STEAME ACADEMY
TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 1
STUDENT TEACHERS: STREETS NAMED AFTER WOMEN

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1. Overview

Title	Streets Named After Women
Driving Question or Topic	How can we learn about important women in our community by exploring the streets named after them? Why are streets named after certain women in our community?
Ages, Grades, …	12-15
Duration, Timeline, Activities	15 hours 60 minutes class 6 activities
Curriculum Alignment	Technology, Arts, Mathematics
Contributors, Partners	
Abstract - Synopsis	This project allows students to explore their local community by researching streets named after women. They will learn about these women's contributions, gather data and create interactive maps, presentations and artistic projects to share their findings. The project integrates various STEAME areas and encourages collaboration, critical thinking and creativity.
References, Acknowledgements	

2. STEAME ACADEMY Framework*

Teachers' Cooperation	- Social Studies Teacher: Guide historical research. - Technology Teacher: Support in the use of digital tools and data visaualization - Arts Teacher: Guidance in creating artistic projects - Mathematics Teacher: Support in statistical analysis
STEAME in Life (SiL) Organization	- Possibility to arrange meetings with local governments or community organizers to discuss the significance of street naming and how this can influence urban planning, tourism and community identity. - The findings can be used to advocate for the naming of new streets or public spaces.
Action Plan Formulation	Preparation (by teachers) Curriculum Integration: Align the project with curriculum goals across subjects.

- Resource Gathering: Collect necessary materials and digital tools.
- Planning Sessions: Organize meetings among teachers to outline responsibilities and plan the project timeline.
- Project Introduction: Introduce the project to students, explaining the objectives, phases, and expected outcomes.

Development (by students)
- Historical Research: Students research the historical significance of the women after whom the streets are named.
- Data Collection: Students gather data on these streets, such as locations, naming dates, and biographical information about the women.
- Team Collaboration: Students form teams to divide tasks and collaborate on research and data collection.

Configuration & Results (by Students), Guidance & Evaluation (by Teachers)
- Digital Mapping: Students use digital tools to create interactive maps showcasing their research.
- Artistic Projects: Students create artistic representations (e.g., posters, models) related to their findings.
- Presentations: Teams prepare presentations to share their research and projects.
- Feedback Sessions: Teachers provide feedback and support throughout the project.
- Evaluation: Teachers assess the projects based on research quality, creativity, and presentation skills

Review (by teachers):
- Assessment Review: Evaluate student performance and project effectiveness.
- Teacher Debriefing: Discuss successes and areas for improvement.
- Documentation: Compile documentation of the project process and results for future reference.

Project completion (by students):
- Final Preparations: Students complete any remaining work on their projects.
- Public Exhibition: Organize a public event where students present their projects to the community.
- Reflection: Students reflect on their learning experiences and project outcomes.
- Certificates and Awards: Acknowledge students' efforts and achievements with certificates or awards.

*under development the final elements of the framework

3. Objectives and Methodologies

Learning Goals and Objectives

Knowledge:
- Understand the significance of street names and their historical context.
- Learn about the contributions of notable women in the community.

Skills:
- Develop research and data collection skills
- Critical thinking analysis
- Digital literacy and use of technology tools
- Presentation and communication skills
- Artistic creation and expression

Attitudes:
- Curiosity and engagement with local history
- Respect for diverse perspectives and teamwork
- Confidence in presenting

Learning Outcomes and expected Results	• Create an interactive map of streets named after woman • Develop multimedia presentations about the women researched • Produce artistic project such as a mural, photo exhibition or digital stories
Prior Knowledge and Prerequisites	• Basic research skills • Familiarity with using computers and internet • Basic understanding of local geography and history
Motivation, Methodology, Strategies, Scaffolds	Teaching methodology involves a combination of collaborative learning, IBL, creative and artistic expression and reflective learning: Collaborative learning • Group work: students are organized in small groups, each responsible for different aspects of the project. They periodically review each other's work, providing constructive feedback. • It is recommended to assign specific roles within groups: i.e. researcher, planifier, interviewer, presenter… • It is also recommended to plan regular team meetings to discuss progress and next steps and use collaborative tools like Google Drive or Trello to share documents and track project progress. Inquiry Based Learning: Project Based learning • The project starts with a compelling question that guides the project and motivates students to explore and find solutions. It is important to ensure that the project has real-world applications to make learning more meaningful. • Encourage students to ask questions and try to find answers. Conduct interviews and collect data from local sources, such as libraries, museums, and community members. • Keep detailed records of research findings (notes, recordings, photos) Creative and Artistic Expression • Blend art with research to create visual projects that capture the essence of the studied women's contributions: this projects can include a mural, photo exhibition or multimedia projects. • Plan a public exhibition to enhance motivation. Reflective learning: • Encourage students to reflect on their own learning and progress using portfolio or reflection journals. • Give regular feedback and facilitate students to give and receive feedback from their peers.

