Using Pop Culture to Improve Teacher-Student Relationships

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Using Pop Culture to Improve Teacher-Student Relationships

Jacob S. Baxter

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Abstract

The Capstone Project discussed the use of popular culture and using the terms to improve a teacher’s Teacher-Student Relationship. The participants for the Capstone Project included 12 third-, fourth-, and fifth-grade teachers in a public elementary school located in California’s Monterey County. The writer conducted a professional workshop with the aforementioned elementary school teachers. The workshop introduced a total of 25 popular culture terms for the teachers to use to improve their Teacher-Student Relationship. The writer emphasized as casual use of these terms in an effort to foster a genuine Teacher-Student Relationship. After the workshop, a follow-up survey was sent out to record positive changes in the teachers Teacher-Student Relationship. This Capstone Project connects to the writer’s career path because he can conduct professional development workshops for his future colleges. It also shows the writer that teaching can connect a child’s world.

*Keywords: Pop-culture, Teacher-Student Relationship, Professional Development, Workshop*
Pop culture is popular culture that is transmitted through mass media that targets and appeals to young people. Dickie and Shucker (2014) include “...toys, games, comics, cards, clothing, sports accessories, food and drink…” (p. 33) as forms of pop culture. Pop culture has permeated into schools because students use it to form connections between their classmates. Stronge et al. (2011) believed that a positive TRS can make for effective teachers and an increase in student achievement. This capstone topic will be using pop culture to build a foundation for a positive Teacher-Student Relationship.

Teacher-Student Relationship

Stronge et al., (2011) looked at the practices of effective teachers versus less effective teachers. Their dimensions of analyses included: instructional delivery, assessment for student understanding, classroom organization and caring, positive relationships with students (Stronge et al., 2011). They saw that the more effective teachers, teachers with positive rates in the dimensions of analyses, had a positive Teacher-Students Relationship and a low frequency for disruptions. The students with the upper-quartile teachers also had a good understanding of math and reading. This shows that when teachers take time to pay attention to their students, they can achieve academic success in core subjects. Pennings et al. (2018) that looked at the interpersonal dynamics as a continuous, contextualized flow of behavior to examine what makes a positive TSR. Pennings et al. (2018) saw that teachers who had high levels of teacher and student communication and high levels of teacher and student agency were the more effective teachers. The teachers in Pennings et al.’s (2018) study allowed their students to communicate and participate freely during the lesson plan. When students feel comfortable around their teacher, they are more likely to participate in the classroom discussion.
Gurland and Evangelista (2015) saw when students expect a positive TSR before meeting the teacher then a positive TSR will naturally unfold, and conversely, if they expected a negative TSR then a negative TSR will occur. When students develop a positive connection with their teachers then the students can achieve academic success. In a phase of Ang’s (2005) investigation, she found that positive TSRs help predict a student’s behavior and academic outcomes in elementary school students. One of Ang’s (2005) factors for examining TSR mentioned the teacher being “a listening ear for sympathy” (p. 63). Students want to build meaningful relationships with teachers because they look to teachers as a resource for help. When they do not receive that help then, a negative TSR can develop.

Hashash et al., (2018) studied the effects of negative a TSR in a school and saw that teachers tend to perceive their students in a more negative way while students want their teachers to interact with them. They had the student fill out a questionnaire about their interactions with their teacher and many reported only positive things. About half of the students who took the questionnaire stated that their teachers make them feel confident (Hashash et al., 2018). The group then went into the classroom and saw that teachers were constantly giving their students negative feedback or insult them. Based on Hashash et al. (2018) research one factor for student failure is the teacher disrespecting the student and not acknowledging the true issue which tends to be an issue outside of the classroom walls. When teachers do not respect the students in any way then they will be disengaged from school. Conversely when teachers take the time to get to know their students and their interest and allow themselves to be their students’ support in their education then student academic success will be achieved.

Pop Culture in the Classroom
Kontovourki’s (2018) research looked at pop culture within schools. She found that schools recognize that pop culture is a part of students’ lives, but they are only allowing things that they deem appropriate. Teachers tend to be the ones to see students express pop culture, but they cannot always tell what is inappropriate unless it is explicitly clear. Lambirth (2003) argues that there is a “cool factor” that is “determined by the collective voices from within the world of popular culture, a state very different to the one demanded in the classroom ‘othering’ child from adult and the school world.” (p. 11). This “cool factor” can keep teachers from using pop culture in the classroom because students can tell when teachers are disingenuously exploiting their pop culture and become further disengaged.

