

VOX ATL



LESSON GUIDE

Dear Educators and Youth Service Providers,

[VOX ATL](#) recognizes and appreciates the value of young people as leaders, and the power of peer-to-peer influence and education. 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 used for face-to-face, digital, or hybrid classroom instruction. **Our goal is to create a technologically accessible series of empowering, relevant, and standards-based lesson plans for educators, youth service providers, and students.**

This guide contains lessons focusing on the process and practice of important literacy, critical thinking, and social-emotional 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, please visit [this page](#).

It is always good practice to preview and prep lessons prior to a session. Consider the needs and preferences of your participants before beginning a lesson, and alter it to fit your students/program. For ideas on differentiation, please visit [this page](#).

Please share our content so that others may benefit and learn while we're learning and growing digitally. If the teens you work with would like to share their original content with VOX ATL for publication, 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 together educators of all kinds, including media specialists, teachers, and performers. MACIE student Tram Nguyen and graduate A. Posey collaborated with VOX staff members Rachel Alterman Wallack and Allison Hood to generate this lesson guide.*



SUMMARY

OF LESSONS IN THE IDENTITY SERIES

In the **Identity** series of lesson plans, the **QuaranTEEN** series is updated with more current media & mentor texts, and given an additional focus on identity and community. Teen creatives have a space to explore, examine, and respond to their identity and idea of self/themselves. Each lesson features an extension which expands it from 1 hour to 1.5 hours. At the end of this guide there are [links and QR codes](#) corresponding to each lesson as well as [ideas for use](#) and [ideas for differentiation](#).

TIME	LESSON	BIG IDEA & ACTIVITY	MEDIA & MENTOR TEXTS	GA STATE STANDARDS	GA AS4D STANDARDS
1+ hours	The New Normal	Students will (SW) work collaboratively and creatively to express their recent experiences with reference to the media & mentor texts BY recreating memes or a viral video.	<p>Read VOX 5: Coping Mechanisms to Tackle the Storm of Stress by Rebecca Larkin</p> <p>‘It Became a Nightmare’: Juniors Speak Out on Navigating High School’s Trickiest Year -In a Pandemic by Ramaya Thomas</p> <p>Watch Vox 5: How to Stay Healthy and Productive in Quarantine by Tibria Jackson Brown</p>	<p>ELA ELACC9-10SL1 ELACC9-10SL2 ELAGSE9-10RI7 ELAGSE9-10W6 ELAGSE9-10SL1</p> <p>Social Studies SSSocC1 SSSocC3</p>	<p>QE2: Linkages with School Day QE4: Relationships QE5: Health & Well-being</p>
1+ hours	Advice and Empathy	SW utilize their creativity and empathy to provide advice/support BY composing a 3-5 song playlist.	<p>Listen An Existential Playlist to Listen to While Contemplating the State of the Earth by Isley Chapman</p> <p>Read Overcoming Barriers: My Journey to Find Mental Support by Tibria Jackson Brown</p> <p>Watch Teens Free Your Feels with VOX ATL by VOX ATL</p>	<p>ELA ELAGSE9-10RI7 ELAGSE9-10SL1 ELAGSE9-10SL2 ELAGSE9-10SL5 ELAGSE9-10L5</p> <p>Social Studies SSSocC1</p>	<p>QE1.1,1.9: Programming & Youth Development QE4.3: Relationships QE5: Health & Well-being QE9.3: Family Community Partnerships</p>
1+ hours	Self-Care	SW demonstrate their understanding of self-care BY planning and creating a stop-motion video related to the topic. Check out VOXATL Alumni: How to: Stop Motion Animation for reference.	<p>Listen The Quarantine Episode by GRL Talk</p> <p>Read What One Year of Covid Quarantine Has Taught Me About Myself by Laila Thomas</p> <p>Watch Dear Hidden Girl Ep. 3 “Body” by Zariyah Allen</p>	<p>ELA ELACC9-10SL1 ELACC9-10SL2 ELAGSE9-10RI7 ELAGSE9-10W6 ELAGSE9-10SL1 ELAGSE9-10SL2</p>	<p>QE1: Programming & Youth Development QE2: Linkages with School Day QE4: Relationships QE5: Health & Well-being</p>
1+ hours	Self-Advocacy	SW illustrate their thinking on the topic of self-advocacy and a corresponding topic of their choice BY producing a 1-2 minute public service announcement video spotlighting self-advocacy.	<p>Listen Police Brutality, Racism and Mental Health By Atlanta Teen Voices</p> <p>Read Indivisible by Daya Brown</p> <p>Watch ‘Dear Adults’: Teens Share Quarantine Frustrations in Video PSA by VOX ATL</p>	<p>ELA ELACC9-10SL2 ELAGSE9-10RI7 ELAGSE9-10W6 ELAGSE9-10SL1 ELAGSE9-10SL2 ELAGSE9-10SL5</p>	<p>QE4.1,4.3: Relationships QE5: Health & Well-being QE9.3: Family Community Partnerships</p>

SUMMARY

OF LESSONS IN THE IDENTITY SERIES

In the **Identity** series of lesson plans, the **QuaranTEEN** series is updated with more current media & mentor texts and given an additional focus on identity and community. Teen creatives have a space to explore, examine, and respond to their identity and idea of self/ themselves. Each lesson features an extension which expands it from 1 hour to 1.5 hours. At the end of this guide there are [links and QR codes](#) corresponding to each lesson as well as [ideas for use](#) and [ideas for differentiation](#).

