

## Lesson for Dater Profile Project

Lesson #1 / Date: September 14, 2018

Lesson Name: Introduction to Profile Project

Objective	SWBAT understand the expectations for a TED(Technology, Entertainment, and Design)Talk.
Teach	<p>Teacher will introduce the 4Cs: Critical Thinking, Communication, Collaboration, and Creativity. Teacher will discuss the purpose and characteristics of a TEDTalk.</p> <p>"A TEDTalk is a short, powerful talk. It is simple, memorable, and actionable." (Hang to use a visual and reminder for students.)</p> <p>Teacher will then show one example as a whole class and model taking notes on speaker's purpose, speaker's presentation skills, and speaker's explanation.</p> <p><a href="https://www.ted.com/talks/adora_svitak#t-407693">https://www.ted.com/talks/adora_svitak#t-407693</a></p> <p>Introduce Rubric briefly. The follow 4 lessons will go into the 4 C's</p> <p><a href="#">Dater Profile Project Rubric</a></p>
Independent Practice	<p>Teacher will post another TEDTalk to google classroom.</p> <p><a href="https://www.ted.com/talks/thomas_suarez_a_12_year_old_a_pp_developer">https://www.ted.com/talks/thomas_suarez_a_12_year_old_a_pp_developer</a></p> <p>Students should take notes, as the teacher did, about what they notice about the TEDTalk, including ideas such as speaker's purpose, speaker's presentation skills, and speaker's explanation.</p>
Closure (Homework, teaching share, reminders, questions)	Students will come back together as a whole class to discuss their findings. Students can do this in a "Grand Conversation" format or any other large group discussion.

## Lesson for Dater Profile Project

Lesson #2 / Date : September 28, 2018

Lesson Name: What is Genius Hour?

Objective	SWBAT understand the purpose and format of Genius Hour.
Teach	Teacher will show students an introduction video on Genius Hour. <a href="#">Explanation of Genius Hour</a> Teacher will outline what will happen throughout the school year during the genius hours. <b>Insert Calendar to either be shared or printed and posted for students to refer to all year.</b> Teacher will briefly go over each lesson objective.
Independent Practice	Students will write down and share any questions.  Students can begin thinking about things they are passionate about. Students can begin looking at websites to get them interested.  Wonderopolis - <a href="#">Link to Wonderpolis</a> Newsela - <a href="#">Link to Newsela</a> Time for Kids.
Closure (Homework, teaching share, reminders, questions)	Reminder-Be thinking about ideas you may want to pursue. Be thinking about what your passions are. What do you like to do? Where do you like to go? What do you want to learn about?  **Teachers - after this lesson, make permanent groups of four for all future lessons

## Lesson for Dater Profile Project

Lesson #3 / Date: October 5, 2018

Lesson Name: Generating Ideas and Critical Thinking

Objective	Students will explore topics that they are passionate about and understand how to think critically about these passions.
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Teach	<p>Ask the students what they think the word passion means? Then, give them the definition: Passion - <b>any powerful or compelling emotion or feeling</b></p> <p>Next, list three of your passions for the students to see. **Below are my passions - feel free to change it to something you're passionate about.</p> <p>Some of my passions are: Family Baking Decorating</p> <p>The reason I am so passionate about these three thing are because they mean the most to me.</p> <p>To help you think about what your passion is, think about these three questions:</p> <ul style="list-style-type: none"> <li>• What do I hope to learn?</li> <li>• What gets me excited about these things?</li> <li>• How can I share my excitement to make statement?</li> </ul> <p>Watch me as I brainstorm. Teacher notes: Go through each one of these questions and answer each of the above for the students.</p> <p>Example: Baking</p> <p><b>What I hope to learn</b> from baking is how to make different holiday desserts from around the world</p> <p><b>What gets me excited</b> about about baking is that I love the process from start to finish. I love to see the finished product and I love to see the reaction from the people who eat it.</p> <p><b>I can share my excitement</b> by sharing stories of important life events and people that shared these recipes with me.</p> <p>Next, tell them about the critical thinking part:</p> <p>Tell students, not only should you be passionate about your topic, you need to think critically about it.</p>
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	<p>Give them the definition of Critical Thinking:  <b>Critical Thinking is: Reason effectively using relevant information to make a judgement, decision, or solve a problem.</b></p> <p>Watch: <a href="https://www.youtube.com/watch?v=HnJ1bqXUnIM">https://www.youtube.com/watch?v=HnJ1bqXUnIM</a></p> <p>Turn and talk about what you think critical thinking is about.</p> <p>Model: Critically thinking: how important family and cultural traditions are? Baking is bringing family together. Show a picture of recipe in authentic handwriting of relative's recipe.</p> <p><b>**Teacher Note:</b> Show and explain Critical Thinking Portion of the rubric only.  Go through boxes and explain using your own example or my example of baking.  <a href="#">Dater Profile Rubric</a></p> <p>Next: Tell students they should generate three passions and if they are having trouble, they should use these resources:  Bring up links for students to see on Smart Board</p> <p>Wonderopolis - <a href="#">Link to Wonderpolis</a>  Newsela - <a href="#">Link to Newsela</a>  Time for Kids.</p>
Independent Practice	<p>Students should be in pre-arranged groups of four or five and turn and talk about what they are passionate about and why.</p>
Closure (Homework, teaching share, reminders, questions)	<p>A passion is something that excites us and has meaning for us. We can even share this meaning with others. Your homework for October 19 is to come prepared with three passions.</p> <p><b>HOMEWORK:</b> October 19, students must have three ideas ready to work on.</p>

