



CHARACTER • LEADERSHIP • ADVENTURE • STEM

Vehicle For Change
a non-profit organization

We teach principle-centered leadership skills...

We strive to make each learning experience relevant, fun and engaging for each student, to enable them to promote their perceptions of themselves as proactive and empowered problem-solvers within their community and innovators capable of changing the world. As facilitators, we will strive to develop an eagerness in each student to search, find, and learn from and with each other.

Experiential Education brought to your school...

Vehicle For Change has a unique advantage over other Outdoor & Experiential Education providers, in that our programs are completely portable. Our team and all our program activities are brought to your school campus or facility. There is no need for the added cost of transportation or the risk that leaving campus can entail.

Curiosity, motivation, inspiration and adrenaline are powerful catalysts for learning to take place...

Our activities embody all of these. We engage students with exciting activities that will open their minds to new possibilities. Some of these activities include:

ADVENTURE, FUN & FITNESS

Rock Climbing, GaGa Ball Challenges, Inflatable Games, 9-Square-in-the-air

LEADERSHIP / CHARACTER / TEAMBUILDING

Toxic Waste, Island Crossing, Mine Field, Spider Web, Ants on a Log
Journaling, Processing Discussion and TedTalk - PromiseThon

STEM ACTIVITIES

Rocket Science, Computer Programming, Robotics, Engineering

Empowering Students to Change Their World

www.vehicle4change.com 877-841-1110

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ADVENTURE LEADERSHIP PROGRAM GUIDE
TABLE OF CONTENTS

Program Planning

Intake Form / Hold the Date 1

About the Program 2

Sample Parent Flyer 3

8th Grade Leaders-In-Training 4

Activity Descriptions

ADVENTURE

Rock Climbing 5

GaGa Ball Challenge 6

9-Square-in-the-air 7

Inflatable Fun 8

GROUND TEAM INITIATIVES

Toxic Waste 9

Mine Field 9

Island Crossing 10

Spider Web 10

STEM ACTIVITIES

Engineering Teams 11

Rocket Science 12

Lego Robotics 13

Hour of Code 14

Scratch Computer Programming 15

LEADERSHIP / CHARACTER LESSONS

TED Talk 16

PromiseThon Journal 17

Processing Discussions ..... 18 - 20

Vehicle For Change
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VEHICLE FOR CHANGE, INC.
SERVICE AGREEMENT INTAKE / HOLD THE DATE

This program takes place on your school campus during the school day as an IN-SCHOOL FIELD TRIP. Your school/district will be listed as additionally insured. All participants must have an online waiver for insurance purposes.

School: _____

Contact / Title: _____

Signature: _____
Program Sponsor Signature

Mobile Phone: _____

Email: _____

Principal: _____

Approved: _____
Principal Signature

Date Signed: _____

Program Dates: _____

Start / End Time: _____

Notes / Special Instructions

Sample Programming | Facilitation and Logistics

This sample is based on 300 students per day. In order to have a smooth transition between activities and for each student to get the maximum benefit of the activities and leadership lessons, we ask that you organize the students in the following manner:

Time Needed: **6 Hours**
3 Hours Outside
3 Hours Inside

Before we arrive, we ask that you divide each group of 300 students as follows:

Group A = 150 students
75 students will go to Adventure Stations
75 students will go to Ground Team

Group B = 150 students
75 students will go to Leadership
75 students will go to STEM

Outside Activities - 25 at each station

Adventure Activities (75 students | 1.5 hours)
30 minutes at each station
- ☐ Rock Climbing Walls
- ☐ GaGa Ball and 9-Square
- ☐ Inflatables and Snow Cones

Ground Team Initiatives (75 students | 1.5 hours)
30 minutes at each station
- ☐ Toxic Waste
- ☐ Island Crossing
- ☐ Spider Web

Inside Activities - 37 at each station

Leadership / Character Lessons (75 students | 1.5 hours)
45 minutes at each station
- ☐ TED Talk and Journaling
- ☐ Engineering Teams

Stem Activities (75 students | 1.5 hours)
- ☐ Computer Programming
- ☐ Rocket Science - students build inside and launch outside

For Office Use Only

☐ Contract	☐ Program Online	☐ Fee
☐ Insurance	☐ Roster Link Sent	☐ 8th Grade Leaders
☐ Permission Slip	☐ PromiseThon	☐ Schedule

Empowering Students to Change Their World

We teach principle-centered leadership skills and build those principles into the center of peoples lives and relationships with others. We strive to make each learning experience relevant, fun and engaging for each student, to enable them to promote their perceptions of themselves as proactive and empowered problem-solvers within their community and innovators capable of changing their world.

Regardless of skill level, each student will have the opportunity to experience activities that will motivate and spark learning that is relevant and personal. Students will be challenged mentally and physically with our adventure and STEM activities. Through an atmosphere of cooperation, individual achievement, as well as group support and success, our comprehensive Character and Leadership programs will allow students to break down the walls of separation and isolation and create new levels of respect and communication with their peers, teachers, families and themselves.

The Vehicle For Change team is passionate about changing the lives of the students who come through our programs. Sometimes it may be as simple as overcoming a fear of heights. Many students have told us that they thought they would never be good at anything, but getting to the top of the wall made them feel like they could accomplish anything. Recently, a principal told a team member that the week Vehicle For Change was at his school, he did not even have one referral down to the assistant principal's office. Normally, he has more than 30 per day. (Blendon Middle School, Westerville, Ohio).

