

# Session 6A: Affinity Groups

**Purpose:** Expand your network and consider who you'd like to have in your working group.

**gTask:** (30 min) Connect with others through the following categories OR meet up with whoever you've been hoping to talk to. Meet at a numbered table in GatherTown and have a conversation!

**Table 1.** New York and New Jersey - Andy, Rachel, Emily, Ari

**Table 2.** Michigan

**Table 3.** LGBTQ+

**Table 4.** BIPOC (Black, Indigenous, and People of Color)

**Table 5.** Modeling Instruction - Vincent, Adrien, Asher, Rory

**Table 6.** Physics First

**Table 7.** People who plan to focus on changing everyday interactions with students

**Table 8.** People who plan to revise a major lesson or unit

**Tables 9-13.** Self-selected groups

## Working Groups

**Task:** Sign up for a group to keep you company this week while you develop your own instructional plans. Keeping the same group all week means not having to re-explain what you're working on.

- Maximum 4 teachers per group
- You may be collaborating or working in parallel

### Table 1: Environmental Science + Physics

Listener: Rachel

Name	Description of what you'll be working on
Adrien (Absent Tuesday)	<ul style="list-style-type: none"><li>• Lesson(s)/Unit that combines Air/Water/Land Resources with Energy Resources.<ul style="list-style-type: none"><li>◦ Focus on my 12th grade environmental science class, with hopeful adaptations for physics in the future.</li><li>◦ <a href="#">ES Energy Unit Plan</a></li></ul></li><li>• Probably also mapping out the curriculum for the year</li></ul>

Emily	Research Project for 12th grade “Engineering Physics” : <i>Monitoring Water Salinity as a Way to Understand Upstream Contamination</i> (A very exploratory place-based ed. idea, as in I need to learn a lot myself!). For my 9th grade physics I’m going to modify Nora’s unit a bit as well. <a href="#">Diamond Alkali Superfund Site Project Research/Ideas - Emily P....</a>
Vincent	

Table 2: Team Yankees

Listener: Nora

Name	Description of what you’ll be working on
Andy	NYC based, interested in adapting Kelly O’Shea’s “my energy story lesson” and connecting it to local NYC issues.  also interested in anyone doing energy first through modeling instruction
Rachel	Energy unit with NYC equity issues; the grid; NYC or NY State Energy Goals for Climate Change
Ari	create a design a battery activity that gives the students an option to consider both mechanical and chemical batteries and their possible advantages and disadvantages
<u>Rory</u>	Grid/energy storage project. Talk about equity implications of those energy sources. Pumped storage hydro, gravity battery, lithium ion batteries.

Table 3: Bouncing ideas

Listener: Jim

Name	Bouncy Ideas Group! (Looking for others who may just want to bounce ideas, not necessarily a single united project)
Heather C-H	Group for bouncing ideas; I am exploring Energy first planning. I am also interested in how to incorporate Energy and Equity into very different classes: I have sophomore physics (first semester of physics), junior standard level physics (2nd semester) and AP Physics).
Liz	I am working to reformat my year into more equitable units (e.g.,

	content and racial equity). I am trying to reassess at what level I need to incorporate math into my lesson plans. My primary goal is to increase engagement in physics, so I will spend most of my time focusing on 1 unit (energy).
Paul	Lesson(s) to incorporate into our energy unit, for an intro physics course taken by all 9th graders at our school. Simply an assignment based using Fermi problems as a way to answer questions around energy.
Gareth	IB worksheets with additional questions to the normal classical calculation problems. Local geothermal energy plant with a social system schema and local community gains or losses. Include place based education ideas to add to student identity and sense of belonging.