## Lesson for Dater Profile Project

Lesson 4 / Date: October 19

Lesson Name: The Pitch - Sell Your Idea

Objective	SWBAT select their final topic by focusing on the what, why and how in a pitch to sell their idea.
Teach	<p><b>Part 1 of the lesson:</b> To begin this lesson introduce and hand out or share the <a href="#">Dater Profile Project Rubric</a>. Students can sit in small groups, pairs, or whole class to discuss the 5 areas of the rubric. Review the “Proficient” section and then have students examine the “Partially Proficient” and “Advanced Proficient” sections on their own.</p> <p><b>You have worked hard to develop three ideas to use in your TED Talk. Now it’s time to narrow your focus to one by using some guiding questions and creating a pitch for your group. In this way, you can determine whether you have selected a topic that you can develop and one that will capture your audience.</b></p> <p><b>Part 2 of lesson:</b> Students will be directed to sit in their groups with the research they have done and the three ideas they have come up with for their TED Talks. Using the following questions, model how to sort through and evaluate the three ideas for the best one.</p> <p>Which Idea works best?</p> <ol style="list-style-type: none"><li>1. How do you want your audience to think and feel after watching your TED Talk?</li><li>2. What are they going to learn?</li><li>3. Why will they want to learn it?</li><li>4. How do you plan to get them there?</li></ol> <p><b>Part 3 of the lesson-The Pitch:</b> Next comes the “Shark Tank” phase. According to <a href="https://www.cultofpedagogy.com/genius-hour-questions/">https://www.cultofpedagogy.com/genius-hour-questions/</a> ,</p>

	<p>“Each student either puts together four slides, (or any other format) and it’s 30 seconds to a minute long, and basically what they tell their peers in the class is</p> <p>(1) <b>What</b> they’re going to make, what they’re going to learn.</p> <p>(2) <b>Why</b> they’re going to learn it. Why they want to learn it. Why they want to make what they’re going to make.</p> <p>(3) <b>How</b> they’re going to go about doing it, kind of a brief schedule of how they’re going to get there.</p> <p>(4) What would be a <b>success</b> in their mind?”- Students use the “genius hour” to create their pitch;</p> <p>Use Pixar video story in a box elevator pitch <a href="#">Khan Academy-Pixar in a box-Pitch</a></p> <p><a href="#">Viewpure Version of Video</a></p> <p>Active Engagement piece is for students to begin work on 1 pitch</p>
Independent Practice	Using the feedback from their peers, the notes taken from the video and mini lesson, and the rubric, students should begin work on their pitch for one of the 3 ideas. Homework for 11/16 is to finish the pitch using slides or any other format wanted.
Closure (Homework, teaching share, reminders, questions)	Homework for November 16 is to finish pitch based on criteria from above

### Lesson for Dater Profile Project

Lesson 5 / Date: November 16

Lesson Name: Pitch Presentations, Reflection & Feedback

Prepared By: Nancy Costanzo

Objective	SWBAT evaluate their ideas, methods of research and intended message through reflection and feedback from peers.
Teach	<b>Introduce collaboration portion of Dater Profile Project Rubric</b>

