

# INTRODUCTION

WELCOME! And a special thank you to all the teachers and students who took time from their busy lives to give me their uncensored and honest feedback on *Teaching Outside the Box*. I appreciate all the input (both positive *and* negative) and I was delighted (and pleasantly surprised) to learn about the many different uses people have found for this book -- as a text for teacher training and college education courses; as a guide for field experience training; as a resource for principal licensure programs and school district professional staff development workshops; as a refresher and morale booster for veteran teachers; and as a guide for parents, home schoolers, Sunday school teachers and dance teachers.

I took your comments to heart as I tried to craft a guide that would be useful and helpful for everybody. The discussion questions at the end of each chapter in *Teaching Outside the Box* are not repeated here. Instead, I have suggested activities of various lengths and complexities so they can be adapted and tweaked for any situation: a semester-length course, a study group, a series of workshops, or a single workshop.

My goal in this guide was to design activities that allow students and workshop participants to do most of the thinking and talking. When I first began teaching, I talked too much and took too much responsibility for student learning. I worked much harder than my students did. I thought I had to. Then, during a staff meeting, I noticed a very successful veteran teacher working on her lesson plans, which were highlighted in three colors. I was curious. She explained that Green meant students were talking or engaged in an activity. Yellow meant there was a video or demonstration for students to watch. Pink meant the teacher was talking.

"I try to go as green as I can," she said. "Students enjoy the classes more and they retain more information."

I confessed that I was tempted to steal her idea. She laughed.

"Let's call it borrowing," she said, "and be my guest."

I borrowed and I'm glad I did. I saw increased student motivation, academic achievement and test scores. And I realized that I am responsible for designing curriculum, but students are responsible for their own learning.

So, I share the Pink-Yellow-Green technique with you in the hopes that if you aren't already "going green," you'll consider it.

## FIRST THINGS FIRST

Each class of students has a unique dynamic created by the different personalities, cultures, experiences and education of the students in the room. Although it is possible to launch straight into academic assignments -- and many post-secondary instructors and professors do so without encountering any serious problems -- I encourage teachers to invest a bit of precious class time in creating connections, both student-student and teacher-student. Why? Because learning is a highly emotional endeavor. Time spent establishing a positive emotional environment where students feel safe and welcome can make a marked difference in their attitudes, motivation, progress and achievement. And behavior problems and disruptions are far less likely to occur in classrooms where students have had the opportunity to bond with each other and with their teacher before tackling the curriculum.

An effective first-class activity will engage students without making them feel anxious or vulnerable. We've all been in a group where the teacher said, "Pair off, interview each other, and introduce your partner to us." Sounds easy, but some students mentally cringe at the prospect of being introduced to a room filled with strangers. And the teacher's good intentions can backfire. Even when an omission is accidental, it can hurt. A few years ago, I was teaching grad students and one future teacher loudly pooh-poohed the importance of being the odd student out.

"It's no big deal," she said. "You just assign partners or join in yourself." A few weeks later, when her classmates paired off, that same student was left out. She was shocked to realize how much it hurt. "I know it was an accident," she said, "but I feel like such a loser."

That's why I encourage teacher to assign pairs/teams to include everybody.

You'll find hundreds of icebreakers online, but I have listed a few popular and easy ones below. New teachers may find my book *Kick-Start Your Class* a helpful resource. Whenever possible, students find it helpful if the teacher provides a sample or takes the first turn.

\*Ask each student to write one self-descriptive adjective on a sheet of paper. Go around the room and ask each student to say her or his name and explain the adjective.

\* Provide a blank template with a simple stick figure drawing and ask students to add faces, hair and clothing to reflect themselves -- and perhaps add two pictures to indicate things that are important in their lives (a child, a book, a dog).

\* Have students create and exchange sample business cards for their imaginary businesses.

\*Distribute pre-folded card stock and markers. Ask students to create name cards and display them on their desks. This is an excellent way to learn each other's names. Even graduate students enjoy decorating or personalizing their cards with colors and designs.

