Dear Educators,

VOX ATL recognizes and appreciates the value of Atlanta’s youth as agents of change and activists. To support our teens throughout the metro-Atlanta region, especially in a time of quarantine, we have paired up with students in the MACIE* program at Georgia State University to publish an interdisciplinary resource guide merging both mental health and social action that can be implemented into digital classroom instruction. Our goal is to create a technologically accessible series of empowering, relevant, and standard-based lesson plans for educators and students to use while we practice Digital Learning (DL).

This guide contains lessons focusing on the process and practice of important literacy, critical thinking and social skills. Each lesson is designed to facilitate important conversations about what is going on in teens’ lives while supporting their mental and creative health. For ideas on use, visit this page.

Please share our content so that others may benefit and learn while we’re learning and growing digitally. If you would like to submit and share your work with Vox, please visit this link.

Sincerely,
The VOX ATL Team

*The MACIE program is a Master of Arts in Creative and Innovative Education at Georgia State University, which brings in educators of all kinds, including media specialists, teachers, and performers. MACIE students Ashley Peyton and A. Posey collaborated with VOX staff members Rachel Wallack and Allison Hood to generate this lesson guide.
In the Quaranteen series of lesson plans/guides, teen creatives are given a space to explore, examine and respond to the COVID-19 pandemic and the changes in their lives and the lives of those around them. The objective of this series is to facilitate a healthy and constructive Digital Learning (DL) space for teens to express and cope with the changes in their lives resulting from COVID-19.

<table>
<thead>
<tr>
<th>TIME</th>
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<th>FOCUS SKILL</th>
<th>MEDIA &amp; MENTOR TEXTS</th>
<th>ACTIVITY</th>
<th>GA STATE STANDARDS</th>
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</table>
| 1+ hour | Quaranteen: Understanding & Coping | SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visual or written) with input from peers. | **5 Ways To Combat Hopelessness In Quarantine** by Aaliyah Bates  
**Quaranteen Routine Intro Episode Video** by Adam Dickerson  
**The Quarantine Episode** by Girl Talk | SW collaborate to create visual or written opinion piece on a topic relating to COVID-19. | ELA ELAGSE9-10SL2 ELAGSE11-12RI7 ELAGSE11-12SL2 I | QE4.3: Relationships  
QE4.5: Relationships  
QE9.3: Family & Community Partnerships |
| 1+ hour | Quaranteen: Self Care | SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a reflective writing piece (written & oral presentation) sharing their thoughts and advice input from peers. | **Five Ways to Make Your Quarantine Experience a Positive One** by Sydney Coleman  
**The Quarantine Episode** by Girl Talk  
**How To Keep Your Cool During Quarantine** by Halimah Budeir | SW write a summary and connection piece sharing advice for staying emotionally, physically, and mentally grounded while in quarantine. | ELA ELAGSEL9-10RL1:C ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RL1 | QE1: Programming & Youth Development  
QE2: Linkages with School Day  
QE4: Relationships  
QE5: Health & Well-being |
| 1+ hour | Quaranteen: Advice for Adjusting | SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visually, quantitatively, orally) which gives advice and/or reassurance on what people can do while in quarantine. | **Five Ways to Make Your Quarantine Experience a Positive One** by Sydney Coleman  
**Bria is Board** by Tibria Jackson Brown  
**The Quarantine Episode** by Girl Talk | SW create an original visual or written opinion piece giving advice to community with a how to article format. | ELA ELAGSE9-10SL4 ELAGSE9-10SL2 ELAGSE11-12SL4 ELAGSE11-12L6 ELAGSE11-12RI7 ELAGSE11-12SL2 I | QE1.1,1.9: Programming & Youth Development  
QE4.3: Relationships  
QE9.3: Family Community Partnerships |
| 1+ hour | Quaranteen: The New Normal | SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression using Powerpoint, Tik Tok or other video formatting. | **Bria is Board** by Tibria Jackson Brown  
**Quaranteen Routine Intro Episode Video** by Adam Dickerson  
**Five Ways to Make Your Quarantine Experience a Positive One** by Sydney Coleman | SW make a powerpoint, video, or TikTok on healthy routines in quarantine. | ELA ELAGSE9-10RL1:C ELAGSE9-10RI1 ELAGSE9-10RI7 ELAGSE9-10SL5 ELAGSE9-10SL4 ELAGSE11-12RL1 | QE2: Linkages with School Day  
QE4: Relationships  
QE5: Health & Well-being |
In VOX ATL’s Quaranteen series, teen creatives have a space to explore, examine and respond to the COVID-19 pandemic, and the changes in their lives and the lives of those around them. The objective of this of these lesson plans is to facilitate healthy and constructive Digital Learning (DL) space for teens to cope through creative expression, as well as to continue to build Language Arts and Social-Emotional Learning skills.