	<p><a href="#"><u>Dater Profile Project Rubric</u></a></p> <p>Especially for today, but in most of our lessons moving forward, collaboration will be really important as your group is counting on you, your feedback, and your advice.</p> <p>Describe how today will run -</p> <ol style="list-style-type: none"> <li>1. Share pitches in small groups</li> <li>2. Write to reflect upon your own presentation</li> <li>3. Share reflection and get peer feedback</li> <li>4. Plan your next steps with the group</li> </ol> <p><b>Copy and hand out a form for each student:</b></p> <p><a href="#"><u>Reflection, Notes and Next Steps</u></a></p> <p>Review expectations for group presentations, feedback and plans for next steps.</p>
Independent Practice/Active Engagement	<p><b>Part 1</b> Students share pitches in their small groups with scaffolded feedback from peers. Before they do this, remind them about what they are looking for. Introduce this document first: <a href="#"><u>Feedback on Presentations</u></a> &amp; leave it up on the SmartBoard. (Make copies for students too.)</p> <p><b>Part 2:</b> Once all students in the group have completed their pitches, students write to <a href="#"><u>reflect</u></a> upon <a href="#"><u>their own</u></a> presentation, using the <b>Reflection, Notes &amp; Next Steps</b> document from above: Answer beginning section -</p> <ul style="list-style-type: none"> <li>• What do you think went well?</li> <li>• What are areas you would like to improve upon?</li> <li>• How can you work to take your next steps?</li> <li>• How are you planning to move your research forward?</li> </ul> <p><b>Part 3:</b> Students share <b>self-reflections with the group</b> and then group members give feedback for each group member. Have students look at the Feedback on Presentations document that is already on SmartBoard. (Here it is again) <a href="#"><u>Feedback on Presentations</u></a> (larger version of what is below)</p> <p>1. <b>Positive phrasing</b> - provide a positive framework for the message. Start with what you <b>liked/enjoyed/want to hear more about</b>.</p>

	<p>What do you <b>still want to know about your group member's topic?</b></p> <p><b>2. Be specific and clear</b> Talk about specific parts of the presentation. Don't just say "It was good." <b>What part of it did you think worked?</b> What part of it could be improved upon? Be descriptive - give specific next steps for your classmate. What else would you like to know about?</p> <p><b>Part 4: Advise and collaborate upon next steps</b> Ask your group member how he/she is going to move his or her research forward based on the feedback conversation?</p>
Closure (Homework, teaching share, reminders, questions)	<p>Come back together as a whole group with notes (reflection, peer feedback, next steps). Have a few students share some ideas on any of the above. Homework: Continue working on researching your topic. Look at your next steps and have more research ready for our next class (in two weeks).</p>

### Lesson for Dater Profile Project

Lesson # 6/ December 14, 2018

Lesson Name: Compare information writing piece and a Ted Talk

Prepared By: Melissa Aujero

Objective	SWBAT understand the difference between an information writing piece and a Ted Talk
Teach	<p><b>Part 1:</b> ***Show students <a href="#">Dater Profile Project Rubric</a> and discuss the expectations of Communication component.</p> <p><b>Part 2:</b> As we develop our Ted-Talk, we need to pull information from our non-fiction writing piece that follows the expectations of a TED Talk.</p> <p><b>Explain</b> that Ted Talks are pulling powerful ideas that change attitudes, lives and the world. (Possible Anchor Chart)</p> <p>They are:</p>



	<p>1. Simple - Simple that most people can listen and comprehend what is being said.</p> <p>2. Memorable - the message sticks in ones head forever</p> <p>3. Actionable - information one has received, now able to take action to improve themselves, community, or possibly the world</p> <p>Re-Watch as a class  <a href="https://www.ted.com/talks/thomas_suarez_a_12_year_old_app_developer">https://www.ted.com/talks/thomas suarez a 12 year old a pp developer</a></p> <p>Students will turn and talk as discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. What was the non-fiction portion of his Ted Talk?</li> <li>2. What was simple about his Ted-Talk?</li> <li>3. What memorable about this Ted-Talk</li> <li>4. How can we improve ourselves, the community of the world after this TED Talk?</li> </ol>
Independent Practice	Students will now go back to their non-fiction writing piece and pull information from their piece where their message is simple, memorable and actionable to help write their script.
Closure (Homework, teaching share, reminders, questions)	Homework: Due January 11th - Have your TED Talk script ready.

