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ADOPT
A CLASS

VIRTUAL CURRICULUM GUIDE

6TH - 8TH GRADE

QUARTER 2

Virtual Etiquette
Ice Breakers

THEME: STE(A)M

Activities
Hyperlinks



TABLE OF CONTENTS

VIRTUAL ETIQUETTE

03 Virtual Etiquette

ICE BREAKERS

04 A Good Night's Sleep: Would You Rather

06 An Ode to My Phone . . .

08 Breaking News!

LESSONS/ ACTIVITIES

05 The Science of Sleep

07 Who Me? Addicted to Technology?

09 Engineering is What?!

HYPERLINKS

10 Hyperlinks

A FRIENDLY REMINDER TO
**LOG YOUR
MENTORING VISITS!**

WWW.AACMENTORS.ORG



VIRTUAL PLATFORM ETIQUETTE



- When not speaking, mute yourself so as not to bring any unnecessary disruption to the session
- Be on time - your session will go quickly! You'll want to be sure to have the entire time to connect with the students and teacher
- Turn on your video – it makes for a much more engaging session and the students will be so excited to see your faces!
- Consider instituting 'rules' similar to a classroom environment: raise your hand to speak, thumbs up if you can hear me, thumbs down if you cannot, do not talk when another friend is talking, etc.
- Be sure that you have found a quiet space to mentor where you can focus and engage in the best way.
- For most activities that involve taking turns, it would be best to assign students a number – consider asking the teacher to do this prior to your session. You, or the classroom teacher, can also post the list in the chat feature of your virtual platform to remind students of their number. This way, students and mentors will always know who goes first when it comes to things like answering questions, etc. If you'd like to switch it up each month, count backwards, or allow even numbered students to go first before odd, etc. Alternatively, utilize the 'hand raise' or 'thumbs up' features made available on the virtual platforms. Just be sure to let the students know what the plan is and who will be going first before starting your session!

IMPORTANT!

- **Do not private message students – you may private message the teacher.**
- There will be **NO BREAKOUT SESSIONS PERMITTED** for safety reasons, **UNLESS** a school staff member is able to be included in each breakout session



Ice Breaker: A Good Night's Sleep: Would You Rather...

Materials: None

Grade Range: 6-8

Time: 7 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will ask students 'Would you rather....' questions that relate to sleep. Mentors: be sure you answer, too! This icebreaker pairs well with our "The Science of Sleep" lesson.

Instructions:

1. Mentors will explain to the students that you will be asking them a series of 10 fun questions relating to sleep.
2. Let students know that if they'd like to answer, they can simply raise their hand.

- Would you rather sleep in a vat of jello or a vat of pudding?
- Would you rather sleep for 5 days straight or stay awake for 5 days straight?
- Would you rather sleep with a tiger in your bed or a snake?
- Would you rather be someone who snores or someone who drools?
- Would you rather sleep in a boat or sleep on a mountain?
- Would you rather listen to a fan all night or a radio stuck on news radio?
- Would you rather only be able to sleep on your back all night or only your stomach all night?
- Would you rather sleep in a bed filled with banana peels or a bed filled with chip crumbs?
- Would you rather sleep in a castle filled with people playing the drums all night or a cabin filled floor to ceiling with goats?
- Would you rather fall asleep watching a movie about centipedes or listening to circus music?



Activity: The Science of Sleep

Materials: Links to assist: [What would happen if you didn't sleep?](#)

Grade Range: 6-8

Time: 20 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors and students will talk all about sleep and its importance in keeping our brains sharp. Students will watch a video about a teen who didn't sleep for 11 days and learn a few surprising sleep facts. If time permits, talk about some ways that a bedtime routine can help and have kids and mentors share what works best for them.

Instructions:

1. Share with students that the topic today is sleep. Why is sleep so important? How do they feel when they don't get enough? How does it impact us both positively and negatively? Allow students some time to answer.

2. When students and mentors have shared, have a mentor (or teacher) share the screen and the video "What would happen if you didn't sleep?"

3. After the video is over, ask students their thoughts. Would they ever try something like that? Were they surprised by what they heard?

4. Share the following facts with the students:

- Today, 75% of us dream in color. Before color television, just 15% of us did.
- One of our biggest sleep distractions is 24-hour Internet access
- Dolphin and Whales literally fall ½ asleep – each half of their brain takes turns so they can come up for air
- Tiredness peaks twice a day: 2am and 2pm. That's why you're less alert after lunch
- You sleep better during a new moon and worse during a full moon
- One third of your life is spent sleeping
- Elephants sleep less than any other animal
- Tigers and infants sleep the same amount
- Humans usually have 4-6 dreams per night
- Lack of proper sleep can cause you to get sick easier, make you grumpy, can affect your memory and concentration
- Students who get good sleep perform better at school

5. After sharing these facts, ask students what they can change each night before going to bed that will help them to sleep better. Mentors, be sure to share your tips and tricks, too!



