BACKWARD DESIGN SAIL WORKSHOP – June 14

WORKSHOP AGENDA

* Introductions –
* Backward Design Model – Sierra Dawson
* SAIL population – Lara Fernandez
* Practice application –Sierra Dawson/Mike Urbancic

OBJECTIVES FOR SAIL

Increase teacher impact through ACTIVE and engaging lesson plans that leave students INSPIRED to pursue higher education

SAIL POPULATION

* High school age (14-18)
* Lower Income, first generation to attend college
* 40% students of ethnic background
* All local, 50% rural communities
* AWESOME students, excited and very appreciative to be part of SAIL
* Our SAIL graduates often receive high level scholarships
* Unstable home life common, frequent address changes
* Varied academic preparation
* Work 20-30hrs/wk
* Hard time reaching out and connecting therefore they LOVE SAIL
* Heightened sense of not belonging – limited guidance or encouragement
* Self doubt cycle easily reinforced with little to no “normalizing”
* Education often discouraged- especially when going gets tough
* THIS IS WHY SAIL successful…you all show support and caring modeling

TEEN BEHAVIORS

* Social activity increases and group acceptance becomes more important
* Acceptance and conformity from PEERS very important
* Need unobtrusive adult guidance which is nonthreatening
* Need opportunities to make decisions
* Know it all attitude is increasingly apparent
* Achieving independence yet having strong identification with admired adult
* Searching for self- identity
* Beginning occupational choice awareness

STRATEGIES (to break down barriers as well as Cultural Awareness Tips)

* Show you care
* Keep in mind - students bring own talents/interests and often just need a platform and encouragement to demo
* Create Safe spaces- even small symbol on syllabus to show safe space
* If applicable, model a team approach when teaching
* Don’t assume (nicknames, major/interests…)
* Simplify ideas, explain terminology (use a KEY)
* Make topics conversational, requiring hands-on, or group activities
* 45 minutes Lecture or less
* Provide background on yourself and field of interest
* Don’t assume students are familiar with your topic
* Add to your syllabus simple additional info (ADD/DROP, Academic deadlines, resource sheet with tutoring & advising help on campus)
* Fear of office hours…incentivize
* Student shows signs of trouble-send them small note or tell GTF check-in
* Attend any outside events you can
* Simple things you can say to class to show acceptance/caring (i.e. Let students know its okay take mental health day if need, or if questions whom to ask, mention office hours versus just handing these out…)
* Ask students their opinions
* Don’t make generalizations…(all girls like….)
* Another way you can engage and include everyone is to share your own pronoun, or the words you want to be called when people are not using your name… Simply share your preferred pronoun and state you hope to help others feel safe and respected. Even use “they, them or theirs… https://studentlife.uoregon.edu/pronouns
* Know various groups express themselves differently due to cultural variances-some emotional some non emotional, some ask questions, some do not, some direct others use a non-direct style
* Sustained engagement in social and academic environment has proven increase achievement