the links to make sure it works.	Created a CodePen account, added HTML and CSS code, changed out most of the default code for code specific to their coalition project, can show the webpage within CodePen, but unable to embed into actual website.	Created a CodePen account, added HTML and CSS code, changed out some of the default code for code specific to their coalition project, can show the webpage within CodePen, but unable to embed into actual website.



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Unit 4.2 Mentor Teacher Reflection

Unit 4.2 - Lesson 1: Evidence Selection

Pros:

Cons:

Suggestions:

Unit 4.2 - Lesson 2: Presentation Building

Pros:

Cons:

Suggestions:



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Unit 4.2 - Lesson 3: Oral Pitch

Pros:

Cons:

Suggestions:



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Unit 4.3 Coalition Presentation Practice

Curriculum Pacing Guide

(5 Days)

Unit Overview

By this time, coalition groups should already have a large portion of their coalition project completed. Their artifacts should be chosen, mostly completed, and their oral pitch should be ready to be utilized for a presentation. The students are going to spend this week reviewing the presentation judging sheet that they their coalition presentation will be evaluated on, performing a gallery walk and providing/receiving valuable feedback to/from their peers, making changes to their presentations based on this feedback, and if time permits, working on their HTML coalition website.

Objectives

- Students will be able to participate in a discussion on the influence of power to shape perceptions about technology.
- Students will be able to analyze data through an intersectional lens and respond with an action plan to address social issues.
- Students will learn to develop SMART goals for their coalition projects that critique the relationship between technology and power.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1 Class Period	Lesson 1 Presentation Preparation	<i>Why is feedback important? What will I be scored on for my presentation?</i>	CP_4.3.1 Presentation Judging Sheet	Digital Journals Slack	CP_4.3.2 Community Feedback Form
2 Class Periods	Lesson 2 & 3 Presentation Practice	<i>What role does Power play in my presentation?</i>		Digital Journals Slack	CP_4.3.2 Community Feedback Form
2 Class Periods	Lesson 4 Implementing Feedback	<i>Which feedback should I incorporate into my presentation?</i>		Digital Journals Slack HTML Website	CP_4.3.2 Community Feedback Form



COMPU-POWER

Lesson 1: Presentation Preparation

50 Minutes

Overview: In this lesson, students will work with their coalitions to evaluate the Presentation Judging sheet to determine improvements that may need to be made to their presentation.

Opening Activity (10 minutes)

1. In your digital journal, create a new Note titled “Areas of Improvement”. In this note, answer the following questions: *Based on where my coalition presentation is at, what are three areas that I feel we could improve upon?*
2. Any volunteers that would like to share?

Activity (40 minutes) Presentation Preparation

1. To start this class, take a few minutes to ask your students the following questions, jot their answers down on the board, and have a discussion about these topics:
 - In life, why is feedback important?
 - Can anyone provide some examples of when feedback has helped you in some way?
2. When the conversation naturally comes to a close, let the students know that we’re going to spend the next few days both giving and receiving feedback with the hopes of improving our coalition presentation.
3. Let’s watch a short video about why feedback is both important and necessary when working in a coalition such as this.
4. Next, project the **CP_4.3.1 Presentation Judging** document onto the board and go through each section of this document as a class.
 - Let the students know that this is the document that judges will be using to evaluate their coalition projects at the SRE in May.
 - Also be sure to review the TAG directions for giving feedback on page two and to read the directions out loud as a class.
 - Answer any questions that they might have.
5. Inform the students that they will spend this unit practicing their oral pitch/presentation skills with their classmates and one community leader (more to come on that later in the unit).
 - Half of the coalition groups will present on Day 1 (Group A), the other half of the coalition groups will present on Day 2 (Group B).



