



CREATING DYNAMIC LEARNING COMMUNITIES
at school • at home • at work




Schools Exceeding Expectations (SEE) Conference
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Maximizing Your Curriculum

Presented by Denise White & Sue Pearson

2009 SEE Pre-Conference – Wednesday, April 29, 2009

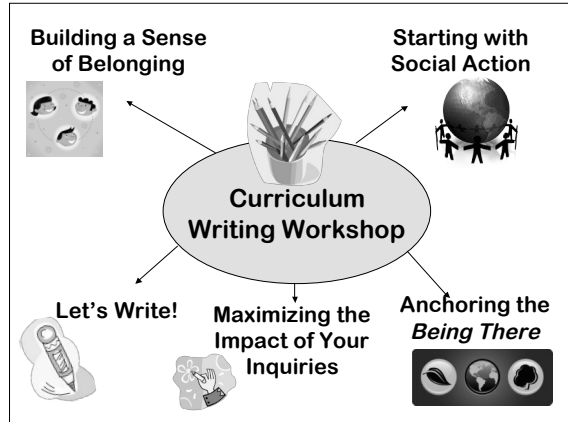
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Maximizing your Curriculum:
Sense of Belonging, *Being There*, Social/Political Action and Inquiries

Presented by:
 Denise White and Sue Pearson

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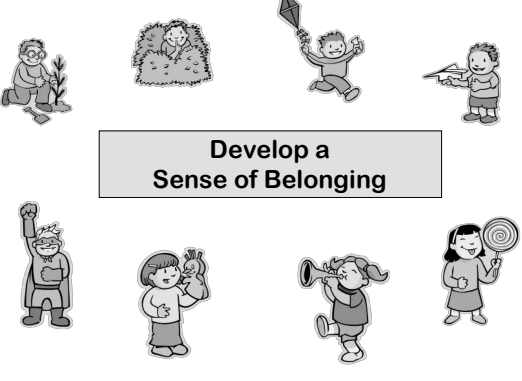


Stages of Community

- Developing a Sense of Belonging
- Creating Common Ground
- Taking Action



Exceeding Expectations by Susan Kovalik & Karen D. Olsen pg 9.3




Develop a Sense of Belonging

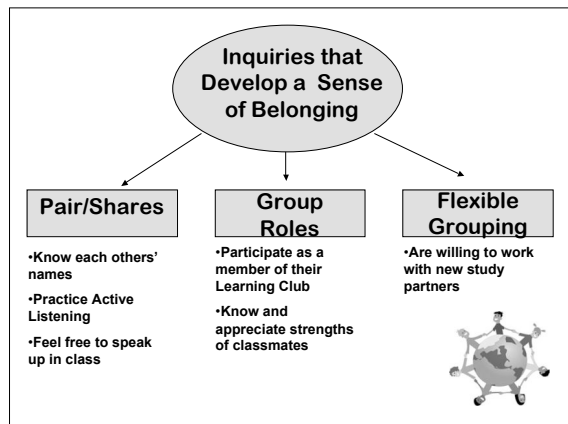
Develop a Sense of Belonging

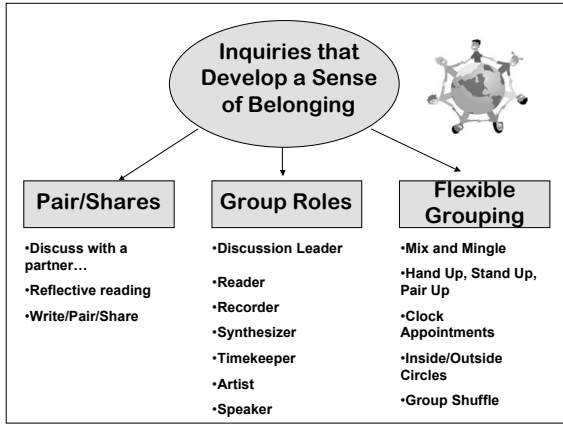
A psychological imperative where students...

