Looking to Enhance Your Curriculum?
Take A Walk Through Your School’s Neighborhood With Us.

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NAIS 2020
Philadelphia, PA
## Outside Activity

Below we’ve provided two guiding questions per location. Select one location and, in the blank spaces, generate some additional questions students could work on at this location. We will head back to **Rm115C** after 15 minutes. While outside, feel free to move to a second location if there is time.

<table>
<thead>
<tr>
<th>Buildings</th>
<th>Public Art</th>
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</thead>
<tbody>
<tr>
<td>1. From these 3 buildings, take a picture of a parallelogram, a circle, and an arch. Can you estimate how many windows there are? (Math)</td>
<td>1. What do you see in the mural? What story do you think it tells? (Art, Social Studies, English)</td>
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<td>2. Which of these buildings looks the oldest? Why? What purposes might these buildings have served over time? (Social Studies)</td>
<td>2. What are the dimensions of this mural in different units? (Math)</td>
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<th>Traffic</th>
<th>Nature</th>
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<tbody>
<tr>
<td>1. Close your eyes and describe the sounds you hear on this street. What tempos do you hear? (Music)</td>
<td>1. What are the genus &amp; species names (or foreign language names) for any nature/wildlife you see on the block? (Language or Science)</td>
</tr>
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<td>2. What types of transport do you observe using this street? How would you redesign this street to be more bike and/or pedestrian friendly? (Engineering)</td>
<td>2. Draw a biological diagram of this plant, including how it absorbs its water and how the water evaporates. What challenges does this plant face in this location? (Science)</td>
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### Buildings

1. From these 3 buildings, take a picture of a parallelogram, a circle, and an arch. Can you estimate how many windows there are? (Math)

2. Which of these buildings looks the oldest? Why? What purposes might these buildings have served over time? (Social Studies)

3. What styles of architecture do you recognize? (Art)

4. Look up the history of the middle building, and write about it in one paragraph, in a foreign language. (Language)

### Public Art

1. What do you see in the mural? What story do you think it tells? (Art, Social Studies, English)

2. What are the dimensions of this mural in different units? (Math)

3. In what ways does the mural interact with its surroundings? (Social Sciences?)

4. Write a poem/short story/character profile featuring this mural (Language)

### Traffic

1. Close your eyes and describe the sounds you hear on this street. What tempos do you hear? (Music)

2. What types of transport do you observe using this street? How would you redesign this street to be more bike and/or pedestrian friendly? (Engineering)

3. How many instances of electric power can you spot? How many instances of carbon emissions can you spot? How might you reduce some of these instances without limiting the use of the street? (Science)

4. How many cars clear the intersection per green light? Approximate how many cars pass through this intersection in an hour? (Math)

### Nature

1. What are the genus & species names (or foreign language names) for any nature/wildlife you see on the block? (Language or Science)

2. Draw a biological diagram of this plant, including how it absorbs its water, how the water evaporates. What challenges does this plant face in this location? (Science)

3. Write a poem about this plant, in iambic pentameter. (English)

4. If a bush of this size needs X amount of water per week, how much water do the bushes on this block need in a week? A month? A year? (Math)

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Making Connections in your own neighborhood

1. Locate your school’s neighborhood on google maps. If you’re offline, simply visualize it.
2. Notice neighborhood elements around your school (locations, landmarks, resources), and list two in the 1st column below.
3. In the 2nd column, list specific units/lessons that relate to those two neighborhood elements.
4. In the 3rd column, jot down anticipated logistics for visiting each neighborhood element.
5. Pair and share.
6. Share with a larger group, if time.

<table>
<thead>
<tr>
<th>Neighborhood Element: Location, Landmark, or Resource</th>
<th>Curriculum: What are some specific lessons or units that could incorporate this element?</th>
<th>Logistics: What would you need to make this visit happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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General Inquiry emails

Dear _____________,

I am a teacher at _____________ School, at __________________(address). As an educator of _____________(grades), I am always looking for ways to make my students’ learning experiences more tangible and purposeful. The _____________(institution), with its unique (collection and) mission, exhibits a unique perspective on ____________(subject). I would value the opportunity to speak with you to see if there are any opportunities for ___________(school) students and the ____________(institution), as neighbors, to connect in meaningful ways.

Sincerely,

Hello ____________,

I am writing to you as the [teacher/coordinator/department chair/director] of [school/program], here in [location].

[Description of program/unit/lesson] Throughout [timeframe], we are scheduling a variety of speakers with professional, academic, and/or personal expertise to come in and speak with the students in large and small groups on a variety of topics related to [topic].

Your work in [their area of expertise/experience] is of particular interest, and I would love to talk to you more about our program, what you think it would be important for students to hear, and scheduling logistics. Please let me know what is the best time and means to discuss this with you further.

Thank you and best regards,

Specific Need Emails

Hello Mr./Ms./Dr. ____________

I was given your name and number by the concierge desk, but your voicemail was full, so I thought a quick letter might find its way to you faster. I am writing from across the street at Friends Select School to inquire about a student visit to your elevators.

We have an Upper School physics teacher, _____________, who is looking to have students measure force while riding in a tall building’s elevator. Because we are neighbors, I thought we would see if it would be possible for her students to conduct this experiment in one of your elevators. Let me give you some of the details:
Two faculty members would accompany the students. One would stay on the ground floor with the class, while one accompanied smaller groups of students (3-5 at a time) up in the elevator to take measurements.

Students taking measurements in the elevator would be carrying a stopwatch, a scale, and a laptop or cell phone. There are no liquids, no heating elements, and nothing combustible involved.

Ideally, each of the four sections of the course would visit on one of four different days mid-October. The sections do not all meet on the same day, and we thought it would be less disruptive to your guests if the visits were spread out over several days.