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<td>With Covid-19: Racism Xenophobia Stigma Spread by James Rhee Vox Investigates Kicks Off the Youth Activism Revolution Video by VOX ATL How Much Discrimination is in Your School by Atlanta Teen Voices</td>
<td>SW make a creative work (visual or written) that advocates for a group or cause.</td>
<td>ELA ELAGSE9-10L4 ELAGSE9-10W1 ELAGSE11-12W1 ELAGSE11-12R18 ELAGSE11-12W9</td>
<td>QE4.1,4.3: Relationships QE9.3: Family Community Partnerships</td>
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<td>1+ hour</td>
<td>Quaranteen: The Beloved Community Part I</td>
<td>SW analyze and interpret media &amp; mentor texts and use their creative and critical thinking skills to produce a work of expression (visually, quantitatively, orally) with input from peers.</td>
<td>How COVID-19 is Exposing the Flaws In Our Educational System by Terell Wright Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman #YAR: Westlake High School Teen Has A Plan To Combat Homelessness by Atlanta Teen Voices</td>
<td>SW identify a group or cause they would to support during quarantine and brainstorm ideas for showing that support then create a product showcasing.</td>
<td>ELA ELAGSEL9-10RL1:C ELAGSEL9-10R1 ELAGSEL9-10R7 ELAGSEL9-10SL4 ELAGSEL11-12RL1</td>
<td>QE2: Linkages with School Day QE 3.8-3.9: Environment &amp; Climate QE4.3,4.5: Relationships QE9.3: Family &amp; Community Partnerships</td>
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All content links in these lessons are original reported or artistic pieces created with guidance of the VOX ATL adult staff and professional editorial process. For more information about VOX ATL, please contact info@voxatl.org.
# DL - QUARANTEEN: Understanding & Coping

## Session Agenda

**Energizer**

- (05 min) Caption This
- (05 min) Review Objective and Respond
- (25 min) Think/Pair/Share

**Make**

- (05 min) Brainstorm
- (10 min) Research/Draft
- (10 min) Write/Review
- (05 min) Formalize

**Share**

- (10 min) Share Out

### Energizer

**Caption This - Zoom Edition**

- **Materials:** Zoom video chat
  1. Facilitator screen shares a picture on their computer (either random or an image from quarantine life).
  2. Everyone has 30 seconds to write a caption for the photo (share the caption on chat or handwrite and take turns reading aloud).
  3. Extension: give participants 2 minutes to take a photo of their quarantine life and caption or hashtag it.

Take some time to check-in with the group, talk about what is going on in their lives and yours.

### Focus Skill

SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visual or written) with input from peers.

### Goal

SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts. SW work collaboratively to prepare and share an original creative work representing their opinion.

### Media & Mentor Texts

- **Read**
  - 5 Ways To Combat Hopelessness In Quarantine by Aaliyah Bates
- **Watch**
  - Quaranteen Routine Intro Episode Video by Adam Dickerson
- **Listen**
  - The Quarantine Episode by Girl Talk

### Materials

- Access to media & mentor texts from a phone or other media device
- Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat

### Session Agenda

**Explore**

**Make**

**Research/Draft**

**Write/Review**

**Share Out**

- Invite participants to a whole group Zoom chat.
- Participants share out their creation. They may choose to share out by:
  - Screen sharing and narrating what they’ve created
  - Hold up their creation on video chat and give presentation

### Closing

Do a one word/phrase summary and go around with a mental check-in to see what’s on everyone’s mind, what their current headspace is.