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6. Each presentation will take 15-minutes:
 - 5 minutes - Presentation
 - 5 minutes - Reflection/scoring of the presentation
 - 5 minutes - Providing/receiving feedback

7. Day 1 schedule:
 - **Group A: Half of the coalition groups**
 - Will set up their presentation boards around the room like a science fair and ensure they are appropriately spaced out from their neighboring groups.
 - Each coalition will have 5-minutes to present their projects to their peers.
 - The teacher should project a timer on the board to ensure coalition groups stay under their 5-minute time limit

 - At the end of the presentation, each coalition in Group A will meet with their partners to discuss and write down what went well and areas where they could improve for their next pitch.

 - **Group B: the other half of the coalition groups**
 - During these presentations, one coalition from Group B should be paired up with a presenting coalition from Group A.
 - Students in coalition Group B will be responsible for filling out one Presentation Judging document for each presentation they hear.
 - This document should be filled out as a group. Once the presentation is over, members from Group B will have 5-minutes to discuss the presentation they witnessed, come to a consensus on appropriate scores, and to write down their feedback using the TAG worksheet on the back of the document.

 - At the end of the judging period, the partnered coalitions should meet for 5-minutes to discuss given scores and feedback.
 - It is important to remind students that the purpose of this feedback is not to criticise one another, but to provide and receive helpful feedback that will help each other improve their presentations.
 - Also, be sure to remind the students that they will not have to implement all of the feedback that they receive. It is up to them, and their coalition members, to decide which feedback is valuable enough to make changes to their presentation.
 - Ex - if they hear the same feedback from three separate groups, it would likely be a good idea to make the recommended change.



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→ When the discussion has ended, Group B should leave their scored presentation documents with Group A to reference in the future.

8. For the remainder of class, allow the coalition members to meet with one another to begin finalizing their oral pitch and presentation. They should constantly be referencing the Presentation Document during this time and finalizing any artifacts that they would like to include in their presentation.

9. Homework for this week:

- Distribute the **CP_4.3.2 Community Feedback** handout



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Lesson 2 & 3: Presentation Practice

100 Minutes

Overview: In this lesson, coalitions in Group A will practice their presentations for the first time while coalitions in Group B will be providing them with helpful feedback.

Opening Activity (5 minutes)

1. Hand out one copy of the **CP_4.3.1 Presentation Judging** document to each student.
 - Students should not write on this document. It is for their safe keeping so they can reference it throughout the rest of the project.
2. Ask the students if they have any final questions about this document before they begin presenting.

Activity (45-60 minutes depending on how many coalitions there are) Presentation Time

1. Ask the students to get into their coalition groups.
2. Count up how many coalitions are in Group A. Give this amount of Presentation Judging sheets to each coalition in Group B so they can provide one feedback form to each coalition they hear present.
3. Be sure to project a timer on the board to ensure coalition groups stay under their 5-minute time limit.
4. One last time, go over the presentation schedule with the students:
 - 5 minutes - Presentation
 - 5 minutes - Reflection/scoring of the presentation
 - 5 minutes - Providing/receiving feedback
5. Ask if there are any final questions before starting.
6. The students will have the rest of the lesson to complete their presentations. Good luck!
7. Follow the exact same schedule for the second day, however, this time the groups should be switched. Coalitions in Group B will present today and coalitions in Group A will provide feedback.



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Lesson 4: Implementing Feedback

50 Minutes

Overview: In this lesson, students will get a chance to meet with their peers to evaluate the feedback that they received and implement any changes that they feel is needed.

Opening Activity (5 minutes) Reflection

1. Ask the students to create a new Note in their digital journal titled “Feedback” and have them respond to the following prompt:
 - Based on the feedback I received, what are the top three changes that you think will be important to make to your coalition presentation?

Activity (30 minutes) Implementing Feedback

1. Ask each coalition to take out the Presentation Judging sheets that they received over the past couple days.
2. Give students 10 minutes to review the feedback that they have received and to discuss what changes they think they need to make. Once again, they do not need to implement every single change that was recommended to them. However, they should critically think about both the quantity and quality of the feedback they received for each category on the judging sheets.
3. The students will have the rest of the class period to work with their coalition members to review their feedback and begin making the changes that they feel need to be made.
4. Students should also update their Project Management Accounts (Slack) to reflect the changes that were made to their coalition.
5. Students may also use this time to continue working on any of their artifacts that they need to in order to finalize their presentations (html website, QR codes, etc).

