



Use a “tiny goal-setting cycle” to experience small wins.

What will I get from this?	How much time do I need?
A goal-setting activity to practice planning for progress	1–5 minutes, daily

The [Progress Principle](#), a theory proposed by Professors Teresa Amabile and Steven J. Kramer at the Harvard Business School, suggests that making progress in meaningful work is key to boosting a person's positive emotions, motivating them to move forward, and giving them the perception of accomplishment.

Though tested in the workplace, the same principle can apply to kids' learning, especially as learning and life merge together.

Practice Planning for Small Wins

This month, encourage kids to set tiny goals on an hourly or daily basis. It can take less than a minute to think through a task and predict the time needed to complete it—but the rewards can be big: this type of exercise contributes to **Executive Function, Academic Tenacity, and Self-Efficacy**.

The activity on the next page gives kids practice setting small, reasonable goals for meaningful tasks and estimating the time to complete them. This intentional process and structure allows kids to reflect and get feedback on their goal-setting and planning processes. Use the handout, or simply have kids write their answers in a planner or on a sticky note. **The process is the important part.**

The more kids are able to achieve small wins, the greater the effect of the Progress Principle, and the stronger their learner identity will become.

When kids experience small wins, they find the feeling of making progress personally rewarding, which provides intrinsic motivation to keep them going.



The Tiny Goal-Setting Cycle

1

Choose a small, specific task.

This could be anything from reading a chapter in a book or writing a strong paragraph to completing math homework or practicing a foundational skill to mastery. Think tiny!

2

Estimate how long it will take to complete the task.

Time management is an important skill. Deliberate practice will help you improve!

3

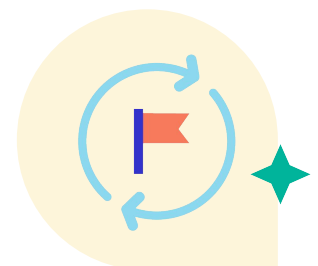
Work on the task until it is done.

You can do it!

4

Reflect

Were you successful? Was your time accurate? Why or why not?





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A Method for Leading Kids to New Learning

What will I get from this?	How much time do I need?
I Do, We Do, You Do, an approach for supporting kids' learning.	Time varies

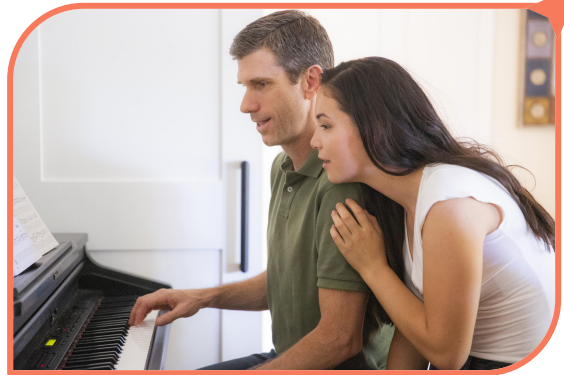
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One approach expert educators use to lead kids to new learning is *I Do, We Do, You Do*, a method of modeling and then gradually giving kids more and more responsibility to complete tasks or understand concepts on their own.

I Do, We Do, You Do, has three phases (I, we, you). The length of each phase varies: the further an activity is from a kid's current ability and the complexity of the activity itself will influence how quickly the phases progress. The goal is for a kid to apply a skill, concept, or habit with **independence in any context**.



For example, it's one thing for a kid to solve a math problem in a workbook in their bedroom with no time limit, but could they do it independently as part of an oral exam in front of 40 peers, with the clock ticking? Independence doesn't come easily! So, while the process seems linear, **expect some repetition**, especially as content and skills become more complex.

Using *I Do, We Do, You Do*

When using *I Do, We Do, You Do*, focus on key elements of the concept or skill that can be separated into manageable parts. This **chunking** has numerous benefits:



- ✦ It keeps motivation high by instrumenting **quick wins**.
- ✦ It allows you to provide **support when it's needed**, while encouraging independence for manageable parts.
- ✦ It helps the learner gain **knowledge, skill, and confidence**, so they're gradually able to accomplish tasks independently.

I Do: Set the Stage

The *I Do* step lets you set the stage for kids' success by effectively demonstrating a skill or concept.

How to do it:

- ★ **Plan ahead.** Even if you already have everything you need to demonstrate, it's helpful to model an assessment of what you need as you approach a new concept or skill. Think out loud: "What do I need to understand about this? What steps should I take? What tools do I need to complete this task?"
- ★ **Be the expert, or find an expert.** If you don't have the skills and knowledge you need to provide an effective demonstration, find—or help your kid find—an expert, such as, for example, a reliable YouTube video.
- ★ **Think out loud.** As you explain the concept or demonstrate the skill—**chunking the content into manageable bits**—think out loud, so kids really get a sense of what mental steps you're taking as you do the work and why you're taking each step. Through this think-aloud, you're offering kids the steps they can use for deliberate practice. For example, "First I need to understand X so I can.... Now that I know that, I can look at Y. I'm wondering Z, and these are my options..."



I Do, We Do, You Do provides scaffolding to help kids learn new things. Scaffolding describes the idea that the right support, tailored to the individual learner, helps the learner acquire new knowledge.

The term **scaffolding** in instruction originated with **Jerome Bruner**, a cognitive psychologist in the middle of the 20th century.

Scaffolding can take numerous different forms; *I Do, We Do, You Do* and chunking are just two.

★ **Ask the right questions.**

If you're reviewing expert information or a video with your kid, pause to demonstrate the type of thinking you want them to do as they encounter new content. For example:

- » What were the steps in the expert's process?
- » What previous knowledge was it important to understand?
- » What tools or theories did the expert use?

Once you've effectively modeled the activity or observed an expert demonstration, you're ready to encounter the next stage in the process.



We Do: Work Together

In this stage, you're the tutor, walking the kid through achievable steps (your chunks!) and asking questions along the way to reinforce understanding.

Don't provide all of the answers.

Ask questions to get kids thinking and to lead them through the process. When kids get totally stuck, you might back up and try *I Do* again, to provide another example.

The goal of *We Do* is to enable the student to accomplish the tasks or understand information on their

own—so it's important to gauge their ability on each part and provide support as needed! The support keeps the struggle productive and within that sweet spot of learning.

You Do: Let Your Kid Work Independently

It's time to let your kid give it a go independently, while you stay present. Let your kid know that they're on their own, but you're around if they have questions. You still have a role:

Keep watch without jumping in.

You can keep an eye on how things are going, and you can be there to help out, but let your kid have some space. It's important that you don't jump in because your child isn't doing things your way. Learning is filled with small mistakes, and we're often our own best teachers.

Watch out for frustration.