## **Table of Contents, About the Author & Introduction:**

**OBJECTIVE:** Student will be involved as active readers of the textbook. Students will consider and articulate their expectations for the class.

### **PRELIMINARY PAIR/TEAM ACTIVITIES:**

Assign students to work in pairs or teams to review and discuss the first three sections of *Teaching Outside the Box* (Table of Contents, About the Author, and Introduction) in preparation for completing three tasks:

Identify the two chapters from the Table of Contents that they most look forward to reading and why these chapters appeal to them.

Highlight one comment from the Introduction that resonates for them.

Share their partner/team responses with the class.

**Alternative Option:** Assign each pair/team the task of reviewing and discussing only one of three sections with their partners before sharing their responses with the class.

**PRELIMINARY INDIVIDUAL ACTIVITY:** Ask students to complete the first two tasks above, writing their responses in their journals and/or sharing their thoughts with a partner or the class.

### **FOLLOW-UP ACTIVITIES:**

**View Video:** “Do Schools Kill Creativity?” featuring Sir Ken Robinson. (Available on TED Talks, YouTube or Vimeo websites.) Share responses to the video with the whole class or with a partner or team.

<https://www.youtube.com/watch?v=iG9CE55wbtY&feature=kp>

[http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)

<http://vimeo.com/29485820>

**Consider Connections:** Provide a chalkboard, whiteboard or easel pad. Ask each student to write one descriptive adjective or phrase to describe a memorable teacher from their elementary or secondary school days. Discuss how the student-teacher relationship has changed since they were children.

**What's On Your Mind?** Provide index cards. Ask each student to write down a question or concern about teaching that they hope to cover during the course. Collect the cards. Randomly draw a card, read the question and ask for feedback from students.

**Coming Up:** Students will create Effective Teaching Portfolios that will be used to determine their final grades for the course. Weight of the portfolio is determined by the course instructor.

## Chapter 1: DEAR TEACHER: An Open Letter

**OBJECTIVE:** Students will reflect upon and compare their own childhood teachers to modern teachers. Students will consider and discuss the changing status of teachers in the U.S. and articulate ways they, as individuals and as a group, can influence this status.

**PRELIMINARY PAIR/TEAM ACTIVITY:** Read Chapter 1, “Dear Teacher: An Open Letter” as homework. Or read it aloud in class.

Assign students to work in pairs or teams and share their responses to Chapter 1 with their partners. Next, assign each pair/team one of the following questions:

Why aren’t teachers in America revered as they once were?

How can teachers, as individuals or as a profession, improve our public image?

What other issues from this letter resonated for you?

Give students 10-15 minutes to discuss questions before sharing their ideas with the class.

**PRELIMINARY INDIVIDUAL ACTIVITY:** Ask students to write their responses to Chapter 1 in their personal journals. Next, assign each student one of the discussion questions to consider. Have them write their answers in their journals and/or share with partners.

### OPTIONAL STUDENT ACTIVITIES

**Letters to Teachers:** Ask students to write a short letter to one of their best or worst teachers from the past. Then, exchange letters with a partner and discuss the letters.

**6-Word Memoirs** \*: Provide card stock and a sample memoir. Give students 10-15 minutes to write and illustrate their own 6-Word Memoir of themselves as Students. (See [www.sixwordmemoirs.com](http://www.sixwordmemoirs.com) for samples, if necessary.)

Next step(s): Ask each student to share his/her memoir with the class. Provide tacks or tape for students to attach their memoirs to a wall or hang them from a string. Let them browse and interact as they discuss each other’s memoirs. Leave the memoirs as a permanent display or collect them, scan them into a computer and create a slideshow.

\* Later in the course, you may opt to ask students to create 6-Word Memoirs for themselves as Teachers (as they are or as they hope to be).

## Chapter 2: ARE YOU TEACHER MATERIAL?

**OBJECTIVE:** Students will self-reflect upon their own resources (physical, mental, mental and financial) and consider how these resources may provide support and/or challenges as they pursue their teaching careers.

Students read Chapter 2 (Are You Teacher Material?) as homework or at start of class.