Closing Activity (15 minutes) Reflection

1. In the same “Feedback” note that they started at the beginning of the hour, ask students to respond to the following prompts:
 - Why did your coalition choose to make the changes that it did?
 - Do you feel your coalition is more likely to succeed after receiving this feedback? Why or why not?
 - How can this feedback process help you with other events in your life?



COMPU-POWER

Unit 4.3 Mentor Teacher Reflection

Unit 4.3 - Lesson 1: Presentation Preparation

Pros:

Cons:

Suggestions:

Unit 4.3 - Lesson 2 & 3: Presentation Practice

Pros:

Cons:

Suggestions:



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Unit 4.3 - Lesson 4: Implementing Feedback

Pros:

Cons:

Suggestions:



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Unit 4.4 Pre-SRE Schedule

Curriculum Pacing Guide

(4-8 Days)

Overview

This unit could be one-two weeks long, depending upon the amount of time you have until the SRE presentation deadline. Student presentations must be completed by the Thursday before the SRE. The Friday and Monday just before the SRE will be used for student feedback and sharing. The Tuesday just before the SRE will be used for any last minute revisions.

Objectives

- Students will be able to finalize their coalition projects in preparation for the SRE.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Technology	Assessment
1-4 Class Periods	Presentation Building (continued)	<i>What do I need to complete in my presentation?</i>	Coalition Presentation Checklist CP_4.3.1 Presentation Judging Sheet	Google Drive Slack HTML Website	Final Presentation
1 Class Period	Friday Before SRE	<i>What final changes could I make to improve my coalition?</i>	Coalition Presentation Checklist CP_4.3.1 Presentation Judging Sheet	Google Drive Slack HTML Website	CP_4.3.2 Community Feedback Form
2 Class Periods	Tuesday and Wednesday Before SRE	<i>Which feedback should I incorporate into my presentation?</i>	Coalition Presentation Checklist CP_4.3.1 Presentation Judging Sheet	Google Drive Slack HTML Website	Pre-SRE Survey
2 Class Periods	During the SRE (for students not attending)	<i>How can I improve my coalition's html website?</i>	CP_Webpage Modules	Slack HTML Website	Final Website



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Presentation Building Continued

50-200 Minutes

Students will be given until the Thursday before the SRE to continue developing their tri-fold board and completing their oral pitch. The Friday and Monday before the SRE will be used to share and reflect on their presentations with other coalitions in the class. Tuesday will be used to revise any aspects as needed and to take the Pre-SRE Survey (5-10 minutes - the link to this survey can be found in the 4.4 folder).

1. Students may work independently with their coalitions on any aspect of the Tri-fold board, community engagement artifacts, or oral pitch as needed.
2. Make it clear to the class, that if a coalition group appears to be doing anything other than working on their presentations, and/or one member seems to be doing all the work, the teacher will request a progress check from the group.
3. If the group truly seems to be finished, ask them to consider developing another community engagement artifact to heighten the level of their presentation, and/or they can help mentor another group who may need an extra hand or two. This could include their html website, QR code, etc.



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Friday Before SRE

Presentation Feedback

This feedback opportunity provides another chance for students who will be attending the SRE to practice their presentations after they have implemented suggestions from their last round of feedback. If students really still need a bit more time to build their presentation, this feedback activity could be done on the MONDAY before the SRE.