### Lesson for Dater Profile Project

Lesson 7 / Date : January 11

Lesson Name: Storytelling to blend fiction and nonfiction

Objective	SWBAT blend fiction into their nonfiction to add interest to their Ted Talk script.
Teach	We have been working hard to research information about our topic and to begin writing our scripts. We want our

	<p>viewers to be as excited about it as we are. Viewers and readers will be more interested if we add elements of fiction to make our ideas sound story-like. Let's read "Stone Soup" to get some ideas about different ways good writers can do this work.</p> <p><a href="#">Stone Soup by Ralph Fletcher</a></p> <p>Review and make a list on chart paper of some of the ideas Fletcher has for adding fiction to nonfiction.</p> <p>Now, have students watch and look for some of these elements (and anything else you notice) in Kid President's Ted Talk.</p> <p><a href="#">Kid President</a></p> <p>Have students share what they jotted about and add to the list you started.</p>
Independent Practice	<p>Today you will work to continue writing your script for your Ted Talk and you will try to add some elements of fiction to make your talk more interesting. The talk should last about 2 - 3 minutes, so keep this in mind. Refer to the list we created for some ideas we noticed. Before you start to do this work, turn and talk to the person next to you about your plan for today.</p>
Closure (Homework, teaching share, reminders, questions)	<p>Teaching Share - Come together to the carpet with your script. Have a few students share some places where they added some fiction to their nonfiction.</p> <p>Homework: Continue to work on your script at home - drafting and revising some of it before we meet again.</p>

\*\*I (Jez) found this to be helpful:

[Let's talk about the SCRIPT!](#)

Your talk only has to be 1-2 minutes long.

You will incorporate storytelling (an anecdote) at the beginning (which will eat up some of your time, but that's ok because that's part of giving a TED talk).

What does a 3.5 minute talk look like? (The closed captions are his script.)

What does a 2.5 minute talk look like? (The closed captions are his script.)

So what's the formula?

Anecdote + convincing points + call to action = TED talk

Set your notes up to discover these three areas. Triple T chart??

Anecdote	Convincing Points	Call to Action
--Vol fireman --1st fire, 2nd vol to arrive --Get to captain for assignment --Night/Rain/PJs/Barefoot --1st vol: Get the dog --2nd vol (me) get the shoes --Dog = hero --Shoes = :\ (not so much) --Letter: Act of kindness :)	ALL acts of kindness matter!	Don't wait to make a difference in someone's life. Do it! Get in the game! Save the shoes!

### Lesson for Dater Profile Project

Lesson # 8 / Date: January 25, 2019

Lesson Name: Peer Editing/Protocol

Prepared by: June Wissell

Objective	Students will participate in a Feedback Club to receive multiple points of view on their Passion Project
Teach	Say to students: "Reaching a goal can go a lot more smoothly and be more fun when we turn to others for feedback. Teachers aren't the only teachers of writing in our classrooms, you are all teachers as well!"

	<p>"We will use a Feedback Club. We will use our assigned groups to gather around one student's piece of writing. That student then receives multiple points of view on the project. Each student in the group repeats the process."</p> <p>Here are the four steps:</p> <ul style="list-style-type: none"> <li>• Gather in your assigned groups</li> <li>• The lead student chooses the area in which he or she would like feedback guided by his or her goals, and asks each writer in the group to take a different focus.</li> </ul> <p>**The student should come up with three questions for each group member to focus on as they read their work.</p> <p>Suggestions:</p> <p style="padding-left: 40px;">Can you picture this in your head? What do I need to add or take away? What do you think I could do better at?</p> <p>***You may just want to use these to save time and not let them come up with their own.</p> <p>Rotate the questions among the group so that each student gets to focus on a different question.</p> <ul style="list-style-type: none"> <li>• The lead student reads the plan or draft aloud while the other students write down their feedback on sticky notes.</li> <li>• When the lead student is complete, the others, one at a time, share their feedback out loud and hand the sticky note over to the lead writer to use. Students should start out with a strength and then suggest next steps.</li> </ul> <p>Model using the procedure/protocol so the students can see how it works. Choose one student, have them read their work and choose one question to be answered and discussed.</p> <p>**Stress to students that it should feel less like a list of steps and more like a conversation.</p>
Independent	Students will share their work with their feedback clubs. If

Practice	time allows, they can begin to revise.
Closure (Homework, teaching share, reminders, questions)	Peer feedback can be very useful. Remember, the student receiving the feedback isn't the only one learning. Feedback can bring up points that all writers need to focus on in their writing. It can make you think of things you hadn't thought of before.  Homework: Revise work based on feedback from peers.