TIME	LESSON	BIG IDEA & ACTIVITY	MEDIA & MENTOR TEXTS	GA STATE STANDARDS	GA AS4D STANDARDS
1+ hours	Me, Myself, and I	SW analyze and interpret media & mentor texts about the social constructs from different communities to acknowledge and advocate for them BY creating a collage.	Read A Show that Celebrated Everyone: Why Steven Universe' Mattered by Lyric Eschoe Asian Americans Will Feel Seen on the Big Screen in the Oscar-Nominated 'Minari' by James Rhee "Hello, My Name Is ____:" What it's like having an ethnic sounding name by Zariah Taylor	ELA ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RI1 ELAGSE11-12SL4	QE 3.8-3.9: Environment & Climate QE4.3,4.5: Relationships
1+ hours	Advocating With(In) the Community	SW analyze and interpret media & mentor texts about media portrayal of different cultures and/or identities BY constructing a black-out poem using the media & mentor texts.	Listen Franklin Ayzenberg on Weaponizing White Privilege and Defending the Trans Community by Tyler Bey Read Dear Men, You Are Not A Sissy. Your Emotions Are Valid by Cayla Lamar Watch All the Shades of Beauty by Keyallah Majeed	ELA ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RI1 ELAGSE11-12SL4	QE 3.8-3.9: Environment & Climate QE4.3,4.5: Relationships
1+ hours	The Beloved Community	SW analyze and interpret media & mentor texts about media portrayal of different cultures and/or identities BY designing a storyboard/comic strip.	Listen Atlanta Teen Artists Shares Visuals From LAA's "Portraying the Immigrant Experience" Art Contest and Exhibit by Atlanta Teen Voices Read Asian Americans Will Feel Seen on the Big Screen in the Oscar-Nominated 'Minari' by James Rhee Watch Teen Actor Mia Isaac on Being a Young Woman of Color in Film by Tamara Morgan	ELA ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RI1 ELAGSE11-12SL4	QE 3.8-3.9: Environment & Climate QE4.3,4.5: Relationships

The New Normal

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
SW reflect upon their personal experiences within this past year with reference to the media & mentor texts to produce an expressive commentary inspired by a meme or viral video.	<p>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.</p> <p>SW will work collaboratively and creatively to express their recent experiences with reference to the media & mentor texts BY recreating memes or a viral video.</p>	<p>Read VOX 5: Coping Mechanisms to Tackle the Storm of Stress by Rebecca Larkin</p> <p>‘It Became a Nightmare’: Juniors Speak Out on Navigating High School’s Trickiest Year -In a Pandemic by Ramaya Thomas</p> <p>Watch Vox 5: How to Stay Healthy and Productive in Quarantine by Tibria Jackson Brown</p>	<p>Paper, Sticky Notes, Writing utensils, Notepads, Visual timer, Projector/Board and 1+ Smart device (phone or computer) per group</p> <p>This lesson can be taught in-person or virtually.</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Song Association</p> <p>Explore → (03 min) Review Objectives → (02 min) Go Around → (15 min) Think/Pair/Share</p> <p>Make → (05 min) Brainstorm → (10 min) Research/Draft → (15 min) Write/Review → (05 min) Formalize</p> <p>Share → (10 min) Share Out</p>	<p><u>Song Association</u></p> <p>Materials: Flipchart paper or board, Smart device OR whiteboard and marker, visual timer</p> <ol style="list-style-type: none"> Facilitator will display the key vocabulary words on the screen/board/paper. The order of the words may be altered to better fit with the groups collective headspace. Students will be given a few seconds to respond (in a group chat or using a whiteboard) with a related lyrical/poetic association. EX: “anxiety”: ~need a place to hide, but I can’t find one near~ Lovely by Billie Eilish, Wanna feel alive, outside I can’t fight my fear Read the room for how many vocabulary prompts to give <p>After the last round, the full group can talk about the playlists and songs that they’ve been listening to this year.</p>	<p>Meme Viral Video Gif Identity Wellness Coping Regimen</p> <p>Anxiety Productivity Creativity Mental Health Normal COVID-19 Helpfulness</p>
		<p>GA STATE STANDARDS</p> <p>ELA ELACC9-10SL1 ELACC9-10SL2 ELAGSE9-10RI7 ELAGSE9-10W6 ELAGSE9-10SL1</p> <p>Social Studies SSSocC1 SSSocC3</p>
		<p>GA AS4D STANDARDS</p> <p>QE2: Linkages with School Day QE4: Relationships QE5: Health & Well-being</p>

EXPLORE	MAKE	SHARE
<p>Go-Around: This past year has had many challenging components to it. Have participants write on a sticky note one piece of advice or one thing they’ve learned this year. Crumble up the notes and put them in a hat. Draw 2-5 out and read them aloud. Alternatively: have participants write responses in a group chat or on a digital board like Padlet or Jamboard.</p> <p>Think Activate prior knowledge: Play a video that’s gone viral for a positive reason (suggested video: ‘I am Smart, I am Blessed, I can Do Anything’ or something similar) on YouTube and prompt with the following:</p> <ol style="list-style-type: none"> Why did this video go viral? What are some reasons videos or memes go viral? What makes a viral meme or video relatable? How can a viral meme or video be constructive or helpful? <p>Pair</p> <ol style="list-style-type: none"> Split participants into 3 groups, assigning a media & mentor text to each group. Ask them to quietly read/watch their assigned text for 5 minutes. Prompt each group with: “Without words, convey the meaning of your media & mentor text to the class”. Give them 5-7 minutes to work collaboratively to respond to this prompt. They may choose to use visuals, dance, skit, or another method of communication. <p>Share</p> <ol style="list-style-type: none"> Come back together as a whole group, call the groups up one at a time to present their media & mentor text without words. 	<p>Brainstorm → Participants may choose to work independently or in partners → Have participants choose a word or associated word from the key vocabulary to center their parody meme/video around</p> <p>Research/Draft → Participants may spend time independently or collectively researching memes/viral videos on their preferred platform (TikTok/IG Reels/YouTube) → They may choose to write or draw out what they will do in theirs → If multiple forms of media and technology are needed for their product, ensure they are available (i.e. send a notice home or check them out from local library/media center)</p> <p>Write/Review → Announce when they should be nearing a finished product.</p> <p>Formalize → Add finishing touches.</p>	<p>Debrief → Invite participants to share a link to their powerpoint/video/TikTok, or have them send link to facilitator and screen share. → Go around and sing or state one lyric of a song which reflects your current mood.</p> <p>Extension (30+ min) → Extend parts of the lesson in which participants show particular interest (i.e. additional time to work on interpreting the media & mentor texts or additional time in the research/draft stage). → Ask participants to make multiple memes/videos, switching partners each time.</p> <p>**To submit and share your work with VOX ATL, please visit this link.</p>