1. Prepare students to participate in a gallery walk activity.
 - Have coalitions place their tri-fold boards around the room in a circle.
 - Students who will be attending the SRE will stay near their tri-fold board prepared to give their oral pitch the whole time. These are the “pitch” students.
 - Students who will not be attending will rotate to other presentations to help give feedback, and to report back to their coalition members with new ideas. These students are the “feedback” students.
 - Ask all students to go stand by their tri-fold board.
 - Give 3 copies of the 4.3.1 Presentation Judging Sheet to each “feedback” student.
2. Have students rotate to hear presentations.
 - Ask the “feedback” students to move to the presentation to the right (clockwise).
 - Have a timer available counting down from 5 minutes.
 - Tell students when to begin.
 - “Feedback” students should listen to the whole presentation before writing anything on their judging sheets (so they don’t distract the presentation).
 - As soon as the speaker has finished, they may write on the judging sheets.
 - The student judging sheet will include a place for students to provide TAG feedback: Tell something positive, Ask a question, Give a concrete suggestion. Sentence stems for conducting this feedback is provided on the back of the judging sheet. Rotate at least three times.
 - Have “feedback” students return to their coalition.
3. Have students begin to implement revisions.
 - Have coalitions look over the feedback responses.
 - Have them discuss what they think they should revise or change.
 - Students should be reminded that not all feedback is perfect or helpful. If the feedback suggests something outside the scope of their project, or does not provide a concrete suggestion, they may choose to ignore it.
 - Begin working on revisions as needed.



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Tuesday/Wednesday Before SRE

30-80 Minutes

Ensure that all students have taken the [Pre-SRE survey](#). If needed, a link to a Google Doc with the pre-SRE Survey link can be found in the Unit 4.4 folder. If any students were absent on the original day of this activity, have them do the reflection while others continue to make last-minute revisions.

1. Have students work on any additions/revisions they would like to make for their presentations.
2. Have them prepare to transport their tri-fold board with them to the SRE.

For Students Not Attending the SRE

Building a Project Webpage - 150 Minutes

This particular lesson is for the non-SRE attending students.

1. Ensure that students have online access to the **CP_Webpage Module** shared earlier in Unit 4.2
2. They can use the instructional aides in the folders to help walk them through the process of creating a web page to showcase aspects of their coalition project.



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Unit 4.4 Mentor Teacher Reflection

Unit 4.4 - SRE Prep, Field Trip, & Project Website

Pros:

Cons:

Suggestions:



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Unit 4.5 Post-SRE Schedule

Curriculum Pacing Guide

(5-10 Days)

Objectives

- Students will be able to reflect on the CompuPower course, their power, and their future selves.

Time Frame	Lesson	Guiding Question	Supplemental Resources	Extension	Assessment
1 Class Period	Lesson 1 Post SRE Survey	<i>Did the SRE help identify my Power?</i>	Post SRE Survey	Google Drive	Post SRE Reflection
2 Class Periods	Lesson 2 Gallery Walk	<i>What role does Power play in my presentation?</i>	4.3.1 Presentation Judging Sheet	Google Drive Slack	Presentation Judging Sheet
2 Class Periods	Lesson 3 Completing the Coalition Web Page	<i>Why is programming important? How does bias reflect in coding?</i>	CP_Webpage Module	Google Drive HTML Text Editors	Coalition Web Page Embedded
3 Class Periods	Lesson 4 Final Exam/Course Reflection	<i>What is your feedback on the CompuPower Curriculum?</i>	Post SRL/APS Survey	Google Drive Folder	Final Exam



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Lesson 1: Post SRE Survey

20-50 Minutes

All students will participate in the POST-SRE reflection activity. This activity **MUST** occur right after students return from participating in the SRE. Even students who are not attending the SRE are expected to participate in this activity.