As an added bonus, our programs are completely portable. Our team and all our activities can be brought to your school campus or facility. There is no need for the added cost of transportation or the risk that leaving campus can entail.

Challenge by Choice One of the most powerful lessons learned involves the use of choice. Coaxing young people into doing a difficult task or element teaches them only that they can be talked into doing something that may feel uncomfortable. On the other hand, helping students see that they have the right and ability to choose their level of challenge, and how to assess what is and isn't an appropriate level of challenge, teaches them how to make positive decisions for life. This is critical to a well-taught Adventure Program.

Educators know that curiosity, motivation, inspiration and adrenaline are powerful catalysts for learning to take place. Our activities embody all of these. By incorporating the Adventure Leadership Program into your existing Leadership or Character Initiatives, you will see a dramatic and positive difference in the students who participate fully in our program.

Vehicle For Change is a 501(c)(3) not-for-profit corporation.

We are licensed and fully insured. We make each school additionally insured under a one million dollar policy through Lloyd's of London. Vehicle For Change was formed in 2005 by the founders of "Expedition Earth Adventure Camp". Expedition Earth operated as a residential summer camp and outdoor education center in Quaker City, Ohio and Lewis Center, Ohio from 2000 - 2008.

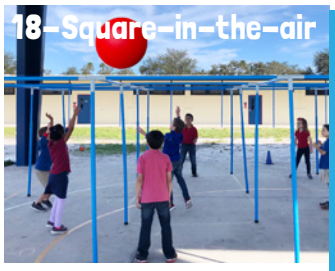
While experiencing exciting adventure-based activities, laughing and learning about themselves, students will gain new levels of respect, acceptance, communication and inclusion.

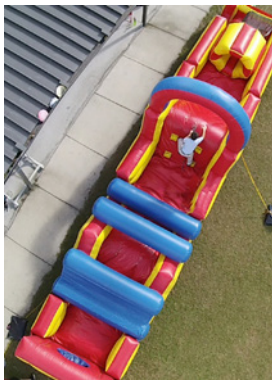
****SAMPLE PARENT FLYER****

Adventure Leadership – Walnut Springs

DATES: **7TH GRADE - MAY 11** **6TH GRADE - MAY 12**

Our students will be participating in an exciting Adventure and STEM program to kick off the 2022/2023 school year. This event will take place on school campus. The goal of these challenges is to create a unique learning environment for building character and teamwork skills through trial and error in a safe environment where making a mistake leads to opportunities to work together to accomplish goals and to grow as individuals. Make sure to dress comfortably. Kids will need tennis shoes (enclosed shoes) for the climbing activities. This event operates rain or shine (we will reschedule outdoor activities for severe weather).





Promise Cards

Scan me

Register ONLINE at www.vehicle4change.com
Student Participation Fee: $35

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Parents can pay the $35 fee or opt to use our proprietary online CROWDFUNDING tool called PROMISETHON. For more information go to www.promisethon.org/about

If you choose to use promisethon to raise funds, choose that option on the registration page and you will receive more information on how to utilize the site.

Please direct any questions to lara@vehicle4change.org or call 877-841-1110.

8th Grade Leaders-In-Training

To ensure the program and activities run smoothly, we have developed an **8th Grade Leaders-In-Training Program** to assist with the facilitation of the program activities. This is an optional, but very beneficial program that is offered at **no additional fee.**

This opportunity provides your **selected** 8th graders a chance to give back to their school and community and learn what it takes to lead teams effectively.

This also eliminates the need to have parent volunteers and helps us keep the pricing down for your students and parents. We believe it is a Win-Win all the way around for your school.

Prior to the start of the Adventure Leadership Program, our staff will meet with and train the 8th grade students that have been selected on important leadership skills and strategies with real life scenarios. During the training, these students will participate in several of the activities, so they understand the expected outcomes and possible obstacles they may encounter. This hands-on training experience will be a great learning experience while making it fun and exciting.

Aside from learning how to facilitate activity stations safely and process learning outcomes effectively, they will also learn what it takes to be a leader with a focus on the following **leadership principles**:

Inspire Trust: The ability to model character traits that builds trust and inspires confidence. They will be in a position to help younger students overcome challenges in a safe enviroment, while understanding that we honor the principle of “challenge-by-choice”. No one should be coerced into doing something that they are very fearful or troubled by.

Create Vision: The ability to work with others to develop and communicate an actionable plan.

Empower Others: The ability to encourage others to use their strengths to contribute to the team’s goals.

Show Empathy: The ability to be aware of differing perspectives and to understand and respect differing thoughts and feelings.

Effectively Communicate: The ability to listen to other opinions; present information clearly and come to mutual understanding of expectations among the team.

Encourage Collaboration: The ability to encourage each team member to work together in a way that incorporates everyone’s unique strengths and ideas in order to find the best solution.

8th Grade Leader will receive a T-shirt, so they can easily stand out to the students as they rotate to their stations

Rock Climbing Wall

With the Rock Wall challenge participants will be geared with safety harnesses and auto-belay lines, students have the opportunity to develop their coaching skills, goal-setting processes and creative problem-solving expertise with this intensive team challenge.

Mobilize your students to develop their coaching skills, goal-setting processes and creative problem-solving skills with this intensive team challenge. Rock climbing increases muscle strength, flexibility and endurance.

Climbers learn the patience and persistence necessary to set and achieve realistic goals. Our Challenge by Choice philosophy enables every participant to experience their own success in the context of their own aspirations.