Each visit would take approximately 20-30 minutes of time total.

I would love to answer any more questions you might have. I’ve included my business card, so that you can give me a call. We are hoping there is a way to make this work!

Looking forward to talking to you,

Hello ___________,

It was great to see you again this afternoon - and as I mentioned - fortuitous for me as I am currently looking for a speaker you may be able to recommend.

Our Latin teacher, ------------, has been working to help students make contemporary connections with the classical era. While students examine cultural issues related to the Roman Empire, he would like for them to consider cultural issues related to contemporary immigration and migration.

To that end, ________, is looking for a speaker that can talk about the identity challenges and experiences contemporary immigrants experience in terms of pressures/desires to assimilate versus pressures/desires to maintain and protect culture, the way these pressures may sometimes compete and/or the way these pressures can produce unique experiences and skills.

If you have any suggestions for speakers here in Philadelphia that I can reach out to, I would be most appreciative. We don't have a huge budget for this project, but I can offer a speaker an honorarium of $200 to recognize their time and experience.

Right now ____________ schedule is somewhat flexible as to day and time. His concern is finding someone with knowledge and experience that would be interested in talking to high school students for about 30-45 minutes.

Thank you so much for any suggestions,
Logistics & Confirmation

Hello ____________,

This is to confirm the logistics for your speaking engagement at [School]

You are scheduled to speak on [date] from [start time to finish time] for [any specific details as to class/event/unit].

Please try to **arrive by [give yourself some lead time]** so that we can make sure we get you to your room in a comfortable amount of time to test and trouble shoot any AV components. Our spaces are equipped with [tech specs]. If there are any AV components or files you would like to send me ahead of time to test, please feel free to do so.

[School Name] is located at [common address], or [GPS address if different from commonly used address] if you are using gps. [Any details about mass transit and/or parking. If your school has a parking lot for visitors this may be less necessary. Because we are in the city, we use: Septa’s Regional Rail, Broad Street line, and Market-Frankford line are all easily accessible from Suburban Station, which is a block away from our school. If you are driving, I can provide a complimentary parking ticket to the PPA Gateway Garage that is located a block away from our back-door entrance on 16th. Please simply let our receptionist know when you arrive that you parked at Gateway, and he or she will provide you with a complimentary parking ticket to be used at the kiosk when you check out of the lot. The Gateway Garage is located at 1540 Vine Street, with entrances on 16th and Spring Streets. (Their phone number is 215-246-0300).]

In addition to any questions you have, there are **two things I need from you.**

1) While our budget is small, we would like to provide you with an honorarium for your time and expertise. Please let me know the exact spelling of the name you would like me to use, and the address to which you would like me to have the check sent.

2) Please provide me with a one to three sentence description of your talk that I can make available to students ahead of time in our program.

Again, if there are any other questions I can answer, please do not hesitate to ask. Thank you again for your time with our students; they are looking forward to it!

Sincerely,

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Thank You Emails

Hello ____________,

I hope this note finds you well! I wanted to thank you again for accommodating our Physics classes. They all enjoyed getting to "feel" the data as they graphed their changing weight riding up and down on the elevator rather than just processing theoretical data as a math problem.

I've attached a picture from one of the classes to give you a sense of what they did and how much they appreciated the opportunity.

We’d love to work with you again next year!

Thank you,

Dear ____________.

Thank you once again for coordinating an invaluable experience for my students at __________. As in years past, I've included some excerpts below, from their post-reflection assignment, which I hope illustrates to you how meaningful this day was to them.

All the best and hopefully until next year,

(see excerpts here)
-This will certainly color the way I study anatomy for years to come.

-I loved being able to feel the cadaver's organs with my hands and trying to locate where and what each organ was. It made me feel like I was already in college studying nursing and got me even more encouraged to keep studying the human body.

-There is only so much you can learn from a diagram in a book, and seeing the organs, muscles, nerves, and blood vessels in a person put it all together for me.

-The medical professionals there were absolutely amazing. I learned so much from them and I am so lucky they were there. This experience is one I will never forget.

-I also really enjoyed the way the stations were set up, each station allowed one to observe and interact with the cadaver without being crammed together. I also appreciated the fact that if one of the doctors did not have an answer to your question, they simply said “I’m not sure”, instead of making up an answer on the spot. I was truly amazed with how the human body functions and how we all have little differences that set us apart from one another, whether that be a tumor or an autoimmune disease.

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Checklist for Bringing Neighbors onto your Campus

☐ School Address - real and GPS
☐ Travel Directions
☐ Parking Instructions
☐ Honorarium - do you have full name and address for check, do you need a W9
☐ Tech: Digital projection, laptop hookup/adapters, audio and/or visuals
☐ Accessibility - Is there a non-stairs entrance, elevator available, ADA bathrooms
☐ Reception protocol - will guests need ID
☐ Dietary needs/restrictions if guest is eating at your school
☐ Any school rules speakers-hosts need to be aware of
☐ Do you want to have a small thank you gift available - something with school logo
☐ Have water available for speakers during talk/lesson

Checklist for Taking Students Off Campus

☐ School/Division Protocol
☐ Permission Slips if necessary
☐ Medications
☐ Medical Emergency Forms (can these be scanned into a single PDF)
☐ Cell Phone Numbers of Administrators back at school
☐ Clipboards with pen/pencil tied
☐ Confirm that taking photographs is ok with off campus hosts
☐ Identify an adult photographer to capture moments - helpful if this is NOT the primary teacher
☐ Establish an emergency plan and review with students (EX: meet-up location, wait on platform for teacher to return on next train, go to nearest store and wait inside, adhere to any fire alarms & instructions, etc)

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Bibliography


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