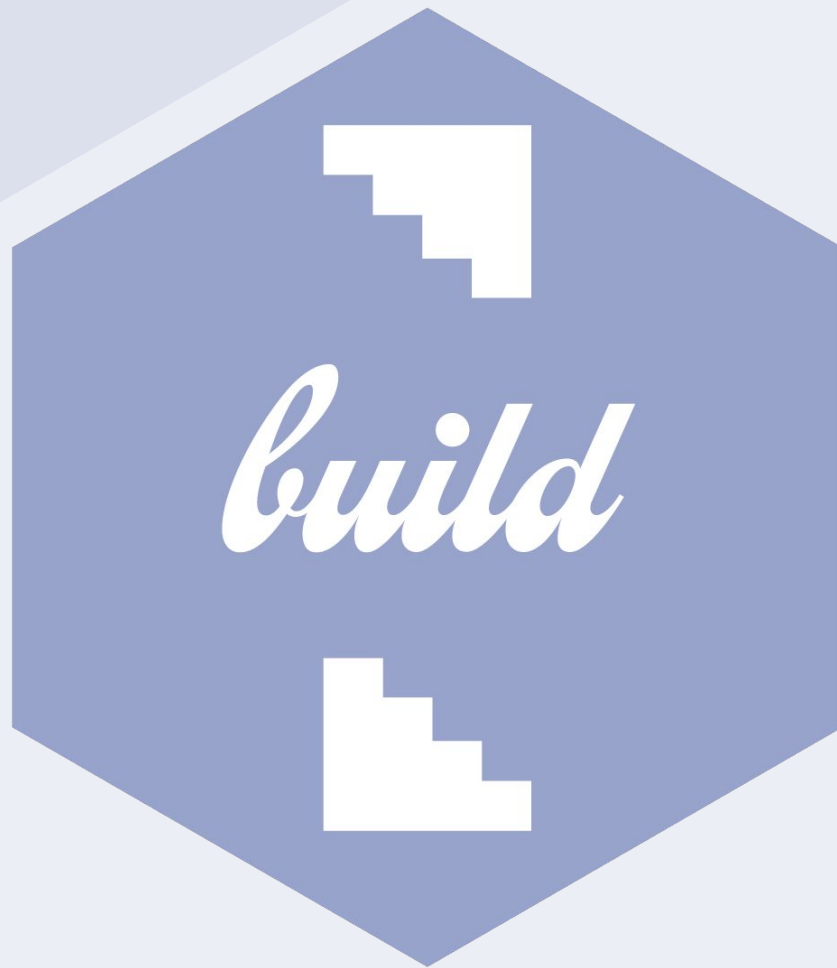
Be on the lookout for frustration, a sign that a kid might need more support and may be ready to give up. You'll recognize frustration when kids stop working on a task and express anger—at themselves, at the task, or at objects. When you notice frustration, listen, offer strategies, and be a guide. Start with "I noticed..." to kickstart an intervention: "I noticed you sound frustrated. Is everything okay? How are you feeling?"

Remember, learning takes time.

I Do, We Do, You Do is an effective approach, widely used by great teachers and coaches. But as with all growth, it doesn't happen overnight! It's important to be patient and persistent.

It can be hard as an adult when you've shown a kid something, you've had a conversation about how you did it, and you've done it together, and still, they remain unable to do it on their own. But what seems like a linear process quite often goes in circles. Hang in there! When you're using chunking to scaffold a kid's learning, you have to allow time for the step of **integration**, in which the learner puts all the parts together and is able to perform the complete skill on their own.





**Explore tools to build learning
superpowers for life.**

What will I get from this?	How much time do I need?
A “best-of” list of apps to keep kids on track in reading, writing, and math	Varies by student



Foundational Reading and Writing

How can I make sure my kids are developing the appropriate foundational skills in reading and writing?



All kids should have opportunities to read self-selected, longer works of fiction and non-fiction, ideally spending 20–30 minutes per day reading, either to themselves or out loud.

In addition, the following online tools offer additional opportunities for building foundational knowledge in reading, writing, conventions of language, and speaking and listening.

Reading and Writing Product	What it is
BrainPOP	BrainPOP, a trusted learning resource supporting core and supplemental subjects for millions of learners worldwide, offers playful, reflective, and global content for kindergarten through middle school. www.brainpop.com/english
CommonLit	CommonLit offers more than 2,000 high-quality free reading passages for grades 3–12, complemented by aligned interim assessments. Resources are flexible, research-based, effective (as proven by third-party review), aligned to standards, and created by teachers. www.commonlit.org
Khan Academy	Khan Academy's free, personalized learning platform offers reading and vocabulary topics from early learning through 9th grade. Khan Academy has a vast library of lessons and practice created by experts and proven to support learning. www.khanacademy.org/ela
ThinkCERCA	ThinkCERCA is an award-winning program for personalizing literacy instruction for students. Lessons are designed to teach students how to read, write, and think critically across content areas. www.ThinkCERCA.com www.homeschoolbuyersco-op.org/thinkcerca/

Foundational Math

How can I make sure my kids are developing the appropriate foundational skills in math?

The following online tools offer opportunities for building foundational knowledge in math.



Math Product	What it is
BrainPOP	BrainPOP, a trusted learning resource supporting core and supplemental subjects for millions of learners worldwide, offers content for kindergarten through middle school. www.brainpop.com/math
DreamBox	An adaptive elementary and middle school math product offering continuous formative assessment in and between lessons, providing the right next lesson at the right time. DreamBox personalizes instruction and uses rich visuals, sound design, and interactivity to support deep math comprehension. www.dreambox.com
Khan Academy	Khan Academy's free, personalized learning platform offers math topics from early math through high school. Khan Academy has a vast library of lessons and practice created by experts and proven to support learning. www.khanacademy.org
Prodigy Math	An adaptive learning platform in which students explore the Prodigy Math Game, where they answer math questions to complete epic quests and earn in-game rewards. Offers a premium version as well as 1-on-1 math tutoring. www.prodigygame.com
Teach to One Roadmap	An adaptive tool for math instruction that starts with a diagnostic assessment, pinpoints the skills a student must master, and provides an academic roadmap to get students to where they need to be. Subscription-based or free with a school-based account. https://teachtoone.org/roadmaps/



Projects to Develop Career-Ready Skills



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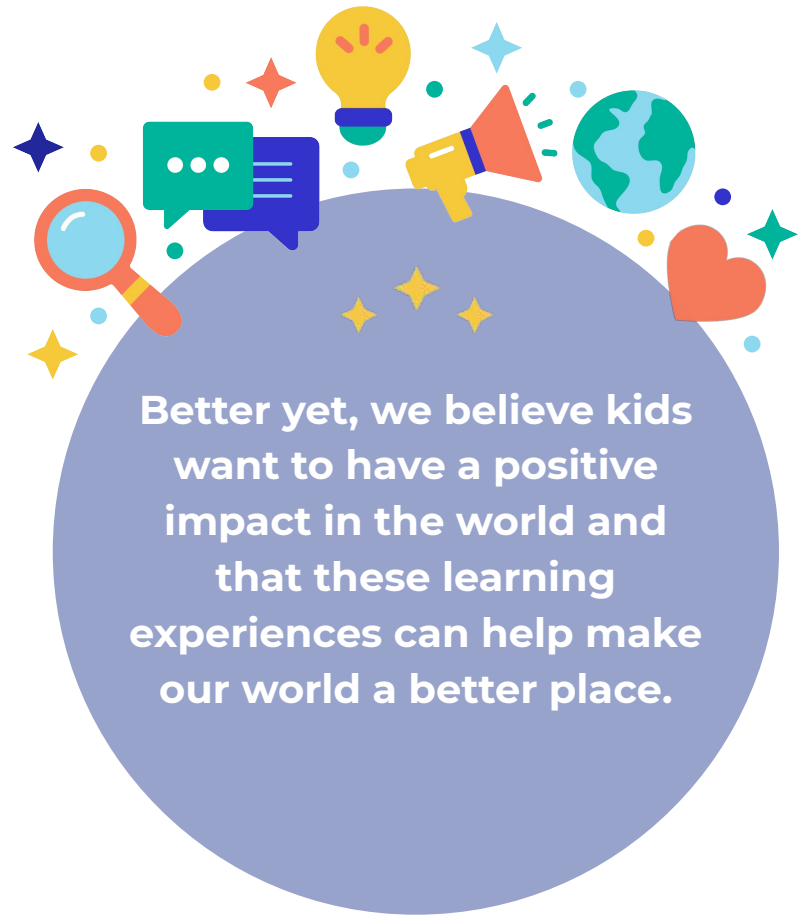


What is *Learn*?