Facilitation

1. Instruct students on the proper way to put on a harness.
2. Inspect each student's harness before beginning. The harness must be high and snug on the waist **(not on hips).**

   Throughout the day, keep careful watch to ensure no one climbs with a loose harness.
3. Students will pair up, one person "on belay" observing and encouraging the climber, the other in a harness scaling the wall. This dynamic carries over to the classroom in the form of strong mutual support and trust.
4. The belayer will hold the rope and give enough slack to allow the climber to clip in and clip out.
5. Important note: The belay ropes are on hydraulics which means that if the rope is not secured into the wall, on a climber, or held by a belayer, it will launch quickly up the wall. Precious time will be wasted in retrieving the belay rope if this happens.
6. When climbing is in progress it is important to keep the area around the wall clear, to ensure no one is accidentally kicked by the climbers. Even the belayers must stand back once their climber has clipped in.

Things to Look For

Loose harnesses – harnesses must be secure high on the waist

Unassisted climbers – a belayer must always help with clipping in and out

Crowding under the wall – keep the area clear by setting markers

Stragglers – keep your group together

Negativity – encourage positive feedback and encouragement

GaGa Ball Challenge

GaGa Ball is believed to have originated in Israel, and slowly spread across the U.S. over several decades. Ga means “hit” or “touch” in Hebrew. In the rules of GaGa ball, the ball must touch the ground two times before it is considered in play, hence the name. GaGa Ball consists of a lightweight bouncy or foam ball and an octagon enclosure known as the “GaGa Ball Pit.” The object of the game is to hit the ball at or below opponents’ knees to eliminate them from the pit. The last one left in the GaGa Ball Pit is the winner.

What makes GaGa Ball great is that kids of any size, age, or athletic ability can play and have the same chance to win as anybody else. Games generally last only a few minutes, and eliminated players are back in the action quickly. Once a player is out, they can have as much fun watching and cheering while the other players finish off the game. Then, a new game starts all over, and you’re back in action

Facilitation

1. Designate one non-player as the referee. The referee is the sole authority during play and is responsible for settling disputes and ensuring fair play.
2. The referee begins play only after all players are standing in the Ga-ga court and have indicated that they are ready to start the game.
3. One player tosses the ball up in the air. Players yell “Ga” on the first bounce and “Ga” again on the second bounce, and the ball is then in play.
4. Players hit the ball with their hands only, and may not carry or throw the ball - it must be punched with open hand or fist.
5. Any player who is touched by the ball either directly or by a rebound off the wall is “out”, then must step out of the pit.
6. If the ball contacts a player or a player’s clothing below the waist, that player is eliminated. If the ball contacts the player above the waist, the player is still in.
7. If the ball goes out of the Ga-ga court, the last player to touch the ball is eliminated.
8. If a player catches the ball before it bounces, the player who had the last contact with the ball is eliminated.
9. Once the player hits the ball, he or she must wait until the ball touches someone else before hitting it again (no double touches).
10. If there are only two players remaining, a player may hit the ball up to 3 times in a row. The ball is “rejuvenated” by contact with the wall, and the hit count resets.
11. Some Ga-Ga games are designed to be team efforts, although the sport is traditionally a one-against-all competition.
12. Teaming, or intentional passing of the ball to other players, is allowed only at the discretion of the referee and must be specified in advance of play.

9-Square In The Air

This is a great team game that is fast-paced with rules that are easy to follow. The concept is based on combining volleyball with 4-square. The game requires 9 kids to play at a time so it is very inclusive. The game involves hitting a ball (volleyball or beach ball) through the square above you and into another player's square.

The Game

1. The person in the middle square (the king square) will serve the ball by hitting the ball up and out of their square.
2. When the ball comes into your square simply hit the ball up and out of your square into any other square.
3. If the ball falls into your square, you are out.
4. If the ball is hit outside of the whole game structure, the last person who touched the ball is out.
5. If someone double hits the ball, they are out.
6. If someone hits the game structure, they are out.
7. When someone gets out, they move to the back of the line. Everyone advances forward one square to fill-in the empty place.

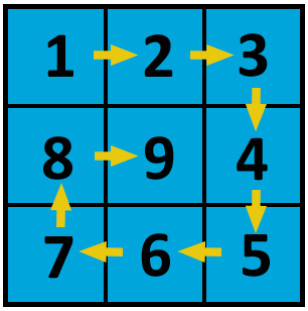
Facilitation

1. Do NOT allow players to hang on the game structure. It is not designed for that purpose. The PVC pipes will break if players hang on to it.

2. Never allow the king to start the round by serving a "set" for another player to spike. That's just no fun.

3. Consider playing a "no spiking" game. This levels the playing field a bit, and helps to make the game a great community builder.

4. **Determining a winner.** To decide who wins, count the number of rounds each person is in the king square. Whoever serves the most rounds as king is the winner. Or set a time limit to the game.
Whoever is in the king square when the time is up is the winner.



5. **Add Challenges**
   - Enhance Teambuilding by requiring everyone to say the name of the person they are hitting the ball to. If they don't say the name when they hit the ball, they are out.
   - Cooperation game: As a group, see how long you can keep the ball

Inflatable Games

Inflatables are FUN, INTERACTIVE and promote FITNESS.

Our inflatable obstacle courses and bungee run are great way to promote physical fitness and teambuilding. Children can compete with other participants in a variety of challenges. As a relay race, the inflatable obstacle course is exciting and challenging. Kids have to crawl, jump, push and climb to get through a variety of obstacles to finish this challenge.