Advice and Empathy

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
<p>SW analyze components of media & mentor texts and identify how they could serve as advice for adjusting to challenges.</p> <p>SW draft, edit, and compose a 3-5 song playlist which offers advice in various forms.</p>	<p>SW engage in discourse on the topic of mental health, adjustment advice with reference to the provided media & mentor texts.</p> <p>SW utilize their creativity and empathy to provide advice/support BY composing a 3-5 song playlist.</p> <p>Prompt: A playlist to listen while “_____”</p>	<p>Listen An Existential Playlist to Listen to While Contemplating the State of the Earth by Isley Chapman</p> <p>Read Overcoming Barriers: My Journey to Find Mental Support by Tibrina Jackson Brown</p> <p>Watch Teens Free Your Feels with VOX ATL by VOX ATL</p>	<p>Paper, Writing utensils, Notepads, Visual Timer, Flipchart Paper, Projector/Board and 1+ Smart device per group</p> <p>This lesson can be taught in-person or virtually.</p>

SESSION AGENDA		ENERGIZER		KEY VOCABULARY	
Review the agenda (posted):		<u>Emoji Expression</u>			
Energizer → (05 min) Emoji Expression		Materials: Smart device OR paper and pencil, visual timer		Advice Adjusting Mental Health Self-Care Empathy Routine	
Explore → (03 min) Review Objectives → (02 min) Go Around → (10 min) Engage with a Media & Mentor Text		<ol style="list-style-type: none">Participants construct a sentence using only Emojis to express how they are feeling or what they thinking about.To submit and share as a group, use a website like Padlet. Here's an example: Emoji Expression Padlet.The group goes around and shares their sentence, giving space for others to interpret or respond.		Coping Creativity Expression Stigma Mindfulness Identity	
Make → (10 min) Brainstorm/Draft → (15 min) Record		This can be adapted to become a game of charades, depending on group energy level and what current group needs are (if physical movement is more appropriate). It may be appropriate to make this activity more or less quarantine related, depending on collective headspace.			
Share → (10 min) Listen to playlists → (05 min) Debrief					
GA STATE STANDARDS		GA AS4D STANDARDS			
ELA ELAGSE9-10RI7 ELAGSE9-10SL1 ELAGSE9-10SL2 ELAGSE9-10SL5 ELAGSE9-10L5				QE1.1,1.9: Programming & Youth Development QE4.3: Relationships QE5: Health & Well-being QE9.3: Family Community Partnerships	
Social Studies SSSocC1					

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 Activate prior knowledge:</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 (in person or on Zoom/digital platform) and examine their media & mentor text, facilitator checking in / 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 supporting conversations as needed. <p>Share</p> <ol style="list-style-type: none"> Come back together and share out the advice lists. 	<p>Brainstorm Prompt: A playlist to listen while “_____”</p> <p>→ Participants may choose to work independently or a small group (2-3). → Display the vocabulary list clearly, and have participants choose a word to focus their playlist on</p> <p>Research/Draft → Give participants time to research and draft their playlist. This could be on YouTube, Spotify, Vimeo, or another music listening app.</p> <p>Write/Review → Announce when they should be nearing a finished product.</p> <p>Formalize → Add finishing touches.</p>	<p>Debrief → Participants share out their creation. They may choose to share out by...</p> <ul style="list-style-type: none"> Introducing their playlist title and playing a few seconds of each song Ask “how does music affect your mood?” “have you made a playlist or ‘mix’ for someone else?” <p>→ Have participants comment on each other's playlists with emojis</p> <p>Extension (30+ min) → Extend parts of the lesson which participants show interest in (i.e. making multiple playlists) → Have participants create an advice list for their peers based on the Explore activity.</p> <p>**To submit and share your work with VOX ATL, please visit this link.</p>

Self-Care

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
SW analyze components of media & mentor texts and identify how they relate to the term "self-care". SW script and create a stop-motion video illustrating their interpretation/relationship with self-care.	SW engage in discourse on the topic of self-care and identify 3+ stress relief strategies with reference to the provided media & mentor texts. SW demonstrate their understanding of self-care BY planning and creating a stop-motion video related to the topic.	Listen The Quarantine Episode by GRL Talk Read What One Year of Covid Quarantine Has Taught Me About Myself by Laila Thomas Watch Dear Hidden Girl Ep. 3 "Body" by Zariyah Allen	Paper, Writing utensils, Notepads, Visual Timer, Flipchart Paper, Random Craft Supplies / Items, Projector/Board and 1+ Smart device per group This lesson can be taught in person or virtually.

SESSION AGENDA		ENERGIZER	KEY VOCABULARY	
Review the agenda (posted):		<u>Acrostic Poem</u>	Self-Care	Anxiety
Energizer		Materials: paper, pencil, visual timer	Stop-Motion	Productivity
→ (05 min) Acrostic Poem			Mental Health	Creativity
Explore			Wellness	Body
→ (03 min) Review Objectives		1. Participants will create short acrostic poems	Routine	Self-Advocacy
→ (02 min) Watch Self-Care on YouTube		2. Each poem should be descriptive of their lives right now	Coping	Love
→ (10 min) Engage with a Media & Mentor Text		Ex: My name is ASH. I will use each letter in my name to create a sentence within my acrostic poem.	Regimine	Community
Make		*A- All of my time has been spent at home.		
→ (10 min) Brainstorm/Draft		*S- Showing my untamed eyebrows have been humbling experience		
→ (15 min) Record		*H- hours go by, days go by and still, outside is closed.		
Share				
→ (10 min) Watch Stop-motion Videos		3. Ask if anyone would like to share their poem with the group OR place the poems in a line and do a gallery walk. Virtual gallery walks can be created on digital tools like Padlet or Jamboard.		
→ (05 min) Debrief				