Learn is a monthly project modeled on a research-based approach to learning called Project-Based Learning (PBL). PBL offers real-world, personally meaningful activities to challenge our thinking and inspire action. We believe that when kids pursue their passions, practice the Habits of Success, and develop strong cognitive skills they will be successful and fulfilled.

Each month, **Learn** offers a new project that marries kids' desire to change the world with the best research-based practices and the most important Habits of Success.

The **Appendix** provides additional guidance about how the project relates to skills and additional learning resources.





How does it work?

Each month, we provide about 20–25 days of learning activities to help kids develop an **Impact Project**. Through the project, they'll strengthen their college-ready skills and deepen their knowledge across subjects.

Projects are broken up into *challenges* to help kids think, read, write, experiment, and even build solutions to real problems.

- To start, there is one **essential question** for kids to explore. (Don't worry, we'll explain that term in a moment.)
- Next, we ask kids to **"find their why"**—this allows kids to make projects more personal and meaningful.
- And then kids dive into the **project** where they research, experiment, solve problems, and ultimately produce a final project they can proudly share.

You are not alone!

**Unboxed Learning
Support Tools"
and "Coaching
Moments" provide
additional support
along the way.**

Make sure you check out the **Learning Support Tool**, which has extra resources for kids and parents. We all learn differently!





This month's project is...

The Book of Time





Project Overview

This is the question we'll think about this month:

How can each of our individual stories impact our collective understanding of history, our world, and ourselves?

Essential questions are questions with no one, right answer. These are questions that never get old. And the answers you find will evolve over your lifetime. Each month we'll share an essential question that ties the skills you are learning to the impact you are making in the world. This will help you reflect in meaningful ways on your academic work, but also on your strengths and capabilities as a global citizen.

Exploring
the Essential
Question





Your project culminates in a final product you create and share.

In this project, you will collect and share an **oral history** through a podcast. An oral history is a recording that captures the individual experience of a person in their own words.

You'll complete 3 challenges.

- 1 Identify a person** you know who you believe has an interesting story to tell and prepare for the interview.
- 2 Conduct the oral history.** The term **oral history** refers to both the process of gathering the history orally and the product—usually a recording or a transcription of a recording.
- 3 Edit and publish** the oral history in an archive, which will allow future generations to benefit from this unique story.

In the process of creating the oral history you will:

- **Research** the historical time period you're focusing on in the oral history.
- **Interview** your subject, creating a digital recording of your subject's unique story in their own words.
- **Discover** Audacity, a free tool for editing digital audio, and StoryCorps, a non-profit organization collecting and archiving stories of Americans from all backgrounds and beliefs.

*Don't worry,
we will teach
you how to
do this!*



What if I don't know who to interview or how to do a podcast?

Oral histories capture the stories of everyday people, and podcasts are digital recordings, something you can make with your smartphone or computer:

Every person you know has an important story to tell, including yourself, so don't worry you won't find a subject.



Recording and editing an interview can be done with technology you probably already have. Free tools, like the sound-editing software [Audacity](#) or the [StoryCorps app](#), make it easy.



Oral history archives are designed for simplicity. StoryCorps, the archive we'll recommend, makes posting simple, with just a few clicks. We'll walk you through it!



This project is broken into 3 challenges to complete over the month.





This calendar shows you how the steps fit into a month of learning and exploration.

Explore the Essential Question & Project Overview	DAY 1	Challenge 1 Step a: Brainstorm potential subjects	DAY 2		DAY 3	Challenge 1 Step b: Select a person to interview	DAY 4		DAY 5
Challenge 1 Step c: Learn more about their history	DAY 6		DAY 7	Challenge 1 Step d: Prepare a list of questions	DAY 8		DAY 9	Challenge 2 Step a: Set the time, place, and tech	DAY 10
Challenge 2 Step b: Make sure the space and technology are ready	DAY 11		DAY 12	Challenge 2 Step c: Conduct and record your oral history	DAY 13		DAY 14	Challenge 3 Step a: Download Audacity and import your recording	DAY 15
Challenge 3 Step b: Edit your interview	DAY 16		DAY 17	Challenge 3 Step b: Edit your interview	DAY 18		DAY 19	Challenge 3 Step c: Share your podcast	DAY 20



INSPIRATION

Discovering Oral History

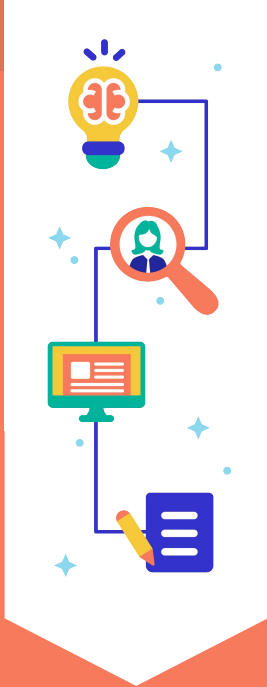


Oral history is a process of collecting individual stories of people whose experiences we might not read about in history books, but whose stories are critical to our understanding of history.

Let's see what an oral history looks like:

Meet Emilio Aguayo

[Watch this video](#) with **Emilio Aguayo**, a muralist who shares his experiences of growing up as a first-generation American, whose parents emphasized education and doing one's best. His multipart interview tells of his family's rise to leadership roles in nursing, education, and politics, as well as his activism as a student at the University of Washington in the 1970s.



CHALLENGE 1

Identify Your Subject

40% to complete



CHALLENGE 1:

Identify Your Subject



- 4 hours -

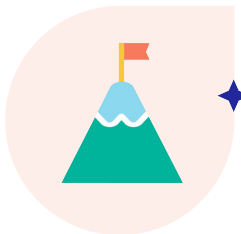
The first challenge is to **identify a story you would like to honor with an oral history.** You will identify a person whose personal story interests you and holds unique memories, insights, or lessons from which others can learn.

In this challenge, you'll identify the subject of your oral history and prepare for the interview by familiarizing yourself with a particular period in this person's life.

KEY TERM



A **subject** is the person who is being interviewed, also called the interviewee.





How do these steps help you?

Objectives: To prepare in order to make the most of the opportunity to honor a special person.

a

Brainstorm potential subjects

You'll consider people who have stories that you are curious about.

What will you have at the end of this step?

A list of potential interviewees.

- 30–60 minutes -



b

Select a person to interview

You'll choose a person from your list and secure their agreement to be interviewed.

What will you have at the end of this step?

Your subject's permission to record their story.

- 20–40 minutes -



c

Learn more about their history

You'll learn more about key events that have happened in your subject's lifetime.

What will you have at the end of this step?

Deeper understanding and new questions.

- 60 minutes -



d

Prepare a list of questions

You'll generate a list of questions you'll use as a starting point for the interview.

What will you have at the end of this step?

A list of questions for your interview.

- 20–40 minutes -



Of all the people you know, whose story makes you most curious?

Every person is shaped by the time and place in which they live. Though individual experiences and perspectives are unique, individual stories often can teach us about the experiences of others who lived in that same place and time. Each story contributes to our overall understanding of history.



Are there people in your family whose stories you are curious about? **Make a list of a few people** you might want to interview. Consider their life experiences. Do you wonder how they shaped or were shaped by history? **Does one person rise to the top?**

Are there stories to explore?

- Immigration and family moves
- Travel
- Family businesses
- Educational experiences
- Natural disasters
- Military service
- Technological innovations
- Historical events (elections, economic turmoil, political movements)
- Brushes with fame
- Bridging racial or cultural differences

**Brainstorm
Potential
Subjects**





Let's reach out to the person at the top of your list!



