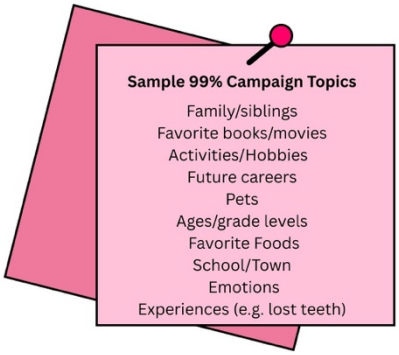
COMMUNITY BUILDING: 99% CAMPAIGNS

THERE ARE MANY WAYS TO ENJOY A 99% CAMPAIGN, IN YOUR CLASSROOM OR THOUGHOUT YOUR SCHOOL. HERE ARE SOME IDEAS TO GET YOU STARTED.

SEL SKILLS ADDRESSED: GROUP DISCUSSION, COOPERATION, TEAMWORK, SOCIAL/SELF-AWARENESS, RELATIONSHIP BUILDING, EMPATHY DEVELOPMENT



Colorful Connections

Hang up pieces of colorful butcher paper with statements at the top, like “We have pets” and “We like art.” Give each student a pad of sticky notes. Have students write their names on the sticky notes and put one under each statement that applies to them. Now your walls are filled with connections.

Role Models

Pair up two classrooms of different grades. Give each older student a younger buddy. Have the older student start a discussion of what connections the two of them share. (As a pre-discussion activity, the older students can create a list of questions to ask, utilizing the Sample 99% Campaign Topics.) Make sure each pair has sticky notes, so they can write down their connections and stick them on poster board, a wall, a desk, or even wear them on their shirts. For wearing, shop for “super sticky” sticky notes.

Teacherly Ties

Share fun facts about yourself with your students. Kids can write down any facts they share with you on sticky notes and display or wear them. You can display/wear them too. This is a good way to introduce vulnerable topics, such as “Sometimes I feel embarrassed.” It’s nice for kids to see that feelings which seem isolating actually unite us all.

Ball of Yarn

Give one student a ball of yarn. Have that student share a personal fact. Ask the student to hold the loose end of the yarn and pass the ball to someone who shares that personal fact. Have the second student hold onto the strand of yarn and pass the ball to another person who shares that fact. Keep unrolling the yarn and linking all of the students who share that commonality. The last student then shares a new fact and keeps passing the yarn in the same fashion. Soon your classroom will be a web of connections.

(The activities above can also be used for literary analysis. Students can look for connections between characters, or between a character and themselves.)

After your 99% Campaign, post on social media (#99Georgia) and tag me (@SaraShacter) to earn a FREE 20-minute virtual author Q&A!

LITERARY ANALYSIS: DISCUSSION QUESTIONS

SKILLS ADDRESSED: COMPARING/CONTRASTING, MAKING CONNECTIONS, USING EVIDENCE, SUPPORTING OPINIONS, IDENTIFYING CHARACTER TRAITS, MAKING INFERENCES, SUMMARIZING, UNDERSTANDING POINT OF VIEW, SYNTHESIZING INFORMATION

1. At the beginning of the book, Georgia would have been devastated to learn she wasn't going to Camp Atwood. Why is she not devastated at the end? What has changed? Is there a specific moment when that change occurred? If so, when?

2. Georgia makes unexpected discoveries about almost everyone in the book. What are some of those discoveries? Did they help you to understand the characters better? Give an example of what you learned about a character's wants and needs through one of Georgia's discoveries.

For private journaling: Have you ever made unexpected discoveries about someone else? If so, how did that information change your understanding of who that person is? (You know your classroom best. These questions may be too emotionally fraught for some students. You may also want to include some guardrails: e.g. no stories about anyone in our school.)

3. Zelco never gets in trouble for taking Georgia's mash-ups, writing on them, and leaving them out for others to find. Did Georgia make the right choice not to tell on him? Why or why not?