## Profile Project Feedback

Presenter :

Evaluator:

What is one thing I did well?

What do I need to add or take away?

What do you think I could do to improve?

### Lesson for Dater Profile Project

Lesson # 9/ Date February 8, 2019 :

Lesson Name: Storyboarding your visuals

Objective	SWBAT to plan out visuals that are to be used during their presentation.
Teach	<p><b><u>LOOKING FOR VISUAL AIDS</u></b></p> <ul style="list-style-type: none"> <li>- Explain to students that when making a presentation, it's important to plan to have visuals to help the audience remember and understand what you are trying to explain.</li> </ul>

	<ul style="list-style-type: none"> <li>- Explain that adding visuals to your Ted-Talk can cover the "Simple &amp; Memorable" part of what a Ted-Talk should be. Visuals can be pictures, posters, short clips or even props.</li> <li>- ***Note: You don't have to watch the full video. Only use to get the idea for visuals.</li> <li>- Show <a href="#">Thomas Suarez - 12 yr old app developer</a> Model what you see is simple and memorable. (o</li> <li>- Show <a href="#">Noah Diaguangco - Kids Can Too</a> (STOP AT 1:30). Model what you see is simple and memorable...Noah coming out with Minecraft head.</li> <li>- Remind students that these are only visual to engage the audience and it should be very minimal.</li> <li>- Show <a href="#">Ashton Cofer - Young Inventor</a>. Have the students turn and talk what they noticed the was Simple and Memorable about Ashton's visuals.</li> </ul> <p><b><u>CREATING A STORYBOARD FOR VISUAL AIDS</u></b></p> <ul style="list-style-type: none"> <li>- Explain to the students that before you present your TED Talk, you will need to plan a storyboard with your visuals. This is just an idea of what you might want to show the audience.</li> <li>- Model creating a storyboard with your own TED Talk. Think out loud the process to think "Simple and Memorable."</li> <li>- Refer back to your script and point out a storytelling element that you can use as a visual aid.</li> <li>- Draw (even if its stick figures) what your visual would look like in the box and write a description of where this visual would be placed in your presentation.</li> </ul>
Independent Practice	Have student have their scripts out to reference. Students will create their <a href="#">storyboard</a> for their TED Talk. (You can copy and share OR print and make copies.) If they are finished early, they can begin working on gathering visual aids for their presentation.
Closure (Homework, teaching share, reminders, questions)	Homework: <b>Students will need to have all visual aids collected by February 22.</b>

## Lesson for Dater Profile Project

Lesson 10 / Date: February 22, 2018

Lesson Name: Public Speaking Strategies

Prepared by: Frankie Reganato

Objective	SWBAT understand the importance and specific components of Public Speaking when presenting to an audience.
Teach	<p>Teacher will begin by opening up the <a href="#">Public Speaking Rubric</a> and reviewing the purpose of a rubric when working on a project/presentation.</p> <p>Teacher will give students a copy of the rubric to review and follow along with.</p> <p>Teacher will model using the rubric and a think aloud while watching <a href="#">Adora Svitak Ted Talk</a>, thinking about each category on the rubric, including eye contact, rate, body language, structure, clarity, preparedness, etc.</p>
Independent Practice	<p>Students will be broken into 8 groups (or 9 if including the Rhetorical Techniques (advanced) category on the rubric). Each group will be responsible for focusing on one area of the rubric as they watch <a href="#">App Developer TED Talk</a>. Students will then work in their small groups to rehearse their TED Talks without recording. Fellow classmates will give feedback to each student using the language from the rubric. Feedback can be verbal or written. Students will use the feedback to make any changes they feel necessary for the next Genius Hour.</p>
Closure (Homework, teaching share, reminders, questions)	Homework: Any changes that want to be made, practice and prepare for the trial run on March 8