GA STATE STANDARDS		GA AS4D STANDARDS
ELA		QE1: Programming & Youth Development
ELACC9-10SL1		QE2: Linkages with School Day
ELACC9-10SL2		QE4: Relationships
ELAGSE9-10RI7		QE5: Health & Well-being
ELAGSE9-10W6		
ELAGSE9-10SL1		
ELAGSE9-10SL2		

EXPLORE	MAKE	SHARE
Go-Around: Ask "What is self-care?" Give an example. Think Activate prior knowledge: Watch the stop-motion video Self-Care on YouTube. Pick the video apart as a group: "What do you see?" "What does that make you think of?" "Do you or someone you know do ____?" 1. Have participants choose a media & mentor text they would like to explore today, and split them into 3 groups based off of their choice. 2. Ask participants to note-take (words and/or drawings) while reading/listening and thinking with the media & mentor text. Pair 1. Allow for conversation to flow while reading. Prompt thinking with: "what sentence, phrase, or word stood out to you?" 2. Introduce the participants to Flipgrid . Give them a few minutes to play with the platform. 3. Present and/or ask participants to watch the video VOXATL Alumni: How to: Stop Motion Animation on YouTube as an example of Stop-Motion. Share 1. Bring the whole group back together. 2. Ask for one representative to summarize the key points of their media & mentor text. Prompting for this could be: "what was the title of your text? What would you rename it as?" "what sentence, phrase, or word stood out to you?"	Brainstorm/Discuss We are living in stressful times. In a stop-motion video, please share one or more of the following: 1. Your favorite stress relief tip/way you unwind. 2. Your best advice for maintaining balance during quarantine. 3. Your favorite family activity. 4. Something funny to cheer up your classmates → Allow conversation to flow based around the video prompts → Assist as needed Research/Draft → Give participants time to play with stop motion and create a concept for their video → Walk around and assist as needed Formalize & Complete → Record video (30+ seconds) → Add finishing touches	Debrief → Participants send their recordings to the instructor and have their work projected on the board/screen → Watch each group/person's stop-motion video → Participants share 2 highlights on what they noticed, connected to, or wondered about Extension (30+ min) → Extend parts of the lesson which participant's show interest in (i.e. additional discourse or filming time) → Do a quick draw (1 minute picture) to summarize what this activity made you think or feel. **To submit and share your work with VOX ATL, please visit this link.

Self-Advocacy

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
<p>SW analyze components of media & mentor texts and identify how they react with the term "self-advocacy."</p> <p>SW script and create a short video advocating for an aspect of their identity (this could be an announcement aimed at themselves or the public).</p>	<p>SW engage in discourse on the topic of self-advocacy and collaborate to create media content with reference to the provided media & mentor texts.</p> <p>SW illustrate their thinking BY producing a 1-2 minute public service announcement (PSA) spotlighting a self-advocacy</p>	<p>Listen Police Brutality, Racism and Mental Health By Atlanta Teen Voices</p> <p>Read Indivisible by Daya Brown</p> <p>Watch 'Dear Adults': Teens Share Quarantine Frustrations in Video PSA by VOX ATL</p>	<p>Copy paper, Large Index Cards, Expo or Color Markers, Writing utensils, Notepads, Visual Timer, Flipchart Paper, Projector/Board and 1+ Smart device per group</p> <p>This lesson can be taught in-person or virtually.</p>

SESSION AGENDA		ENERGIZER		KEY VOCABULARY	
Review the agenda (posted):		<u>Caption This</u>		Self-Advocacy	
Energizer		Materials: access to photos or pictures from a phone or other media device, visual timer		Shame	
→ (05 min) Caption This		1. Pair participants into partners		Unashamed	
Explore		2. Each partner is asked to find a picture on their phone (camera roll or by internet) that answers a given one-word prompt		Health	
→ (02 min) Review Objectives		a. Example prompts: "forgiveness"		Public	
→ (03 min) Watch Media & Mentor Text		"disappointment" "envy" "trust" "home" "health"		Service	
→ (10 min) Group Response		3. Challenge them to trade photos and then come up with a caption (think: meme caption); give a 2-minute time limit, with a visual timer		Love	
→ (05 min) Choose Vocab word		4. The photo owner then shows the picture to the whole group and the partner reads their caption			
Make					
→ (10 min) Group Research & Script Draft					
→ (15 min) Record					
Share					
→ (10 min) Watch PSA Videos					
→ (05 min) Debrief					

GA STATE STANDARDS		GA AS4D STANDARDS	
ELA		QE4.1,4.3:	
ELACC9-10SL2		Relationships	
ELAGSE9-10RI7		QE5: Health &	
ELAGSE9-10W6		Well-being	
ELAGSE9-10SL1		QE9.3: Family	
ELAGSE9-10SL2		Community	
ELAGSE9-10SL5		Partnerships	