You will need to secure the participation and permission of the person you want to interview.

Include a salutation

Dear Aunt Ana,

Explain your project

I am conducting an oral history, which is a personal story that is recorded and shared so others can learn about the experiences of a person in a particular place and time. I would love to learn more about your life story, because you have had so many interesting experiences.

Ask for their assistance

Would you be available for a recorded interview where you share a little about your life story? I'd like to share it with others but will be sure you review the final piece beforehand.

Please let me know if you are interested in doing this with me, and thank you in advance.

Sincerely,
Your name

Close and sign your letter



Let's learn more about their history.

To prepare to conduct the best interview you can, you'll need some context for the person's story in advance. This requires research and some communication with your subject in advance of your interview.

Do research to learn more about significant events in their life.

- Look at when and where your interviewer was born and raised; research key events in the history of that place around that time.
- Understand key national and international events that occurred in your subject's lifetime.
- Research the customs and traditions within the person's heritage associated with life events—such as births, deaths, marriages, coming of age, education, and the like.

Explore personal artifacts to learn more about this person's life.

- Ask permission to see photos and scrapbooks.
- Ask your interviewee to share, if they are comfortable, letters, diaries, and other documents that are important reminders of their past.
- Ask your interviewee to share stories related to specific **artifacts** that might be important to them, such as souvenirs, trophies, mementos, or objects from their past.

KEY TERM



An **artifact** is an object associated with an earlier time.





Be sure you use valid and reliable sources.

It's important that your research uses reliable resources to gather valid information. The tips below help you understand what to look for.

Research Tips

Look for...



Be sure sources are reliable and valid.



...web addresses ending in .org, .edu, and .gov. Universities, government archives, and non-for-profits such as museums dedicated to preserving history are good sources of historical research.

In addition to digital research, visit the library.



...additional sources that may not be freely available online. For example, newspapers are often archived and only available online for a fee. Your local library may provide free access to these archives or special collections or historical information.

Look for primary sources, historical documents from a particular period of time.



...newspapers, pamphlets, posters, signs, and other documents. These primary sources can provide great information. Look for them at your library and online.



It's important to ask great questions!



As you write your questions, consider your phrasing:
the way you word things will affect the answers you get.

- Ask questions that require more than a one-word answer. Instead of "Did you enjoy school?" ask "**Can you tell me about** what school was like for you?"
- Ask questions that will bring out longer answers. Sometimes asking "**how**" something happened, rather than "why" will get someone talking. For example, "How did you end up joining the army?" might get more interesting details than asking just "Why did you join the army?"
- Questions should be **simple** and ask one thing at a time.

Follow-up questions can help you dig deeper into your subject's story. We'll talk more about those soon.



Try to start questions with, "What did you...," "How did you...," "Tell me about...," or "Can you describe...?"



Let's make a list of potential questions.

First, use what you know to make an outline for your interview.

Think about what story you're **most interested in** learning about and let that guide your questions. For example:

- If you were interested in your subject's family story, first, you might ask questions about their childhood and siblings, then their mother's family, and then their father's family.
- If you were interested in their experiences of a historic event in the person's life, you might start with questions about the time before the event, then the event itself, and then the time after the event.



Then, plan your questions.

In each part of your outline, create a list of questions you will use to conduct your interview. During the interview, be prepared to ask follow-up questions if something your interviewee says makes you curious to know more.

The learning support tool provides detailed instructions and an outline sheet you can fill in!



TIP

Use your outline of interview topics and questions as a guide to keep you focused during the interview.



Make a List of Potential Questions

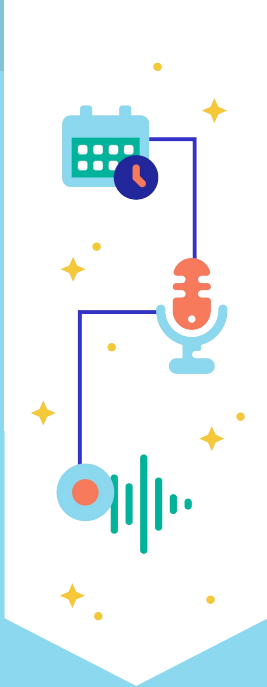
LEARNING
SUPPORT
tools



CHALLENGE 1:

**You just finished
your first challenge!**

Great prepping!



CHALLENGE

2

Conduct Your Oral History

65% to complete



CHALLENGE 2:

Conduct Your Oral History

2

- 3 hours -

As you complete this challenge, you will be **conducting your oral history**. That means you will set the time and place for the interview and get ready to hear some really interesting stories!

KEY TERM



A **podcast** is a digital audio recording that is posted on the Internet.





How do these steps help you?

Objectives: To capture an important story so others can enjoy it and learn something about history.

a

Set the time, place, and tech

You'll ask your interviewee to commit to a particular time and place that they can reserve just for their oral history.

What will you have at the end of this step?

The time and location for your oral history

- 40–60 minutes -



b

Make sure the space and tech are ready

You will want to make sure the conditions for making this recording are perfect for capturing this important story.

What will you have at the end of this step?

Confidence in your method of recording

- 20–40 minutes -



c

Conduct and record your oral history

You will kick off the interview with your prepared questions and listen as your interviewee shares personal recollections.

What will you have at the end of this step?

A recorded oral history

- 60+ minutes -





Let's finalize the meeting details!

Now that you know who you will interview, you can set up the time and place—or virtual place—for the interview.

A few things to keep in mind:



- Select a time and date that works for you, your interviewee, and anyone else you need to assist you. Be sure to consider the safety and comfort of all participants.
- Select a technology to use to record the interview. If your interviewee needs assistance with technology you've chosen for a virtual interview, be sure someone is available to assist them. We'll discuss this more in the next few slides.
- Confirm the details with your interviewee 24 hours in advance, as a reminder. Include all of the details they need in order to join you, especially if it's a virtual meeting.
- After setting the details, be sure to secure their permission to record the interview and to post it in an online archive. (See StoryCorps' terms [here](#).)



TIP

Asking for a meeting is a career-ready skill. In your life, you will ask many people for many meetings. Knowing how to make a request, set the details, and confirm 24 hours in advance will help you communicate with teachers, counselors, employers, and colleagues throughout your career.



Setting up a virtual oral history!

If your interviewee is not in your own household, and a virtual meeting is preferred, here are some tips for setting up the interview.

- Before you decide on a particular application and share details with your interviewee, download and test the application on your device.
- Choose a technology you are comfortable using, so you are able to assist your interviewee if needed.
- Ask your interviewee whether they need assistance with technology, and whether someone in their household is able to provide needed support. Confirm the date and time you've scheduled works for that other person.
- Encourage your interviewee to select a quiet, comfortable place where they can remain comfortably seated for the entire scheduled interview.



Take precautions to improve sound quality.

Both parties should wear headphones to reduce the chance of echoes, where a computer's microphone picks up sound from its speakers.

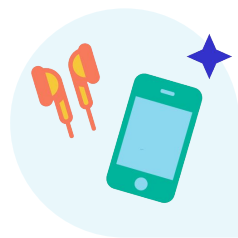
Headphones or earbuds with a built-in microphone are an ideal choice.

Picking your recording device

Regardless of your physical location, you'll need to choose a recording device and application to capture the interview. The table on the next slide provides a number of different options.

Select a device you are comfortable using, such as your cell phone or computer, and make sure your interviewee has access to necessary technology on their end.

The **application** you should choose will depend on whether you're in the same physical location or in different locations.



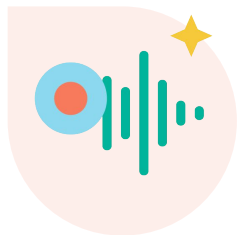
TIP

Check out StoryCorps tools to ease tech concerns.

