CLASSROOMS THAT CARE

STEM / SEL MINI UNITS

For more information:
Julie Pantoliano | jpantoliano@ctf.org | 646-738-8551

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**DAY 1 OBJECTIVE**

Neurofibromatosis (NF) occurs in 1 in 3,000 births due to a variation that occurs in an individual’s genetic composition. Students will be able to comprehend how variations in genes can have different end results and how they affect the daily lives of each patient.

**APPROXIMATE TIME: 40 MIN**

**HOOK**
- This is NF Video (7-12)
- Classrooms that Care NF Info (K-6)

**RESOURCES**
- NF Experience - a series of interactive exercises to be done in the classroom, by grade, block, period, or as a school assembly
  - Activities or Remote Activities
  - Instructional Video
  - Mailing Kit
  - Tools for Collaborative Engagement
  - Station Rotation for Hybrid/Virtual Learning

**PRESENTATION OF CONTENT**

Genes are like patterns and codes, one variance in the pattern or code can lead to a variety of end results. Similar to computer coding and order of operations, one small change can render a different end product.

“Patterns are key factors in understanding mathematical concepts. The ability to create, recognize, and extend patterns is essential for making generalizations, seeing relationships, and understanding the order and logic of mathematics. Functions evolve from the investigation of patterns.” -Marilyn Burns

**ACTIVITY**

- NF Experience - a series of interactive exercises to be done in the classroom, by grade group, block, period, or as a school assembly. For extra fun, host an NFex at your school!
- Station Rotation - Each station demonstrates how different variations in genes can lead to different results/NF manifestations

**CONCLUSION**

- Reflect on your experience today: What key takeaway did you get from each of/one of the stations?
- In your own words, explain the comparison between gene variation and variations in coding or order of operations.
DAY 2 OBJECTIVE
Importance of Collaboration.
Neurofibromatosis (NF) causes tumors to grow on nerves throughout the body. Tumors, no matter how you look at them, are bad. That is why the Children's Tumor Foundation's largest research initiatives are done with a consortium of scientists, because we know the quickest way to a cure is through teamwork and collaboration! Using the four C’s, students will be able to demonstrate that problems can be solved faster and more efficiently through collaboration.
APPROXIMATE TIME: 40 MIN

HOOK
• What is Synodos?
• Researchers and Patients Discuss Synodos

RESOURCES
• The Four C’s
• Teach Hub: 6 Collaborative Classroom Games
• Teach Thought: 10 Team-Building Games That Promote Critical Learning

PRESENTATION OF CONTENT
Our body systems work together to do our everyday functions like breathe, run, or eat. A car’s system works with gas to make it go. The Children’s Tumor Foundation works together with their scientists, researchers, and patients to ensure the quickest path to a cure.

ACTIVITY
Students learn the importance of teamwork and collaboration. Choose one or more, if time allows.

• Worst Case Scenario
Fabricate a scenario in which students need to work together and solve problems to succeed, like being stranded on a deserted island or getting lost at sea. Ask them to work together to create a solution that ensures everyone arrives safely. You might ask them to come up with a list of 10 must-have items that would help them most, or create a passage to safety. Encourage them to vote. Everyone in the group must agree to the final solution.

• Line Up!
Work together as a team to arrange yourselves in a line based on a quality you have that is not obviously apparent. Examples of qualities you can arrange yourselves by include: alphabetically by middle name, chronologically according to birth date, or house number. Younger children could try something easier, such as arranging by height, because they

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may not all be able to recite the months of the year. This icebreaker starts as chaos, and ends with order as all participants work together to discover the facts they need and arrange themselves accordingly.

Line Up works best in a large open space where participants can move around freely. This is an icebreaker that is ideal for very large groups because the leadership required scales appropriately with the number of players. Smaller groups can still use this icebreaker, but the game is not as difficult with under 10 participants. Line Up is an engaging activity that can help group facilitators pinpoint natural leaders that emerge as the game is played, although every participant is an important part of the game.

**Materials**

To play the Line Up icebreaker, you will need:

- A large open space for participants to move around
- A list of qualities for the players to use as a basis for their line up

**How To Play**

1. Call the group to order. Explain the rules of the game and explain the quality that they will use to arrange their line up. For example, line up in the order of your birthdays, with January 1 being the furthest to the left and December 31 being the furthest to the right.
2. Do not help the group or give them hints as to how to organize themselves. Participants may use any objects available in the room to help them if they request them.
3. When the group believes that the line up is correct, they will start at one end and call off their birthdays. Down the line, every participant will name off their date. The game is won if the line is correct.
4. If the line is incorrect, give the players another quality to use for the line up and allow them to try again.