Table 4: Place-based education

Listener: Trà

Name	Description of what you'll be working on
Ariel	Revamping Energy unit top to bottom; incorporating (Va) place based education and determining energy justice issues locally & globally
Jolai	Adjusting and adding to energy unit, looking at how to incorporate equity and place-based (Wa) ed into research and engineering activity (can't join gather town today but will be there Tues)
Nifemi	Refining the power grid section of our place based energy unit from last year and also figuring out a different action oriented task for students to complete at the end of the unit
Maajida	Integrating energy diagrams with critical thinking activities

Table 9: Modeling- charging cellphone

Listener: Kara

Name	Description of what you'll be working on
Mark	Unit modification to include discussions of equity and energy.
Kristin/Julie	<p>Discussion on energy in Physics. Bio, chem</p> <ul style="list-style-type: none"> <li>● 9th PS <ul style="list-style-type: none"> <li>○ Handcrank Generator</li> </ul> </li> <li>● 10th Bio <ul style="list-style-type: none"> <li>○ Ethic of Energy Creation by Sydney Barosko</li> </ul> </li> <li>● 11th ExChem</li> </ul>

Kate	Modify hand crank generator lesson
Shawn	Unit/lesson modification of hand crank generator lesson and collaborate with department lead on skills needed to provide foundation

## Going deeper sessions (optional)

Please sign up for events below so we know how much interest there is in specific topics.

**Anyone can host an event!** If you have something to share, just add the information below. We will announce the day's events every morning.

Tue Aug 9

12:00-1:00 PT / 3:00-4:00 ET

**Event:** *Going deeper with positionality statements, community agreements, and managing classroom conversations*

**Facilitators:** Tali and Rachel

**Location:** Table 10

SIGN UP by writing your name here:

- Gareth
- Emily
- Mark
- Jim
- Vincent
- Rory

1:00-2:00 PM PT / 4:00-5:00 ET

**Event:** *Going deeper with climate science*

**Facilitators:** Lane

**Location:** Table 12

SIGN UP by writing your name here:

- Julie Clarkston
- Kate Pionk
- Kristin Calhoun (Miller)

- Adrien Kimbrough
- Jolai Persinger
- Mark Hiske
- Rachel Wax
- Gareth
- Ariel Jefferson
- Heather C-H
- Emily
- Jim
- Shawn
- Nifemi

Wed Aug 10

12:00-1:00 PT / **2:00-3:00 Central**/ 3:00-4:00 ET

**Event:** *Going deeper with land acknowledgments*

**Facilitators:** Jessica and Rachel

**Location:** **TABLE 11- GATHER TOWN**

**SIGN UP** by writing your name here:

- Adrien Kimbrough
  - *(writing a question here because I know I'll forget: what can we do in addition to land acknowledgements - sometimes I feel like I'm just putting on a show)*
- Gareth
- Heather C
  - Tentative - wish to discuss more than land ack. as a past presence only; I am concerned with "I am here from the land of \_\_\_\_." Risks sounding like person is a member, or like it was in the ancient past. Ie "I am joining you from the land of the Vikings." Want to connect to present.)
  - (from Rachel) Definitely! Land acknowledgments should always engage with the presence (and future!) of local Indigenous people, not only the past. This will mean learning about what is presently going on with the Indigenous people whose land you are on.
- Maajida
- Emily

1:00-2:00 PM PT / 4:00-5:00 ET

No events yet!

Thu Aug 11

12:00-1:00 PT / 3:00-4:00 ET

**Event:** *Going deeper the physics of heating and cooling.*

**Facilitators:** Lane and Jim

**Location:** Table 12

Heat Pumps and AC slides

**SIGN UP** by writing your name here:

- Rachel Wax
- gareth
- Kate Pionk
- Julie Clarkston
- Mark Hiske
- Liz Myers
- Emily
- Kristin Calhoun Miller

1:00-2:00 PM PT / 4:00-5:00 ET

**Event:** *Going deeper with highlighting diverse physicists*

**Facilitators:** Kara

**Location:** Table 11

**SIGN UP** by writing your name here:

- Adrien Kimbrough
- Asher Nevell
- Ari Kramer
- Gareth
- Ariel
- Kate Pionk
- Julie Clarkston
- Mark
- Kristin Calhoun Miller