StoryCorps, the nonprofit archive where we suggest you post your finished podcast, offers a mobile app for in-person interviews and an online app for remote interviews. These tools do not allow easy editing of the audio, but they can make the overall process simpler.

Select your recording device

Explore the table below to consider options for recording your interview.



In-person Application	Device	How-To Resource
Voice Memos (iOS) Voice Recorder (Android)	Smartphone or Tablet	Use the Voice Memos App (iOS) How to Record Audio on Your Smartphone (Android)
StoryCorps App	Smartphone or Tablet	A TOOLKIT FOR SUCCESS
Audacity	Computer	Audacity Manual (Windows, Mac)
Remote Application	Device	How-To Resource
Zoom	Computer or Smartphone	Local Recording – Zoom Help Center
StoryCorps Connect	Computer	Getting Started with StoryCorps Connect



Let's get set up for interviewing!

As you sit down to capture this important story, make sure the conditions of success are in place for everyone involved.

There are two key conditions for success to check:

1 Be sure everyone is physically comfortable.

You might be speaking for a long time, if you are lucky!

2 Be sure your recording technology works.

It is especially important to do a couple of quick tests to make sure your phone, computer, or recorder has a working microphone, and you know how to record.



Is everyone comfortable?

- Arrive early to your interview to set up.
- Make sure interviewee is seated in a comfortable place, in case the exchange lasts for an hour or more.
- Be sure each of you has water or other necessary refreshments nearby.

Are you able to record effectively?

- Test the recording technology. If using a video conference for the interview headphones with a microphone are recommended for both interviewer and interviewee.
- Ask others in the location to be quiet during the recording.

There are a few things to keep in mind to conduct a great interview:

Be prepared with your questions, but also ask follow-up questions to dig deeper into your subject's story:

- ★ To ask them to **elaborate**: “You said.... What do you mean by that?” or “Could you say more about...?”
- ★ To ask them to get **specific**: “What happened then?” or “How did ... react?”
- ★ To ask them to **reflect** on their experiences: “What did that mean to you?” or “How do you think that has affected you?”



Be sensitive to your interviewee, and show empathy for their experiences:

- ★ **Listening** is your biggest job during the interview! Listen actively and demonstrate that you are interested in their experiences.
- ★ **Recognize** their emotions and be sensitive to discomfort. If they say something funny—it's okay to laugh. If they say something that is sad, it's ok to feel those feelings.
- ★ **Give sufficient time** for your interviewee to think and answer questions completely. Don't be afraid of silence!



Let's honor the stories!

Here are some final tips to keep in mind while capturing the oral history.

- ★ **Before you begin** ask your interviewee to confirm that they are aware you are recording the interview and that you plan to share it.
- ★ Ask the interviewee to state their name, birthplace, and age **at the beginning**.
- ★ **Allow plenty of time** before asking each question, so your interviewee can complete their thoughts.
- ★ **End the interview in a reasonable amount of time.** If you subject seems tired, it's probably time to stop.
- ★ Don't turn your recording equipment off until you know you are officially done and packing up! You may miss a little gem you wish was recorded.



Press Record!

Don't forget to hit the record button and confirm that it is on.



CHALLENGE 2:

**You just finished your
second challenge!**



CHALLENGE 3

Share Your Podcast

100% to complete

CHALLENGE 3:

Share Your Podcast

3

- 4 hours -

As you complete this challenge, you will be **sharing your podcast**. That means you will edit your audio and post your podcast in a place where it can be shared with others.

KEY TERM

Archive refers to a collection of historical records, or to the act of adding something to an archive.





How do these steps help you?

Objectives: To create, edit, and share a completed podcast using Audacity

a

Download Audacity and import your recording

You'll learn how to
use an audio
recording application
called Audacity.

**What will you have at
the end of this step?**
Your interview imported
into Audacity

- 40-60 minutes -



b

Edit your interview

You'll learn how to edit
your audio file to make
it sound professional
and ready for the
World to hear.

**What will you have at
the end of this step?**
An edited audio file of
the interview

- 2-3 hours -



c

Share your podcast

You'll publish your file
into a format that can
be shared as a podcast
on a website or other
hosting service.

**What will you have at
the end of this step?**
A published podcast

- 60+ minutes -





What do I do with my recorded interview?

You have spent a considerable amount of time researching and interviewing your interviewee. Now, let's turn that hard work into a podcast.

- 1 Ask for permission to download** a free audio recording and editing application called [Audacity](#). Use Audacity to edit your audio file to make it sound professional!
- 2 Save your oral history to your computer**, if you used a recording device other than your computer. Ask for help if you have trouble with this.
- 3 Import your audio file to Audacity.** The next slide will tell you how.



TIP

If you have used StoryCorps Connect or the StoryCorps app to record your interview, you can skip editing, or visit the StoryCorps site for instructions on downloading your audio for editing.

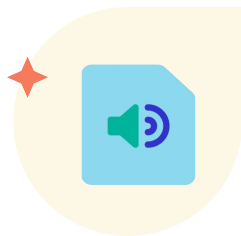
Let's import your audio file into Audacity.

It's as easy as 1, 2, 3!

- 1 Open Audacity on your computer
- 2 Click File > Import > Audio
- 3 Locate your audio file and click Open

OR

Drag and drop the file into Audacity



You may need to ask an adult for help with this step.

Because you will use Audacity, to edit, your audio file has to be compatible with Audacity. Audacity requires an MP3 or WAV file.

If your recorded audio file does not end in “.mp3” or “.wav,” you need to convert your audio file to one of those types.

[Convertio.co](https://convertio.co) is a safe site you can use to convert your file to either MP3 or WAV. (No account required!) As soon as the file is converted, you can import it easily into Audacity! If you need more help converting, visit [Convertio.co support site](https://convertio.co/support).



Edit to improve your recorded interview

Why do we edit?

Just like editing a written essay, editing your audio will help you polish your final product. [Watch this video](#) to learn the basics and the importance of editing your audio file.



TIP

Editing is fun, but it
takes time!
Plan accordingly.



Dig deeper into editing!

[This Audacity user guide](#) will show you the basics of editing an audio file to make it sound just the way you want.

Other online resources can help you dig deeper into using Audacity. The videos listed below may be particularly helpful:

- [Basic Tools](#) to record and edit audio using Audacity
- [Cut, Copy and Paste](#) to move sections of audio around
- [Reduce or remove background noise](#)
- Monitor the sound level to avoid [“audio clipping”](#)



Let's edit your audio.

You are proud of the oral history you recorded. Now, let's make it sound great!

Put on those headphones and start editing!

While editing, remember to take out the long pauses; remove portions of the interview that aren't related to the story you want to convey; and try to make the final recording sound like a conversation others will enjoy.



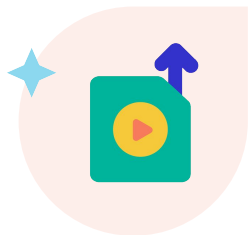
Remember you are not changing the story—you're making it clearer!





After editing, export your polished podcast!

When you've finished editing, you need to export your file from Audacity to be able to share it with others.



- To export your file, click **File > Export > Export as MP3**
- Take note of where you've **saved** your exported file. You'll need to find it to post it in the next step
- This **video** will walk you through all the steps:
[How to export your file from Audacity](#)



Now, it's time for the world to hear the story!

Share your oral history on the [StoryCorps Archive](https://archive.storycorps.org) website. If you're under 13, ask an adult for help with this step. You'll need a photo of your interviewee to complete the process!

