

VOX ATL



LESSON GUIDE

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 an 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.



SUMMARY

OF LESSONS IN THE **QUARANTEEN** SERIES

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

TIME	LESSON	FOCUS SKILL	MEDIA & MENTOR TEXTS	ACTIVITY	GA STATE STANDARDS	GA AS4D STANDARDS
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 Tik Tok on healthy routines in quarantine.	ELA ELAGSEL9-10RL1:C ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL5: ELAGSEL9-10SL4 ELAGSEL11-12RL1:	QE2: Linkages with School Day QE4: Relationships QE5: Health & Well-being

SUMMARY

OF LESSONS IN THE QUARANTEEN SERIES

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.

TIME	LESSON	FOCUS SKILL	MEDIA & MENTOR TEXTS	ACTIVITY	GA STATE STANDARDS	GA AS4D STANDARDS
1+ hour	Quaranteen: Advocating with(in) Society/Community	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 advocates and for a cause of their choosing.	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	SW make a creative work (visual or written) that advocates for a group or cause.	ELA ELAGSE9-10L4 ELAGSE9-10W1 ELAGSE11-12W1 ELAGSE11-12RI8 ELAGSE11-12W9	QE4.1,4.3: Relationships QE9.3: Family Community Partnerships
1+ hour	Quaranteen: The Beloved Community Part I	SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visually, quantitatively, orally) with input from peers.	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	SW identify a group or cause they would to support during quarantine and brainstorm ideas for showing that support then create a product showcasing.	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 QE9.3: Family & Community Partnerships
1+ hour	Quaranteen: The Beloved Community Part II	SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visually, quantitatively, orally) with input from peers.	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	SW identify a group or cause they would to support during quarantine and brainstorm ideas for showing that support then create a product showcasing.	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 QE9.3: Family & Community Partnerships

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

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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.	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.	<p>Read 5 Ways To Combat Hopelessness In Quarantine by Aaliyah Bates</p> <p>Watch Quaranteen Routine Intro Episode Video by Adam Dickerson</p> <p>Listen The Quarantine Episode by Girl Talk</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY												
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Caption This</p> <p>Explore → (05 min) Review Objective and Respond → (25 min) Think/Pair/Share</p> <p>Make → (05 min) Brainstorm → (10 min) Research/Draft → (10 min) Write/Review → (05 min) Formalize</p> <p>Share → (10 min) Share Out</p>	<p>Caption This - Zoom Edition</p> <p>Materials: Zoom video chat</p> <ol style="list-style-type: none"> Facilitator screen shares a picture on their computer (either random or an image from quarantine life). Everyone has 30 seconds to write a caption for the photo (share the caption on chat or handwrite and take turns reading aloud). Extension: give participants 2 minutes to take a photo of their quarantine life and caption or hashtag it. <p>Take some time to check-in with the group, talk about what is going on in their lives and yours.</p>	<table border="1"> <tr> <td>COVID-19</td> <td>Anxiety</td> </tr> <tr> <td>Social Distancing</td> <td>Productivity</td> </tr> <tr> <td>Quarantine</td> <td>Creativity</td> </tr> <tr> <td>Health</td> <td>Isolation</td> </tr> <tr> <td>Routine</td> <td>Community</td> </tr> <tr> <td>Coping</td> <td>Boredom</td> </tr> </table>	COVID-19	Anxiety	Social Distancing	Productivity	Quarantine	Creativity	Health	Isolation	Routine	Community	Coping	Boredom
COVID-19	Anxiety													
Social Distancing	Productivity													
Quarantine	Creativity													
Health	Isolation													
Routine	Community													
Coping	Boredom													
		<table border="1"> <thead> <tr> <th>GA STATE STANDARDS</th> <th>GA AS4D STANDARDS</th> </tr> </thead> <tbody> <tr> <td> ELA ELAGSE9-10SL2 ELAGSE11-12RI7 ELAGSE11-12SL2 I </td> <td> QE4.3: Relationships QE4.5: Relationships QE9.3: Family & Community Partnerships </td> </tr> </tbody> </table>	GA STATE STANDARDS	GA AS4D STANDARDS	ELA ELAGSE9-10SL2 ELAGSE11-12RI7 ELAGSE11-12SL2 I	QE4.3: Relationships QE4.5: Relationships QE9.3: Family & Community Partnerships								
GA STATE STANDARDS	GA AS4D STANDARDS													
ELA ELAGSE9-10SL2 ELAGSE11-12RI7 ELAGSE11-12SL2 I	QE4.3: Relationships QE4.5: Relationships QE9.3: Family & Community Partnerships													