Facilitation

1. No student is allowed in the inflatable games area before all adult volunteers have received a safety presentation by inflatable company personnel.
2. Every inflatable game must be supervised by at least 1 adult.
3. Only 1 person is allowed at a time at the starting point.
4. Wait a few seconds between students in order to keep proper spacing.
5. Only 1 person is allowed to occupy a lane at a time.
6. No stopping once inside the obstacle course.
7. Any obstacle course requires the supervision of a minimum of 2 adults. One at the beginning, and one at the end to keep students moving through.

Safety

1. Safety is the #1 priority! We want every student to have a great time, so supervision is important in ensuring their safety during the event.
2. All inflatables and rock walls are inspected by the Ohio Department of Agriculture.
3. All inflatables will be properly secured depending on the event location.
4. All inflatable games are thoroughly cleaned and inspected prior to each event.

Weather

No inflatable will be inflated under the following weather conditions:

- Medium to high winds
- Rain
- Thunder or lightning

Ground Team Initiatives

Toxic Waste

Equipped with a lid and rope handles, a group must work out how to transport the "Toxic Waste" (balls) and tip it into the "neutralization" bucket. Toxic Waste can be used to highlight almost any aspect of teamwork or leadership.

- Each team member must hold one end of the rope.
- The rope cannot be shortened or wrapped around hands.
- The rope cannot be laid over balls to secure them.
- If the ball drops onto the ground, the group must start over.
- If the group spills the waste entirely, discuss the consequences of catastrophic failure, invite them to discuss what went wrong and how they can do better, then refill the container and let them have another go.

Mine Field

The goal is to traverse, while blindfolded, over a designated area full of obstacles without touching any obstacle or any person. Each blindfolded person has a partner giving clues to avoid the obstacles. If a mine is stepped on - the team starts over.

Round 1 - Verbal: Without touching the blindfolded person, the partner will traverse the field with the blindfolded partner giving only verbal clues.

Round 2- Touch: The partner will traverse the field with the blindfolded partner giving only touch commands as clues. Prior to starting, the team must decide what the commands are (such as a tap on the left shoulder means go left, a tap on the back of the head means go straight, a tug on the arm means stop, etc.)

Round 3 - Shouting: Several teams will go at once (max 5 people). The partners of the blindfolded persons will only be allowed to shout commands from the sidelines. The blindfolded person will need to figure out which command is meant for them.

Safety & Rules:

Be wary of blindfolded people bumping into each other. The instructor(s) can float around the playing area to help prevent collisions.

Allow participants a short period (e.g., 3 minutes) of planning time to decide on their communication commands (round 2). It can help participants if you suggest that they develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.

Ground Team Initiatives

Island Crossing

The objective is to transport the entire team across the quicksand swamp using only the boards and "safe" grass clumps (crates) in a specific order to cross the swamp. Some boards are shorter/longer than others and require a specific pattern that the team must discover for themselves.

Each team member must cross the swamp without falling in or stepping into the swamp (there are alligators in the swamp, so be very careful). If anyone steps onto the swamp (grass/ground) they must return to the back end of the team. If a board falls in or touches the swamp, it becomes unusable. Team members must rotate turns attempting to discover the safe route across the swamp. Team members must all stay on the final safe island until all team members cross the swamp.

Safety:

Inspect the boards for splinters. Use caution handling the boards to avoid inadvertently hitting others. Have a spotter to watch for falls.

Variation: If the team completes the initiative quickly, have them do it again without voice communication, no talking!

Spider Web

The goal is to work together to ensure each person gets through the spider web through a series of holes or ropes without touching the cords.

This activity provides opportunities for safe risk-taking and is designed to improve trust, responsibility & reliance on team members. It can also reinforce effective decision making, problem-solving & planning skills. The goal is to highlight the value of different strengths, abilities, & gifts of individual group members.

This activity helps to improve & or reinforce communication, problem-solving & cooperation skills while in close proximity. It also helps highlight the value of patience & tolerance.

Guidelines: The group stands to one side of the spider web or inside the electric fence. They are told that their goal is for the entire group to get to the other side without touching the web/fence. If anyone touches the web/fence at any time, there will be a consequence (usually this will mean that the entire group must start over or a designated number of participants must go back). No one may go over or under the web or fence. For the spider web, each hole may only be used once.

Safety & Rules:

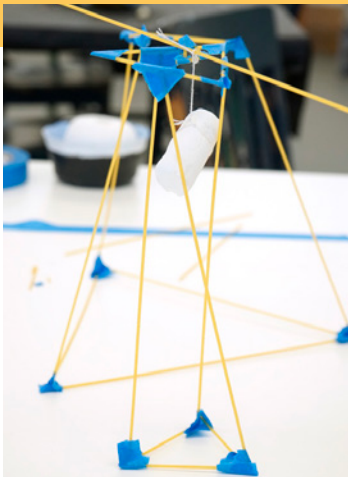
1. No leaping, diving, throwing or catapulting people through the web.
2. Only one person may go through at a time.
3. All moves must be spotted from beginning to end.
4. Always protect the head & neck.
5. Lower the participant down feet first.
6. Do not stop spotting until the person is standing up on their own two feet.
7. If a touch occurs, continue spotting the person!
8. If lifting overhead, be aware of rolling & spot accordingly.

Facilitator spotting:

Spot the moving participant in the head, neck & shoulder area.

Stay on the side of the web with the least amount of participants.