EXPLORE	MAKE	SHARE
<p>Go-Around: Before beginning, ask "What is self-advocacy?" "What is a public service announcement?"</p> <p>Think Activate prior knowledge:</p> <ol style="list-style-type: none"> "The group can break apart the question by defining each word...i.e. "what is self?" "what is public service?" <ol style="list-style-type: none"> If the group is not initially talkative, write the questions on flipgrid paper or whiteboard. Set a visual timer for 5 minutes and ask them to walk around and write a response to each question. Then spent 1-3 minutes reviewed answers as a group Group watches 'Dear Adults': Teens Share Quarantine Frustrations in Video PSA by VOX ATL How does this video relate to a public service announcement? <p>Pair</p> <ol style="list-style-type: none"> Participants are then placed in groups of 4 or 5 (OPTIONAL) If time allows, have the groups pick an additional mentor text to examine: Police Brutality, Racism and Mental Health By Atlanta Teen Voices or Indivisible by Daya Brown Write key vocabulary on the board. Each group chooses one word to center their own public awareness campaign Give groups 5 minutes to discuss what their word means to them Groups will then be given the task to research and draft a script for their PSA video...see "make" column (1-2 minute video) After researching/drafting the script, participants record <p>Share</p> <ol style="list-style-type: none"> Participants will send and share their recording with the group Whole Group Debrief 	<p>Brainstorm/Discuss → Participants will work in small groups to discuss their personal experiences with their chosen vocab word → Walk around/visit small groups and assist as needed</p> <p>Research/Draft → Give groups time to research and draft a script for their PSA video → Assist as needed → Elements of a Good PSA is an additional resource to use to help identify what a public service announcement is/does</p> <p>Formalize & Complete → Record video (1-2 minutes) → Add finishing touches (including students' credits and original or royalty-free music)</p>	<p>Debrief → Participants send their recordings to the instructor and have their work projected on the board/screen → Watch each group's PSA → After each video, go around and have participants give a one-word response</p> <p>Extension (30+ min) → If time allows, include the OPTIONAL step 5 from "Explore" → Extend parts of the lesson which participant's show interest in (i.e. additional discourse or filming time) → Add "Caption This" activity to debrief, have groups take a screenshot of another's campaign video and make a meme about it</p> <p>**To submit and share your work with VOX ATL, please visit this link.</p>

Me, Myself, and I

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
<p>SW analyze and interpret media & mentor texts about media portrayal of their own cultures and/or identities.</p> <p>→ Optional Reading Strategy: Text-Rendering, mind-mapping, 3-2-1, \$2 summaries</p> <p>→ Final Product: Guide to Blackout Poetry</p>	<p>SW engage in discourse on the topic of representation, media portrayal, identity, and culture with reference to the provided media & mentor texts.</p> <p>SW use their creative, communicative, and critical thinking skills BY creating a found poem/blackout poetry</p> <p>SW share an original creative work representing their cultural and/or identity.</p>	<p>Read</p> <p>A Show that Celebrated Everyone: Why Steven Universe' Mattered by Lyric Eschoe</p> <p>Asian Americans Will Feel Seen on the Big Screen in the Oscar-Nominated 'Minari' by James Rhee</p> <p>"Hello, My Name Is ____:" What it's like having an ethnic sounding name by Zariah Taylor</p>	<p>Access to media & mentor texts from a device, Writing supplies, Internet, Device with video camera, Videotelephony (Zoom, Teams, Google Meets, Cisco Webex, etc.), editing app</p> <p><i>Optional:</i> Students' favorite books</p> <p>This lesson can be taught in person or virtually.</p>

SESSION AGENDA	ENERGIZER	KEY VOCABULARY
<p>Review the agenda (posted):</p> <p>Energizer → (05 min) Would you Rather...</p> <p>Explore → (05 min) Review Objective and Respond</p> <p>→ (25 min) Think/Pair/Share</p> <p>Make → (5 min) Brainstorm</p> <p>→ (10 min) Create/Review</p> <p>Share → (10 min) Share Out</p>	<p><u>Would You Rather...</u></p> <p>Materials: virtual chat, visual timer</p> <ol style="list-style-type: none"> Facilitator screen will share a "would you rather" question with visuals on the screen Participants will be given 10 seconds to respond in the Zoom chat box with their preferred choice (or share on a post-it in person) Allow time for participants to argue for their choice There will be 3 rounds for this energizer. After the 3rd round, the full group can talk about their recent favorite shows, movies, and/or books <p>**This Energizer provides a great opportunity for youth leadership...enhance this lesson by having a teen facilitate this part of the session! Be sure to give them the agenda ahead of time.</p>	<p>Culture Identity Media Acceptance LGBTQ+ Ethnic</p> <p>Mainstream Media Media Portrayal Representation Poetry/Poems Theme</p>
		<p>GA STATE STANDARDS</p> <p>ELA ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RI1 ELAGSE11-12SL4</p> <p>GA AS4D STANDARDS</p> <p>QE 3.8-3.9: Environment & Climate QE4.3,4.5: Relationships</p>

EXPLORE	MAKE	SHARE
<p>Go-Around: Before beginning, ask "What shows, movies, or books do you feel like represents 'properly' of your culture and/or identity?"</p> <p>Think Activate prior knowledge: "What factors shape our identities? How do our identities influence our choices?"</p> <ol style="list-style-type: none"> Split participants into 3 groups and assign a mentor text to each group. Give them 15 minutes to break out into these groups and examine their mentor text, facilitator jumping into chats or supporting small groups in person.. Ask participants to note-take (words or drawings) while thinking with the mentor text individually <ul style="list-style-type: none"> They may read together or silently <p>Pair</p> <ol style="list-style-type: none"> Each group will complete a summarizing activity based on their reading by mind-mapping, 3-2-1, \$2 summary, or text-rendering <ul style="list-style-type: none"> Allow the group to think about who will represent their group during the share out <p>Share</p> <ol style="list-style-type: none"> Rejoin whole group and invite participants to share their thoughts regarding the mentor text with the summarizing activity 	<p>Directions: SW use an article or book of their choice to create the blackout poetry. The theme will be "Me, Myself, and I" to share their opinion about who they are in their own community.</p> <p>Brainstorm → Participants will work individually → Break off into separate rooms for 15 minutes, facilitator jumping in between</p> <p>Create/Review → Take a snapshot of the article/page, then upload to an editing app (jamboard, slides, paint) → Create a blackout poetry by manipulating the text and images</p> <p>Examples/References → Digital ex. and paper ex.</p> <ul style="list-style-type: none"> This can be successful as well on Jamboard, Google slides, paint <ul style="list-style-type: none"> Students can use silhouettes or remove backgrounds from images then manipulate images to become dark 	<p>Debrief → Invite participants to a whole group Zoom chat or to gather in a circle. → 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>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>Extension (30+ min)</p> <p>**To submit and share your work with VOX ATL, please visit this link.</p>