**To submit and share your work with Vox, please visit this link.**
# DL - QUARANTEEN: Self-Care

## FOCUS SKILL
SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a reflective writing piece (written & oral presentation) sharing their thoughts and advice input from peers.

## GOAL
SW engage in discourse on the topic of COVID-19, quarantine, and mental, social and emotional well-being with reference to the provided media & mentor texts. SW will work collaboratively or individually to prepare and share a summary and connection writing piece on self-care and surviving Quaranteen.

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<th>MEDIA &amp; MENTOR TEXTS</th>
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<tr>
<td>Read&lt;br&gt;Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman&lt;br&gt;How To Keep Your Cool During Quarantine by Halimah Budeir&lt;br&gt;The Quarantine Episode by Girl Talk</td>
<td>Access to media &amp; mentor texts from a phone or other media device&lt;br&gt;Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</td>
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## SESSION AGENDA

<table>
<thead>
<tr>
<th>Energizer</th>
<th>Material: Zoom video chat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acrostic Poem – Zoom Edition</td>
<td>1. Participants will create short acrostic poems 2. Each poem should be descriptive of their Quaranteen time. Ex: My name is ASH. I will use each letter in my name to create a sentence within my acrostic poem.  *A- All of my time has been spent at home.  *S- Showing my untamed eyebrows have been humbling experience  *H- hours go by, days go by and still, outside is closed.</td>
</tr>
</tbody>
</table>

## KEY VOCABULARY
- COVID-19<br>- Social Distancing<br>- Quarantine<br>- Wellness<br>- Routine<br>- Coping<br>- Regimine<br>- Anxiety<br>- Productivity<br>- Creativity<br>- Isolation<br>- Beloved Community<br>- Boredom<br>- Groundedness

## GA STATE STANDARDS<br>ELA<br>ELAGSEL9-10RL1:C<br>ELAGSEL9-10RI1<br>ELAGSEL9-10RI7<br>ELAGSEL9-10SL4<br>ELAGSEL11-12RL1:QE1<br>QE2<br>QE4<br>QE5: Programming & Youth Development<br>QE2: Linkages with School Day<br>QE4: Relationships<br>QE5: Health & Well-being

## EXPLORE

<table>
<thead>
<tr>
<th>Think</th>
<th>Make</th>
<th>Share</th>
</tr>
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<tbody>
<tr>
<td>1. Have participants individually or collectively in groups of 2-3, choose a media &amp; mentor text they would like to explore today.  2. Ask participants to note-take (words and/or drawings) while reading/listening and thinking with the media &amp; mentor text.  3. Give participants 30 minutes to mute their zoom (if working individually or collectively break off into separate group chats within their group to listen or read and think along with their chosen media and mentor. During this time, participants can have small group discussions or work individually.</td>
<td>Brainstorm → Give participants time to gather their thoughts and highlights&lt;br&gt;Draft → Groups/Individuals will draft their highlights and share their thoughts within the following framework:  - Notice: Describe what you may be feeling, or what mental imagery you may have, after reading your media and mentor text  - Connect: Connections from the media &amp; mentor text to your own experiences  - Wonder: Express what would you like to know more about</td>
<td>Share Out → Invite participants to a whole group Zoom chat.  → Participants share out 2 highlights --what they noticed, connected to, and wonder or their illustrated creations. They may choose to share out by...  - Screen sharing and narrating what they’ve created  - Hold up their creation on video chat and give presentation</td>
</tr>
</tbody>
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## SHARE

Closing: Do a quick draw (1 minute picture) to summarize what this activity made you think or feel.

**To submit and share your work with Vox, please visit [this link](#).**
**Explore**

**Brainstorm**
- Participants may choose to work independently or a small group (2-3).
- Break off into separate Zoom chats for 30 minutes, facilitator jumping into chats.
- The framework/expression of the piece may be chosen by participants (visual, quantitative, oral).