4. Preparation and Means

Preparation, Space Setting, *Troubleshooting Tips*	• Spaces: classroom, computer lab, outdoor spaces for fieldwork • Materials: computers; cameras; presentation software, artistic materials. • Classroom: introductory sessions; discussions and project planning • Computer lab: data analysis; creation of interactive maps • Outdoor spaces: fieldwork, interviews • Arrange permissions for field trips and interviews

Resources, Tools, Material, Attachments, Equipment	- Computers with internet access - Research material: books, articles, online databases - Fieldwork kits: cameras, notebooks, recording devices. - Presentation software: power point, prezi, canva - Presentation map and creation software: google my maps, ArcGIS - Artistic materials and supplies (paints, posters, etc.)
Health and Safety	- Ensure adequate supervision during fieldwork - Promote safe practices in the use of equipment and artistic materials

5. Implementation

Instructional Activities, Procedures, Reflections	1. Introduction and Team formation a. Begin with a class discussion on the importance of street names. b. Assign roles and provide an initial list of notable women. 2. Research and planning a. Conduct background research on assigned women b. Plan field trips and interviews c. Develop interview questions and data collection plans 3. Fieldwork and data collection a. Conduct field trips and interviews b. Document findings and collect relevant data 4. Data analysis and Presentation Preparation a. Analyze collected data and identify patterns b. Prepare multimedia presentations and artistic projects 5. Creative project creation a. finalize projects and prepare presentations b. Conduct peer reviews and make final revisions 6. FInal presentations a. Present projects to classmates, teachers and community guests. b. Reflect on the overall project experience impact
Assessment - Evaluation	Formative assessment: - Observation: continuous observation and feedback during the process. - Peer review: implement "peer review moments" where teams present their work-in-progress and receive feedback from peers. - Reflection journal where students document their learning experience. It can include: - Reflect on the significance of recognizing women's contributions - Reflect on initial research findings - Reflect on data analysis and project progress Summative assessment: - Assess the quality of the interactive maps, multimedia presentations and artistic projects presented through rubrics. - Interactive maps rubric: Content accuracy (30); technical quality (20); Interactivity (20); overall impact (10). - Multimedia presentations: content accurate (30); organization (20); visual quality (20); engagement (20); overall impact (10) - Artistic project rubric: creativity (30); relevance (30); technical skills (20); presentation (10); overall impact (10)
Presentation - Reporting - Sharing	Interactive maps: these maps will display the locations of streets named after women, with information about each woman's life and contributions.

	● Multimedia presentations: these can summarize research findings to communicate their findings on the women's contributions.
	● Artistic projects (can vary based on student's interests):
	   ○ Murals that visually represent the women achievements
	   ○ Photo exhibitions that tell stories of the women featured in the project
	   ○ Digital stories that narrate the lives and contributions of the women

Extensions - Other Information	**Propose New Street Names Honoring Notable Women** ● Research and Selection: Students research notable women from history or contemporary society who have made significant contributions but are not currently recognized by having streets named after them. ● Proposal Development: Students create proposals for new street names, including detailed justifications for why each woman deserves recognition. ● Presentation and Advocacy: Teams present their proposals to classmates and teachers, advocating for their chosen women to be honored through street naming.. ● Community Engagement: Arrange a meeting with local government representatives or community leaders to present the proposals. ● Reflection:After presentations and discussions, students reflect on the process and outcomes of their advocacy efforts. Learning Outcomes: ● Research Skills: Develop research skills by investigating the contributions of notable women. ● Critical Thinking: Evaluate historical and societal criteria for street naming and propose alternatives that promote gender equality. ● Advocacy and Communication: Practice persuasive communication skills through presenting proposals and engaging in discussions with community stakeholders. ● Community Engagement: Foster a sense of civic responsibility and awareness of local history and identity.