**PRELIMINARY PAIR/TEAM ACTIVITY:** Ask students to share their responses to Chapter 2 with a partner or team. If appropriate, engage in a full-class discussion of responses.

**Pair/team/class discussion question:** Do you agree with the Good-Excellent-Super Teacher categories? If so, why? If not, what categories would you select?

**PRELIMINARY INDIVIDUAL ACTIVITY:** Ask each student to write a short reflective essay in which they evaluate their personal resources and consider where they will fit on the Good-Excellent-Super\* teacher spectrum. (\*Or categories of their own choice.) Save the reflective essay as the first assignment in the student Effective Teaching Portfolio.

### DISCUSSION QUESTIONS:

Has anybody had the experience of being taught by a Super Teacher? If no, please share your thoughts about the experience from a student perspective.

What specific things can teachers do to avoid the “burn-out” that so many face after five or six years in the classroom? How can we help each other?

### FOLLOW-UP ACTIVITIES:

**Listen In:** Read several threads of an online discussion among current teachers:

[www.proteacher.net](http://www.proteacher.net)    [teachers.net/mentors](http://teachers.net/mentors)    [forums.atozteacherstuff.com](http://forums.atozteacherstuff.com)

Discuss: Do you notice any recurrent themes or problems? How will this information influence your own attitude or teaching strategies?

**View & Share:** View and discuss the video clip of Sir Ken Robinson’s animated speech “Changing Educational Paradigms”

<https://www.youtube.com/watch?v=zDZFcdGpL4U&feature=kp>

[http://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms](http://www.ted.com/talks/ken_robinson_changing_education_paradigms)

## Chapter 3: DO YOUR HOMEWORK

**OBJECTIVE:** Students will consider/discuss key issues involved in preparing to be effective teachers. Students will reflect and discuss the concept of SEL - Social and Emotional Learning and how to incorporate SEL into their lessons and teaching methods.

**PRELIMINARY PAIR/TEAM ACTIVITY:** Working in pairs or teams, ask students to discuss the concept of creating a teacher persona. Share thoughts on this topic.

**PRELIMINARY INDIVIDUAL ACTIVITY:** Ask students to consider their own current or future teacher personas. What aspects of their personalities do they want to highlight? How do they want students to describe them, as teachers? Write answers in private journals or in short essays. Optional - share essays with partners or class.

### FOLLOW-UP ACTIVITIES:

**What Do You Think?** Assign student pairs/teams and give each team a specific topics from the chapter (Dress the Part, Train Those Little Darlings, Control Your Classroom, etc) to discuss. Optional: have each pair/team present their thoughts to the class.

**Feeling It.** Ask students to write brief personal essays about an emotional experience they had in an elementary or secondary school classroom. How did the teacher's behavior affect them? How will this experience influence the student's own teaching philosophy and methods? Pair Share or ask for volunteers to share their essays with the class.

**Look It Up.** Working individually or in pairs, have student visit one or both of the following websites that promote Social and Emotional Learning research and practice:

[www.casel.org](http://www.casel.org)      [www.edutopia.org/social-emotional-learning](http://www.edutopia.org/social-emotional-learning)

Ask each pair to give a brief presentation to the class about what they learned. Require the use of Visual Aids or Technology in student presentations.

Create and distribute Peer Critique Forms so students can provide feedback on each presentation:

Presenter(s): \_\_\_\_\_ Topic: \_\_\_\_\_

Two things presenter(s) did well: \_\_\_\_\_

\_\_\_\_\_

One specific thing presenter(s) could do to improve this presentation:

\_\_\_\_\_

\_\_\_\_\_

## Chapter 4: THE BIG THREE: Preparation, Preparation, Preparation

**OBJECTIVE:** Students will read and discuss topics related to preparing for a new school year, with a focus on three main categories: themselves, their paperwork, their physical classrooms. They will be able to differentiate between praise and acknowledgement and understand the effectiveness of changing their own behavior in order to inspire change in student behavior.

**ONGOING ACTIVITY FOR THIS CHAPTER:** Begin class with chairs arranged in traditional rows. After 10-15 minutes, stop and ask students to jot down their comments about the seating (how well can they see and hear, how connected they feel to the class and the instructor, etc). Rearrange seating every 10-15 minutes and assess each arrangement. Discuss findings.

### PAIR/TEAM ACTIVITIES:

**Discuss** the highlights of this chapter. How will students use this information?

**View & Discuss** 15-minute video “Praise and Preparation” from one of the web sites below:

[www.schoolsworld.tv/node/273](http://www.schoolsworld.tv/node/273) (from Bayley on Behaviour Series)

[www.creativeeducation.co.uk/videos/watch-video.aspx?id=37](http://www.creativeeducation.co.uk/videos/watch-video.aspx?id=37)

**Discuss:** Praise vs Acknowledgment

Praise is a verbal reward for something a student does well -- “Excellent” “Good job!”

Acknowledgement is the simple recognition that students are doing what they *should* be doing -- they don’t necessarily need or deserve praise for that. But they do need to know the teacher sees their efforts -- “I see everyone at this table is working.” “I am pleased that you have your book open to the correct page.” “What a well-behaved class we have today.”

Some teachers fear over-praising, but if the praise is sincere and deserved, students don’t tire of it.

**Fix the Teacher.** Discuss this concept: instead of trying to change 25-35 students who don’t want to change, it’s much easier and more effective for teachers to change their own behavior. When we change, we get a different response from students. If time permits, try role playing this concept.

**View & Discuss:** 10-minute video of a teacher who changed her teaching style after a visit from Fred Jones. [www.youtube.com/watch?v=YjSOmyFLKWA](http://www.youtube.com/watch?v=YjSOmyFLKWA)

**HOMEWORK:** Select one of the other Fred Jones videos on YouTube. View it and write a short critique to share with classmates or as a graded assignment. Save in portfolio, if appropriate.

### PORTFOLIO ASSIGNMENT:

Using the text for inspiration, each student will prepare a Welcome Handout, Basic Grading Policy, and a preferred Seating Chart for his or her own classroom. These items will be come part of the Effective Teaching Portfolio.

## Chapter 5: START WITH A SMILE

**OBJECTIVE:** Students will understand how the amygdala (the brain's emotional control center) affects behavior of students in a classroom setting, and how to use this information to create effective first-day activities. They will also research and understand how to keep students engaged by learning how the frontal lobe of the brain requires frequent refreshing to maintain focus.

### PRELIMINARY INDIVIDUAL ACTIVITY:

Students share favorite (or least favorite) first-day activities their own teachers used when they were children. Analyze why the effective activities worked and why the unsuccessful ones didn't.

### FOLLOW-UP ACTIVITIES:

**View & Discuss:** Watch video clips of three different teachers -- these are all from the British series *Bayley on Behaviour* available on YouTube and other online sites.

Libby's Little Tigers: <http://www.youtube.com/watch?v=LsCH5NeJS8Y>

Sharing Expectations: <http://www.youtube.com/watch?v=ea905uYD6bg>

Tough Love: <http://www.youtube.com/watch?v=ec0v4kzYkCY>

**Discuss** the three teachers' management styles in pairs/teams or as whole class.

**Optional writing assignment:** compare and evaluate the three teachers' methods. Which methods would you be most/least likely to use in your own classroom? Why?

**Read:** *Are You With Me?* journal article from The Teaching Center online and *Helping the Brain to Learn* from the Brigham Young Center for Teaching and Learning website:

[teachingcenter.wustl.edu/Journal/Reviews/Pages/student-attention.aspx#.U69XwSjEPdk](http://teachingcenter.wustl.edu/Journal/Reviews/Pages/student-attention.aspx#.U69XwSjEPdk)  
[ctl.byu.edu/teaching-tips/helping-brain-learn](http://ctl.byu.edu/teaching-tips/helping-brain-learn)

**Optional:** Students locate and further research on student attention span and share their findings with the class. How can they make use of this information in planning and teaching lessons?

**PORTFOLIO ASSIGNMENT:** Students design and prepare their own First-Day Activity -- a short icebreaker that will quickly engage students and create a welcoming classroom environment.

**OPTIONAL STUDENT DEMOS:** Schedule student demonstrations where they actually teach their activities to their peers who role play as students. Students must provide a brief written outline or summary of the activity which will become part of the Effective Teaching Portfolio. Optional (use Peer Critique Forms to provide feedback to presenters.)



## Chapter 6: DISCIPLINE IS NOT A DIRTY WORD

**OBJECTIVE:** After research, reading, reflection and discussion about the psychology of discipline, students will understand the key elements of effective discipline policies as a precursor to creating comprehensive discipline plans for use in their own classrooms.

**PRELIMINARY ACTIVITY:** On whiteboard, chalkboard or journals, students quickly write things their own childhood teachers did to punish/reward or correct behavior. Tally which methods were positive and which were negative. Which were most effective? How will these experiences influence students' own choices as they formulate or revise their own discipline techniques?

### FOLLOW-UP ACTIVITIES:

**Discuss:** Students share responses to topic of Rules vs Procedures.

**Rewards - Yes or No?** Read, research, and/or discuss current studies on the effectiveness or ineffectiveness of using rewards in the classroom, with special attention to the different effects of tangible (candy, points, doodads) vs intangible (praise, acknowledgement).

**Role Play:** Students take turns entering the classroom and greeting peers as though they were introducing themselves to their new class of students. Peers provide feedback on posture, voice, eye contact and general sense of confidence/authority. If students are receptive to idea, also practice giving The Look -- a silent warning that behavior is unacceptable. A hand mirror may be helpful for students who don't have a good perception of how they actually look to others.

### ASK THE EXPERTS:

In class (or at the library, visit the websites of at least two different discipline experts, such as:

Love and Logic [www.LoveandLogic.com](http://www.LoveandLogic.com) (See Free Articles for Parents)

Dr. Mac's Behavior Management [www.behavioradvisor.com/oldindex.html](http://www.behavioradvisor.com/oldindex.html)

(recommended page on Dr. Mac's): [www.behavioradvisor.com/1stYearT.html](http://www.behavioradvisor.com/1stYearT.html)

Students provide brief oral summaries of their research and/or share their findings with a partner or the class. Alternately, make this a homework assignment with a written report.

**PORTFOLIO ASSIGNMENT:** Students create Behavior Plans for use in current/future classrooms. Plan should include, at minimum, the following elements: rules (if any) and why they were created or, how teacher will communicate expectations for behavior, strategies for acknowledging and promoting good behavior and cooperation, and specific steps teacher will take to address minor and major behavior issues. Format optional. Plan may consist of a slide show, a letter home to parents, a handout for students, a poster or a written summary. The Behavior Plan is part of the Effective Teaching Portfolio used as a final grade for the course/workshop. (Optional: students share their Behavior Plans with partners/teams or the class.)

## Chapter 7: THE THREE R's: Reading, Reading, Reading

**OBJECTIVE:** Students understand that all teachers, regardless of subject, must support literacy and good reading skills. Students will analyze teaching strategies that create a positive emotional classroom environment. Students will research and discuss various methods of teaching reading.

### PRELIMINARY ACTIVITY:

In private journals or in pair/teams, students share their own experiences of learning to read in school (be prepared for some emotional reactions). Reinforce the concept of brain-body connection -- reading is a highly emotional experience and when we retrieve the memories of learning to read, we also retrieve the memories and physical responses we felt at the time.

**Discussion Ideas:** Comments or questions about this chapter. Quote from Piaget: There is no cognition without emotion. Do students agree with Piaget? Share strategies teachers can use to provide safe emotional environments for learning. Should students be required to read aloud? Should students be grouped by ability or randomly for reading instruction? How can a non-academic teacher, such as a football coach or music teacher, support literacy?