Spaghetti Marshmallow Challenge

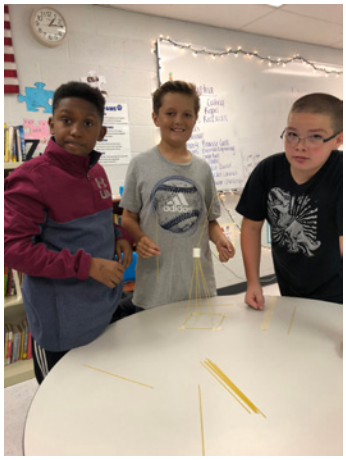


Challenge:

Build the tallest free-standing structure in just 20 minutes using no more than 20 sticks of spaghetti, one yard of tape, one yard of thread, and one marshmallow. The marshmallow must be on top and cannot be deformed to hold it in place. The structure has to stand firmly on its own; it cannot be propped up, held, or suspended from the ceiling.

Each team needs the following:
20 sticks of dry spaghetti
1 yard of thread
1 yard of tape
1 marshmallow
You'll also need some way to measure the structure – yardstick, ruler, measuring tape, eyeball it…

The Rules:



1. Build the Tallest Freestanding Structure: The winning team is the one that has the tallest structure measured from the tabletop surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling, or chandelier.
2. The Marshmallow Must Be Intact: The entire marshmallow needs to be on or within the structure. Cutting or eating part of the marshmallow disqualifies the team.
3. Use as Much or as Little of the Kit: Team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape.
4. Break up the Spaghetti, String or Tape: Teams are free to break the spaghetti and to cut up the tape and string to create new structures.
5. The Challenge Lasts 20 minutes: Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.
6. Ensure Everyone Understands the Rules: Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

Expectations / Monitor the Class:

- Start the **countdown clock** and the music with the start of the challenge.
- Walk around the Room: It's amazing to see the development of the structures as well as notice the patterns of innovation most teams follow.
- Remind Teams of the Time: Count down the time. Typically, the leader calls the time at12 minutes, 9 minutes (half-way through), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second countdown.
- Call Out How Teams Are Doing: Let the entire group know how teams are progressing. Call out each time a team builds a standing structure. Build a friendly rivalry. Encourage people to look around. Don't be afraid to raise the energy and the stakes.
- Remind Teams that Holding their Structures will Disqualify Them: Several teams will have a powerful desire to hold onto their **structure at the end — usually because the marshmallow, just installed at the apex, is causing it to buckle. The winning structure must be stable.**

Spend some time discussing the outcomes:

Compare their model to others to understand why some models are stronger than others;

Talk about the importance of teamwork and possible failure in science and engineering;

Point out that some shapes are stronger than others (such as a triangle);

Discuss design techniques - even weak materials can be made stronger with good design, and that distribution of mass is an important consideration when building a tower;

Understand that compression and tension affect the stability of a structure (A tension force is one that pulls materials apart. A compression force is one that squeezes material together.);

Rocket Science

Students will design, build, and fly their very own model rocket. This introduction to the exciting world of rocketry explains the world of rockets and aero-science through simple lessons in Newtonian physics and rocket flight. Students learn the laws of rocket stability, fluid dynamics, and aerodynamics.

They study stable rocket flight designs and ultimately design their own flight vehicle. Best of all, they actually build and launch their own rocket — we will capture rocket launches on video. Since each student will design and build their very own rocket, they will be able to take their rocket home with them at the end of the day. This project may be their first step to the stars!

Students will

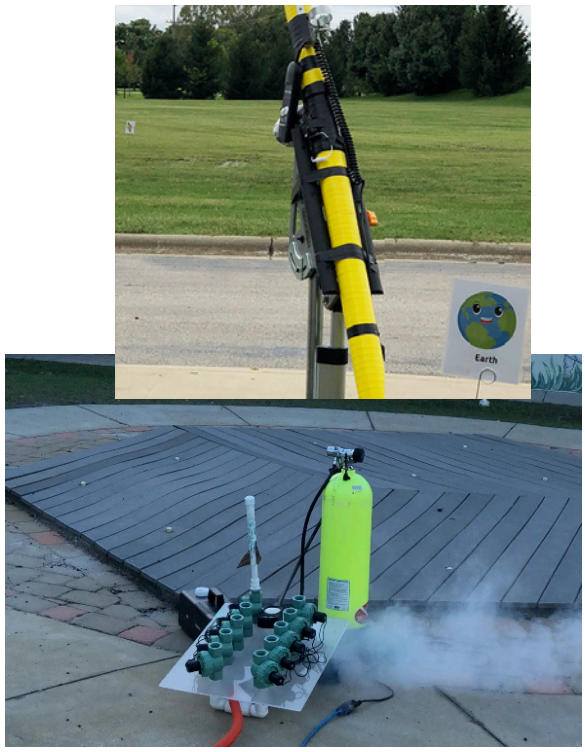
- Describe and demonstrate proper safety procedures when launching a rocket.
- Identify each part of a rocket and describe its function.
- Describe how fins provide aerodynamic stability to the flying rocket.
- Describe rocket recovery systems and determine which type is best for the rocket being constructed.
- Describe newton's three laws of motion and how they relate to model rocketry.