To upload your podcast:

- 1 Go to archive.storycorps.org
- 2 Create a StoryCorps account
- 3 Click on your username
- 4 Click on "Add a New Interview" in the drop-down menu, and follow the prompts.

Click [here](#) for a step-by-step video tutorial.



Remember to share your finished recording with your interviewee before you post it to the archive.



You did it!

All 3 challenges complete.
Time to *Celebrate!*



Identify Your
Subject

1

Conduct Your
Oral History

2

Share Your
Podcast

3

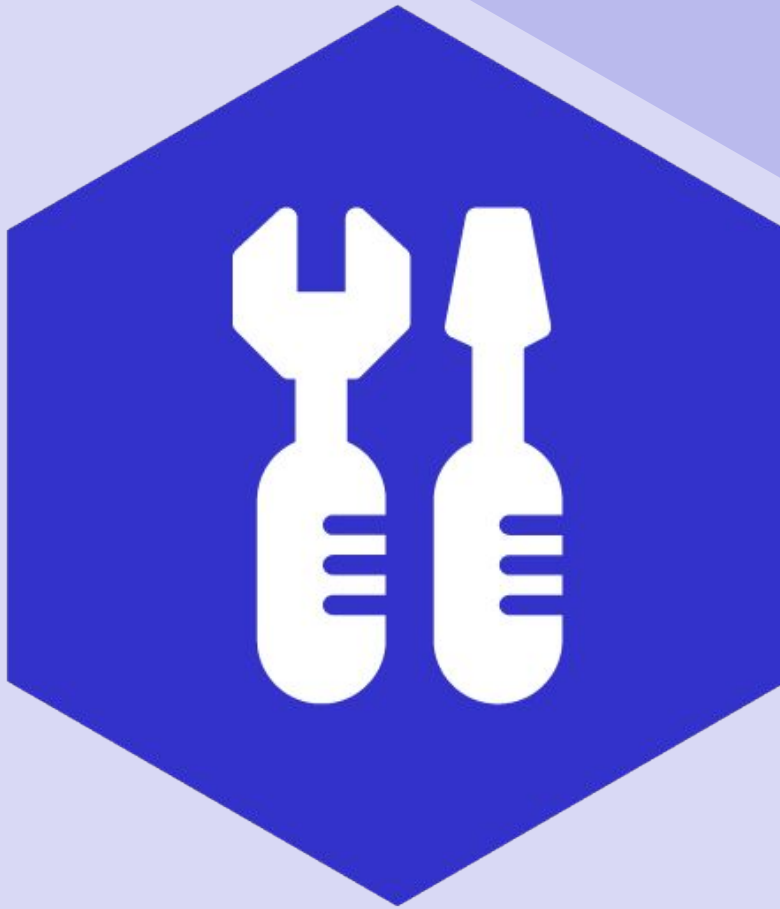


Celebration of Learning Reminder

The Celebration of Learning is a great opportunity to share the story you have recorded! Here are a few preparation reminders for your upcoming Celebration:

- If you haven't done so already, check out this month's **Celebrate** tool, and finalize the date, time, and virtual location.
- Invite friends and family, especially those who might be particularly interested in your subject's story! Be sure to include information about how to join your virtual presentation.





learning support tools

***Learning Support Tools* provide additional support to kids as they work on challenges in the *Learn* project.**



Learning Support Tools are also our printables.
If you prefer printed material, we recommend you print
Learning Support Tools, instead of the *Learn* project slides.

UNBOXED PREPARED
PARENTS

The Book of Time: Learning Support Tools



CONTENTS

★ Planning Your Project

- Materials List
- Explore the Essential Question
- Plan Your Project Milestones

★ Challenge 1: Identify Your Subject

- **Step a:** Brainstorm Potential Subjects
- **Step c:** Make a List of Potential Questions

★ Challenge 3: Share Your Podcast

- Prepare for Your Celebration



Planning and Introduction

Before you dive into the project's challenges, the introductory slides offer a brief look at **what** you'll do to complete the project and **how** and **when** you'll do these things, along with some inspiration to help you find your **why**. The tools below provide support for these introductory steps.

Materials List

What else do you need to complete the project?

The steps in the project assume you have ready access to the Internet and basic materials, like pencils and paper. The optional materials listed on the right may be useful, depending on your interest and chosen product.

Required

- Paper
- Pen/pencil
- Internet access
- Device for research and recording audio
- Application for recording audio
- Audacity (free audio editing application)

Optional

- Headphones with microphone (recommended)
- Dedicated notebook
- Sticky notes
- Markers



Name _____

Date _____

Explore the Essential Question

Use this tool to record your thoughts and feelings as you consider the essential question.

The Essential Question:

How can each of our individual stories impact our collective understanding of history, our world, and ourselves?

- 1** Have you ever heard an individual person's story that made you change your thinking about something? What was the most memorable instance of this?

- 2** Use this table to record specific examples of powerful stories from individual people. Consider exploring the Storycorps.org archive for thousands of wonderful examples.

Story or Person	Why was it powerful?

Name _____

Date _____

Plan Your Project Milestones

Use this tool to plan completion dates for each step in the **Book of Time** project.

Activity	Estimated Time	Complete By Date
Challenge 1: Identify Your Subject		
Step a: Brainstorm potential subjects	30–60 min.	
Step b: Select a person to interview	20–40 min.	
Step c: Learn more about their history	60 min.	
Step d: Prepare a list of questions	20–40 min.	
Challenge 2: Conduct Your Oral History		
Step a: Set the time, place, and tech	40–60 min.	
Step b: Make sure the space and technology are ready	20–40 min.	
Step c: Conduct and record your oral history	60+ min.	
Challenge 3: Share Your Podcast		
Step a: Download Audacity and import your recording	20–40 min.	
Step b: Edit your interview	2–3 hours	
Step c: Finalize and share	20–30 min.	

Name _____

Date _____

Challenge 1, step a: Brainstorm Potential Subjects

Step 1: Think about people you know who might have interesting stories to tell. Use the categories in the table below to guide your thinking. Jot down names and notes about potential subjects, or interviewees, in the space provided.

Story Category	People and Notes
Economic turmoil	
Educational experiences	
Fame and fortune	
Family business	
Historical Events	
Immigration or relocation	
Military service	
Natural disasters	
Political or social movements	
Technological innovations	
Travel	

Step 2: When you're finished, think more carefully about each name you wrote. Do you wonder how they shaped or were shaped by history? Does one person rise to the top?

Name _____

Date _____

Challenge 1, step c: Make a List of Potential Questions

Use the 4 steps below to carefully plan questions for your oral history. A worksheet is provided at the end.

- 1** **Think through the larger ideas that you're hoping to discover in your oral history.** What are the events or experiences you most want to know about? Outline the broad areas that you want to cover. Your outline will allow you to plan appropriate questions so you're sure to get the stories you want from your interviewee.

For example:

If you're planning a **whole-life focus**, your outline might include:

- 1. Their Childhood**
 - a. Where they grew up
 - b. What they liked to do
 - c. Holidays traditions
- 2. Their schooling**
 - a. Elementary and high school
 - b. Career training or college
- 3. Work life**
 - a. Early career
 - b. Later career
- 4. Relationships**
 - a. Family
 - b. Romance

If you're planning to focus on a particular **period or event**, your outline might include:

- 1. Before the event**
 - a. Where they were
 - b. What they were doing
 - c. Who they were with
- 2. When the event happened**
 - a. How it happened
 - b. How they felt
- 3. After the event**
 - a. How they recovered
 - b. How things changed

Make a List of Potential Questions (con't)

2 **Think of questions to ask within each of these areas.**

Think about what you know already about your subject as you write these questions.

There are a few things to remember as you write your questions.