1. Digitally share with the students the following link: [4.5 Post SRE Reflection Survey](#)
2. Below are the questions asked on this survey:
 - Note that your answers to the questions below will not affect your grade or judging at the SRE in any way.
 - List your name.
 - List the name of your coalition.
 - Did you attend the SRE?
 - If yes, answer the following:
 - What did you like about the SRE?
 - What would you change about the SRE?
 - Is there anything about the SRE you think we should know that you haven't already shared?
 - If no, answer the following:
 - Why were you unable to attend the SRE?
 - What might have convinced you or your parents to allow you to attend?
 - Now that more time has passed, describe what revisions you think your coalition may need to make in order to successfully implement this project in real life.
 - Are you interested in actually implementing this project?
 - Explain in detail why you are or aren't interested in implementing this project.
 - Has this interest changed since you described it during the PRE reflection survey?
 - If yes, answer the following:
 - What do you think caused your interest to change? Explain in detail.
 - If no, answer the following:
 - Why do you think your interest hasn't changed? Explain in detail.
 - If you don't remember what you put on the PRE reflection survey, answer the following:
 - What might persuade you to change your interest? Explain in detail.
3. Have them submit the survey when completed.



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Lesson 2: Gallery Walk

45-50 Minutes

This activity provides an opportunity for students who did attend the SRE to present their presentations with classmates.

1. Prepare students to participate in a gallery walk activity like they did just before the SRE.
 - Have students who did not attend the SRE place their tri-fold boards around the room in a circle (just like last week).
 - Students who did not attend the SRE will stay near their tri-fold board prepared to give their oral pitch for the full class period. These are the “pitch” students.
 - Students who did attend the SRE will rotate to other presentations to listen to the oral pitch of students who did not attend the SRE. These students are the “feedback” students.
 - It is up to each individual teacher to determine if they would like to use the student feedback from this gallery walk as part of the final coalition project grade for non-SRE students.
 - Ask all students to go stand by their tri-fold board.
 - Give 3 copies of the **CP_4.3.1 Presentation Judging Sheet** to each “feedback” student.
2. Have students rotate to hear presentations.
 - Ask the “feedback” students to move to the presentation to the right (clockwise).
 - Have a timer available counting down from 5 minutes.
 - Tell students when to begin.
 - “Feedback” students should listen to the whole presentation before writing anything on their judging sheets (so they don’t distract the presentation).
 - As soon as the speaker has finished, they may write on the judging sheets.
 - The student judging sheet will include a place for students to provide TAG feedback: Tell something positive, Ask a question, Give a concrete suggestion. Sentence stems for conducting this feedback is provided on the back of the judging sheet. Rotate at least three times.
 - Have “feedback” students return to their coalition.
3. When completed, the “pitch” students should meet up with their SRE coalition members to compare feedback they received from this gallery walk and the feedback that SRE attendees received from Industry leaders.
4. Students should then upload/edit their Online Project Management Page (Slack).
5. The “pitch” students should turn in their feedback forms to the teacher.



Lesson 3: Completing the Coalition Webpage

150-300 Minutes

Teacher Note: While students work on completing their coalition webpage, the teacher can be finalizing grades for the Coalition Project Presentation (Tri-fold Board and Oral Pitch).

This webpage lesson provides students with one last opportunity to work independently on a webpage coding project. Their webpage will include a definition and SMART goal for algorithmic bias and then provide information on their coalition project. The webpages will be developed individually, but many details may be similar between coalition members. Students will then embed their webpage code into their original personal website they developed at the beginning of the year.

1. Have students watch a video on the future of coding.
 - Remind them that technology is a platform that students can have control to improve their communities.
2. Ensure that students have online access to the CP_Webpage Module.
 - The **CP_Webpage Module** has students use a webpage template regarding Algorithmic Bias.
 - As part of this lesson, they will read through the Algorithmic Bias page, click on the associated links, videos, and articles.
 - They will be asked to create a definition and SMART goal for algorithmic bias and how they intend to deal with it in their future lives.
 - They will be asked to include this goal on their coalition webpage.
3. They can use the instructional aides in the folders to help walk them through the process of creating a webpage.
4. Have students use the **CP_4.5.1 How to Embed Code** handout to transfer their code into their personal website that they created at the beginning of the year.
 - Because a website is open to the public, ensure that the teacher has looked over and approved the coalition web page before publishing it to the web.
 - Because we are approaching the end of the school year, some students may have a more complete webpage than others. This is fine. It's more important that they are able to see the code work (even if the page looks relatively simple or has errors).