Curriculum Focus

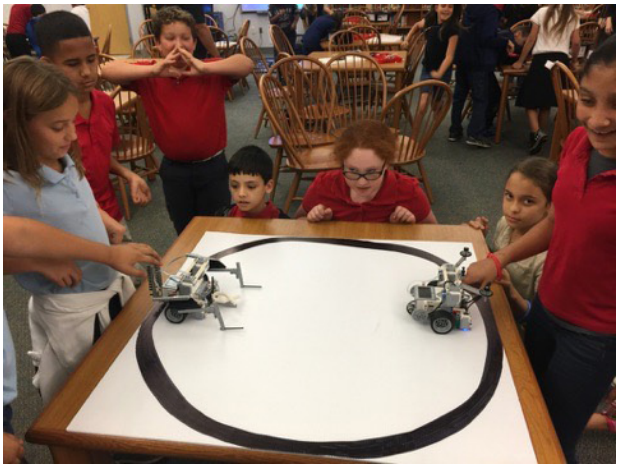
To apply rocket principles and design, construct, test, and launch a compressed air rocket using a real-world problem-solving simulation.

CONCEPTS TO BE DEVELOPED

- how a rocket is constructed.
- how the parts of a rocket function.
- how a rocket works.
- how science and rocketry are connected, specifically Newton's three Laws of Motion.



Lego Mindstorms NinjaBots



Students construct robots using LEGO MINDSTORMS components, which then compete in matches against each other teams. In a match, robots work to win points by pushing an opponent's robot off a round SuGO playing ring. It is also possible to win points by reason of an opponent being penalized. The overall contest is structured as a double elimination tournament format, where each robot must lose two matches to be eliminated from the tournament.

Students will

- Be able to define a clear design need.
- Develop their ability to iterate and improve design solutions.
- Expand their problem-solving and communication skills.
- Use and understand the design process.

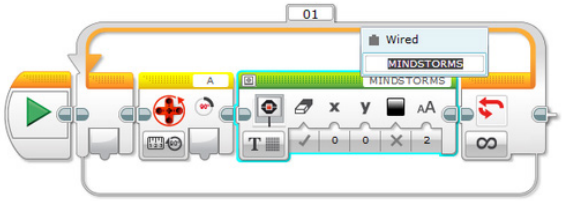
Curriculum Focus

The learning outcomes with the NinjaBot Mindstorm project include:

- Developing and using models
- Analyzing and interpreting data
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information
- Cross-cutting concepts
- Cause and effect: Mechanism and explanation
- Motion and stability: Forces and interactions
- Asking questions

Lego Mindstorms

LEGO MINDSTORMS EV3 makes building, programming and commanding your own LEGO robots smarter, faster, and more fun than ever. The Engineering aspect, allows students to get very creative. Students can create their own devices. They can follow their own paths. This flexibility means that every child can take ownership over their own learning. It also means that they can stretch their imaginations. The creativity works nicely along side 'self efficacy' and 'engineering' to create a meaningful learning experience that can well and truly rival any over programming platform out there.



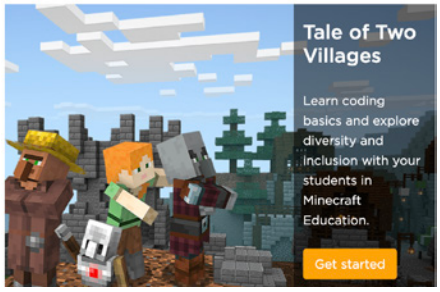
Hour of Code

Hour of Code is a self-led beginner coding class. This will take place in the computer lab or on the students' chrome books (if that is an option).

Students will be able to let their imaginations run wild in this multimedia adventure. Students will choose from Minecraft, Star Wars, Frozen, or Angry Birds, or Moana to learn the concept of object-oriented programming. Enticing students with characters and themes they know and love will stimulate their brains and open their minds to how exciting it is to learn this important skill. They will also take home a Certificate of Completion to show their programming successes at the end of the session. This could be the start of something BIG!

Students will

- Define "coding" and "computer science".
- Make connections between computer science concepts and the real world.
- Learn new vocabulary:
  - > Code - (v) to write code, or to write instructions for a computer.
  - > Algorithm - a detailed step-by-step instruction set or formula for solving a problem or completing a task.
  - > Debugging - Finding and fixing problems in your algorithm or program.
  - > Program - An algorithm that has been coded into something that can be run by a machine.



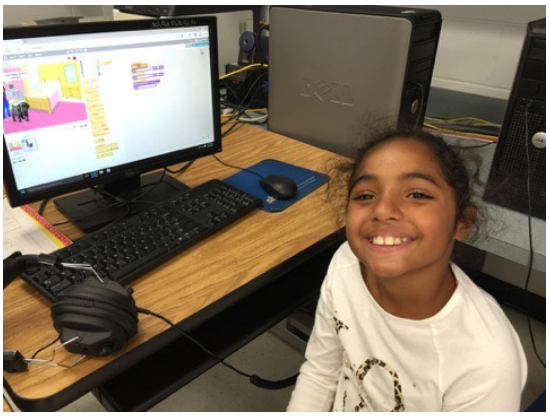
Curriculum Focus

Students will use the Google starter logo as a blueprint for creation. Some expected outcomes include:

- Overcoming obstacles such as time constraints or bugs.
- Identify actions that correlate to input events.
- Create an animated, interactive logo using sequence and events.

Computer Science is the most rapidly growing STEM field. According to Code.org co-founder Hadi Partovi, "Although only 10 percent of schools teach computer science, even one hour of exposure can be enough to change a student's life, as it did mine. In the 21st century, this isn't just a course you study to get a job in software — it's important to learn even if you want to be a nurse, a journalist, an accountant, a lawyer or even a president."