EXPLORE	MAKE	SHARE
<p>Go Around: Before beginning, do a check-in to see what participants know about COVID-19. If support in understanding is needed, shift the focus of the lesson to researching COVID-19.</p> <p>Think</p> <ol style="list-style-type: none"> Have participants vote on which media & mentor text they would like to explore today. If there's a majority vote on one, screen share and examine it collectively. If not, instruct participants to mute their session and rejoin in 15 minutes after examine their preferred media & mentor text. Ask participants to note-take (words or drawings) while thinking with the media & mentor text. <p>Pair</p> <ol style="list-style-type: none"> Choose half of the participants to participate in a summary of the media & mentor texts. <p>Share</p> <ol style="list-style-type: none"> Participants who were not verbally participating in the "pair" now have the floor to engage in discourse on the media & mentor texts. 	<p>Brainstorm</p> <p>→ 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).</p> <p>Research/Draft</p> <p>→ Give participants time to research and draft their piece.</p> <p>Write/Review</p> <p>→ Announce when they should be nearing a finished product.</p> <p>Formalize</p> <p>→ Add finishing touches.</p>	<p>Share Out</p> <p>→ Invite participants to a whole group Zoom chat. → Participants share out their creation. They may choose to share out by...</p> <ul style="list-style-type: none"> Screen sharing and narrating what they've created Hold up their creation on video chat and give presentation <p>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.</p> <p>**To submit and share your work with Vox, please visit this link.</p>

DL - QUARANTEEN: Self-Care

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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.	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.	<p>Read Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman</p> <p>How To Keep Your Cool During Quarantine by Halimah Budeir</p> <p>Listen The Quarantine Episode by Girl Talk</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY	
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Acrostic Poem</p> <p>Explore → (05 min) Review Objective and Respond → (30 min) Think/Pair/Share</p> <p>Make → (10 min) Brainstorm & Draft</p> <p>Share → (10 min) Share Out</p>	<p><u>Acrostic Poem – Zoom Edition</u></p> <p>Materials: Zoom video chat</p> <ol style="list-style-type: none"> Participants will create short acrostic poems 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. 	<p>COVID-19 Social Distancing Quarantine Wellness Routine Coping Regimine</p>	<p>Anxiety Productivity Creativity Isolation Beloved Community Boredom Groundedness</p>
		GA STATE STANDARDS	GA AS4D STANDARDS
		<p>ELA ELAGSEL9-10RL1:C ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RL1:</p>	<p>QE1: Programming & Youth Development QE2: Linkages with School Day QE4: Relationships QE5: Health & Well-being</p>

EXPLORE	MAKE	SHARE
<p>Think</p> <ol style="list-style-type: none"> Have participants individually or collectively in groups of 2-3, choose a media & mentor text they would like to explore today. Ask participants to note-take (words and/or drawings) while reading/listening and thinking with the media & mentor text. 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. <p>Pair</p> <ol style="list-style-type: none"> Ask some participants to volunteer in giving a brief summary of their media and mentor text highlights (individual or collective group discussions). <p>Share</p> <ol style="list-style-type: none"> Participants who were not verbally participating in the “pair” now have the floor to engage in discourse on the media & mentor texts by sharing the illustrations and verbally describing their illustration (optional). 	<p>Brainstorm → Give participants time to gather their thoughts and highlights</p> <p>Draft → Groups/Individuals will draft their highlights and share their thoughts within the following framework:</p> <p>-Notice: Describe what you may be feeling, or what mental imagery you may have, after reading your media and mentor text</p> <p>-Connect: Connections from the media & mentor text to your own experiences</p> <p>-Wonder: Express what would you like to know more about</p>	<p>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...</p> <ul style="list-style-type: none"> Screen sharing and narrating what they've created Hold up their creation on video chat and give presentation <p>Closing: Do a quick draw (1 minute picture) to summarize what this activity made you think or feel.</p> <p>**To submit and share your work with Vox, please visit this link</p>