**Tips and Notes**

The tricky part of this game is getting a group of people who don’t know each other to establish leadership. If no one steps forward and starts to make leadership decisions, it will be very difficult for the players to line up. If too many people step forward with opposing leadership strategies, it will be difficult to find cohesion as each leader struggles to get buy-in from the rest of the group.

Line Up works particularly well with groups of people who don’t know each other. In a group that is more familiar with one another, it won’t take long for them to decide the leaders because they will have had previous experience with each other’s leadership skills.

**CONCLUSION**

- Evaluate how your team executed the exercise and give examples on ways to improve your team’s collaboration.
- In your own words, explain the importance of collaboration when it comes to solving a problem, whether it be NF research or any research.
DAY 3 OBJECTIVE

Project Introduction: Neurofibromatosis (NF) is an under-recognized disease. Students will create a PSA for one of the below topics of choice to educate and raise awareness of NF and the Children’s Tumor Foundation in their community by demonstrating the importance of collaboration and education.

APPROXIMATE TIME: 40 MIN

HOOK

• Meet Brianna Worden, Former NF Ambassador

RESOURCES

• Children’s Tumor Foundation (ctf.org)
• Neurofibromatosis Fact Sheet
• Neurofibromatosis Type 1
• The Four C’s

PRESENTATION OF CONTENT

Presentation of Rubric:
PSA Task Sheet and Project Rubric or Public Service Announcement Rubric

ACTIVITY

Work in groups, state a claim, and support with evidence. Together each team will pick one of the following statements and create a PSA. Collaborate together with a brain drain, thought web, or other brainstorm technique. Use the Four C’s to help guide your project.

• What is NF
• Why is it so important to fund collaborative research
• How can NF Research help other research
• Importance of Innovation to improve quality of life
• Learning about a rare disease like NF, why does it matter
• Genetics, variance, and inclusion

Who is your audience:
• PSA to NF Community
• PSA to Public

Be creative: Powerpoint/Google Slides presentation, poster board, video or other teacher-approved medium

CONCLUSION

Evaluate your team’s collaboration performance. Write down two (kind) things your team could do to collaborate better tomorrow.
MINI UNIT: DAY 4

DAY 4 OBJECTIVE

Working Day: Students will continue to collaborate with their team to demonstrate the importance of their chosen statement by creating a PSA using various approved media.

APPROXIMATE TIME: 40 MIN

HOOK

• Make NF Visible

RESOURCES

• Children’s Tumor Foundation (ctf.org)
• Neurofibromatosis Fact Sheet
• Neurofibromatosis Type 1
• The Four C’s
• Flipgrid (Video Discussion Experience)

ACTIVITY

Project continuation

Working Day - State a claim and support with evidence. Students continue to work in groups using the four C’s to create their PSA.

Work in groups, state a claim, and support with evidence. Together each team will pick one of the following statements and create a PSA. Collaborate together with a brain drain, thought web, or other brainstorm technique. Use the Four C’s to help guide your project.

• What is NF
• Why is it so important to fund collaborative research
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CONCLUSION

Reflection: What are the next steps your team needs to take in order to complete your PSA. List each action step and who is responsible for each.
DAY 5 OBJECTIVE
Show What You Know!
Students should demonstrate what they have learned through each presentation.
-What is NF?
-How is collaboration contributing to education and awareness of NF?
-How is collaboration contributing to the solutions to find a cure for NF?

APPROXIMATE TIME: 40 MIN

HOOK
• Ian Desmond, Using His Platform

RESOURCES
• Student Presentation Evaluation Form

PRESENTATION OF CONTENT
Students are to present their projects in a carousel formation.

ACTIVITY
Each student is to complete the evaluation form during each team's presentation.

Listener’s Task:
• Design a question for each team’s presentation.
• Identify a “glow and a grow” for each team’s presentation?

CONCLUSION
• Compare each presentation from the notes in your evaluation forms. Which team’s presentation had the deepest impact on you and why?
• Share how you can apply the knowledge you have learned to continue to support the Children’s Tumor Foundation and those living with neurofibromatosis.