STEAME ACADEMY Prototype/Guide for Learning & Creativity Approach
Action Plan Formulation

Major steps in the STEAME learning approach:

STAGE I: Preparation by one or more teachers

1. Formulating initial thoughts on the thematic sectors/areas to be covered
    a. Recognizing women who have streets named after them.
    b. Integrate STEAM areas: technology (digital tools), engineering (mapping), arts (creative projects) and mathematics (data analysis).
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
    a. Involve local governments, community leaders, local historians, city planners.
    b. Connect with local organizations that promote gender equality
    c. Engage parents and community members through presentations and exhibitions
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
    a. Middle to high school students: 14-18
    b. Curriculum alignment: social studies, history, technology, arts and mathematics.
    c. Goals and objectives: develop research skills, promote historical awareness, foster creativity and enhance digital literacy
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.
    a. Designate a project coordinator (teacher) to oversee the project.
    b. Assign roles to participating teachers (social studies, technology, arts, mathematics).
    c. Identify workspaces: classroom, computer lab, art room, and outdoor locations for fieldwork.

STAGE II: Action Plan Formulation (Steps 1-18)

Preparation (by teachers)

1. Relation to the Real World – Reflection
    a. Discuss the significance of street names and how they reflect societal values.
    b. Reflect on the importance of recognizing women's contributions in public spaces.
2. Incentive – Motivation
    a. Create interest by showcasing prominent women who have made significant contributions to society.
    b. Highlight the impact of students' work on community awareness and historical recognition.
3. Formulation of a problem (possibly in stages or phases) resulting from the above
    a. Define the central problem: How can we identify, document, and promote the recognition of historical women through street names?
    b. Stages: research, data collection, analysis, presentation, and reflection..

Development (by students) – Guidance & Evaluation (in 9-11, by teachers)

4. Background Creation - Search / Gather Information

a. Students research notable women who have streets named after them using online databases, local archives, libraries…
5. Simplify the issue - Configure the problem with a limited number of requirements
   a. Narrow focus to a manageable number of women and streets for detailed study.
6. Case Making - Designing - identifying materials for building / development / creation
   a. Plan data collection methods: interviews, fieldworks and design presentation formats (maps, multimedia)
7. Construction - Workflow - Implementation of projects
   a. Execute fieldwork, conduct interviews, collect data, create digital and artistic projects.
8. Observation-Experimentation - Initial Conclusions
   a. Analyze collected data and draw initial concussions about the representations of women in street names: identify patterns.
9. Documentation - Searching Thematic Areas (AI fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
   a. Document findings and use digital tools for data visualization
10. Gathering of results / information based on points 7, 8, 9
    a. Compile and organize all data collected.
11. First group presentation by students
    a. Students present their preliminary findings and project progress to peers and teachers.

Configuration & Results (by students) – Guidance & Evaluation (by teachers)

12. Configure STEAME models to describe / represent / illustrate the results
    a. Develop models and visualizations to communicate the results of the research
13. Studying the results in 9 and drawing conclusions, using 12
    a. Analyze the effectiveness of the models and visualizations
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)
    a. Advocate for more streets named after women or creating educational resources.

Review (by teachers)

15. Review the problem and review it under more demanding conditions
    a. Evaluate the initial problem and results, introducing new challenges or deeper investigation areas.

Project Completion (by students) – Guidance & Evaluation (by teachers)

16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
    a. Expand the project based on feedback and new requirements
17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions
    a. Conduct further research
18. Presentation of Conclusions - Communication Tactics.
    a. Finalize all projects and present conclusions to a wider audience, including community members, local officials…
    b. Utilize various communication tactics

STAGE III: STEAME ACADEMY Actions and Cooperation in Creative Projects for school students

Title of Project: _____

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

STAGE	Activities/Steps Teacher 1(T1) Cooperation with T2 and student guidance	Activities /Steps By Students Age Group: _____	Activities /Steps Teacher 2 (T2) Cooperation with T1 and student guidance
A	Preparation of steps 1,2,3		Cooperation in step 3
B	Guidance in step 9	4,5,6,7,8,9,10	Support guidance in step 9
C	Creative Evaluation	11	Creative Evaluation
D	Guidance	12	Guidance
E	Guidance	13 (9+12)	Guidance
F	Organization (SIL) STEAME in Life	14 Meeting with Business representatives	Organization (SIL) STEAME in Life
G	Preparation of step 15		Cooperation in step 15
H	Guidance	16 (repetition 5-11)	Support Guidance
I	Guidance	17	Support Guidance
K	Creative Evaluation	18	Creative Evaluation