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Assessments

- Grading - As the teacher of record, please make this decision based on what works best in your class at your school.
- The following assignment rubric can be used to grade assignments from this unit. Simply determine how many points are assigned to each proficiency level and then grade accordingly. You could also choose to give one unit assignment score based on an average of how they did across assignments.
- There are several possible options for grading the Coalition Project Presentation. You could use scores from the SRE industry mentor judges (which will be provided to you), you could use the judging sheet as a rubric to create your own score, you could provide a grade based on “completeness,” or even give the students who attended the SRE (and therefore formally presented their presentation) participation credit, but have the non-SRE attending students independently pitch their group presentation and score them using the judging sheets.

Coalition Web Page Rubric

Completed +	Partially Completed √	Incomplete -
<p>Created a CodePen account, added HTML and CSS code, changed out all the default code for code specific to their coalition project, embedded final code into their personal website, checked the links to make sure it works.</p> <p>Page includes a meaningful Algorithmic Bias definition and SMART goal.</p>	<p>Created a CodePen account, added HTML and CSS code, changed out most of the default code for code specific to their coalition project, can show the webpage within CodePen, but unable to embed into actual website. Page includes an Algorithmic Bias definition and SMART goal.</p>	<p>Created a CodePen account, added HTML and CSS code, changed out some of the default code for code specific to their coalition project, can show the webpage within CodePen, but unable to embed into actual website. Page is either missing an Algorithmic Bias definition and SMART goal, or one or both are overly general, lacking thought.</p>



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Lesson 4: Final Exam/Course Reflection

This is the last lesson for the course. All students must participate in this reflection. Ensure that this activity is conducted on a day towards the end of the year, in which the majority of your students will be present and be able to give some meaningful thought to this activity.

1. Digitally share the **CP_4.5.2 - CompuPower Final Exam** instructions with your students.
2. Make it clear to students how much time they have to complete this project. If they have only one class period, remove any product suggestions that would take more time (like a digital story or webpage).
3. Create an online folder for students to upload their completed projects (we will want to access this folder so we can download these final reflections as part of our research).
4. Ask students to show you their final products before submitting.
 - Ensure that students can point out to you, and/or that it is obvious, where in the product they have answered the three question areas.
 - If it is difficult to tell, and there is still time, ask them to add some headers or some words to their visuals to make it more obvious.
 - As students work, walk around. Look for signs that they are integrating answers to the questions to their product. Ask students to tell you how they are answering the questions in their product to help them see this isn't obvious in their work and they may need to revise.



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Final Exam Product Rubric

Category	Extremely Detailed +	Partially Detailed ✓	Overly General -
Course Reflection Questions	Developed a new technology product to reflect on (1) the CompuPower course, (2) their newly developed power, and (3) their future goals. Through words and visuals there were many specific examples that were meaningful and well thought out.	Developed a new technology product to reflect on (1) the CompuPower course, (2) their newly developed power, and (3) their future goals. Through words and visuals there were several specific examples that were meaningful and well thought out.	Developed a new technology product to reflect on (1) the CompuPower course, (2) their newly developed power, and (3) their future goals. It was sometimes difficult to tell which part of the product was answering that question. There were some examples but they were often very general.
Technology Used for Product	The final product demonstrated the student has a strong understanding of that technology and can easily use it again in the future.	The final product demonstrated the student has a moderate understanding of that technology and might be able to use it again in the future (with some review).	The final product demonstrated the student has a weak understanding of that technology and/or some issues with time management. They would need some heavy review before using again.



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Unit 4.5 Mentor Teacher Reflection

Unit 4.5 - Lesson 1-4: Post-SRE Schedule

Pros:

Cons:

Suggestions:

