



# Detailed Program Description

Instructor Name \_\_\_\_\_ Proposal Title \_\_\_\_\_

Proposed Title of Class \_\_\_\_\_

Age and/or Grade Level Appropriate \_\_\_\_\_

(Please Pick a Span of 2-3 Grades)

Please check the weeks you are available to teach your class:

June 16-20  June 23-27  June 30-July 3 (4 days only, no class July 4th)  July 7-11  July 14-18  July 21-25  July 28-Aug. 1

How Many Weeks Total Would You like to Teach? \_\_\_\_\_

(You may be available all 7 weeks, but only want to work 2 of those weeks.) Each topic can be repeated up to two times.

In the space below, please provide a description of who, what, where, why, and how in your program that you would like to teach during KIDS University. Please be as thorough as possible and please give specific examples. Attach any additional information on class description to this page.

Example of Potential Program Description:

Using the Harry Potter series as a catalyst, students will explore the concepts and conventions of short fiction stories, i.e. character development, setting description, etc. Students will compose stories of their own to self-publish and share with others.

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List (3) Things Kids Will Learn in This Camp:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Marketable Description

Instructor Name \_\_\_\_\_ Proposal Title \_\_\_\_\_

**Please type or print legibly, especially if faxing.**

Catchy Title: This should be something that will grab the interest of the parents and children.

\_\_\_\_\_

Description: Please remember this paragraph will be used as advertisement in the KIDS University brochure, and is used as the main information for the parent and children during registration.

Example: Discover the lost unwritten stories of Harry Potter right inside your own head! In this class you will write your own adventures of Harry and Friends. For Muggles or magicians. NO SLYTHERINS ALLOWED!

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\_\_\_\_\_  
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List 3-5 activities that you guarantee to do during your program.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Lesson Plan Guidelines

### **Title:**

The title of the activity. (A) Creative Valentine Cards, (B) People Are the Same, But Different, 8 Illustrations From novels, (D) Form V. Function in Housing, (E) Mixing Secondary and Tertiary Colors from the Primaries... At the beginning of each lesson plan there should be a simple, direct title which state what's going to happen in the lesson: "A mobile using foil paper and coat hangers."

### **Goal(s):**

The target toward which one is aiming over a period of time. It make take a number of lessons (a unit) to produce this goal (which may be dispositional rather than behavioral).

### **Objective(s):**

A listing of the things that the student will do during this particular lesson, stated behaviorally (in terms which are measurable). These are major things a student will accomplish within the time frame of the particular lesson.

i.e.: The goal of a unit on mixing colors may be understanding of the concept: the additive and subtractive elements in color, while the objective(s) is/are more immediate parts of the whole for each of the lessons. (1) HUE (the actual color at more or less pure intensity and the value), (2) TINT (the color with white mixed with it, making it lighter than pure), (3) SHADE (the color with black or its complement mixed with it, making it darker than pure).

### **Materials:**

It is imperative that a teacher know just what equipment and materials are necessary for the accomplishment of the activity at hand, regardless of how trifling the material or equipment might be. Without it the project might not be completed. Therefore, everything necessary, from a thumb tack or pencil lead to an electric kiln (capable of generating enough heat to complete maturing glaze) must be listed. Include all visual aids, examples, etc., to be used. Please plan ahead; we will not be shopping every night as in the past.

### **Stimulation:**

What the teacher shows, says, and does to interest the individual student in the activity. The teacher's skill is necessary here to make the student want to participate. Explaining about the problem, why it is important, what can be learned by participating, how this problem fits into the "scheme of things," how each student might think along one or two particular tracks towards a solution, how this problem may be a continuation of prior work, etc.

Be exceedingly careful of showing any examples of how the problem may be solved. Students (younger ones particularly) will stop searching and simply replicate what you have shown them as successful.

All teachers must understand that there is a direct relationship between the quality of stimulation and the quality of interest and resulting work from the work. Therefore, it's the teacher's responsibility to do the best possible job in stimulating the student(s) so that exciting, original work from the student(s) is the outcome, and to recognize that one cannot create out of a vacuum. There must be something inside before it can be (1) refined, (2) adapted, (3) developed into something wonderful and exciting.



**Activity(ies):**

What the student does. Moving into groups, covering individual checks, getting an idea down on paper, making sketches, gathering materials, researching possibilities, etc. Here is what the student will do, in order (sequence), to accomplish the objective(s) of the problem or project, etc.

**Evaluation:**

Using the list of behaviors outlined in the OBJECTIVE(S) category, the student's performance is assessed on a criteria reference base which arrives at the average behavior acceptable, after which norm and each piece is in competition with others...the difference(s) leading to norm referencing.

In this evaluation process it is important to chart the learning outcomes. What did the student learn that he or she didn't know before the activity? Can that student replicate the outcome, adapt the technique, extend the learning from one point to another, abstract the effect(s), so that this learning becomes of higher value because its applicability is more diverse, etc.

Much of the evaluation process is diary for the teacher. Did the lesson accomplish its objectives, goals...? If so, is the lesson valid and reliable? If not, why not?

Instr. Name: \_\_\_\_\_ Date Run: \_\_\_\_\_

Class Name: \_\_\_\_\_ Age of Kids: \_\_\_\_\_

**Lesson:**

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**Goal(s):**

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**Objective(s):**

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**Materials:**

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**Activity(ies):**

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**Evaluation:**

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## Proposal Check List

The following should be returned to Extended Studies no later than Friday, January 3, 2014.

- \_\_\_\_\_ An Instructor Information Sheet
- \_\_\_\_\_ A Completed Detailed Program Description Sheet.
- \_\_\_\_\_ A Completed Marketable Description Sheet.
- \_\_\_\_\_ A Resume and Instructor Reference Sheet

Upon notification of acceptance of your proposed camp idea, the following should be returned to the Extended Studies no later than Friday, February 28, 2014.

- \_\_\_\_\_ A Completed Lesson Plan for Each Day's Activities.
- \_\_\_\_\_ A Completed Materials Request Form (Completed as thoroughly as possible.)
- \_\_\_\_\_ A Completed Facilities Request Form.
- \_\_\_\_\_ A Completed Field Trip Request Form.
- \_\_\_\_\_ A Completed Guest Speaker Request Form.
- \_\_\_\_\_ A Completed Weekly Activity Grid

Please make sure that your name and class title is on all material submitted.

**KIDS U Extended Studies**  
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**775-784-6685**