Callahan and Low (2004) explain that some teachers want to be the only expert on a topic. The ever-changing nature of pop culture makes some teachers feel lost and unsure when they want to be the ones in power. A teacher in Low’s (2004) part of the study brought in a university researcher who had done work on the educational effects of hip-hop culture. The researcher provided the teacher with a list of music to listen to, as well as instructional support. Callahan & Low’s (2004) research shows that students are more engaged when they can discuss pop culture. The students in Callahan & Low’s (2004) study were more engaged because they were able to express the expertise they have in their world of pop culture. Once the teachers have students reflect and discuss the world around them, they learn a lot more than the required lesson of the day. When teachers are learning about the pop culture their students are consuming, they then can engage them on a more personal level.

Dickie and Shuker (2014) investigated a school where they found that many teachers believe that incorporating pop culture in their curricula was very beneficial for improving literacy. They report that once educators know and understand their students they can incorporate
their experiences outside of school into the classroom (Dickie & Shuker, 2014). The teachers have an understanding of the pop culture their students consume and incorporate that knowledge when their students do freewriting exercises. The teachers in the investigation drew upon their knowledge of children's pop culture through conversations they had with their students and their own younger relatives. By incorporating pop culture directly into the curriculum these teachers were able to achieve a high amount of student engagement. Students feel more comfortable when their pop culture expertise is acknowledged and valued. Teachers do not have to be experts in children's pop culture, but “...the more links we make to the children’s real world, the more effective our teaching...” (Dickie & Shuker, 2014, p. 35).

Dunn et al. (2014) hypothesized that students want a ‘third place’ where they can express their thoughts and feelings about the pop culture they are consuming. They state that “children are the experts in their own cultural practices...” (Dunn et al., 2014, p. 25). The scholars created a Children’s Research Advisory Group, CRAG, at the school site where they conducted their research. CRAG was made up of third-grade students as well as adults. Instructors and scholars worked with CRAG and created four lesson plans that included but not limited to pop culture figures such as the Mario Brothers, which are licensed Nintendo characters. By granting elementary school students the same respect as educators they can integrate their first-hand experience of pop culture with teachers’ expertise in creating a lesson plan. The two groups can come together and create a very effective curriculum that is both engaging and allows for academic success for other students not in CRAG.

The writer collected and organized the works of Dunn (2014), Callahan & Low (2004), and Dickie (2014) into the table below. The writer looked at the cost of each option, when
teachers would attend each option and where the source of the pop culture knowledge would be coming from.

<table>
<thead>
<tr>
<th>Work with students</th>
<th>Cost to school</th>
<th>Time to develop</th>
<th>Source of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Cost</td>
<td>During teachers’ Professional Development time or after school</td>
<td>The students’ first-hand knowledge with pop culture</td>
<td></td>
</tr>
<tr>
<td>Integrated curriculum</td>
<td>No cost</td>
<td>During teachers’ Professional Development time or after school</td>
<td>The teachers acquired pop culture knowledge from interactions with younger relatives</td>
</tr>
<tr>
<td>Bring in a university expert</td>
<td>No cost</td>
<td>During teachers’ Professional Development time or after school</td>
<td>The expert’s own research and knowledge</td>
</tr>
</tbody>
</table>

*Table 1. Options table.*

Dunn et al.’s (2014) option were to have the teachers at their school site and a group of mature third-grade students collaboratively create a curriculum. This meeting can occur during the teachers’ professional development time at no additional cost to the school. When looking at Dickie & Shucker’s (2014) option the teachers gain their pop culture knowledge from informal interactions with younger relatives. In Callahan & Low’s (2004) option a university researcher is invited to the school to supply the teachers with information on pop culture as well as instructional support. The pop culture knowledge would come from the university student’s own work and research. There are many ways to use pop culture to improve TSR.

**Project**

When looking at three teams of scholars, Dunn et al., (2014), Callahan & Low (2004), and Dickie & Shucker (2014), and the writer concluded the best and most efficient way to support his hypothesis is to conduct a workshop for teachers in which he provided them with surface knowledge on current pop culture trends. Not only did he provide things such as
vocabulary and pop culture touchstones, but the writer also provided accurate knowledge of inappropriate aspects of the current pop culture trends. By providing educators with current pop culture terms they will implement twenty-five pop culture terms to add another level of connectivity to their Teacher-Student Relationships.

**Design**

The aim of this capstone paper is to teach teachers how to use pop culture and pop culture vocabulary as a means to build a foundation for a positive teacher-student relationship. During the writer's time at different schools, he noticed an increase in pop culture discussion among the students. With the release of the popular computer game Fortnite many students began to connect, and form friendships based on their shared experience with the video game. The writer also noticed teachers increased aversion to the topic of Fortnite and other current pop culture trends. One teacher mentioned that such games are an addiction and that there is no positive academic value in games. Many teachers dismissed their student attempts to explain the value or meaning behind various pop culture topics. Some teachers regarded students who used pop culture as their main reference point in conversations as annoyances. The writer only saw a small handful of teachers listen to their students’ insights and an even smaller amount that used their new-found pop culture knowledge to connect with students.

The writer has had enough exposure and knowledge of the current pop culture trends and has used that knowledge to help students understand new ideas. For example, the writer introduced the word rare as a vocabulary word, to help a small group of students find the meaning of the word, he used it in conjunction with Fortnite instead of the one suggested by the lesson plan. One example of the sentence suggested by the lesson plan was, “The explorers brought back rare gems and minerals.”, and the writer's example was “My friend unlocked a rare
skin in Fortnite.’’ The students responded more positively to the writer's pop culture based example than the provided example that the writer's fellow intervention specialist repeated. The writer noticed that students were more comfortable around the writer after he incorporated pop culture in the weekly lesson plans. With an increase in the level of comfort around the writer, there was also an increase in the student’s engagement and a small increase in academic achievement. An additional occurrence the writer noticed is that teachers let some inappropriate pop culture references occur within their classroom because they did not know the context. A student in a 4th-grade class was mimicking the vocal cadence of popular YouTube character named Jeffy when talking about their fellow classmate. Jeffy is a puppet that makes inappropriate jokes about people with disabilities and minority groups.

The writer understands that some teachers may not be welcoming of pop culture within their classroom. The aim of this capstone project is not to persuade teachers to change their views of pop culture but to provide them with knowledge so that they can better adjust student behavior. The writer predicts this capstone topic will provide teachers with enough knowledge to validate their students' interests and to help steer students away from inappropriate aspects of pop culture. By steering away students from inappropriate pop culture icons, such as Jeffy, the writer predicts that students will identify future inappropriate trends and become more respectful.

The school the writer has chosen to conduct his study at is a primary school in a rural city. The vision for the school site is as follows: “The vision of [this primary school] is to focus on student learning. The teachers are implementing Common Core State Standards and are dedicated to achieving student learning through collaboration and professional development. The entire staff works tirelessly to ensure that each student has an outstanding learning experience with access to rigorous instruction provided by highly qualified teachers.” (California
The mission statement of the school site is as follows: “The mission of the district and site, dynamic educational organizations, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community by providing opportunities to develop academic and social skills in a nurturing environment.” (California Department of Education, 2018).

The school site is a Title I school, which means they receive a large sum of money due to their high population of low-income students. Every child receives free lunch as well as a “Second Chance” which is a meal for students who did not eat breakfast before coming to school. The school has a total of 624 students as of December 2018. The overall demographic breakdown is 78.8% Hispanic or Latino, 15.5% White, 2.6% Asian, 1.1% Black or African American, 1% Filipino, 0.3% Native Hawaiian or Pacific Islander, 0.2% two or more races and 0.3% elected to not respond. 61.9% of the student population is socioeconomically disadvantaged, 28.7% of the total population are English language learners, 9.5% are students with disabilities and 0.2% are fostered youth. The school site also receives funding to pay their team of intervention specialists who work with students that need remediation in reading and/or math. It uses the Character Counts! Program to teach their students to ensure good behavior.

There are six pillars within the Character Counts! Program: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The school focuses on these six pillars to ensure their students learn to be kind and participating citizens within the United States.

The school site has 27 teachers with full credentials and three teachers without full credentials. The teachers are given six days a week for professional development. According to the school, many teachers have led training in areas such as creating and implementing rubrics for writing.
assignments, Smarter Balanced Assessment Consortium (SBAC) preparation for their students, as well as computer coding.

The writer chose this school site because he is very familiar with many of the teachers there. The writer is one of the intervention specialists and works with students to improve their reading and writing. Due to the writer's professional relationship with the faculty, they are more relaxed around him. The writer hypothesizes that he will be able to get more accurate results for the project. The writer noticed that the teachers behaved more professional when they were dealing with university service learners and student-teachers. Due to the writer's constant presence at this school site the teachers have been more honest with their feelings about their students than they have compared to the writer's university peers. The writer also chose this school site because of the wide range of professional development workshops that the teachers have participated in. The various topics of the workshops suggest that the school site is willing to implement workshops that are not directly connected to the standard curriculum.

**Implementation**

The writer collaborated with his school site partner and sent out a survey to the third-, fourth- and fifth-grade teachers at the school site. The third-, fourth- and fifth-grade students answered the survey for the writer to gain knowledge of what pop culture topics they are familiar with. The survey allowed the writer to gather the information directly from the students who will be affected by the workshop he created.
Baxter, J. (2019). *Survey Without Responses*

The question above is only a portion of the full survey, the entire survey can be found in Appendix B. There were only 97 responses when the writer began collecting data on the video games, YouTube personalities and information on the MoMo phenomena occurring at the time. He spent six weeks gaining first-hand experience with the video games and YouTube personalities. Any video game with more than 40 responses the writer conducted first hand research in, meaning he played the games for 12 hours, as well as researched the terms most frequently used. Any YouTube personalities mentioned more than four times, a total of 10 hours of content produced by the mentioned YouTube personalities was consumed. The reason for such a narrow focus was due to the writer believing that only the most frequently mentioned pop
culture topic would be enough to teach the educators. At the time of writing this paper there is a total of 119 responses collected as seen in the image below. The remainder of the data collected from the survey can be found in Appendix B.

Baxter, J. (2019). *Survey with Responses*

The responses above are just a sample of the answers the writer attained. The new surge of answers did not harm the writer’s course of research because the answers were near identical. After collecting information on video games and YouTube personalities the writer shifted his focus on to pop culture topics his school site partner suggested. He gathered information on the MoMo sensation as well as information about SuperLuigiLogan’s original character, Jeffy. He
then began devising strategies on how educators can handle any mention of these two pop culture topics if they were to hear it being discussed by their students. The reason behind doing so was to relieve the educators’ frustration with such inappropriate topics invading their classroom setting against their will. This was also to have all the educators to follow one agreed upon strategy so that they can work together to address the unwanted aspects of pop culture.

After the writer gathered all the information he began organizing the terms and strategies on to a Teach Sheet, a play on the word cheat sheet. The Teach Sheet is a small handout that educators can carry with them or keep it on their desk for easy access. Ideally, educators can quickly look at the terms on the Teach Sheet when they need to remember a pop culture term. As well as recalling a strategy for handling any MoMo and Jeffy related conversations they overhear. The image below is one page of the Teach Sheet which can be found in Appendix C.
Baxter, J. (2019) *Teach Sheet*

The writer then conducted a workshop with the principal and the third- and fourth-grade teachers at the school site. He implemented the lesson plan found in Appendices D. After the writer finished the instructional portion of the workshop he displayed the four questions found in Appendix D for all the teachers to see. They then worked together in two groups to answer the questions and referred to the Teach Sheet for help. The two teams of teachers wrote down their answers on the back of their team leader’s Teach Sheet. The image below is one team’s answer, the remaining answers can be found in Appendix E.

Baxter, J. (2019). *Teachers’ Answers*

**Evaluation**

The workshop was received well by all those who attended, they thanked the writer for collecting and conducting the research. The teachers reported they would use both the strategies and terms found in the Teach Sheet. As follow up the writer will send out a survey asking the teachers if they noticed any positive change in their current Teacher-Student Relationships. The
writer has yet to conduct the workshop to the fifth-grade teachers. It is important to run this workshop with them because their students made up 39% of the responses received.

Reflection

This portion of the Capstone Paper will discuss the results of the Capstone Project. The writer discusses the results of the Pop Culture Workshop. There were limitations within the project that will be discussed, but there will be recommendations for those limitations provided by the author. The writer will then connect this Capstone Project to his future career as a teacher and give examples of how this project is useful to him.

Discussion

The literature review examined articles specifically integrating pop culture in the classroom either through the teachers introducing pop culture in the classroom themselves or by working with third, fourth and fifth graders to create lesson plans involving pop culture characters. The literature review also highlighted the benefits of a positively developed TSR through effective teaching strategies. The project was a synthesis of these two ideas. The writer sought to give educators a simple yet direct way to improve their TSRs, thus the workshop was introduced.

Approximately one week after the writer conducted the workshop, he sent out a survey asking teachers if they noticed any change in their TSR after the workshop. Figure 1 displays the results below.
As seen in the figure above, 66.7% of teachers noticed a positive change in their TSR. The remaining responses are found in Appendix G. As seen in the literature review, a positive TSR can help students achieve academic success in core subjects.