Advocating With(In) the Community

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
<p>SW analyze and interpret media & mentor texts about the social constructs from different communities to acknowledge and advocate for them.</p> <p>→ Optional Reading Strategy: Text-Rendering, mind-mapping, 3-2-1, \$2 summaries</p> <p>→ Final Product: Digital/Paper Collage</p>	<p>SW engage in discourse on the topic of self-worth, strength, and identity by using provided media & mentor texts.</p> <p>(SW) use their creative, communicative, and critical thinking skills BY creating a collage using mixed media or digital media.</p> <p>SW share an original creative work representing their opinion.</p>	<p>Listen Franklin Ayzenberg on Weaponizing White Privilege and Defending the Trans Community by Tyler Bey</p> <p>Read Dear Men, You Are Not A Sissy. Your Emotions Are Valid by Cayla Lamar</p> <p>Watch All the Shades of Beauty by Keyallah Majeed</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Whiteboard and marker, Internet, Device with Video Camera, Zoom Video Chat</p> <p>This lesson can be taught in-person or virtually.</p>

SESSION AGENDA		ENERGIZER		KEY VOCABULARY			
Review the agenda (posted):		<u>Caption This Meme</u>					
Energizer → (05 min) Caption This		Materials: virtual chat or white board and marker, visual timer		Social construct		Mainstream media	
Explore → (05 min) Review Objective and Respond				LGBTQ+		Community	
→ (25 min) Think/Pair/Share				Masculinity		Cultural Appropriation	
Make → (05 min) Brainstorm				Feminism		Representation	
→ (10 min) Research/Create		1. Facilitator screen shares 1-3 meme(s)/gif(s) on their computer (either random blank meme(s) or gif(s)).		Privilege		Pop culture	
		2. Everyone has 30 seconds to write a caption for the photo (share the caption on chat or handwrite and take turns reading aloud).		Identity		Color	
Share → (10 min) Share Out		3. Check-in with the group by using the “Which Meme Are You Today?” to talk about what is going on in their lives and yours		Acceptance			

EXPLORE	MAKE	SHARE
<p>Go-Around: Before beginning, ask to name their successes from the past week.</p> <p>Think Activate prior knowledge: "how do we label and define ourselves, and how are we labeled and defined by others?"</p> <ol style="list-style-type: none"> Split participants into 3 groups and assign a mentor text to each group. Give them 15 minutes to break out into these groups on Zoom and examine their mentor text, facilitator jumping into chats. Ask participants to note-take (words or drawings) while thinking with the mentor text individually <ol style="list-style-type: none"> They may read together or silently <p>Pair</p> <ol style="list-style-type: none"> Each group will complete a summarizing activity based on their reading by mind-mapping, 3-2-1, \$2 summary, or text-rendering <ol style="list-style-type: none"> Allow the group to think about who will represent their group during the share out <p>Share</p> <ol style="list-style-type: none"> Rejoin whole group Zoom session and invite participants to share out their thoughts regarding the mentor text with the summarizing activity 	<p>Today, you will create a collage to deconstruct stereotypes and labels based on the group discussion. It will also represent how you acknowledge and advocate for different communities.</p> <p>Brainstorm</p> <p>→ Participants may choose to work independently or in a small group (2-3) to bounce ideas off each other.</p> <p>→ Break off into separate Zoom chats, with facilitator jumping into chats as needed.</p> <p>Research/Create</p> <p>→ Give participants time to research and create their collage. They may do it digitally or on paper with mixed media.</p>	<p>Debrief</p> <p>→ Invite participants to a whole group Zoom chat.</p> <p>→ 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 Holding up their creation on video chat and giving a brief presentation. <p>Do a one word/phrase summary and go around with a mental check-in to see what's on everyone's mind, and what their current headspace is.</p> <p>Extension (30+ min)</p> <p>→ Extend parts of the lesson which participants show interest in</p> <p>→ Make additional mini-collages focused on an aspect of the participant's identity</p> <p>**To submit and share your work with VOX ATL, please visit this link.</p>

The Beloved Community

FOCUS SKILL	GOAL	MEDIA & MENTOR TEXTS	MATERIALS
SW analyze and interpret media & mentor texts about media representation of different cultures and/or identities.	<p>SW engage in discourse on the topic of representation, media portrayal, identity, with reference to the provided media & mentor texts.</p> <p>SW will work collaboratively and think critically about the media representation of different cultures and/or identities BY designing a virtual art gallery.</p>	<p>Listen Atlanta Teen Artists Shares Visuals From LAA's "Portraying the Immigrant Experience" Art Contest and Exhibit by Atlanta Teen Voices</p> <p>Read Asian Americans Will Feel Seen on the Big Screen in the Oscar-Nominated 'Minari' by James Rhee</p> <p>Watch Teen Actor Mia Isaac on Being a Young Woman of Color in Film by Tamara Morgan</p>	<p>Access to media & mentor texts from a phone or other media device</p> <p>Writing Supplies, Internet, Device with Video Camera, Videotelephony (Zoom, Teams, Google Meets, Cisco Webex, etc.)</p> <p>This lesson can be taught in person or virtually.</p>

SESSION AGENDA		ENERGIZER		KEY VOCABULARY	
Review the agenda (posted):		<u>Unpopular Opinion</u>			
Energizer → (05 min) Unpopular Opinion		Materials: virtual chat or thumbs up/down response, visual timer		Anti-racism Identity Color Ethnic Culture Acceptance	
Explore → (05 min) Review Objective and Respond		1. The facilitator will share and explain their unpopular opinion (ex: dogs are not great or no milk on cereal) to spark a debate		Beloved Community Immigration Experience Media representation Mainstream media Pop culture	
→ (20 min) Think/Pair/Share		○ Check to see if anyone agrees or disagrees			
Make		○ Be clear to respect each other's opinions			
→ (10 min) Brainstorm/Discuss		2. Ask the participants to think about their unpopular opinion for 1-2 minute(s)			
→ (15 min) Research/Create		3. Each participant will share their unpopular opinion, then check if anyone in the group agrees or disagrees			
Share		4. Check-in with the group by asking how many hours of sleep did they have, then ask what are some things that help them fall asleep.			
→ (5 min) Share Out					