- Know each other's names
- Participate as a member of their Learning Club
- Practice active listening
- Feel free to speak up in class
- Refrain from Put-Downs
- Are willing to work with new study partners
- Welcome and immediately include new students and visitors
- Know and appreciate strengths of classmates



Exceeding Expectations by Susan Kovalik & Karen D. Olsen pgs 9.3, 9.4





Reflective Reading

- Partner A reads the first section of the text to Partner B while Partner B follows along and listens actively.
- Partner B orally summarizes what Partner A has read while Partner A listens actively.
- Roles are switched for second section of text and process continues until the entire text has been read and summarized.

Group Roles

1. Taking turns, explain your assigned content to your Learning Club.
2. Assign the following roles to your Learning Club members :
 - *Discussion Leader*: After each person has shared, lead the group in processing the content. Be sure everyone participates fully.
 - *Notetaker*: Make notes on key ideas as they are shared.
 - *Synthesizer*: After everyone has shared, guide the group in putting these ideas together into a "statement of insight" about the content.
 - *Reporter*: Report your groups "statement of insight."
 - *Timekeeper*: Guide the group in managing the time wisely.
 - *Group Manager*: Encourage all group members to participate actively.

Stand Up, Hand Up, Pair Up

1. At the signal, stand up, put your hand up, find a partner NOT in your Learning Club and give him/her a high five.
2. Listen actively to one another as you share your answers to the first question.
3. When you finish, put your hand up and find a second partner with his or her hand up and give a high five.
4. Share your answers to the second question.
5. Repeat process with the third question.
6. Return to your seat when finished.

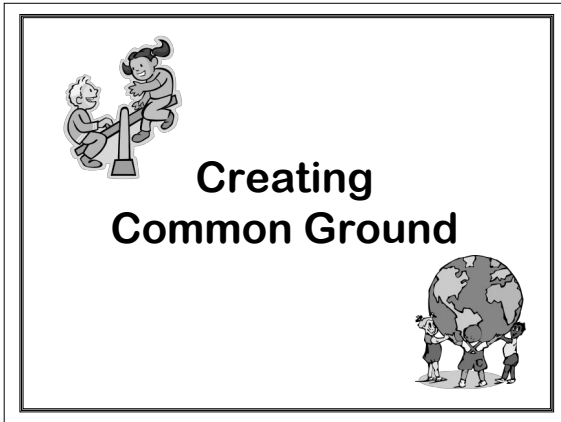

Significant Knowledge Key Point ~ Food Chain

A food chain is a series of living things in which each uses the next usually lower member as a food source. An owl eats a frog, which eats an insect, which eats plants, which are dependent on the dropping from the owl to survive and grow. Predators and prey make up the food chain. Members of the food chain depend on lower members for survival. SCI 2.1, 2.2, 2.3

4.10

Inquiries for Food Chain

1. With a partner, use the reflective reading strategy to read section 3 "Food Chains" out of your science textbook. As you orally summarize each section, jot down one new insight about food chains. Be prepared to share.
2. On an index card write down three different examples of food chains you have learned. Use Hand Up Stand Up Pair Up to share each food chains with a different partner.

Creating Common Ground


To create common ground, teachers must help students to:

- Create and maintain the conditions that make it safe to disagree
- Understand that it is okay to hold differing opinions
- Realize that it is equally okay to change one's mind without it being considered a sign of weakness or of losing face
- Learn to solve problems and make decisions together

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Inquiries that Create Common Ground

<h4>Discussion/ Debate</h4> <ul style="list-style-type: none"> •It is safe and non-threatening to disagree •It's okay to change your mind •Value opinions of others 	<h4>Consensus</h4> <ul style="list-style-type: none"> •Problems can be solved and decisions made together
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Inquiries that Create Common Ground

<h4>Discussion/ Debate</h4> <ul style="list-style-type: none"> •Human Continuum •Four Corners •Discussion Triads 	<h4>Consensus</h4> <ul style="list-style-type: none"> •Rally Table •Jigsaw •Group Problem-Solving •Structured Gallery Walk
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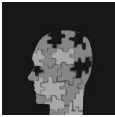
Human Continuum



1. Place yourself on an invisible line based on how strongly you agree or disagree with a topic.
2. Wrap the line in half so that you are facing another person.
3. Person A explains to Person B why he holds the opinion that he does while Person B listens actively.
4. Person B summarizes the opinion of Person A.
5. Reverse roles.