Throughout this project, the writer experienced many limitations. One limitation the writer experienced was the lack of time to explore all the results from Appendix B. He would have been able to find the terms for the responses under 30%. The writer did not have enough time to conduct thorough research due to his other responsibilities. If the writer has enough time he would have been able to accurately represent the students’ interest in the workshop. Another limitation the writer faced was that not all the third-grade teachers were present at the time of his initial presentation. Therefore, one teacher did not have a Teach Sheet to use throughout the week. This limitation affected this one teacher because they did not have the same tools and information to improve their TSR. The third and final limitation the writer faced was that half of the teachers that attended the workshop completed the follow-up survey. This limitation can
affect the accuracy of the overall results and can show inconsistencies in the writer’s overall project.

**Recommendation**

The writer got the idea for the Capstone Project from Meg Callahan and Bronwen Low in their 2004 article titled *At the Crossroads of Expertise: The Risky Business of Teaching Popular Culture*. In the article, a teacher calls upon a university researcher to teach him about the world of hip hop. The teacher then took that information and organized a project for his students to do based on what he learned. The author wanted to streamline all the information on current pop culture and teach it to teachers in hopes that they would do something creative with it. What happened in the Capstone Project is better than what the writer intended. The teachers did not feel pressured to create a pop culture-based lesson but instead used the information they learned and improved their TSR informally.

The writer would recommend doing this type of project multiple times over the course of one academic school year. The reason is that children’s pop culture changes rapidly. The children’s pop culture from ten or even three years ago has very little overlap to the current pop culture. Another recommendation the writer has is that this project should be done over the course of two or three months. If someone were to recreate this Capstone Project, they would need adequate time to research all the forms of pop culture and their terms. That way all answers collected in the first student survey can be acknowledged and represented in the teachers’ workshop. The other reason for conducting this project over such a long time is to give teachers enough time to improve their TSRs. Even if it is one month or a month and a half the teachers can have multiple opportunities to improve their TSR for all their students. Another recommendation is to notify all the teachers that attended the workshop to fill out the survey.
That way whoever conducts this Capstone Project they can have enough evidence to show that the workshop was useful.

**Capstone Career Connection**

This Capstone Project can help the writer’s career by showing him that teaching is more than presenting the information found in a textbook, that teaching can incorporate ideas or characters from the student’s world. This Capstone Project has taught the writer that to gain a positive TSR he has to do more than give instruction but, he should actively understand and validate his students’ pop culture interests so they feel comfortable in the classroom and are receptive to new ideas. The writer believes that if he can incorporate ideas from a student’s life outside of school then he can be an effective teacher. The writer can use the experience of conducting a workshop and use it in his career to hopefully conduct other workshops to his colleagues. He is now more willing to do this project himself at the next school he gets hired at as well as conducting workshops on any topic.

The ideas presented in the Capstone Project taught the writer that he can gain ideas from his colleagues and does not have to struggle alone. After the writer conducted his first workshop he noticed that the fourth-grade teachers helped each other further breakdown the terms on the Teach Sheet. Thus, showing the writer a good example of collaborative professionalism that he can take with him into his career.

**Conclusion**

This Capstone Paper focused on a method for improving a Teacher-Student Relationship (TSR) by using children’s pop culture. Stronge et al.’s, (2011) work support the idea that a positive TSR can lead to a low frequency of classroom disruptions and most of all, a high understanding in core subjects for students. Pop culture is more than just the video games or
television shows that students consume. Pop culture is a world that is always changing and creating new trends and icons as well as, giving students opportunities to be independent and creative. The writer noticed many teachers dismissing the pop culture their students deemed an important aspect of their life because the teachers did not understand it.

The writer theorized that teachers only need to know the very basics of pop culture to understand it. The Capstone Project used the terms from thirteen different aspects of pop culture to give teachers a tool to improve their TSR. The writer conducted a professional workshop for third-, fourth-, and fifth-grade teachers and taught them a total of 25 pop culture terms. These terms were collected on to a Teach Sheet for teachers to use throughout the school day. The results, although limited, showed that the use of a Teacher sheet can improve a teacher’s TSR. By giving educators knowledge of their students’ pop culture, they can get their students to focus more in class as well as improve their understanding of core subjects.
References


APPENDICES

APPENDIX A: SURVEY WITHOUT RESPONSES
APPENDIX B: SURVEY WITH RESPONSES
APPENDIX C: TEACH SHEET
APPENDIX D: LESSON PLAN
APPENDIX E: TEACHER’S ANSWERS
APPENDIX F: FOLLOW UP SURVEY WITHOUT RESPONSES
APPENDIX G: FOLLOW UP SURVEY WITH RESPONSES
APPENDIX A: SURVEY WITHOUT RESPONSES
### What are you in to?