**Research/Draft**
- Give participants time to research and draft their piece.

**Write/Review**
- Announce when they should be nearing a finished product.
- Add finishing touches.

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**Share Out**
- Invite participants to a whole group Zoom chat.
- Participants share out their creation. They may choose to share out by...
  - Screen sharing and narrating what they've created
  - Hold up their creation on video chat and give presentation

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**FORMALIZE**
- Add finishing touches.

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**SESSION AGENDA**

**ENERGIZER**

**Energizer**
- (05 min) Emoji Expression

**Explore**
- (05 min) Review Objective and Respond
- (25 min) Think/Pair/Share

**Make**
- (05 min) Brainstorm
- (10 min) Research/Draft
- (10 min) Write/Review
- (05 min) Formalize

**Share**
- (10 min) Share Out

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**KEY VOCABULARY**

COVID-19
Social Distancing
Quarantine
Routine
Coping
Creativity
Expression
Boredom

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**GA STATE STANDARDS**

ELA:
- ELAGSE9-10SL4
- ELAGSE9-10SL2
- ELAGSE11-12SL4
- ELAGSE11-12SL6
- ELAGSE11-12RI7
- ELAGSE11-12SL2

QE1.1,1.9:
- Programming & Youth Development

QE4.3:
- Relationships

QE9.3:
- Family Community Partnerships

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**GA ASYD STANDARDS**

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## DL - QUARANTEEN: The New Normal

### Focus Skill
SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression using Powerpoint, Tik Tok or other video formatting.

### Goal
SW engage in discourse on the topic of COVID-19, quarantine, and mental, social and emotional well-being with reference to the provided media & mentor texts.

SW will work collaboratively to prepare and present advice for healthy routines for Quaranteen life.

### Media & Mentor Texts
- **Read**
  - *Five Ways to Make Your Quarantine Experience a Positive One* by Sydney Coleman
- **Watch**
  - *Bria is Board* by Tibria Jackson Brown
- **Listen**
  - *Quaranteen Routine Intro Episode Video* by Adam Dickerson

### Materials
- Access to media & mentor texts from a phone or other media device
- Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat, Tik Tok, Triller, Powerpoint

### Session Agenda

#### Energizer
- **Song Association – Zoom Edition**
  - Materials: Zoom video chat
  - 1. Facilitator screen will share words on the screen
  - 2. Students will be given 10 seconds to respond in the zoom chat box with one lyrical sentence associated with that word. (one line from a song)
  - 3. There will be 8 rounds/8 words for this energizer.

After the 8th round, the full group can talk about musical playlists and songs that they’ve been listening to throughout this Quarantine.

#### Explore
- **Think**
  1. Divide participants into 3-4-member small groups and assign a media & mentor text to each group. All groups will be given 20 minutes to break out into these groups on Zoom and explore their media & mentor text, facilitator jumping into chats.
  2. Ask all participants to note-take (words or drawings) while thinking along with and sharing their thoughts from their media & mentor text.

- **Pair**
  1. Remain in media & mentor text groups for 15 minutes and establish 3-4 suggestions for creating healthy routines while adjusting to the quarantine life or create a video tik tok video modeling a healthy routine, facilitator jumping into chats.

- **Share**
  1. Rejoin whole group Zoom session and share out the advice lists.

#### Make
- **Brainstorm**
  - Participants may choose to work independently or a small group (3-4).
  - Break off into separate Zoom chats for 30 minutes, facilitator jumping into chats.
  - Student can use this time to both think along with the media text and prepare a written suggestions or visual routine (powerpoint/video/tik tok).

- **Research/Draft**
  - Give participants time to research and draft their 3-4 suggestion piece or video / tik tok.

- **Write/Review**
  - Announce when they should be nearing a finished product.

- **Formalize**
  - Add finishing touches.

#### Share
  - Invite participants to share a link to their powerpoint/video/tik tok or have them send link to facilitator and screen share.

**Closings:**
SING or state one lyric of a song which reflects your current mood.

**Homework:**
Offer an extension as “homework” so that participants can edit/adapt and further their healthy routines advice.