**View & Share:** Visit Dr. Mark Greenburg's website Children of the Code and read the article about the emotional aspect of learning to read. Discuss ways classroom teachers can use this information. [www.childrenofthecode.org/interviews/greenberg.htm](http://www.childrenofthecode.org/interviews/greenberg.htm)

### FOLLOW-UP ACTIVITIES:

**Look Online:** Visit the Read Right web site and the video of two students. Discuss this unusual method of learning to read -- particularly the concept of excellence --not saying "Good job" to encourage struggling readers unless they actually are reading well.

[www.ReadRight.com](http://www.ReadRight.com) [www.youtube.com/watch?v=d5oh4AZH9D0](http://www.youtube.com/watch?v=d5oh4AZH9D0)

**Read On:** (Homework, classroom or library assignment)

Students visit one of the following web pages and read the article or explore the links. Then, students write a brief summary (or make a short oral presentation) that identifies helpful information and explain how this information can be used in their own lessons or classrooms.

BBC Bitesize: [www.bbc.co.uk/bitesize/](http://www.bbc.co.uk/bitesize/)

ABCs of Teaching Reading: [www.readingrockets.org/teaching](http://www.readingrockets.org/teaching)

Teaching Reading is Rocket Science (AFT): [www.aft.org/pdfs/teachers/rocketscience0304.pdf](http://www.aft.org/pdfs/teachers/rocketscience0304.pdf)

Yes, There's a Right Way to Teach Reading: [www.greatschools.org/reading/7094-importance-of-reading-success.gs?page=all](http://www.greatschools.org/reading/7094-importance-of-reading-success.gs?page=all)

Teaching Ideas: [www.teachingideas.co.uk/earlyyears/contents\\_literacy.htm](http://www.teachingideas.co.uk/earlyyears/contents_literacy.htm)

## Chapter 8: LIGHT & LEARNING

**OBJECTIVE:** Students will understand the difference between natural light and fluorescent light as it pertains to learning and behavior. Students will know the symptoms of light sensitivity and be prepared to assist students who struggle to read under fluorescent lighting. Students will have the opportunity to read under fluorescent lights using an overlay to change the page contrast.

Materials required: reading overlays from NRSI or IRLLEN.com (If not possible to purchase overlays, transparent colored report covers from an office supply store can be used - they are similar but not quite the same.) Distribute different colors to students so they can compare reading without an overlay and with different colors.

### WHOLE-CLASS ONLINE ACTIVITIES:

Visit National Reading Styles Institute (NRSI) website. Explore the links.

Visit Irlen website (Irlen.com). View the Sample Distortions section on a computer. Discuss ways to help young children articulate what is happening on the page when they try to read.

**INDIVIDUAL ONLINE ACTIVITIES:** Working alone or in pairs, students read the following seven articles about lighting and learning. Follow up with oral/written summaries and discussions.

<http://brainblogger.com/2012/12/19/do-fluorescent-lights-give-you-headaches-youre-not-alone/>

[http://www.naasIn.org/documents/articles/irlen\\_fluorescent\\_lighting.pdf](http://www.naasIn.org/documents/articles/irlen_fluorescent_lighting.pdf)

<http://lincs.ed.gov/pipermail/learningdisabilities/2009/003361.html>

<http://sdpl.coe.uga.edu/research/TannerResearchAward.pdf> see page 385 of report

<http://www.readingandlight.com/research/australianassociation>

<http://sgo.sagepub.com/content/2/2/2158244012445585>

[www.medhelp.org/posts/Migraines--Headaches/Light-sensitivity-to-fluorescent-lights/show/761234](http://www.medhelp.org/posts/Migraines--Headaches/Light-sensitivity-to-fluorescent-lights/show/761234)

### FINAL DISCUSSION QUESTIONS:

What experiences have students had themselves or as a classroom teaching that involve lighting and student behavior or progress?

How can teachers improve lighting conditions in classrooms with no windows?

How can teachers convince administrators to spend money on full-spectrum fluorescent lighting in classrooms - or at least in the school library?

## Chapter 9: MOTIVATIONAL STRATEGIES

**OBJECTIVE:** Students will know the different specializations of the left and right hemispheres of the brain. Students will test their own hemisphere dominance. Further, they will understand how to make lessons more accessible to both left- and right-hemisphere dominant learners. Students will learn a variety of successful motivational techniques for use in their classrooms.