DL - QUARANTEEN: Advice for Adjusting

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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.	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 with advice/reassurance for community members.	<p>Read Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman</p> <p>Watch Bria is Board by Tibria Jackson Brown</p> <p>Listen The Quarantine Episode by Girl Talk</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY								
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Emoji Expression</p> <p>Explore → (05 min) Review Objective and Respond → (25 min) Think/Pair/Share</p> <p>Make → (05 min) Brainstorm → (10 min) Research/Draft → (10 min) Write/Review → (05 min) Formalize</p> <p>Share → (10 min) Share Out</p>	<p><u>Emoji Expression - Zoom Edition</u></p> <p>Materials: Zoom video chat</p> <ol style="list-style-type: none"> Participants construct a sentence using only Emojis to express how they are feeling or what they thinking about. The group goes around and shares their sentence, giving space for others to interpret or respond. <p>This can be adapted to become a game of charades, depending on group energy level and what current group needs are. It may be appropriate to make this activity more or less quarantine related, depending on collective headspace.</p>	<table border="1"> <tr> <td>COVID-19</td> <td>Coping</td> </tr> <tr> <td>Social Distancing</td> <td>Creativity</td> </tr> <tr> <td>Quarantine</td> <td>Expression</td> </tr> <tr> <td>Routine</td> <td>Boredom</td> </tr> </table>	COVID-19	Coping	Social Distancing	Creativity	Quarantine	Expression	Routine	Boredom
COVID-19	Coping									
Social Distancing	Creativity									
Quarantine	Expression									
Routine	Boredom									
		<table border="1"> <thead> <tr> <th>GA STATE STANDARDS</th> <th>GA AS4D STANDARDS</th> </tr> </thead> <tbody> <tr> <td> <p>ELA: ELAGSE9-10SL4 ELAGSE9-10SL2 ELAGSE11-12SL4 ELAGSE11-12L6 ELAGSE11-12RI7 ELAGSE11-12SL2</p> </td> <td> <p>QE1.1,1.9: Programming & Youth Development QE4.3: Relationships QE9.3: Family Community Partnerships</p> </td> </tr> </tbody> </table>	GA STATE STANDARDS	GA AS4D STANDARDS	<p>ELA: ELAGSE9-10SL4 ELAGSE9-10SL2 ELAGSE11-12SL4 ELAGSE11-12L6 ELAGSE11-12RI7 ELAGSE11-12SL2</p>	<p>QE1.1,1.9: Programming & Youth Development QE4.3: Relationships QE9.3: Family Community Partnerships</p>				
GA STATE STANDARDS	GA AS4D STANDARDS									
<p>ELA: ELAGSE9-10SL4 ELAGSE9-10SL2 ELAGSE11-12SL4 ELAGSE11-12L6 ELAGSE11-12RI7 ELAGSE11-12SL2</p>	<p>QE1.1,1.9: Programming & Youth Development QE4.3: Relationships QE9.3: Family Community Partnerships</p>									

EXPLORE	MAKE	SHARE
<p>Go Around: Check-in by sharing one thing that did not go as planned in the past week, it can be an honest or silly misadventure (like squirting out too much toothpaste and making a mess or calling the wrong phone number).</p> <p>Think</p> <ol style="list-style-type: none"> Split participants into 3 groups and assign a media & mentor text to each group. Give them 15 minutes to break out into these groups on Zoom and examine their media & mentor text, facilitator jumping into chats. Ask participants to note-take (words or drawings) while thinking with the media & mentor text. <p>Pair</p> <ol style="list-style-type: none"> Remain in media & mentor text groups for 5 minutes and establish 3 pieces of advice from the media & mentor text, facilitator jumping into chats. <p>Share</p> <ol style="list-style-type: none"> Rejoin whole group Zoom session and share out the advice lists. 	<p>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).</p> <p>Research/Draft → Give participants time to research and draft their piece.</p> <p>Write/Review → Announce when they should be nearing a finished product.</p> <p>Formalize → Add finishing touches.</p>	<p>Share Out → Invite participants to a whole group Zoom chat. → Participants share out their creation. They may choose to share out by...</p> <ul style="list-style-type: none"> Screen sharing and narrating what they've created Hold up their creation on video chat and give presentation <p>Closing: Do a one word/phrase summary and go around sharing one piece of advice or activity they'd like to take/try.</p> <p>**To submit and share your work with Vox, please visit this link.</p>