Ice Breaker: An Ode to My Phone . . .

Materials: Paper and writing utensil

Grade Range: 6-8

Time: 10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students and Mentors will write a love letter to their favorite device after which they will share with their classmates. When they have completed their letter, students will share out. This ice breaker pairs with our “Who Me?! Addicted to Technology?” lesson.

Instructions:

1. Mentors will let the students know that they will have about 8 minutes or so to write a short, 3-5 sentence love letter to their cell phone/favorite device.
2. Remind students that when they have completed their love letter, you will be looking for a few volunteers to share with the group.

You can share the example below with the students:

Dearest Phone:

**Roses are red. Violets are blue. You are silver and I love you.
You help me to text, you help me to google, you help me to snapchat, and you
help me to doodle. I love you for all that you can do. I love you for you.**

**Love,
Kate**

3. Have students share their poems when you are done. When all have shared who want to, ask students what they thought about this assignment...it's a bit crazy, right? Why? This is the perfect opportunity to move into the topic of technology addiction and knowing our limits.



Activity: Who Me? Addicted to Technology?

Materials: Paper and writing utensil ; Links to assist: [Cell Phone Addiction](#) , [It's not you. Phones are designed to be addictive](#)

Grade Range: 6-8

Time: 20-25 Minutes

** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students and Mentors will talk about technology, how easy it is to become addicted to it, as well as their feeling about it. Students will learn why their phones are so addictive after viewing a couple of videos and then will talk with mentors as to how they can set reasonable limits and be aware.

Instructions:

1. Begin by having students write down how they feel if they lose their phones or device or even just forget it for a day: Do they panic? Do they feel angry? Upset? Scared? Mentors, please do the same.
2. After about 5 minutes, go ahead and have students and mentors share what they wrote. Let students know that you will be watching a couple of videos about cell phone addiction. Be sure to tell the students that you will be looking for them to share something that they learned after viewing the videos.
3. When the videos are over, go ahead and have everyone (who wants to, that is) share out what they learned that they didn't know or realize before, mentors included.
4. To wrap up, take the time to have a discussion as to what we can all proactively do to be less addicted to our phones. Remind students that – yes – technology can be a positive addition to our lives IF we are using it within the proper limits.



Icebreaker: Breaking News!

Materials: Paper and writing utensil

Grade Range: 6-8

Time: 10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students and Mentors will create a headline for the following prompt: "Man uses goose feathers to solve the very big problem of _____" This ice breaker pairs with our "Engineering is what??" lesson and is a fun, and funny!, way to get students and mentors to open up a bit before beginning their session!

Instructions:

1. Read the above prompt to the students. Explain that they will be creating a headline using that prompt by filling in the blank.
2. Give students about 5-6 minutes or so and then ask students who volunteer to share out with the group!



Activity: Engineering is What?!

Materials: Paper and writing utensil ; Links to assist: [What is Engineering?!](#), [Exploring Engineering](#)

Grade Range: 6-8

Time: 25 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students and Mentors will talk about Engineering, what it means, and the different types. Students will watch the above YouTube videos that do an excellent job explaining what engineering is. Mentors, if you or your company employs engineers, please talk with the students about that and how important that job function is to successful running of your company. Students will then take some time to think of a solution to the problem in the instruction below.

Engineering: The process of designing something that solves a problem

Instructions:

1. Mentors will share with the students that they will be discussing engineering. Before beginning, inquire as to what the students already know about engineering/engineers.
2. Define 'engineering' for the students. Make them aware of the different types: Mechanical, Chemical, Electrical, Civil, and many more. (The above links are very helpful!)
3. Share one, or both, of the videos above with the students. After the videos, let the students know that you will give them about 10 minutes to think about the following problem and a solution to it: *Your plants need to be watered daily, but you aren't home to do it. What can you design to solve that problem?*
4. After the time is up, go ahead and ask students to share their solutions. (Mentors, please share, too!)
5. Wrap up this lesson with a reminder that engineering is a pretty awesome career choice that allows you to be creative and do so many different things!



HYPERLINKS

<https://www.youtube.com/watch?v=dqONk48I5vY>

<https://www.youtube.com/watch?v=qBbEXJ-Uqi0>

<https://www.youtube.com/watch?v=NUMa0QkPzns>

<https://www.youtube.com/watch?v=FAJGx3zP-Eo>

https://www.youtube.com/watch?v=l11y_FLIEp8