GA STATE STANDARDS		GA AS4D STANDARDS	
ELA ELAGSEL9-10RI1 ELAGSEL9-10RI7 ELAGSEL9-10SL4 ELAGSEL11-12RI1 ELAGSE11-12SL4		QE 3.8-3.9: Environment & Climate QE4.3,4.5: Relationships	

EXPLORE	MAKE	SHARE
<p>Go-Around: Before beginning, ask someone to recap the discussion and activities from the lesson "Advocating with(in) the Community." Ask, "what dilemmas arise when others view you differently than you view yourself?"</p> <p>If this lesson is being facilitated independent of "Advocating with(in) the Community" (previous lesson), use this Go-Around: Have participants come to the board and write/draw a quick response to "disagreement" or "points of view". They may choose to draw an argument or write a quote from a book or write a related vocab word.</p> <p>Think Activate prior knowledge: What movie, show, or book helped you learn better from another community?</p> <ol style="list-style-type: none"> Split participants into 2 groups and assign the listening podcast and the video to each group. Give them 10 minutes to break out into these groups (using break-out rooms if DL) and examine their media texts, 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"> Each group will think about the similarities and differences from their media text and the text about 'Minari.' <p>Share</p> <ol style="list-style-type: none"> Rejoin whole group and invite participants to share out their thoughts regarding the media & mentor texts. 	<p>Brainstorm/Discuss → Discuss: "What groups and/or communities are you curious to learn about?" "How do you know that the culture and/or identity were "well" represented in the media (movie, show, book)?"</p> <p>→ Participants may choose to work independently or a small group (2-3).</p> <p>SW create a collaborative virtual art gallery to showcase the different movies, shows, and books that appropriately portray a group/community.</p> <p>Research/Create → Break off into separate rooms to find movies, shows, or books that embrace the culture and/or identity by noticing the characters, creators, and producers.</p> <p>→ All participants will add a photo/video and a description.</p>	<p>Debrief → Invite participants to a whole group Zoom chat. → The facilitator will go on a virtual gallery walk while the participants will type in the chat to share their thoughts</p> <p>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>Extension (30+ min) → Extend parts of the lesson in which participants show particular interest → Design and write an additional statement/vision about the galleries that are 1-3 sentences</p> <p>**To submit and share your work with VOX ATL, please visit this link.</p>

LINKS / QR CODES FOR MEDIA & MENTOR TEXTS

The New Normal

Read

[VOX 5: Coping Mechanisms to Tackle the Storm of Stress](#) by Rebecca Larkin



Read

[‘It Became a Nightmare’: Juniors Speak Out on Navigating High School’s Trickiest Year -In a Pandemic](#) by Ramaya Thomas



Watch

[Vox 5: How to Stay Healthy and Productive in Quarantine](#) by Tibria Jackson Brown



Advice and Empathy

Listen

[An Existential Playlist to Listen to While Contemplating the State of the Earth](#) by Isley Chapman



Read

[Overcoming Barriers: My Journey to Find Mental Support](#) by Tibria Jackson Brown



Watch

[Teens Free Your Feels with VOX ATL](#) by VOX ATL



Self-Care

Listen

[The Quarantine Episode](#) by GRLI Talk



Read

[What One Year of Covid Quarantine Has Taught Me About Myself](#) by Laila Thomas



Watch

[Dear Hidden Girl Ep. 3 “Body”](#) by Zariyah All



Self-Advocacy

Listen

[Police Brutality, Racism and Mental Health](#) By Atlanta Teen Voices



Read

[Indivisible](#) by Daya Brown



Watch

[‘Dear Adults:’ Teens Share Quarantine Frustrations in Video PSA](#) by VOX ATL



LINKS / QR CODES FOR MEDIA & MENTOR TEXTS

Me, Myself, and I

Read

[A Show that Celebrated Everyone: Why Steven Universe' Mattered](#) by Lyric Eschoe



Read

[Asian Americans Will Feel Seen on the Big Screen in the Oscar-Nominated 'Minari'](#) by James Rhee



Read

["Hello, My Name Is ____:" What it's like having an ethnic sounding name](#) by Zariah Taylor



Adjusting With(In) the Community

Listen

[Franklin Ayzenberg on Weaponizing White Privilege and Defending the Trans Community](#) by Tyler Bey



Read

[Dear Men, You Are Not A Sissy. Your Emotions Are Valid](#) by Cayla Lamar



Watch

[All the Shades of Beauty](#) by Keyallah Majeed



The Beloved Community

Listen

[Atlanta Teen Artists Shares Visuals From LAA's "Portraying the Immigrant Experience" Art Contest and Exhibit](#) by Atlanta Teen Voices



Read

[Asian Americans Will Feel Seen on the Big Screen in the Oscar-Nominated 'Minari'](#) by James Rhee



Watch

[Teen Actor Mia Isaac on Being a Young Woman of Color in Film](#) by Tamara Morgan



VOX ATL



IDEAS FOR USE

VOX ATL's focus is to uplift youth voice and choice. Supporting educators and youth service providers — and the youth you support — 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, Zoom or another digital platform, you can break these lessons into smaller assignments to fit your needs.

Here are some suggested ways to adapt these lessons for self-directed digital, hybrid and in-person learning:

- **Energizers & Go-Arounds** make effective warm-ups and provide a fun, engaging way to check-in with a group. This is great for continuing to build relationships and 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). If necessary, you may select different media & mentor texts that fit with the theme of the lesson that is most appropriate for your students/program.
- Pairs or groups of students can tackle **Explore and Make** as a group project. Providing an outlet for connection with peers is valuable for students' mental and social health.
- 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!