- Consider your phrasing: the way you word things will affect the answers you get.
- Ask questions that require more than a one-word answer. Instead of "Did you enjoy school?" ask "Can you tell me about what school was like for you?"
- Try to start questions with, "What did you...," "How did you...," "Tell me about...," or "Can you describe...?"
- Ask questions that will bring out longer answers. Sometimes asking "how" something happened, rather than "why" will get someone talking. For example, "How did you end up joining the army?" might get more interesting details than asking "Why did you join the army?"
- Questions should be simple and ask one thing at a time.

3 **Think about the order of questions for the interview.**

The outline you've written may not be the best order. Think carefully about what should come first. What follows naturally after that?

Try to write the last question so it wraps things up, and so the subject leaves the interview feeling content and happy they spoke with you.

Adapted from the Minnesota Historical Society "Oral History Project Guidelines" and *Oral History for the Local Historical Society*, by Willa K. Baum, 1974.

Make a List of Potential Questions (con't)

Use the outline below or a separate sheet of paper to plan questions for your oral history interview. Be sure to do this in pencil! You may decide to change the order of questions after you've written them.

Section 1: _____

?

?

?

?

Section 2: _____

?

?

?

?

Section 3: _____

?

?

?

?

Section 4: _____

?

?

?

?

Name _____

Date _____

Challenge 3: Share Your Podcast Prepare for Your Celebration

Use this tool to record your reflections on this month's learning experiences.

What have you learned this month by doing **The Book of Time** project?

What was the biggest challenge you ran into during your project?

What strategies did you use to overcome the challenge?

What did you learn about how **individual stories impact our collective understanding of history, our world, and ourselves?**

What did you learn about **yourself** through this process?



skills and habits

Skills and Habits Practiced in the Book of Time Project



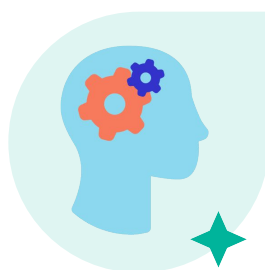
This tool describes the Cognitive Skills and Habits of Success featured in the Book of Time project.

Cognitive Skills

Use these terms when explaining project details with parents, kids, teachers, or others, or when describing how the Unboxed by Prepared Parents project is helping you make this year meaningful.



The table below describes cognitive skills practiced in this month's project, with other terms commonly used to describe the skills in standard curriculum.

Key Cognitive Skills	A.K.A. (4th–5th Grade)	A.K.A. (6th–9th Grade)
Using Sources: <ul style="list-style-type: none"> Contextualizing Sources Synthesizing Multiple Sources 	Integrate information from two texts to ask and answer questions about a subject.	Integrate information presented in different media.
Products and Presentations: <ul style="list-style-type: none"> Multimedia 	Include multimedia components in presentations.	Include multimedia components in presentations.
Speaking and Listening <ul style="list-style-type: none"> Preparation Norms/Active Listening 	Come to discussions prepared, having read or studied required material. Pose and respond to specific questions.	Collaborative discussions with diverse partners. Interpret information presented orally.



Habits of Success

The tables below describe the Habits of Success used in this month's project. Each contains a definition, things to look for as evidence that kids are using each habit, and examples of what that might look like at school and in our everyday world.

Habit of Success	What It Looks Like	For Example, a Kid...
Curiosity Take an interest in a wide variety of topics and have an insatiable desire for deep and complete understanding of everyday and complex topics. 	<ul style="list-style-type: none"> • Seek out the unknown in one or more ways. • Connect with others to evolve understanding. • Find and cultivate knowledge in one or more topics. 	<ul style="list-style-type: none"> • ... joins a school club to continue learning about youth political activism. • ... independently, or with support, seeks out books or other resources to evolve their learning about a topic that sparks deep curiosity. • ... asks a family friend about their job as an electrical engineer to better understand what this person's work is like and what skills they use.
Empathy Take diverse perspectives to experience and share in the feelings of others to act or make decisions. 	<ul style="list-style-type: none"> • Listen actively with an authentic desire to understand the experience and feelings of others. • Recognize emotions in others and act in ways that acknowledge these feelings. • Act in altruistic ways. 	<ul style="list-style-type: none"> • ... notices another student's emotional state, recognizes that it is out of the ordinary for this student, and approaches this other student with care. • ... sits with a friend who is having a challenging morning, listens to how they are feeling, and offers to be a support. • ... notices another student in class felt attacked by a classmate's comments, and approaches the student who felt attacked to see if they are in need of support.



**Learn to regulate emotional reactions
through planning and reflection.**

What will I get from this?	How much time do I need?
Two steps to learn to recognize and control emotional reactions.	10–15 minutes

In moments of stress or tension, **emotional hijacking** can cause kids to lose control of emotions and behavior. And when kids are consumed by big emotions, learning can be nearly impossible. Luckily, **emotional regulation** is a habit that can be practiced and learned.

The ability to identify emotions and to monitor or shift one's emotional state is a key part of **Self-Regulation**, one of the [16 Habits of Success](#) that all kids need to be successful in school and in life.

The term **amygdala hijack** was coined by author Daniel Goleman in his 1996 book *Emotional Intelligence* to describe what happens when the amygdala—the area of the brain that specializes in detecting and responding to threats—goes into overdrive and overrides our logical reasoning skills.

Your goal as a parent or coach is to help kids transform the habit of **responding instantly and intensely** into the habit of **reflecting and responding thoughtfully**. To make this shift, kids need to acquire a vocabulary for expressing emotions and to practice managing these difficult moments successfully.

That change doesn't happen overnight. So we advocate for a two-part approach to developing this important habit: **plan for emotional responses** and **reflect after outbursts**.

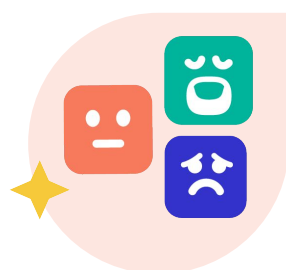


Step 1: Plan for emotional responses.

Planning for emotional responses involves deliberate practice identifying nuanced emotions and planning strategies to respond.

Labeling emotions is a prerequisite to emotional regulation. Building an emotional vocabulary helps kids become better equipped to understand why they experience emotions the way they do. But how do you build this vocabulary? Have regular, routine conversations that ask kids to describe feelings using specific words beyond good, bad, happy, and sad. Think of the incredible difference, for example, between sadness and frustration!

With a vocabulary of emotions, you can begin to plan response strategies. Having an array of strategies for dealing with emotional moments gives kids a new way to think about emotions: they don't just *happen to you*, they are *responses you can control*.



In a calm moment with your kid, print out and complete the **Emotional Response Strategies List** (provided on the last page, below) from **Turnaround for Children**, an organization that translates the science of learning and development into tools, strategies, and services for educators. (They're a co-developer of the Habits of Success framework!) This simple but effective activity asks kids to think about specific situations that evoke strong feelings ("When I feel...") and describe other ways to deal with those feelings in the moment ("I can...").

The **Mood Meter** from **Yale's Center for Emotional Intelligence** is an outstanding tool, with 64 different emotions and a nuanced key for defining them. There's even a [Mood Meter app!](#)

Kids might identify one of the following strategies to use in stressful situations.

- **Pause.** Take a moment to collect my thoughts and notice my emotions, and see if I can identify the emotions others are feeling.
- **Construct an "I statement."** Saying "I feel... when..." will let me put together my own feelings, and describe what created those feelings.
- **Ask three questions.** When tempted to express negative thoughts in a heated moment, I'll ask:
 - ❓ *Does this need to be said?*
 - ❓ *Does this need to be said by me?*
 - ❓ *Does this need to be said by me, now?*
- **Adjust my volume.** Shouting and raising my voice further heightens emotions. Lowering my voice can provide comfort and a shift of mindset and perspective.
- **Ask for feedback.** When tensions are rising and I just don't know what has gone wrong, I'll ask for feedback about how I've contributed to the situation.