### PRELIMINARY INDIVIDUAL ACTIVITIES:

Challenge students to solve some Wacky Wordy or other right-brain games (see textbook)

Students take two different online brain hemisphere dominance quizzes and share their results with a partner. Some options:

<http://www.web-us.com/brain/braindominance.htm>

<http://en.sommer-sommer.com/braintest/>

<http://www.ipn.at/ipn.asp?BHX>

**VIEW & SHARE:** View the RSA Animates video clip “The Divided Brain”

[www.thersa.org/events/rसानimate/animate/rsa-animate-the-divided-brain](http://www.thersa.org/events/rसानimate/animate/rsa-animate-the-divided-brain)

Teams or class discuss ways they can adapt their teaching methods and lessons to appeal to both right and left-hemisphere dominant students.

**WHOLE-CLASS DISCUSSION:** What things did your own teachers do to successfully motivate you? What made those methods successful motivators? How can you borrow or adapt those techniques for your own classes?

**VIEW & SHARE:** Read at least one article and view one video about Project-Based Learning (PBL) from the Edutopia web site: <http://www.edutopia.org/project-based-learning>

**CLASS DISCUSSION:** Why do so many teachers hesitate to try PBL? How can we overcome these fears or obstacles? How do we align PBL with state or district curriculum standards -- should we design forward (start with the standards) or backwards (begin with the project)?

**VIEW & SHARE:** Read the following three articles on Differentiating Instruction.

[http://www.glencoe.com/sec/teachingtoday/subject/di\\_meeting.phtml](http://www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml)

<http://www.scholastic.com/teachers/article/4-proven-strategies-differentiating-instruction>

<http://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>

**CLASS DISCUSSION:** How can new teachers begin using differentiated instruction? What experiences have students had as learners or teachers, using DI?

## Chapter 10: FOOD FOR THOUGHTS

**OBJECTIVE:** Students will research and discuss the connections between nutrition, behavior and learning. Students will research trusted sites for information about nutrition.

**PRELIMINARY ACTIVITY:** Ask students to share their own experiences of noticing the effects of foods and drinks on their behavior and learning as children themselves, as parents or as teachers.

**FOLLOW-UP ACTIVITY:** Teaching nutrition isn't our job, but since teachers are often gatekeepers of information, the more we know about the effects of food and drink on behavior and learning, the better role models we can be for our students, and the better advice we can offer parents and guardians. Students read current research on the link between nutrition, learning and behavior. Share and discuss findings. Here are some good starting points:

Feingold Website - (anti ADD diet) <http://www.feingold.org/>

A Different Kind of School Lunch <http://www.feingold.org/Bluebook/page-09-wisconsin.pdf>

The Farm to School movement <http://www.farmtoschool.org/learn>

Harvard's Public Health take on artificial sweeteners: <http://www.hsph.harvard.edu/nutritionsource/healthy-drinks/artificial-sweeteners>

Artificial Sweeteners for Kids <http://www.parenting.com/article/ask-dr-sears-artificial-sweeteners-for-kids>

Can Aggression Be Related to Food? <http://nourishinghope.com/2014/01/can-aggression-be-related-to-food>

### OPTIONAL COMMUNITY SERVICE ACTIVITY:

Create a Recommended Food List from your local store for parents and guardians - foods and snacks with no HFCS, bovine growth hormone, food colorings, artificial sweeteners.

## Chapter 11: TEACHER TALK

**OBJECTIVE:** Teachers will understand that the challenges they face in the classroom are universal and shared by teachers in public and private schools throughout the world. Students share their own concerns about teaching and discuss resources for support.

**PRELIMINARY PAIR/TEAM ACTIVITY:** Read Chapter 11: Teacher Talk

**WHAT WOULD YOU SAY?** Assign students to work in pairs or groups. Give each group one or two of the Q&As in the book to critique. How would their response be different from the one in the book? If they would respond in the same way, explain why.