**To submit and share your work with Vox, please visit this link.**
# DL - QUARANTEEN: Advocating With(in) Society/Community

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<td>SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media &amp; mentor texts. SW work collaboratively to prepare and share an original advocacy work.</td>
<td><strong>Read</strong> With Covid-19: Racism Xenophobia Stigma Spread by James Rhee</td>
<td>Access to media &amp; mentor texts from a phone or other media device</td>
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<tbody>
<tr>
<td>Review the agenda (posted):</td>
<td>Advocacy Doodle - Zoom Edition</td>
<td></td>
</tr>
<tr>
<td>Energizer</td>
<td>Materials: Zoom video chat, drawing materials</td>
<td></td>
</tr>
<tr>
<td>→ (05 min) Advocacy Doodle</td>
<td>1. Participants have 2 minutes to doodle a picture depicting &quot;advocacy&quot;, however it means to them.</td>
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<tr>
<td>Explore</td>
<td>2. Have participants hold up their doodle and take a screenshot, then share your screen for everyone to see each other's doodle.</td>
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<tr>
<td>→ (05 min) Review Objective and Respond</td>
<td>3. Facilitate the group determining a definition of ‘advocacy’.</td>
<td></td>
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<td>→ (25 min) Think/Pair/Share</td>
<td>It may be appropriate to make this activity more or less quarantine related, depending on collective headspace.</td>
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## ENERGIZER

Advocacy Doodle - Zoom Edition

## KEY VOCABULARY

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<td>Community</td>
</tr>
<tr>
<td>ELAGSE11-12RI8</td>
<td>Partnerships</td>
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**SESSION AGENDA**

**EXPLORE**

Go Around: Check-in by sharing one thing you’ve noticed about your community. What are those close to you thinking and feeling?

1. **Think**
   - Place participants into small groups of 3-4 and choose 1 of the provided media & mentor texts and spend 30 minutes engaging with it.
   - Ask participants to note-take (words or drawings) while thinking with the media & mentor text.

**MAKE**

Brainstorm

- Participants will work in small groups of 3-4.
- Break off into separate Zoom chats for 30 minutes, facilitator jumping into chats.
- Brainstorm their ideas for virtual service learning. (DIY, Book-reading session, Letters, Tutorials etc.)

Research/Draft

- Research and Draft an outline group their virtual service learning project.

**SHARE**

Share Out

- Invite participants to a whole group Zoom chat.
- Participants share out their thoughts. They may choose to share out by...
  - Screen sharing and narrating what they've created
  - Hold up their creation on video chat and give presentation

Closing: Go around and state one thing you felt you accomplished or did well and one thing you’d like to focus on before/during the next session.

**FOCUS SKILL**

SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visual, written, video) which advocates for a group or cause they would like to draw attention to in quarantine.

**GOAL**

SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts. SW work collaboratively to prepare a virtual service learning project.

**MEDIA & MENTOR TEXTS**

- **Read**
  - How COVID-19 is Exposing the Flaws In Our Educational System by Terell Wright
  - Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman
  - #YAR: Westlake High School Teen Has A Plan To Combat Homelessness by Atlanta Teen Voices

**MATERIALS**

Access to media & mentor texts from a phone or other media device

Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat

**ENERGIZER**

**Must Haves– Zoom Edition**

Materials: Zoom video chat

1. Facilitator screen will share words on the screen.
2. Students will be given 10 seconds to respond in the zoom chat box with one lyrical sentence associated with that word. (one line from a song)
3. There will be 8 rounds/8 words for this energizer.

After the 8th round, the full group can talk about musical playlists and songs that they’ve been listening to throughout this Quarantine.

**KEY VOCABULARY**

COVID-19
Social Distancing
Quarantine
Wellness
Routine
Coping
Regimen
Anxiety
Productivity
Creativity
Isolation
Beloved Community
Boredom
Groundedness

**GA STATE STANDARDS**

ELA
ELAGSEL9-10RL1:C
ELAGSEL9-10RI1
ELAGSEL9-10RI7
ELAGSEL9-10SL4
ELAGSEL11-12RL1:

QE2: Linkages with School Day
QE 3.8-3.9: Environment & Climate
QE4.3,4.5: Relationships
QE5: Health & Well-being
**SESSION AGENDA**

Review the agenda (posted):

**ENERGIZER**

**Must Haves – Zoom Edition**

Materials: Zoom video chat

1. Participants will be given time to create a list (or draw) of their top 5 must have items while in Quaranteen.
2. After creating the list/drawings, participants can volunteer to share their top 5 must haves.