## Lesson for Dater Profile Project

Lesson # 11/ Date: March 8, 2018

Lesson Name: Video Practice Run Through of Ted Talk

Objective	SWBAT practice their public speaking skills
Teach	<p>Remind students that they have been practicing their presentation since the last time we met.</p> <p>Today, you will video record yourself doing your presentation. [You can use <a href="#">Screencastify</a> (private) or Flipgrid??? (whole class can see.) Click on link for instructions.]</p> <p>Before I begin recording my presentation, I want to refer back to <a href="#">Public Speaking Rubric</a> and the feedback given by students to help guide how I want my presentation to go. Remember, eye contact, speaking clearly, gestures and facial expressions are important.</p> <p>Show your video or a TED talk of your choice. Model using the rubric and the feedback. Tell the students that you are going to look at this video in a different lens and critique.</p>
Independent Practice	Students will go back to their desks and video their presentations. They will need their chromebooks, headphones scripts and rubrics. Remind students to take their time when speaking. Once they videotape themselves, remind them to critique themselves in a different lens.
Closure (Homework, teaching share, reminders, questions)	<p>Whole class discussion at the carpet. Ask the students what was hard about videotaping their presentation. What changes would they want to make?</p> <p><b>HOMEWORK:</b> Keep practicing presentation; Watch TedTalks that have been viewed already thinking about style that the students may have while speaking</p>

Lesson for Dater Profile Project

Lesson # 12/ Date March 22, 2019

Lesson Name: FILMING




Objective	TODAY TEACHER WILL BE FILMING ONLY. NO LESSON IS DONE ON THIS DAY.
Teach	
Independent Practice	
Closure (Homework, teaching share, reminders, questions)	

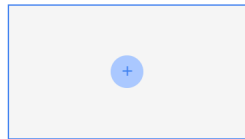

Lesson for Dater Profile Project


**\*\*\*\*SET UP YOUTUBE STREAMING AND INSERT LINKS IN WEBSITE BEFORE 2 WEEKS BEFORE YOU BEGIN FILMING.**

Lesson # 12A/ Date Two weeks prior to filming

Lesson Name:FILMING

Objective	Set up live streaming on YouTube for all students. Insert links into website for each student.
Materials Needed	Ipad with YouTube app Chromebook or PC
How To Schedule a Live Stream Video	<ol style="list-style-type: none"> <li>1. Open the YouTube app on your <b>ipad</b>.</li> <li>2. Sign into your account using your school email address</li> <li>3. In the upper right hand, click on the camera. </li> <li>4. Click on "GO LIVE."</li> <li>5. Create a Title with the Student's Name</li> <li>6. Change "Public" to "Unlisted."</li> <li>7. Click on "MORE OPTIONS."</li> <li>8. Choose "Schedule for Later."</li> <li>9. Click on the date and choose a date for June. Any date is fine.</li> <li>10. Click the Blue "NEXT" button.</li> <li>11. A countdown for a thumbnail will come up. Picture???</li> <li>12. Click the Blue "DONE" button.</li> </ol>

	<p>***You will notice on the upper right hand corner there is a red number in a circle. That shows the video has been scheduled.</p> <p>Go back to the "Go Live" page.</p>
Linking YouTube Video to Google Sites	<p>Go to your PC or Chromebook.</p> <ol style="list-style-type: none"> <li>1. Go the the <a href="#">DATER TED TALK Website</a>.</li> <li>2. Find your name and page.</li> <li>3. Find the name of your student. Click on the blue plus sign.  </li> <li>4. Choose "YouTube."</li> <li>5. Under "Select a File," Choose "Upload."</li> <li>6. Choose the student's video to embed.</li> </ol> <p>Repeat with all other students.</p>
Record Video during presentation	<ol style="list-style-type: none"> <li>1. Open the YouTube app on your <b>ipad</b>.</li> <li>2. Sign into your account using your school email address</li> <li>3. In the upper right hand, click on the camera. </li> <li>4. Click on "GO LIVE."</li> <li>4. On the top right hand corner, click on the calendar with the red circle and number.</li> </ol>