## Consulting sessions (optional, recommended)

**We are here for you!** Please sign up with a consultant for support on any topic, especially as follows:

<b>Tali</b>	Positionality, identity, belonging
<b>Rachel</b>	Energy tracking, positionality, land acknowledgments, place-based education, community engagement
<b>Kara</b>	Energy tracking, Energy & Equity framework, Energy & Equity Portal
<b>Nora</b>	Power plants, community engagement, energy first, union work
<b>Jim</b>	Embodied energy, climate science
<b>Trà</b>	Energy tracking, Energy & Equity framework, Energy & Equity Portal
<b>Lane</b>	Climate science, energy equity, energy tracking, Energy & Equity Portal
<b>Jessica</b>	Indigenous education, Indigenous science, place-based education, community engagement

Mon Aug 8

	12:30-1:00 PT (3:30-4:00 ET)	1:00-1:30 PT (4:00-4:30 ET)	1:30-2:00 PT (4:30-5:00 ET)
<b>Tali</b>			
<b>Rachel</b>			

Kara			
Nora			
Jim			
Trà			
Lane			
Jessica (table 11)	Emily		

## Tue Aug 9

	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)	10:30-11:00 PT (1:30-2:00 ET)	12:00-12:30 PT (3:00-3:30 ET)	12:30-1:00 PT (3:30-4:00 ET)	1:00-1:30 PT (4:00-4:30 ET)	1:30-2:00 PT (4:30-5:00 ET)
Tali		Ari	Rachel W			Asher	
Rachel							Rachel W
Kara							
Nora			Paul				
Jim							
Trà							
Lane							
Jessica							

## Wed Aug 10

	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)	10:30-11:00 PT (1:30-2:00 ET)	12:00-12:30 PT (3:00-3:30 ET)	12:30-1:00 PT (3:30-4:00 ET)	1:00-1:30 PT (4:00-4:30 ET)	1:30-2:00 PT (4:30-5:00 ET)
Tali							
Rachel			Ari				
Kara							
Nora				Nifemi			
Jim							



Trà						
Lane						Emily
Jessica		Ariel				

Thu Aug 11

	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)	10:30-11:00 PT (1:30-2:00 ET)	12:00-12:30 PT (3:00-3:30 ET)	12:30-1:00 PT (3:30-4:00 ET)	1:00-1:30 PT (4:00-4:30 ET)	1:30-2:00 PT (4:30-5:00 ET)
Tali			Rachel W				
Rachel							
Kara							
Nora			Adrien		Nifemi		
Jim			Jolai				
Trà							
Lane							
Jessica							

Fri Aug 12

	9:00-9:30 PT (12:00-12:30 ET)	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)
Tali			
Rachel			
Kara			
Nora		Rachel W	
Jim			
Trà			
Lane			
Jessica			

Wed-Fri: Portal sessions (required)

Please sign up for one time slot below to meet with a Portal team member who will support you in contributing some of your teaching materials to the Energy and Equity Portal.

- The purpose of making these contributions is for you all to share your work with each other, and for us to learn how we may keep improving the Portal.
- Note that times are offered both during class work time and outside class work time; choose which is best for you.
- You may have to scroll to the right to see all the times.
- Once you sign up, we will email you a zoom link and a reminder.
- **Before your session:** Have an activity ready to contribute to the Portal, and have the following information ready for your contribution:
  - **Highlights** (140 characters): Write a short enticing blurb, that others will see when browsing materials. Try to distinguish your materials from others, help others understand what your materials are about, and grab the interest of teachers. To meet the 140-character limit, use a short phrase (e.g., "a student-centered module underrepresentation in physics" or "a sequence of homework questions on energy in mechanical systems").
  - **Summary** (640 characters): Tell us about the overall purpose of this resource and the structure of your materials. Mention any topics, features, target audience, or teaching methods that might be unique to this resource. Don't worry about telling us everything here. After you submit, you will have the opportunity to fill in a "Teacher Guide" with questions about what you want students to get out of this resource, why it's useful to high school students, implementation tips and tricks, and how it fits into the flow of your course.