**WHAT'S ON YOUR MIND?** Ask each team to create their own question about teaching. Put the questions in a hat. Shuffle them and randomly draw a question. Give students 5-10 minutes working with a partner to formulate an answer to share with the class. Ask for feedback on each question and response.

### **DISCUSSION QUESTIONS:** xx

Identify sources of support for teachers who struggle with behavior, lesson design or other problems in the classroom.

### **FOLLOW-UP ACTIVITIES:**

**View & Share:** View the short videos online where educational guru John Bayley provides advice to newly qualified teachers in the UK:

<http://archive.teachfind.com/ttv/www.teachers.tv/series/bayleys-behaviour-for-nqts.html>

### **RESOURCES FOR TEACHERS:**

Read the Scholastic list of 25 suggested websites:

<http://www.scholastic.com/teachers/article/25-best-websites-teachers>

**Ask students to share their own favorite websites for educators.**

## Chapter 12: THE GOOD NEWS

**OBJECTIVE:** Students will understand that teaching is part of a continuum. A given teacher may not see dramatic gains in student achievement or behavior because each teacher contributes to the overall educational and personal development of students.

**PRELIMINARY ACTIVITY:** Solicit student responses to the “Good News” in this chapter.

### FOLLOW-UP ACTIVITIES:

#### SPREAD THE CHEER:

Students share good news from their own communities and schools -- things that teachers, students and communities are doing right.

#### SAY THANKS:

Students write a letter to one of their own former teachers. If the teacher is still alive, encourage students to try to locate her/him and mail the letter. Optional - share letters in class.

#### LOOKING FORWARD:

Students write letters to themselves from imaginary future students - what would they like students to remember about them, their classroom and their teaching methods?

**VIEW AND SHARE:** Read the article “Finally Some Good News About US Education” and the “Good News-Bad News” speech given by Secretary of Ed, Arne Duncan. Discuss the articles.

<http://www.truth-out.org/news/item/17412-finally-some-good-news-about-us-education>

<http://www.ed.gov/news/speeches/good-news-bad-news-story-education>

**WHAT’S GOING ON?** Students visit one of the following websites and share their findings:

Positive News: <http://positivenews.org.uk/tag/education-2>

Good News From Around the World: <http://www.globalgoodnews.com/education-news.html>

Michigan School Partnership [http://www.mlive.com/news/grand-rapids/index.ssf/2013/11/new\\_education\\_group\\_launches\\_w.html](http://www.mlive.com/news/grand-rapids/index.ssf/2013/11/new_education_group_launches_w.html)

#### PORTFOLIO ASSIGNMENT DUE:

Students turn in Effective Teaching Portfolios (Reflective Essay, Welcome Handout, Seating Plan, Grading Plan, Behavior Plan and optional items selected by instructor.)

## **CLOSURE**

**OBJECTIVE:** Provide sense of closure to students. Encourage self-reflection about how completing this course will affect their teaching philosophies, teaching methods, classroom environment and lesson design.

### **SUGGESTED CLOSURE ACTIVITIES:**

#### **TEACHER MEMOIRS:**

Students create and illustrate 6-Word Memoirs of themselves as Teacher. Stand and share memoirs, pass them around for viewing, post them on the wall, or simply leave them on desktops and let students browse and discuss them.

#### **BEFORE & AFTER:**

Ask students to complete the following statements:

Before taking this class, I was a person who....

After taking this class, I am a person who....

Students share their completed statements with the class.

#### **60-SECOND SPOTLIGHT:**

Allow each student 60 seconds to address the class, saying whatever they feel like saying about the course. Optional: After everybody has had a chance to speak, give another 60 seconds to students who have more to say.

#### **FEEDBACK:**

Most college courses require student evaluations of the instructor. In addition to those official evaluations, you may opt to request feedback on a more personal level, using a form of your own design, or simply ask students to take ten minutes to write down their thoughts and suggestions about the course. What did they enjoy most? What improvements or changes would they suggest?

**Thank students for their participation and for choosing to teach.**

**Re-read Chapter 1: An Open Letter to Teachers.**