Scratch - Code Your Own Video Game



Think you've got what it takes to create the next Flappy Bird or Space Invaders? tudents will become game designers and experience creating their own game project. Guided by the activities in this unit, students will be introduced to game mechanics and game development while building understandings of computational concepts (conditionals, operators, data) and computational practices (abstracting and modularizing).

Students will

- Use Scratch block programming to solve problems, animate sprites and create scripts.
- Learn about basic programming logic, including loops, if-then statements, variables, and user-computer interaction.
- Define "coding" and "computer science"
- Make connections between computer science concepts and the real world.
- Be introduced to the computational concepts of conditionals, operators, and data (variables and lists).
- Identify and understand common game mechanics.
- Learn new vocabulary:
  - > Algorithm - a detailed step-by-step instruction set or formula for solving a problem or completing a task.
  - > Debugging - Finding and fixing problems in your algorithm or program.
  - > Program - An algorithm that has been coded into something that can be run by a machine.

Scratch is a programming language and an online community where children can program and share interactive media such as stories, games, and animation with people from all over the world. As children create with Scratch, they learn to think creatively, work collaboratively, and reason systematically. Scratch helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century.

Curriculum Focus

Students will become more familiar with the computational practices of experimenting and iterating, testing and debugging, reusing and remixing, and abstracting and modularizing by building and extending a self-directed video game.

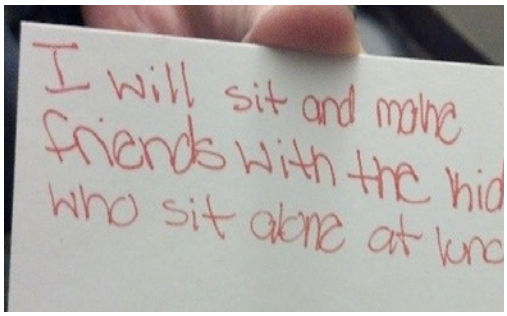
Ted Talk

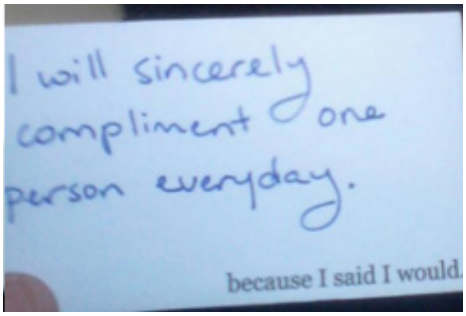
Students will watch a TedTalk about what it means to keep a promise.

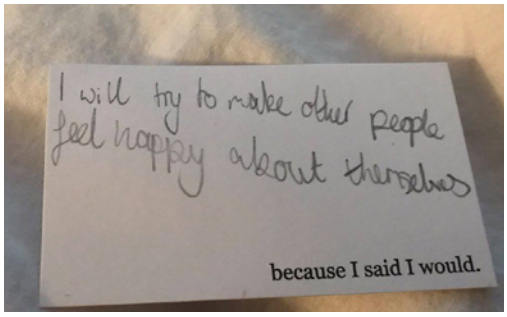
https://www.youtube.com/watch?v=KUviUikVh-U

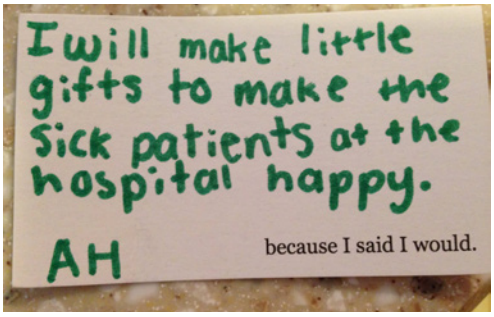
1. What Super Hero would you be?
2. What would be your power?
3. What are you really good at?
4. What are some things you can do to make your school an even better place for everyone?
5. What is a promise you can make today?
6. Think about what steps you need to take to keep your promise.

What all great superheroes have in common: Alex Sheen at TEDxYouth@Austin





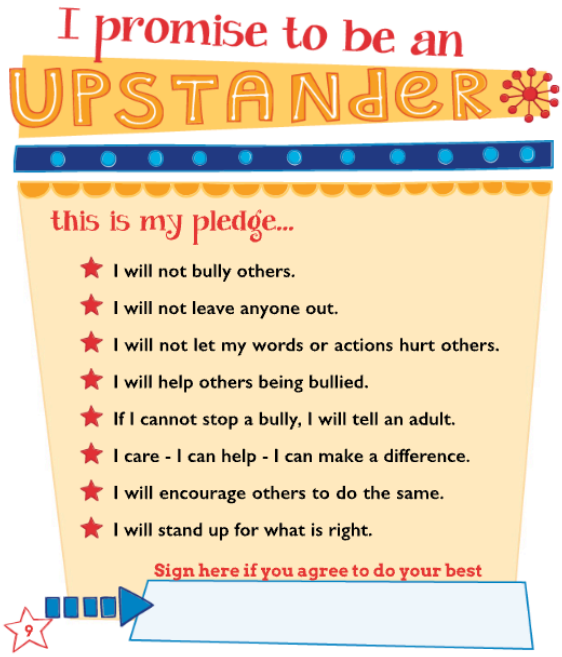




Promise Passport

Students will practice the 7 Promise Principles and think intentionally about what it means to make and keep a promise.

To view the Promise Passport in it's entirety, go to: https://promisethon.org/about/#passport



Facilitation Tips for Mentors

A facilitator does not add or subtract from a process, but keeps the team focused and moving in a positive direction.