This is an anonymous questionnaire

* Required

1. What do you identify as? *

   - [ ] Boy
   - [x] Girl

2. What grade are you in? *

   - [ ] 3rd
   - [ ] 4th
   - [x] 5th

---

3. Which of these topics do you like? Click all the ones you like.

- [ ] Fortnite
- [ ] JoJo’s Bizarre
- [ ] Minecraft
- [ ] Disney Princesses
- [ ] Jeffy (SpongeBob)
- [ ] Squarepants
- [ ] Call of Duty
- [ ] Pokémon
- [ ] Avengers
- [ ] Black Panther
- [ ] Ryan’s World
- [ ] Minecraft
- [ ] Harry Potter
- [ ] Football
- [ ] Basketball
- [ ] Soccer
- [ ] Batman and Superman
- [ ] Justice League
- [ ] Boybands
- [ ] Magic Cards
- [ ] Riding Horses
- [ ] Video Games other than Fortnite. Fill in answers below
- [ ] Other

4. What TV Shows do you watch a lot? Feel free to write in as many that come to mind.*

https://docs.google.com/forms/s/1UqoAFRQw+cL8lBbKnYpYqjQ358ArV7H4HmDyCOOLaQ/edit

https://docs.google.com/forms/s/1UqoAFRQw+cL8lBbKnYpYqjQ358ArV7H4HmDyCOOLaQ/edit
5. What are some things that you like but wouldn't tell your parents or teachers about? Like Big Chungus. Feel free to write in as many that come to mind.

6. How would you like it if your teacher talked about the games or people you liked? *  
Mark only one oval.

- Yes! That would make me happy
- Maybe
- EW!! NO! They would ruin it!
APPENDIX B: SURVEY WITH RESPONSES
What are you in to?
119 responses

What do you identify as?
119 responses

What grade are you in?
119 responses
Which of these topics do you like? Click all the ones you like.

119 responses

- **FORTNITE** 57 (47.9%)
- **Minecraft** 48 (40.3%)
- **Joffy** -19 (16%)
- **Super Luigi Logan** -19 (16%)
- **Call of Duty** -34 (28.6%)
- **Avengers** -29 (24.4%)
- **Ryan’s World** -2 (1.7%)
- **Harry Potter** -42 (35.3%)
- **Basketball** 47 (39.5%)
- **Batman and Superman** -36 (30.3%)
- **Beyblades** -24 (20.2%)
- **Riding Bikes** -37 (31.1%)
- **Roblox** -4 (3.4%)
- **ROBLOX** -2 (1.7%)
- **Art, drawing, K-pop, and anime**
- **Anime**
- **Softball**
- **Just Dance**
- **NBA 2k19**
- **FIFA 19**
- **Apex legends**
- **playing with siblings**
- **fifa, apex legends**
- **I like itsfunneh and Peppa Pig**
- **Slime**
- **Roblox, Lego Super Villain Video Game**
- **Youtubers**
- **APEX LEGENDS**
- **Roblox, and Bullet Force**
- **NBA 2018**
- **reading**
What YouTubers do you watch a lot? Feel free to write in as many that comes to mind.

119 responses

- itsfunneh
- nothing
- shinker steve
- CwC Gaming with Jen, draw you cook.
- The Bram fam, James Charles, Jeff Star, Leah Ashe,
- Popularmmos and Itsfunneh
- mattshea, messyourself (sometimes), zacscott (I don’t know how to spell it), and others
- Ninja
- I like captin sus. And Dentdm. And five nights at frede.
- The ACE family, the bram fam, louies life
- Ace family, louies life, and lauran dly
- lamsanna

What are somethings that you like but wouldn’t tell your parents or teachers about? Like Big Chungus. Feel free to write in as many that comes to mind.

119 responses

- Nothing
- nothing
- jeffy
- I don’t know
- nothing
- anime
- big chungus
- nope
- I lost there stuff
- ur nothing
- LOL DOLLS
- I watch youtube on school days even sometimes my dad lets me but my mom doesn’t know
How would you like it if your teacher talked about the games or people you liked?

119 responses

- 45.4% Yes! That would make me happy
- 20.2% Maybe
- 34.5% EW!! NO! They would ruin it!
APPENDIX C: TEACH SHEET
The Good

**Fortnite**
Last man standing among 100 other players. They collect materials to builds walls, roofs and stairs to build a fort.