For private journaling: In your life, was there ever a time when you didn't tell on someone? Why did you make that choice? Were Georgia's reasons the same as yours? What was the result of your decision? (Again, you know your students best regarding how to present these questions.)

4. Find at least three times characters misunderstand each other. Why does this happen? Have you ever had similar experiences?

5. There are times when Nicole, Zelco, and even Georgia are unkind. Why do the characters act the way they do? Why is it that one character can sometimes act in completely opposite ways: nice/mean, funny/serious, etc.?

Do you ever feel two opposite or conflicting emotions at the same time? If so, give an example.

6. Do you have a favorite character? If so, who and why?

7. Choose a character and track his/her character traits throughout the book. Do the traits seem to change? If so, are the traits changing or are the person's circumstances changing?

8. If people made a point of looking for what they have in common with others, how would that change your school? Your town? Your country? The world?

Discussion activity: Choose a moment when a character must make a choice. (e.g. Georgia has to decide whether or not to tell on Zelco; Izzy has to decide whether or not to keep Nicole's home life private). Have kids brainstorm the various options for each character. Then designate a corner of the room for each option and have students stand in the corner that matches the choice they would make. Have each group make a list of the pros/cons of their decision. Then discuss with the class at large. Students can switch corners if they change their minds.

We used to believe *WHAT?*

Share the following information with your students:

What do you think of the following statements?

- The brain's main job is to cool off the heart.
- The Earth is flat.
- Blood sucking leeches can make you healthy.

Pretty silly, right? But at one time, people believed each of these statements. How is that possible?

People understand the world around them by using the information that they have at that specific point in time. As time goes by, and we gather more information—through sharing experiences and observations, experimenting, and inventing new tools to measure and examine the world—our understanding changes.

Brain vs Heart: Famous philosopher Aristotle, who lived over 2,000 years ago, believed the brain was cold and wet. He thought the blood vessels around the brain were there to bring hot blood from

the heart up to the brain to be cooled off. Like a refrigerator! Given the limitations of science and medicine at the time, it wasn't a bad guess. Now, of course, we know the brain is the control center of our bodies.

Flat Earth: Go outside and look as far away as you can. If there's a hill nearby, climb to the top and keep looking. Honestly, the Earth *does* look pretty flat. It took centuries of thoughtful observers to question the shape of our planet. Socrates, another philosopher from over 2,000 years ago, noticed that she shape of the Earth's shadow on the moon during a lunar eclipse suggested the Earth was round. Others noticed that when ships on the ocean approached land, their sails were visible first, not the whole ship. That was because the sails were poking up from behind the Earth's curved surface. Advances in math helped make the case. Any doubts? Check out the gorgeous photos of Earth from NASA's trips into space!

Bloodsucking Leeches: Ew, right? But for thousands of years, people thought removing blood could prevent illness and cure disease. They believed there were four bodily "humors" or fluids: blood, phlegm, black bile, and yellow bile. If these fluids were out of balance, you'd get sick. For example, if your skin looked red (because, in truth, you had a fever), it must have meant you had too much blood and leeches were the answer. Now here's a mind-bender: modern microsurgeons have begun using leeches again in very specific cases when a very specific type of complication can arise. So don't write off those bloodsuckers yet!

Even the science in Georgia's story has changed since her book was written and published! Scientists are working to map the genome, which is the entire set of DNA instructions inside the cell. As a result of their work, new discoveries keep emerging. To find out what's new since Mr. C's heredity science lessons, go to: https://sarafshacter.com/news/

Flash Research

For a quick research experience, have students choose one of the topics below and answer the three questions that follow.

TOPICS:
What causes toothaches?
What causes disease?
Where is the Earth located in our solar system?
Is mercury good for you?
How are taste buds arranged?
Do humans only use 10% of their brains?
How did the dinosaurs go extinct?
Do animal use tools?

1. What did people used to believe?
2. What is the answer as we understand it today?
3. What's one discovery/advance that helped scientists come to their new understanding?