

Distance Learning with the I Am EM-Powered Project

The *I Am EM-Powered* project is a powerful tool that can support students both in and out of the classroom. As we adapt to an ever-evolving landscape, it is important to think about how you can use the project resources to successfully enrich the lives of your students!

We have provided the Student Guide that can be downloaded from the program website. These resources can be posted on Blackboard (or any other Learning Management System your district may use) and students can continue (or begin) their work from home. Whether you are just getting started with the program or well on your way, we have compiled some tips to help you implement the lessons in any setting.

Distance Learning highlights from each lesson:

Lesson One:

Activity 1 - While this activity is designed to be completed in pairs, students can sharpen their research skills at home by completing this activity. Consider sending students a list of websites and other resources to support them in their research.

Activity 2 - This activity can provide an excellent opportunity for students to share their experience with their families. Imagine the dinner conversation that families might have as they imagine a day without power! Encourage students to include their families in this discussion and other activities throughout the project.

Activity 3 - In this activity, students have an opportunity to learn what it means to “crowdsource” ideas. Since they will not be in a classroom setting to brainstorm ideas with peers, you can encourage students to take to social media and other forms of communication to solicit ideas from others.

Lesson Two:

Activity 1 - As students read the stories provided in this lesson, consider encouraging students to look for examples of young people making a difference now regarding other causes. Because we are facing a historic event for both our nation and our world, there are sure to be many relevant examples students can find and use as inspiration. The discussion questions at the end of this activity are another excellent opportunity for family conversations at home.

Activity 2 - Since students will not be able to work in teams, this is an excellent activity for students to complete independently. It gives students a chance to pick a topic that is very important to them personally and research it further. Consider providing additional support through email, or other messaging services used in your district, as students complete this research.

Activity 3 - A list of sample PSAs is included in the teacher guide for this activity. You may want to post these on your district’s Learning Management System or send them to students

through email. It is helpful for students to have examples of high-quality PSAs so they know the important components to include in their own creation.

Other Tips:

1) If your district uses a Learning Management System that includes some type of discussion board or similar functionality, consider using this tool throughout the project. Any of the discussion questions or brainstorming activities can be facilitated using this type of platform. You can even assign students a certain number of posts they need to contribute to the discussion as part of their grade to encourage participation.

2) If students have already selected a topic and have begun working on their PSA, have them revisit their plan now that circumstances have changed. Invite students to think about the challenges or obstacles they may now face. Students will learn to face challenges boldly and make adjustments as needed. Give students the opportunity to problem solve and seek out ways they might be able to use modern technology (Google classroom, Google docs, Facetime, video conferencing, etc) to continue their collaboration. Young students are well versed in these platforms and this is an excellent opportunity for them to use that knowledge and experience to grow and shine as leaders!

3) Not all students will have access to more sophisticated equipment for creating a higher-quality PSA. Encourage students to use what they have on hand and adjust their expectations based on current circumstances. A valuable lesson for us all is learning to make the most of the resources we have on hand.

4) Even if you are not in a position to complete the projects, take the opportunity to reflect with students on the work done to this point. This is a defining moment for students and while they may be disappointed by the abrupt conclusion of the projects, you can help them understand how they benefitted and learned from the time and work they have already invested. This is a wonderful opportunity to help shift perspective and teach students to find the positives, or “silver lining,” in any situation.

If you have not begun work on the lessons and/or projects:

We encourage you to still consider starting at the beginning and having students complete the lessons at home. While the lessons are designed to be completed in groups, many of the activities will still be beneficial as students work individually from home. This program is flexible and adaptable. As we work together creatively, we will find many ways for you and your students to continue to rely on this valuable tool and the associated resources!

Have other tips or ideas? Share them with us by emailing Colleen@Dbarrettassociates.com and we can compile them to distribute for the benefit of other teachers and students.