- **Shins**
- **Uncommon**: 800 VBucks
- **Rare**: 1200 VBucks
- **Epic**: 1500 VBucks
- **Legendary**: 2000 VBucks

**Battle Pass**: A pass that players purchase that allows them to gain rewards every level.
**Free Pass**: A pass that gives players rewards every 3rd level.

**Roblox**
Online community where users create games for others to play in.

- Adopt Me
- Murder Mystery 2
- Work at a Pizza Place
- Weight Lifting Simulator 3

**YouTube Personalities**

- **Gaming**
  - Ninja
  - Its Funneh
  - PopularMMOs

- **Families**
  - Leah Ashe
  - The Ace Family
  - The BramFam

**Minecraft**
Sandbox game where players mine resources to craft new items

- Mobs (Mobile Resources):
  - Farm Animals
  - Zombies
  - Creepers
  - Enderman
  - Enderdragon

**Honorable Mentions**

**Beyblades**

**Magic the Gathering**
The Bad

**MoMo**

*How to Handle*

- Not Real
- Just a Statue
- Was Destroyed by Creator

**Jeffy**

YouTube program that contains racist and homophobic content
APPENDIX D: LESSON PLAN
Lesson Overview

Subject: Children’s Pop culture
Topic: Pop culture Vocabulary
Education Level: Elementary School Teachers

Learning Objectives: Teachers will implement 25 pop culture terms to add another level of connectivity to their Teacher-Student Relationships.

Standards: Teacher Performance Standards

1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

Summary: In this lesson the teachers will learn about the pop culture their students are consuming. They will be given a list of key pop culture vocabulary terms to use with students for the future.

Implementation:

Learning context: This lesson is a single use lesson to be used to educate teachers about the pop culture their students are consuming. The pop culture that will be taught is based on a survey sent out to third, fourth and fifth graders. The form asks students what they like to do with their free time and what YouTube personalities they like to watch.

Teaching strategy: Think Pair Share

Time allotted: 30 minutes

Procedure:

Anticipatory Set: There will be names of pop culture icons on display on the whiteboard. The names of the topics will be based on answers from a questionnaire given to students a week prior to workshop. The teachers will be prompted to share any prior knowledge on topics listed.

Modeling: After the teachers will listen to a presentation lead by a university researcher, who has done work to collect and define pop culture terms. The presentation should cover the terms in the Teach sheet and define the top culture terms collected from the student given answers on the first Google sheet.
Guided Practice:

The following scenario will be visible for all educators to see

*Over the weekend I got up to level 89 on _____ and got that volcano icon.*

*Aw lucky! I still haven’t got the battle pass for this season, so I just barely got the dragon loading screen.*

**Answer: Fortnite**

The educators can use their Teach Sheets to answer the scenario correctly.

Independent Practice:

The educators will figure out what pop culture topic the following scenarios are referring to. They can use their teach sheet to answer the questions which will be displayed for all teachers to see.

1. I just got a new texture pack in _____ and all the diamond and gold blocks look super real.
   - **Answer: Minecraft**

2. I keep getting the sheriff in Murder Mystery. I’m tired of getting killed instantly by the murderer.
   - **Answer: Roblox**

3. And the kid throws the money at Mr. Chu and he goes “Arright crass, crass dismissed. It was nice knowing ya guys.”
   - **Answer: Jeffy**

4. I was watching the ______ family last night, and Elle looks so cute! Their new house is sooooo big!
   - **Answer: The Ace Family**

Closure: Remind the educators that they can keep the teach sheet. Prompt for additional questions and dismiss them.

Follow up: Within 5 school days of the workshop a survey will go out to all those who attended asking them how often they used the Teach Sheet.

Assessment Plan: The follow up survey will ask the educators if they noticed any change in their Teacher-Student Relationship.

**Materials & Resources**

Instructional materials: Teach Sheet

Resources:

- White board or a projector
- Teach sheet (last pages of lesson plan)
- Electronic devices that can access the Internet
An online survey that can be created at one of the following websites,

https://www.google.com/forms/about/, https://www.surveymonkey.com/ or

https://www.typeform.com/surveys/
The Good

**FORTNITE**
Last man standing among 100 other players. They collect materials to build walls, roofs and stairs to build a fort.