	 <p>5. Choose the student you are going to film. 6. Choose "Go Live."</p> <p>*****RECORDING LIVE*****</p> <p>7. CLICK DONE.</p>
<p>How to find your videos on YouTube.</p>	<p>IPad:</p> <p>On the very bottom of the screen, choose "Library." Choose "My Videos." If you need to delete a video, go to the three gray dots and then choose delete.</p> <p>Chromebook or PC:</p> <ol style="list-style-type: none"> <li>1. Go to your YouTube App and log in.</li> <li>2. Choose "YouTube Studio Beta."</li> <li>3. On the left under "Dashboard," choose Videos.</li> <li>4. Click on "Live."</li> </ol> <p>Here are all the live videos that are taped or planned to taped.</p> <p>If you want to delete it, hover over the video and you will see the three gray circles come up. Click on the circles and choose delete. If you delete it here, it will also be deleted on the website.</p>

Lesson for Dater Profile Project

Lesson # 13/ Date April 5, 2019

Lesson Name:

Objective	TODAY YOU WILL BE FILMING ONLY. NO LESSON IS DONE ON THIS DAY.
Teach	
Independent Practice	
Closure (Homework, teaching share, reminders, questions)	

Lesson for Dater Profile Project

Lesson # 14/ Date: April 12, 2019

Lesson Name: FILMING

Objective	TODAY YOU WILL BE FILMING ONLY. NO LESSON IS DONE ON THIS DAY.
Teach	
Independent Practice	
Closure (Homework, teaching share, reminders, questions)	

Lesson for Dater Profile Project

Lesson # 15 / Date: May 17, 2019

Lesson Name: **Reflection Piece**

**Prepared by June Wissell**

Objective	Students will write themselves a letter using guiding questions for a self reflection based on the questions developed from Dater Profile Project Rubric.
Teach	<p><u>Explain this to students:</u></p> <ul style="list-style-type: none"> <li>• Reflection is important to get students into the habit of reflecting on their own actions and constructing meaning from those experiences.</li> <li>• By sharing their reflections on their academic work, students can both advise and seek help from their peers. Sharing their achievements helps those who struggled with that particular task, and sharing their weak spots helps them troubleshoot as they work through a problem set or have a peer edit a rough draft.</li> </ul> <p>Explain to students that they will <b>write a letter to themselves</b> detailing what they <b>learned</b> from the experience and within this letter, they should <b>give themselves some advice</b>, reminding themselves of what to look out for the next time they do something.</p> <p><b>**Model this with the original video of Adora Svitak.</b>  <a href="https://www.ted.com/talks/adora_svitak#t-407693">https://www.ted.com/talks/adora_svitak#t-407693</a></p> <p><b>**After watching the video, model a few questions below to show students how to write the letter to themselves.</b></p> <p><u>Guiding questions for students to include in their letter to themselves:</u>  <b>**Print out the questions for each student - the link is below.</b></p> <p><b><u>Critical Thinking:</u></b></p> <p>Did I gather more than the required amount of proof from sources to support opinions? Did I consistently reflect on</p>

	<p>critical thinking skills.</p> <p><b><u>Communication:</u></b></p> <p>Did I ask questions to check understanding about information shared with group members? Did I make comments that contributed to discussion and connected to the comments of others? Did I listen to group members?</p> <p><b><u>Collaboration:</u></b></p> <p>Did I show clear understanding and appreciation of the various ideas, opinions, and skills of group members? Did I accept responsibilities with a positive attitude and assist others as needed? Did I provide constructive feedback and accept constructive feedback from others?</p> <p><b><u>Creativity:</u></b></p> <p>Did I explain the topic by creating a presentation that was simple, memorable and actionable that is enhanced by digital media?</p> <p><b><u>Presentation:</u></b></p> <p>Did I maintain eye contact with audience, speak clearly and distinctly, use engaging gestures and facial expressions? Did I ever refer to notes?</p> <p><b><u>Copy of the rubric:</u></b>  <a href="https://docs.google.com/document/d/1M5bip7pNRPQuRjPcIx sqSbVw3yJa8jevK8DpOI5Vgts/edit">https://docs.google.com/document/d/1M5bip7pNRPQuRjPcIx sqSbVw3yJa8jevK8DpOI5Vgts/edit</a></p> <p><b><u>Handout to give to students with questions that should be in their letter:</u></b>  <a href="https://docs.google.com/document/d/10F8VZDgjpklldwN5qDbJi5TB7779pYDwaWYI4OfA6dw/edit">https://docs.google.com/document/d/10F8VZDgjpklldwN5qDbJi5TB7779pYDwaWYI4OfA6dw/edit</a></p>
Independent Practice	<p>Students will write a letter to themselves detailing what they learned from the experience and within this letter, they</p>

	should give themselves some advice, reminding themselves of what to look out for the next time they do something.
Closure (Homework, teaching share, reminders, questions)	Letters should be completed by the next lesson on Friday, May 31.