On [the following pages](#), we have listed ideas for differentiation specific to neurodiverse teens. Neurodiversity is a word for differences in people's brains. It is a type of biodiversity (diversity in living creatures). Differentiation refers to making changes or alterations based upon the needs and/or preferences of an individual.



IDEAS FOR DIFFERENTIATION

You know your students and their needs, so please adapt these lessons to work for your students/program. VOX ATL's focus is to uplift youth voice and choice; and that goes for ALL young creatives! We live in a neurodiverse society and we embrace all teens.

To provide appropriate resources/alternatives: ask/observe the participants' general needs and learning styles prior to the upcoming lesson. Identify any parts that may need to be accommodated or modified. The following are examples of a few methods/practices of differentiation to embed into your session.

- **Interests** along with the topics, media & mentor texts, and activities throughout this lesson guide are chosen based on what the teens interacting with VOX ATL have been focusing on/connecting with (*to connect teens you know, please have them participate in the [VOX ATL Teen Survey](#)*).
 - If a participant in your care does not wish to engage with a specific topic or text, listen and hear that. Meet them where they are and offer them a space to grapple with whatever is on their mind. If an event/activity is weighing on the group, feel free to deviate from a part of the lesson and give them space to think through what they are going through.
- **Preferences** of the teens in your program may be engaged through a choice list or open response.
 - Strong Preferences or Aversions - If a participant does not like to engage in a certain form of expression, *do not force them*. The purpose of these lessons is to enable and uplift teens' voice and choice and that includes listening and respecting 'no'. A way of differentiating would be recognizing their decision and asking/offering an alternative method of engagement. EX: "Mr. Jackson, I don't feel like writing." "Okay, you do not feel like writing today. What's something different you could do to respond to the prompt?" If the participant is having difficulty coming up with a preferred alternative, offer suggestions like drawing, dancing, or miming.
- **Communication** looks/sounds/feels different for different people.
 - Expressive - Verbally communicating or expressing a thought presents as a challenge for some. Give participants additional processing time and use simplified language as appropriate. Use gestural/visual prompting rather than verbal.
 - Receptive - Understanding expectations or instructions presented orally can be challenging for some participants. We recommend having written or visual steps displayed throughout the lesson for all teens to reference at their discretion.
 - English Language Learners (ELL) - Some participants may have difficulty with the complexity of the text, and they may need scaffolding such as previewing vocabulary words, providing visuals, or texts to be read aloud with the participant. Be sure to ask the participants prior to the text of what support will they need. Be sure to affirm with the participant that it's okay, and English is not their first language, so we are there to support them.
- **Movement** engages the body and mind. We encourage movement breaks to occur throughout a session, whether that be guided by a TikTok dance or tossing a soft throwable around.
 - Fine Motor - Some participants may have difficulty with fine motor skills like holding a pencil or cutting a piece of paper. If pencils are difficult to hold, they may need a pencil grip or a marker instead. If cutting is a challenge, you may have them tear the paper instead.
 - Gross Motor - Some participants may have difficulty with gross motor skills like standing or throwing a ball. If standing is a challenge, ensure there are multiple seating choices available.



IDEAS FOR DIFFERENTIATION

- **Social skills** are developing skills and different people navigate interactions differently. Be cognizant of what your students' social strengths are, as well as their preferences and areas of need.
 - Introverted - Lessons are purposefully designed to be easily adapted to allow participants to work independently if they so choose. There are multiple points in lessons where discourse and groupwork are embedded - to alter these, have participants write/draw/mime their contributions while others are verbally engaging. Offer discussion questions in advance. Be mindful, and be inclusive. Give opportunities throughout the session to touch-base.
 - Extroverted - Establish key rules for discussion with the group; include alternatives for verbal contributions. Have participants write/draw their thoughts while it is not their turn to speak.
 - Ambivert - Allow for the session to have high energy moments AND low energy moments. It's important for teens to have a time/space to recharge. Offer opportunities for participants to sit with their thoughts before facilitating whole group discourse.
- **Routine and expected transitions** help students to know what to expect throughout a session.
 - In each lesson, we ask for the agenda to be displayed and a visual timer to be used. This is so that participants know what they will be doing and when. Structure and routine is important.
- **Universal Design** refers to a space" intentional setup to be as inclusive as possible. When structuring and setting up for a session, be mindful of [universal design](#).
 - Timers
 - Visuals
 - Spacing/Room Setup
 - Routine/Post the Session Agenda
 - Reinforce Challenge by Choice
- **Some Disability Specific** accommodations or modifications may be necessary for a participant in your care. Please remember that every person is unique and what works for some, does not work for others. Be cognizant of your language (do they prefer [identity-first or person-first language](#)?) and be inclusive.
 - Dyslexia - We highly recommend having [Dyslexie Font](#) downloaded and accessible on any device a participant may be using. This app is free and allows for any website to be adapted with lettering easier to read for individuals with dyslexia.
 - Autism - A participant may be stimming (flap, rock, flick their fingers) at various points during a session; give them space to stim. An autistic participant may need the similar accommodations as those listed under communication and social.
 - Physical Disability - For those with a physical disability, embed supports such as flexible seating, preferential seating, and support stands such as tables or rails, and pathways/walkways should be clear of clutter and easily accessible.
 - Cognitive Disability - Use manipulatives (physical objects) as often as possible, speak slowly and clearly, focus on one topic at a time, offer 2 choices at a time: "this or that".
 - Deaf or Hard of Hearing - Use visuals, gestures, and expressive body language often. When speaking with a Deaf person who has an interpreter, be sure to face the Deaf person and speak directly to them.

If you have questions, suggestions or want to chat about a specific challenge you are having with differentiation feel free to [contact us](#). We love to see ALL teens engaged and want to help you do that.