- **SKINS**
  - **UNCOMMON**: 800 VBUCKS
  - **RARE**: 1200 VBUCKS
  - **EPIC**: 1500 VBUCKS
  - **LEGENDARY**: 2000 VBUCKS

- **BATTLE PASS**: A PASS THAT PLAYERS PURCHASE THAT ALLOWS THEM TO GAIN REWARDS EVERY LEVEL
- **FREE PASS**: A PASS THAT GIVES PLAYERS REWARDS EVERY 3RD LEVEL

**MINECRAFT**
Sandbox game where players mine resources to craft new items

- Mobs (Mobile Resources):
  - Farm Animals
  - Zombies
  - Creepers
  - Enderman
  - Enderdragon

**Honorable Mentions**

**BEYBLADES**

**YouTube Personalities**

-**Gaming**
  - Ninja
  - Its Funneh

-**Families**
  - The Ace Family
  - Leah Ashe

-**PopularMMOs**
  - The BramFam

**Magic the Gathering**

Card Name
Mana Cost
Card Type
Card Art
Ability
Edition/Rarity
Card Artist
Attack/Block
The Bad

MoMo How to Handle
- Not Real
- Just a Statue
- Was Destroyed by Creator

Jeffy
YouTube program that contains racist and homophobic content
APPENDIX E: TEACHERS’ ANSWERS
1. Minecarft
2. Roblox
3. Jeffy
4. Ace Family - Austie
   Elle
   Alaia

BramFami: Luis Espina
Bramby Juliette
Penelope Sculli
1) MineCraft
2) Roblox
3) Jeffy
4) Ace of Brann
    Family: Austin McBroom
    Catherine Paiz
    Ellie McBroom
    Alaia McBroom (NS)
1. Fortnite
2. Minecraft
3. Roblox
4. Jeffy
5. Youtube Personalities
   ACE family
   Austin
   Catherine
   Ellie
Fortnite

1) Minecraft
2) Murder Mystery
3) Roadblocks

1) Jeffy's

5) Ace Family
   - Austin
1. Minecraft
2. Roblox
3. Jeffy
4. Ace Family - Austin
   Catherine
   Elle Alaina

Bram Fami - Luis Espina
Bramy Juliette
Peenelope Juliette
1. Fortnite
2. Minecraft
3. Roblox
4. Jeffy
5. YouTube Personalities
   - Alie Family
   - Austin, Catherine, Ely
1. Fortnite
2. Minecraft
3. Murder Mystery - Roblox
4. Jeffy
5. The Ace Family
   Austin Catherine Elle
APPENDIX F: FOLLOW UP SURVEY WITHOUT RESPONSES
Pop Culture Workshop Follow-up

1. On a scale from 1-5 how informative was the workshop? *

   * Mark only one oval.

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<tr>
<th></th>
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<tbody>
<tr>
<td>Completely Uninformative</td>
<td></td>
<td></td>
<td></td>
<td>Very Informative</td>
</tr>
</tbody>
</table>

2. How often did you use the Teach Sheet? *

   * Mark only one oval.

   - Frequently
   - Often
   - Sometimes
   - Seldom/Almost Never
   - Never

3. If you used the Teach Sheet, did you notice any positive change in your Teacher-Student Relationship? *

   * Mark only one oval.

   - Yes
   - Yes, but only slightly.
   - Maybe
   - There was a negative change in my relationship with my students.
   - No
   - I did not use the Teach Sheet.

https://docs.google.com/forms/d/1aEU00DrkhmLunNNUDWP4YmPxLHiVw2HCEQbXLK-CH0/edit
4/5/2019

Pop Culture Workshop Follow-up

4. How likely are you going to attend another workshop if the information reflected the trends of the time? *

Mark only one oval.

☐ Very Likely
☐ Likely
☐ Not Sure
☐ Unlikely
☐ Very Unlikely

Powered by
Google Forms
APPENDIX G: FOLLOW UP SURVEY WITH RESPONSES
On a scale from 1-5 how informative was the workshop?

3 responses

1. 1 (16.7%)
2. 3 (50%)
3. 2 (33.3%)

How often did you use the Teach Sheet?

6 responses

- 66.7% Frequently
- 33.3% Sometimes
If you used the Teach Sheet, did you notice any positive change in your Teacher-Student Relationship?

6 responses

- 68.7% Yes
- 16.7% Maybe
- 16.7% There was a negative change in my relationship with my students.
- 8.3% No
- 8.3% I did not use the Teach Sheet.

How likely are you going to attend another workshop in the future about pop culture?

6 responses

- 83.3% Likely
- 16.7% Not Sure
- 16.7% Unlikely