Here are a few tips for successful outcomes:

1. The group should sit in a circle so that all people can see one another.
2. Don't be afraid of debriefing. Students will talk, share and reflect if given the right tools.
3. Be flexible. If one question does not elicit any response, ask a different one or use a different technique.
4. Don't overprocess. Sometimes it is more powerful to just move on to the next activity, allowing the group to transfer their learning naturally.
5. Don't ask, "How did that make you feel?" over and over again. Feeling questions are hard to answer.
6. Be playful even in the Debrief. The discussion does not have to be heavy.
7. Be careful of any cans of worms you may open. If a discussion begins to get heavy, make sure that you have the skills, and the time, to manage or terminate the topic appropriately.
8. Listen. Students will have a lot to say and will say it in different ways. Listen.

Guidelines For the Group

It is important to go over expectations with the students before engaging

1. Statements made during discussions should remain confidential.
2. People should speak for themselves and not make assumptions about what other people think, feel or know.
3. People should be open & honest.
4. People should take the discussion seriously.
5. Individuals should respect other people in the group and refrain from verbal or physical violence.
6. Individuals should not speak while others are speaking and should be attentive listeners – look at the person speaking, refrain from moving their bodies or laying down, use appropriate body language.
7. All individuals should be encouraged to participate but should not be forced to share if they are uncomfortable doing so.

Student Quotes

"I learned that I can do whatever I want to, but I have to have the mental toughness to push myself and overcome my fears."

"When I set my mind to it, I can do more than I thought I could."

"It was a totally awesome experience that brought me closer to my peers and helped me strive to accomplish great things."

Sample Processing Questions

The following are examples of how to start the dialog.

Trust

1. What does it mean to trust?
2. Why is trust important?
3. When do we need to trust others?
4. How is responsibility involved in trust? (talk about how each person was responsible to pay attention and catch the faller)
5. How does someone prove themselves trustworthy?
6. When shouldn't you trust someone or something?
7. Give some examples of how you trusted one another today.
8. Why do you think it is hard for some people to trust others?
9. How can you help people trust you?

Ideas

1. Who came up with good ideas?
2. How did you decide which ideas to use?
3. Why were some ideas ignored?
4. Were everyone's ideas heard? Why or Why Not?
5. What can you do to ensure that all ideas are heard?
6. What did you do when an idea didn't work?

Feelings & Support

1. Was this activity easy to accomplish?
2. Was anyone frustrated?
3. What types of feelings did you have during the activity?
4. How did you express these feelings? OR How should you express these feelings in a group?
5. What did other people do to support you?
6. When do people need support?
7. When might you not want to support someone?
8. When is support necessary in other aspects of your life?

Decision Making

1. Did your team make decisions together?
2. How were your decisions affected by others?
3. Was there a time during this activity when you weren't sure which direction to go? Did someone help you?
4. What can you do if your friends are making bad decisions?
5. Give some examples of good decisions that you've made today.
6. Give some examples of bad decisions that you've made today.

Leadership

1. What is a good follower?
2. What happens when there are NO followers?
3. How were decisions made?
4. How can you help others by following directions?
5. Who were the leaders in this activity?
6. When should you follow a leader?
7. When shouldn't you follow a leader?

Sample Processing Questions

The following are examples of how to start the dialog.

Communicating & Comfort Zones

1. How did you feel about having to be in such close contact with your classmates?
2. What is a comfort zone?
3. Did anything about this activity move you outside of your comfort zone?
4. What was hard for you?
5. Was your group successful? Why or Why Not?
6. How do you define success?
7. How did you contribute to the group?
8. How well did your group communicate with each other?

Planning & Communication & Perseverance

1. What would have made this activity easier? (planning)
2. What communication worked best? (no harsh tones or yelling)
3. How many times did your team have to start over?
4. How did you handle any conflict or angry feelings?
5. Did you persevere?
6. How did it feel to finally find success?

Self & Group

1. What did you learn about yourself today (or during this activity)
2. How do you feel about the choices you made today?
3. Would you make different choices if you had a chance?
4. What new questions do you have about yourself or others after today?
5. What did you learn about others today?
6. Who did something that impressed you today?
7. Did you accomplish more than you thought today? Why or why not?

Processing & Journaling for Toxic Waste Activity

Processing Discussion

1. How successful was the group? e.g., consider:
   > How long did it take?
   > Was there any spillage?
2. How well did the group cope with this challenge? (e.g., out of 10?)
3. What was the initial reaction of the group?
4. What skills did it take for the group to be successful?
5. What would an outside observer have seen as the strengths and weaknesses of the group?
6. How did the group come up with its best ideas?

Think Win-Win

We live in a very competitive society. We compete at sports, debates, school elections. We compete for the best grades and for attention. Competition is healthy and it promotes a win-win attitude when challenges motivate you to ***become your personal best***.

While we all want to win, it's a fact of life that sometimes we are on the losing side. Sometimes we fail. The true test of your character is how you handle these situations. Do you blame yourself and get sad? Do you blame others and get angry? When you win, do you gloat and make others feel dejected?

Write an example of a time you were a sore loser.

Write an example of a time you won, but were made to feel bad.

Cooperation vs. Competition

The Toxic Waste activity requires everyone to work together to accomplish their goals. It requires communication, strategy, and teamwork.

Was this activity easy to accomplish?

Was anyone frustrated?

Who came up with good ideas?

How did your team handle losing -OR- were you and your teammates gracious winners.

How did you contribute to the group?