Fri Aug 12

	Before class				During session A				During break		
	7:00-7:30 PT (10:00-10:30 ET)	7:30-8:00 PT (10:30-11:00 ET)	8:00-8:30 PT (11:00-11:30 ET)	8:30-9:00 PT (11:30-12:00 ET)	9:00-9:30 PT (12:00-12:30 ET)	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)	10:30-11:00 PT (1:30-2:00 ET)	11:00-11:30 PT (2:00-2:30 ET)	11:30-12:00 PT (2:30-3:00 ET)	
Slot 1					Rory (Adrian)	Ariel (Tra and Sam)	Jolai (Sam)	Vincent (Sam)	Nifemi (Sam)		
Slot 2							Gareth (Lauren)	Rachel Wax (Lauren)	Adrien (Tra)		
Slot 3											

Wed Aug 10

	During session A				During break		During session B				After class					
	9:00-9:30 PT (12:00-12:30 ET)	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)	10:30-11:00 PT (1:30-2:00 ET)	11:00-11:30 PT (2:00-2:30 ET)	11:30-12:00 PT (2:30-3:00 ET)	12:00-12:30 PT (3:00-3:30 ET)	12:30-1:00 PT (3:30-4:00 ET)	1:00-1:30 PT (4:00-4:30 ET)	1:30-2:00 PT (4:30-5:00 ET)	2:00-2:30 PT (5:00-5:30 ET)	2:30-3:00 PT (5:30-6:00 ET)	3:00-3:30 PT (6:00-6:30 ET)	3:30-4:00 PT (6:30-7:00 ET)	4:00-4:30 PT (7:00-7:30 ET)	4:30-5:00 PT (7:30-8:00 ET)
Slot 1									Kate, Kristin, Julie, Mark, Shawn (With Adrian and Lauren)							
Slot 2																
Slot 3																

Thu Aug 11

	Before class				During session A				During break		During session B				After class						
	7:00-7:30 PT (10:00-10:30 ET)	7:30-8:00 PT (10:30-11:00 ET)	8:00-8:30 PT (11:00-11:30 ET)	8:30-9:00 PT (11:30-12:00 ET)	9:00-9:30 PT (12:00-12:30 ET)	9:30-10:00 PT (12:30-1:00 ET)	10:00-10:30 PT (1:00-1:30 ET)	10:30-11:00 PT (1:30-2:00 ET)	11:00-11:30 PT (2:00-2:30 ET)	11:30-12:00 PT (2:30-3:00 ET)	12:00-12:30 PT (3:00-3:30 ET)	12:30-1:00 PT (3:30-4:00 ET)	1:00-1:30 PT (4:00-4:30 ET)	1:30-2:00 PT (4:30-5:00 ET)	2:00-2:30 PT (5:00-5:30 ET)	2:30-3:00 PT (5:30-6:00 ET)	3:00-3:30 PT (6:00-6:30 ET)	3:30-4:00 PT (6:30-7:00 ET)	4:00-4:30 PT (7:00-7:30 ET)	4:30-5:00 PT (7:30-8:00 ET)	
Slot 1						Paul (with Adrian and Sam)	Magida (Adrian and Tra)		Emily (Adrian)		Ari (Adrian)	Andy (Adrian)			Heather (Tra and Sam)			Asher (Adrian and Lauren)  <a href="https://umid.zoo.m.us/j/4518043028">https://umid.zoo.m.us/j/4518043028</a>			
Slot 2							Liz Myers (Sam)														
Slot 3																					

\_\_\_\_\_