DL - QUARANTEEN: The New Normal

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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.	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.	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	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
Review the agenda (posted): Energizer → (05 min) Song Association 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	<u>Song Association – Zoom Edition</u> 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 Regimime	Anxiety Productivity Creativity Isolation Beloved Community Boredom Groundedness
GA STATE STANDARDS	GA AS4D STANDARDS
ELA ELAGSEL9-10RL1:C ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL5 ELAGSEL9-10SL4 ELAGSEL11-12RL1	QE2: Linkages with School Day QE4: Relationships QE5: Health & Well-being

EXPLORE	MAKE	SHARE
Go Around: How participants are adjusting to digital learning and staying at home. Share one piece of advice or one thing they've learned. 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 quarateen 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.	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 Out → Invite participants to share a link to their powerpoint/video/tik tok or have them send link to facilitator and screen share. Closing: Sing or state one lyric of a song which reflects your current mood. 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

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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 advocates and for a cause of their choosing.	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 advocacy work.	<p>Read With Covid-19: Racism Xenophobia Stigma Spread by James Rhee</p> <p>Watch Vox Investigates Kicks Off the Youth Activism Revolution Video by VOX ATL</p> <p>Listen How Much Discrimination is in Your School by Atlanta Teen Voices</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY										
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Advocacy Doodle</p> <p>Explore → (05 min) Review Objective and Respond → (25 min) Think/Pair/Share</p> <p>Make → (05 min) Brainstorm → (10 min) Research/Draft → (15 min) Write/Review → (05 min) Formalize</p> <p>Share → (05 min) Share Out</p>	<p><u>Advocacy Doodle - Zoom Edition</u></p> <p>Materials: Zoom video chat, drawing materials</p> <ol style="list-style-type: none"> Participants have 2 minutes to doodle a picture depicting “advocacy”, however it means to them. Have participants hold up their doodle and take a screenshot, then share your screen for everyone to see each other's doodle. Facilitate the group determining a definition of ‘advocacy’. <p>It may be appropriate to make this activity more or less quarantine related, depending on collective headspace.</p>	<table border="1"> <tr> <td>COVID-19</td> <td>Stereotypes</td> </tr> <tr> <td>Social Distancing</td> <td>Intersectionality</td> </tr> <tr> <td>Quarantine</td> <td>Beliefs</td> </tr> <tr> <td>Advocacy</td> <td>Community</td> </tr> <tr> <td>Coping</td> <td>Intersectionality</td> </tr> </table>	COVID-19	Stereotypes	Social Distancing	Intersectionality	Quarantine	Beliefs	Advocacy	Community	Coping	Intersectionality
COVID-19	Stereotypes											
Social Distancing	Intersectionality											
Quarantine	Beliefs											
Advocacy	Community											
Coping	Intersectionality											
		<table border="1"> <thead> <tr> <th>GA STATE STANDARDS</th> <th>GA AS4D STANDARDS</th> </tr> </thead> <tbody> <tr> <td> ELA: ELAGSE9-10L4 ELAGSE9-10W1 ELAGSE11-12W1 ELAGSE11-12RI8 ELAGSE11-12W9 </td> <td> QE4.1,4.3: Relationships QE9.3: Family Community Partnerships </td> </tr> </tbody> </table>	GA STATE STANDARDS	GA AS4D STANDARDS	ELA: ELAGSE9-10L4 ELAGSE9-10W1 ELAGSE11-12W1 ELAGSE11-12RI8 ELAGSE11-12W9	QE4.1,4.3: Relationships QE9.3: Family Community Partnerships						
GA STATE STANDARDS	GA AS4D STANDARDS											
ELA: ELAGSE9-10L4 ELAGSE9-10W1 ELAGSE11-12W1 ELAGSE11-12RI8 ELAGSE11-12W9	QE4.1,4.3: Relationships QE9.3: Family Community Partnerships											

