A Note from Your Facilitator (Matt Simon)

Hello! Thank you so much for signing up for our Deep Dive on the Flint Water Crisis & Deeper Learning for Marginalized, Traumatized Youth. We have a fun, relevant, challenging, action-packed day ahead of us on Thursday, March 24, 2016! Please bring comfortable clothes, headphones (ideally), a laptop (ideally), and an optimistic, persistent spirit.

In order to ensure that we accomplish our goal of launching and completing a TIP project from Kickoff to Exhibition, I request that you please complete the following pre-Deep Dive Flipped Classroom prep work.

2 Questions, 2 Answers

Q: Will you still be able to participate in our Deep Dive if you do not complete this prep work?
A: Absolutely!

Q: Will it be better if you do complete this prep work?
A: Yes!

The Prep Work

The tasks below and on the next page will not be too painful, I promise, and most of these tasks will even be fun (as in academically stimulating and engaging). Here it goes. (And btw, I recommend you tackle these tasks in the order they are presented.)

1. Please take some time (5-10 minutes) to think and write/type about the question in the textbox below.

What kind of learning experiences (or instructional frameworks) do you believe are most likely to compel our society’s most marginalized and traumatized young people to...

● deeply engage with and persist through challenging academic content and tasks
● develop (or unearth) a true love of learning
● develop a vision of success for their future, and work hard to achieve it

2. Please take some time to closely examine this one-page Thematic, Interdisciplinary, Project-Based Learning (TIP) Infographic and then take about 10 minutes to think and write/type about the question in the textbox below.

● In what ways do you think TIP might help compel our society’s most marginalized and traumatized young people to...
  ○ deeply engage with and persist through challenging academic content and tasks
  ○ develop (or unearth) a true love of learning
  ○ develop a vision of success for their future, and work hard to achieve it
● What if any questions do you have about TIP?
● What ideas do you have for TIP themes, interdisciplinary topics, and projects to deeply engage the students you work with?
3. Please take some time (5 minutes) to think and write/type about the question in the textbox below.

In what ways do you need (or have you needed) **persistence** to be successful in your life, work, relationships, etc.?

4. Please take some time (5-10 minutes) to think and write/type about the questions in the textbox below.

<table>
<thead>
<tr>
<th>What do you know about the Flint Water Crisis?</th>
<th>What questions do you have about the Flint Water Crisis?</th>
</tr>
</thead>
</table>

5. Please *consider* deepening your understanding of the Flint Water Crisis by watching or listening to any or all of the following (compelling!) news reports.

- **Not Safe to Drink - Radio Documentary**
  - If you have an iPhone, you can also get this podcast through the Podcasts App, just search “Not Safe to Drink” and choose to play the full documentary

- **Washington Post Interactive Flint Experience Photo Essay**

- **Short Video, Residents Speak Out - Daily Mail**

- **Flint Mother LeAnne Walter Local TV Interview, Part I - September 2015**

- **Flint Mother LeAnne Walter Local TV Interview, Part II - October 2015**

- **Dr. Mona Hanna-Attisha Flint Pediatrician Interview - MSNBC**

6. **OPTIONAL/BONUS PREP WORK:** Finally, please *consider* reading this (admittedly long, though deeply powerful) essay from educator Jeffrey Duncan-Andrade about educating marginalized, traumatized youth. In some respects, Jeffrey Duncan-Andrade’s essay and our our students are the WHY behind the TIP Framework, the TIP Framework itself is the WHAT, and our Deep Dive will be the HOW.

Thank you!

See you soon,

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PS: If you care to read over our Deep Dive Learning Intentions and Success Criteria, you can find them buried on page 4.
Learning Intentions - What are we learning? Why are we learning it?

● We are engaging in a Thematic, Interdisciplinary, Project-Based Learning (TIP) project (as learners) in order to develop an understanding of how TIP works, what it is like to be a TIP student, and what it takes to facilitate TIP with our students.

● We are learning about the theme of persistence, the interdisciplinary topic of the Flint Water Crisis, and the skill of playwriting in order to inform an audience about the situation in Flint through an original play we write and perform.

Success Criteria - How will you know you have achieved the Learning Intentions?

I will know I have achieved the Learning Intentions when...

● I can share what I learned about the Flint Water Crisis in speech/writing, including what happened, why it happened, how it happened, how people have been affected, how people have responded, how people have persisted, and what kind of persistence will be required by the people of Flint in the future.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I can, and I can teach others to do the same

● I can prepare for and participate effectively in a range of conversations about the Flint Water Crisis, building on the contributions of others, expressing my own understanding and ideas, and citing evidence from multiple sources.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I can, and I can teach others to do the same

● I can make claims supported by evidence about what makes high-quality playwriting.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I can, and I can teach others to do the same

● I can write a clear and coherent scene for a play designed to portray people and events based on the true story of Flint's Water Crisis using effective playwriting technique and structure.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I can, and I can teach others to do the same

● I can develop and strengthen my scene as needed by planning, revising, editing, rewriting, or trying a new approach.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I can, and I can teach others to do the same

● I can interpret a character’s persona (identity, background, objective) and dialog to craft a performance that engages an audience during our performance of #FlintWaterCrisis.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I can, and I can teach others to do the same

● I can reflect on my learning from today's Deep Dive to determine what if any elements of TIP I intend to bring back to my own practice and what if any supports I want or need to help me in this endeavor.

   1. Actually, I can't
   2. I'm getting there
   3. Yes, I can
   4. I not only can, I will