Splash! at Cornell SP25 Teacher/Moderator/Volunteer Registration Form

We need your help to teach interesting, interactive, and fun courses! You will have an opportunity to provide 7th-12th graders with instruction on any topic -- it doesn't have to be academic. Undergraduate and graduate students of all years are encouraged to apply. We accept both individual applications and group-taught courses, as well as courses sponsored by campus organizations. This year, our Splash! event is on Saturday, April 19th from 10am-5pm.

Check out our Fall 2024 and Spring 2024 catalogs for an idea of the types of classes people have taught before!

Fall 2024 Catalog!
Spring 2024 Catalog!

Want to see more classes? Click here for our random class generator!

If you are interested in teaching, please fill out this application by March 10th at 11:59pm! Please email splashcornell@gmail.com if you have any questions.

Personal Information

Name: _____

Net ID: _____

Your phone no. _____

Preferred Contact Methods:

☐ Email
☐ Phone

What college are you in? _____

Major(s): _____

Your gender:

☐ Female
☐ Male
☐ Other

Shirt size (XS, S, M, L, XL, 2XL, 3XL): _____

Have you taught or volunteered at Splash! before?

☐ Yes

☐   No

How did you hear about Splash (flyer, clubfest, email, friend/member, previous involvement, etc.)?

_____

You will be added to the CU Youth and Safety program upon submitting this form. You will be prohibited from participating if your submissions are incorrect and/or late. Please confirm that you understand that completing all forms and certificates required to participate in our event by typing "I confirm" below:

_____

If you only wish to sign up as a moderator/volunteer, please ignore the teacher general information section and continue on below.

Teacher registration

Please register your classes through the optional module "Register your classes" in your registration checklist after you submit this form! There, you can specify a title/description for your class.

First Class:

Are you teaching this class in a group? If so, please list the names of your co-teachers. If not, please type N/A.

_____

We also ask that you submit a short lesson plan for your class. This should outline briefly how you plan to structure your class/what activities you might include. Please note that your lesson plan will be displayed on the website as students deliberate which classes they wish to take during Splash!

Submit a lesson plan for your first class.*

[Submit file]

Second Class (if you would like to teach a second class on a different topic, please fill out this section):

Are you teaching this class in a group? If so, please list the names of your co-teachers. If not, please type N/A.

_____

Submit a lesson plan for your second class.

[Submit file]

*Note: Lesson plans come in all styles. They don't need to be fully completed yet either! See the bottom of this document for example lesson plans. Students will not see the lesson plan, only the admin team will review the lesson.

Be prepared to create a 40-70 word blurb to advertise your class during class registration. This class description will be displayed on the catalog and students will pick their classes based on the blurb.

Moderator Interest

If you are interested in moderating a specific class, please list it here: _____

If you have no particular class in mind, we will match you with one!

Volunteer Interest

We'll also need general volunteers to help set up the night before and morning of the event, to guide students to classrooms in between sessions, and to help set up and distribute food for lunch.

Do you want to be a volunteer for Splash?

- ☐ Yes
- ☐ No

E-Board Interest

If you respond yes below, we'll reach out to you with an email with information about our meetings! Would you be interested in joining our E-board to help plan this and future events?

- ☐ Yes
- ☐ No

Thank you very much for filling out the teacher application for Splash! We look forward to your class!

Example Lesson Plan 1

Title: The Enigma Code: Introduction to Cryptography

Description: From secret codes during wartime to sending an email to a friend, hidden codes are all around us. Encryption keeps our messages private and out of the wrong hands through a special encoding process. In this class, you will learn about cryptography throughout history, how to write and decipher secret messages, and race to solve an encoded telegram.

Topics to be covered:

- Ciphers and codes throughout history
- Cryptography applications
- How to read a substitution cipher
- How to read a book cipher
- How to decode a telegram

Activities:

- Race to decode ciphers
- Write your own cipher

Materials required:

- Projector
- Printouts, pencils/pens

SPLASH AT CORNELL SP25 REGISTRATION FORM

Example Lesson Plan 2

Class: Designing a Utopia: Principles of Urban Design

Time: 50 mins

Grades: 7-12

Blurb: What makes a perfect city? From the grid plans in the Indus Valley to the Boulevards of Paris, urban design plays a major role in shaping the built environment and the individual. In this class, we'll discuss the history of urban design and how these principles are used to create equitable and sustainable cities. Get ready to learn about zoning, transportation, and open spaces as we talk about our favorite parts of our hometowns and draw our ideal communities!

Learning Outcomes:

1) Students will learn the basic history of urban form and planning from present day back to ancient civilizations.
   Key terms: Grid plan, Modernism, Urban Renewal, Landscape Architecture, New Urbanism

2) Students will learn about the components of urban spaces. Students will also discover the functionality of urban spaces and how the city shapes individuals.
   Key terms: Zoning, Transportation, Municipal services, Regenerative open space

3) Students will sketch/draw their ideal city using the principles of urban design to create an equitable and sustainable community.
   Key terms: Human-centered design, Sustainability

Example Lesson Plan 3

Mapping and Spatial Analysis with GIS

1. Introduction to Mapping and Geographic Information Systems (10 mins)
    a. Students will be introduced to Geographic Information Systems (GIS), its applications, and the importance of maps in conveying meaningful information.
    b. Students will set up the GIS terminal and access provided data.

2. Data Management and Vector Analysis (20 mins)
    a. Students will learn how to import data into GIS and choose a choropleth project:
        - Vector Files: schools, population, housing units, EV charging stations, politics, etc.
        - Geographies: Tompkins County, NYS with counties, US with state boundaries
        - Advanced: Blocks, block groups, tracts
    b. Students will learn geoprocessing tools to transform their data and craft a story that highlights their findings.

3. Data Visualization and Improving your Cartography (15 mins)
    a. Students will learn the essential elements of maps: frame, north arrow, scale bar, legend, locator map, title, description, source/credits, and neat line
    b. Students will learn tips for choosing the right images and colors to display on their maps.
    c. Students create aesthetically pleasing maps from their data analysis.

4. Breakdown and Q&A (5 mins)
    a. Flex time for last minute questions.