EXPLORE	MAKE	SHARE
<p>Go Around: Check-in by sharing one thing you’ve noticed about your community which is helpful and one thing you’ve noticed which is hurtful.</p> <p>Think</p> <ol style="list-style-type: none"> Have participants jot down 2 prominent (to them) thoughts/opinions people are having. Allow participants to choose 1 of the media & mentor texts and spend 15 minutes engaging with it. Ask participants to note-take (words or drawings) while thinking with the media & mentor text. <p>Pair</p> <ol style="list-style-type: none"> Place participants into groups of 3-4 and have them share and discuss what their prominent thoughts/opinions were and how the media & mentor text clashed with those. <p>Share</p> <ol style="list-style-type: none"> Rejoin whole group Zoom session and invite participants to share out their current impressions. 	<p>Brainstorm</p> <p>→ Participants may choose to work in a small group (3-5 people) or whole group.</p> <p>→ Determine what message the group would like to send.</p> <p>→ Determine the framework/expression of the expression (article, video, visual).</p> <p>Research/Draft</p> <p>→ Give participants time to research and draft their piece.</p> <p>Write/Review</p> <p>→ Announce when they should be nearing a finished product.</p> <p>Formalize</p> <p>→ Add finishing touches.</p>	<p>Share Out</p> <p>→ Take a moment to share/review the piece on Zoom.</p> <p>→ Give time for comments and editing (if group would like to continue working).</p> <p>→ If there is a digital platform the group would like to post their work on, facilitate that.</p> <p>Closing: Go around and improv a handshape, gesture, or short dance that summarizes your thoughts/feelings on today’s activity.</p> <p>**To submit and share your work with Vox, please visit this link.</p>

DL - QUARANTEEN: The Beloved Community Part I

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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.	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.	<p>Read</p> <p>How COVID-19 is Exposing the Flaws In Our Educational System by Terell Wright</p> <p>Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman</p> <p>#YAR: Westlake High School Teen Has A Plan To Combat Homelessness by Atlanta Teen Voices</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY	
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Must Haves</p> <p>Explore → (05 min) Review Objective and Respond → (30 min) Think/Pair/Share</p> <p>Make → (15 min) Research/Draft</p> <p>Share → (10 min) Share Out</p>	<p><u>Must Haves– Zoom Edition</u></p> <p>Materials: Zoom video chat</p> <ol style="list-style-type: none"> Facilitator screen will share words on the screen 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) There will be 8 rounds/8 words for this energizer. <p>After the 8th round, the full group can talk about musical playlists and songs that they've been listening to throughout this Quarantine.</p>	<p>COVID-19 Social Distancing Quarantine Wellness Routine Coping Regimine</p>	<p>Anxiety Productivity Creativity Isolation Beloved Community Boredom Groundedness</p>
		GA STATE STANDARDS	GA AS4D STANDARDS
		<p>ELA ELAGSEL9-10RL1:C ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RL1:</p>	<p>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</p>

EXPLORE	MAKE	SHARE
<p>Go Around: Check-in by sharing one thing you've noticed about your community. What are those close to you thinking and feeling?</p> <p>Think</p> <ol style="list-style-type: none"> Place participants into small groups of 3-4 choose 1 of the 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. <p>Pair</p> <ol style="list-style-type: none"> Place participants into groups of 3-4 and have them share and discuss their thoughts/opinions from the mentor and media texts and develop their ideas for a virtual community-service project. Participants/groups will draft an outline and brief implementation plan. <p>Share</p> <ol style="list-style-type: none"> Rejoin whole group Zoom session and invite participants to share out their thoughts regarding the media & mentor text. 	<p>Brainstorm</p> <p>→ 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.)</p> <p>Research/Draft</p> <p>→ Research and Draft an outline group their virtual service learning project.</p>	<p>Share Out</p> <p>→ Invite participants to a whole group Zoom chat. → Participants share out their thoughts. They may choose to share out by...</p> <ul style="list-style-type: none"> Screen sharing and narrating what they've created Hold up their creation on video chat and give presentation <p>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.</p> <p>**To submit and share your work with Vox, please visit this link.</p>

DL - QUARANTEEN: The Beloved Community Part II

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
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.	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.	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	Access to media & mentor texts from a phone or other media device Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat

SESSION AGENDA	ENERGIZER	KEY VOCABULARY	
Review the agenda (posted): Energizer → (05 min) Must Haves Explore → (05 min) Review Objective and Respond → (05 min) Think/Pair/Share Make → (40 min) Presentations Share → (5 min) Share Out	<u>Must Haves – Zoom Edition</u> 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 Quarateen. 2. After creating the list/drawings, participants can volunteer to share their top 5 must haves.	COVID-19 Social Distancing Quarantine Wellness Routine Coping Regimine	Anxiety Productivity Creativity Isolation Beloved Community Boredom Groundedness
		GA STATE STANDARDS	GA AS4D 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 QE9.3: Family & Community Partnerships QE5: Health & Well-being

EXPLORE	MAKE	SHARE
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.	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 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 .



IDEAS FOR USE

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](#).

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](#). We love to see ATL teens engaged!