In stressful moments and in reflection, encourage kids to use "I statements," as in "I feel... when..." The "I statement" is an important tool in emotional regulation, because it focuses on the feelings of the speaker, and when used appropriately, it avoids attributing blame or negative characteristics on the listener.

- **Say I'm sorry.** When I feel regretful, ashamed, or out of control, apologizing may be a good option.
- **Focus on the positive.** Reframing the situation to see what's going well can help me show gratitude and find emotional peace.



Step 2: After an outburst, reflect and practice a new strategy.

Outbursts are going to happen, despite our best efforts at preparing for them. After a strong emotional response, find a moment to talk with your kid about what happened. **Be prepared for this conversation**—it may not go well, but it's still worth doing.

Ask **reflection questions** to help them think deeply about the event, what they were feeling, how they responded, and what they could do differently the next time. Use the “I statement” framework described above:

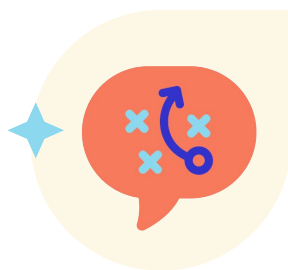


- **How do you feel?** Encourage kids to use “I feel... when...”—that is, the “I statement” format described earlier. It's important for kids to go beyond "sad" and "mad", and to attach specific, nuanced emotions (“I feel...”) to the stimulus that created them (“when...”).
- **What made you feel that way?** Try to use "what" rather than "why," because "why" often puts kids on the defensive when asked about their behavior.
- **What do we need to move forward?** It can be helpful to use the inclusive pronoun “we” so that kids know that the problem and solution can involve others as well. It emphasizes that, even though a kid has work to do, they're going to get support and they're not alone.

Once you've explored their feelings and the root causes of those feelings, you can work together to find strategies and solutions for the next emotional event. For example:

- **Rehearse a conversation.** Have kids imagine a conversation with the person or people who created the stimulus for the emotional response. Practice empathizing with their point of view, and rehearse a response that doesn't result in hijacked emotions.
- **Practice having the "I statement" focused conversation.** "I statements" (described above) require kids to share their feelings with another person. By focusing on their own feelings (and not another's behavior), kids learn that they cannot control others' reactions, but they can control their own.

With practice and reflection, kids will be on the way to mastering emotional self-regulation. That way, when their emotional brain takes over, they'll have the strategies they need to take back control.



Emotional Response Strategies List

Directions:

Use the planner below to think about the emotions you expect to feel during the day. Talk with others about the strategies that they use when they have strong feelings and need something to do with them.

When I feel:

I can:

When I feel:

I can:

When I feel:

I can:

When I feel:

I can:

If I have strong feelings and don't know what to do, I know I can get support from:

--	--	--	--	--



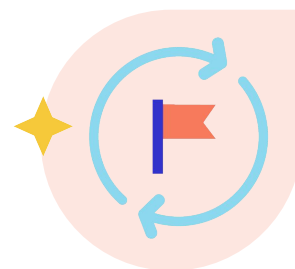
TURNAROUND
FOR CHILDREN

Source: Turnaround for Children, www.turnaroundusa.org

A HABIT OF SUCCESS:

Self-regulation

Directing and maintaining my attention and emotions.



★ What It Looks Like

- Identify emotions and be with, monitor, and/or shift, my emotional state if needed.
- Recognize expected and unexpected behaviors for different situations and change my behavior to meet my needs and the needs of others.

★ For Example, a Kid...

- takes a moment to **collect their thoughts** by taking a deep breath, counting silently to ten, or going on a calming walk.
- instead of responding immediately in a heated moment, **asks themselves**: Does this need to be said? Does this need to be said by me? Does this need to be said by me, now?
- ... **lowers their voice** to provide comfort and a shift of mindset and perspective.
- **asks how they contributed** to a situation when they just don't know what has gone wrong.
- ... **reframes** a situation to see what's going well to feel gratitude and find emotional peace.
- ... **understands** how others in a situation may be feeling to see the bigger picture more clearly.



**Recognize progress and achievement
after a month of learning.**

What will I get from this?	How much time do I need?
A Celebration agenda and understanding of the importance of rituals to kids.	20 min. per kid at the end of the month



celebrate

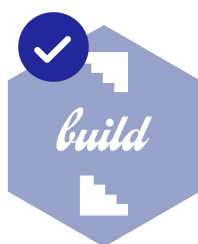
Hooray—let's celebrate!

A **celebration of learning** is an opportunity to tune into kids' learning in deeper, more substantive ways. The process links **Habits of Success** and **Universal Skills** with academic achievements, and it lets kids share successes with the people who matter most in their life, highlighting the importance of community and relationships in learning.

By incorporating **holidays** into your celebration of learning you can bridge the ordinary with the extraordinary and give kids an additional **sense of purpose** and **belonging**. Especially in times of uncertainty, rituals and holidays can help kids manage extreme emotions and stress. **Research** confirms that holidays are particularly important to children and celebrating them helps build strong bonds in a family, with the benefits lasting well into adulthood.

Take the opportunity your celebration provides to get **curious** about the origins of the season's holidays and rituals. This month's **Learn** helps kids to conduct an interview to document oral history—perhaps the story of your family's holiday traditions.

However you frame the celebration, let kids take center stage to showcase their work, feel pride in their accomplishments, and expand their comfort zone to present their work in front of others. When we **celebrate the process** of learning—interests, struggles, and all—we **honor our kids' progress, not perfection**.



How do you plan a Celebration of Learning?

1

Plan the event.

Save the date and announce the event—simple!

2

Prepare your kids.

Preparation is as important as the celebration itself.

- **Explain the celebration.** Describe the process and ask what kids would like to present in their celebration of learning.
- **Learn!** Lead your kids through the month. We recommend doing the project in **Learn**, but you can celebrate all kinds of growth.
- **Facilitate reflection.** When the month is complete, invite your kids to reflect. The project's Learning Support Tools offer project reflection questions!

Reflection is essential. If you used the small goal-setting activity in **Plan** this month, ask kids to reflect on what they learned by setting small goals.

3

Practice.

Before the actual celebration, kids should practice presenting, using the sample agenda below. **Provide feedback on that practice** to help kids think about how they can improve their presentation for the celebration.

4

Celebrate.

It's time!



Your Celebration Agenda!

Welcome and Introductions

Leader: Welcome the audience and explain the event. (3–5 min.)

- **Describe** the purpose of the celebration of learning.
- **Explain** the sequence of events.
- **Share** excitement about the kids' growth over the past month.
- **Introduce** kids as they take their turns presenting.

Student Presentations

Kids: Take your turn presenting your learning. (Time varies)

- **Describe** the project or this month's learning activity in your own words.
- **Present** your work on the **Learn** project or other activity.
- **Discuss** your reflections to share what you've learned about yourself, others, the topic, and the world around you.
- **Express** thanks to the audience and anyone who helped you in your learning journey this month.
- **Answer** questions from the audience.
- **Ask** for feedback to help improve your work in the future.

Conclusion

Leader: Wrap things up! (3–5 min.)

- **Congratulate** kids, and thank them for their informative presentations and dedication to growth and learning.

After

All: Reflect on the celebration and audience feedback. (5–10 min.)

- **Think** about how you will use what you learned today to improve future goal setting, learning experiences, and celebrations of learning.