Lesson for Dater Profile Project

Lesson 16 / Date: May 31, 2019

Lesson Name: Reflecting upon Reflection

Prepared by: Frankie Reganato

Objective	SWBAT reflect on their work and the work of others to gather information for a grand conversation.
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Teach	<p>Teacher should post the following question either on Google Classroom or on chart paper for students to use and reflect upon as they work throughout this Genius Hour.</p> <p>What did I learn from my classmates' TedTalks (both in message and in craft)</p> <p>Teacher can also pull up <a href="#">Dater Profile Project Rubric</a> and <a href="#">Public Speaking Rubric</a> to remind students of the components that are important to this assignment. Additionally, teacher can ask students to use their hard copies as they complete the genius hour today.</p> <p>Teacher will introduce/revisit the idea of Gallery Walks. Teacher will say, <b>"All of you have worked extremely hard on your TED Talks. Today is an opportunity to see your peers' work. We are going to visit our partner class to view its TED Talks. As you visit a number of your classmates' desks, you should leave them a comment , compliment, and/or piece of constructive feedback. When you are listening/viewing the talks, think back to all we have thought about and used to create these extraordinary pieces. Remember the rubric components discussed and perhaps comment on the TED Talk in relation to a specific component of one of the rubrics. Remember to be positive, kind, and thoughtful in your words."</b> Teacher can even model with an example of a comment for a model TED Talk before leaving the classroom to visit the partner class.</p> <p>Students should each have a copy of the following document at their desk. It is easiest to have it double sided. Every student will need headphones and a writing utensil. The headphones will belong to the student travelling from desk to desk. The writing utensil can either travel with each student, or the student can leave a pen or pencil at his or her seat for the visiting classmate.</p> <p><a href="#">TED Talk Gallery Walk Comments</a></p>
Independent Practice	<p>Students will visit a number of their classmates' desks to view their TED Talks. At each desk, students need to leave a comment about that TED Talk.</p>



Closure (Homework, teaching share, reminders, questions)	<p>Closure: Teaching Share-Have a few students share what they thought was most interesting, impactful, or helpful during their Gallery Walk.</p> <p>Homework for June 6, 2019: Prep for Grand Conversation by reviewing your reflection letter and adding or changing anything that student may want to mention during the Grand Conversation.</p>
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## Lesson for Dater Profile Project

Lesson 17 / Date: June 6

Lesson Name: Grand Conversation Celebration

Objective	SWBAT reflect upon their learning by participating in a Grand Conversation about what <i>Genius Hour</i> and <i>TedTalk</i> creation taught them.
Teach	<p>Introduce the idea of a grand conversation. This conversation is student-led and follows some rules.</p> <p><a href="#"><u>Grand Conversation Video</u></a></p> <p>View and discuss the <a href="#"><u>first three minutes</u></a> of the video. Students turn and talk - what did they notice about the beginning of this grand conversation? What ideas might they take for our grand conversation?</p> <p>(for the teacher)</p> <ul style="list-style-type: none"> <li>• In grand conversations the students lead the discussion. They start with their own questions/ideas and they maintain the conversation about that idea until that part of the conversation runs out of steam and/or they are ready to move onto the next idea.</li> <li>• Often the teacher simply remains silent, providing "wait time" for students to formulate their ideas and reflect on their thinking and the thinking of others.</li> <li>• The teacher monitors the pace of the conversation to allow ideas to be fully developed and explored while maintaining student interest and engagement. She or he (or other students can do</li> </ul>

	<p>this) draws out quieter students and makes sure that all students who have something to say are given a turn.</p> <ul style="list-style-type: none"> <li>• It is the teacher's role to "keep the floor open," sustaining the conversation so that students have both the time and space to explore..</li> </ul>
Independent Practice	<p><u><a href="#">Grand Conversation Ideas and Prompts</a></u></p> <p>Post and review before the conversation begins - keep this up on the SmartBoard so that students can look to get ideas. Students lead this discussion - teachers only step in briefly, as needed, and then step back out. Students are in charge. Sometimes the teacher can stop the conversation and invite students in who have not yet spoken. This gives quieter students the chance to jump in if they are hesitant.</p>