**EXPLORE**

Go Around: Before beginning, do a recap of Part I. Check-in for glows and grows from the previous lesson to refocus on Part II.

Think
1. Participants will be given 5 minutes to get back into their small groups to make final changes to their virtual service learning presentation.

Pair
1. Groups will use this time to delegate and discuss presentation details within their groups.

Share
1. Groups will use this time to present their virtual service learning project. Each group will get a maximum of 10 minutes to present.

**MAKE**

Brainstorm
→ Break off into separate Zoom chats for 5 minutes to finalize presentation details.

Write/Review
→ Announce when they should be nearing a finished product.

Formalize
→ Add finishing touches.

**SHARE**

Share Out
→ Invite participants to a whole group Zoom chat.
→ Each group will be given 10 minutes to present. They may choose to share out by...
   - Screen sharing and narrating what they’ve created
   - Hold up their creation on video chat and give presentation

Closing: Do a one word/phrase summary and go around with a mental check-in to see what’s on everyone’s mind, what their current headspace is.

**To submit and share your work with Vox, please visit this link.**

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**GA STATE STANDARDS**

ELA
ELAGSEL9-10RL1:C
ELAGSEL9-10RI1
ELAGSEL9-10RI7
ELAGSEL9-10SL4
ELAGSEL11-12RL1:

**GA ASYD STANDARDS**

QE2: Linkages with School Day
QE 3.8-3.9: Environment & Climate
QE4.3,4.5: Relationships
QE9.3: Family & Community Partnerships
QE5: Health & Well-being

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**FOCUS SKILL**

SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visual, written, video) which advocates for a group or cause they would like to draw attention to in quarantine.

**GOAL**

SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts.

SW work collaboratively to present their virtual service learning project.

**MEDIA & MENTOR TEXTS**

Read
*How COVID-19 is Exposing the Flaws In Our Educationall System* by Terell Wright

*Five Ways to Make Your Quarantine Experience a Positive One* by Sydney Coleman

*#YAR: Westlake High School Teen Has A Plan To Combat Homelessness* by Atlanta Teen Voices

**MATERIALS**

Access to media & mentor texts from a phone or other media device

Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat
VOX ATL’s focus is to uplift youth voice and choice. Supporting educators and the teens you teach is more important than ever, especially while we are all digital learning (DL) and practicing social distancing. You know your students and their needs, so please adapt these lessons to work for you.

Whether you’re using Edmodo, Google Classroom, Schoology, Microsoft Classroom or another digital platform, you can use break these lessons into smaller assignments to fit your needs.

Here are some suggested ways to adapt these lessons for self-directed digital learning:

- **Energizers & Go-Arounds** make effective warm-ups and provide a fun, engaging check-ins with you and peers. This is great for continuing to connect meaningfully with students during home learning, or to build rapport with new groups in summer camps and learning programs.

- **Media & Mentor Texts** provide opportunity for choice. From the provided list of their peers’ original, professionally edited stories, students may choose one thing to read, watch, or listen to. Each lesson offers ways to use the text, and you can always invite a response in writing, drawing or multimedia (video or audio).

- Pairs or groups of students can tackle **Explore and Make** as a group project. Providing an outlet for connection with peers is valuable for our students’ mental and social health, especially during quarantine.

- Students can **Share** their projects/creations with the class as a presentation or send you their work individually. And of course …

- To promote teen voice and teens as agents of change, students might post their work on a social media platform or be highlighted by the school in other ways. If any teens would like to have their work published with VOX ATL, have them submit it [here](https://example.com).

Please share our content so others may benefit from this resource while we’re learning and growing digitally. If you have questions, suggestions or want to share you creations, feel free to [contact us](https://example.com). We love to see ATL teens engaged!