© Cooperative Learning, Spencer Kagan, Resources for Teachers, 1994, p. 8.11

PUTTING THE PIECES of SOCIAL/POLITICAL ACTION TOGETHER



Social/Political Action:
 Highly Effective Teaching
 Schools Exceeding Expectations
 2009

Social/Political Action: definition

Social/Political action is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities for the common good. This strategy also integrates the *potential* for short or long term change in a system.



Getting Started

- Be observant; look all around you for issues, problems, challenges, etc.
- Read local newspapers
- Watch the news
- Get information from posters/brochures
- Talk to friends, parents and community members
- Brainstorm a list of possibilities/sites



1. Research Your Project

- What would you like to do?
- What would benefit the most people?
- What is really possible?
- What projects tie to your curriculum?



2. Form a Team

- Include:
- Others at your grade level or school
 - Parents
 - Community members
 - Agencies
 - Local/National Businesses



3. Find a Sponsor

Ask for support from:

- Classmates/former students
- Parents
- Businesses
- Organizations
- Community members
- Grant



4. Make a Plan

- Decide who will be part of the team.
- Set a goal.
- Define your goal.
- Estimate your costs.
- Reflect: Is your project realistic?



5. Consider the Recipient

- Make sure the people/group want your help.
- Find out their needs.
- Are there limitations/restrictions?



6. Decide Where You Will Perform Your Service/Action

- Will you go to the site?
- Can you do part of the service at school?
- Does the location have what you need?
- What will you take?
- How will you get there?
- Can they come to you?



7. Obtain Permission

- Principal
- Parents
- District
- Neighbors
- Community organizations
- Owners of facility you want to use
- Anyone else?



Public Relations

- Let others know about your project. (Consider state standards/skills)
- Create a flier/brochure/poster.
- Produce a public service announcement.
- Send out a press release.
- Contact the press. (newspaper, radio, TV, DVD, video)



9. Raise Funds

- Do you need startup money?
- Do you need to buy supplies?
- Who will pay for printing, busing, etc.? (Target Field trip Grants)
- Unspent money?



10. Evaluation/Reflection

- What did you learn?
- What did your students learn (survey)?
- What did you accomplish?
- Would you do it again?
- How could you improve it?
- Would you do it again? How soon?



BEING THERE PATTERN HUNT

OBJECTS	ACTIONS	PROCEDURES	SITUATIONS	RELATIONSHIPS	SYSTEMS

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CONCEPTUAL ORGANIZERS for a YEAR LONG THEME

• adaptation	• balance	• cause/effect	• citizenship
• communication	• conflict	• change	• courage
• cycles	• dependence	• democracy	• discovery
• development	• diversity	• duty	• ecology
• economics	• exploration	• family	• form/func.
• foundation	• freedom	• function	• habitat
• identity	• interdependence	• institution	• judgment
• independence	• justice	• legacies	• power
• perspective	• principle	• progress	• relationship
• stewardship	• survival	• symbolism	• universality

E.E. p. 17.6

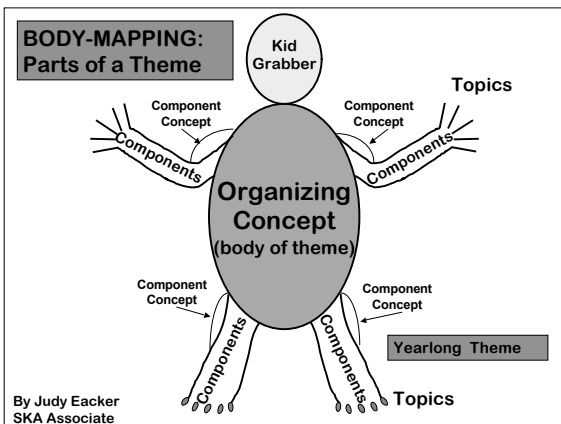
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BEING THERE SITES TO CONSIDER

Hospital •Health •Brain Scan •Emergency •Ambulance •Pre-surgery	Supermarket •Produce •Meat •Dairy •Inventory •Delivery Dock	School •Other class •Building •Dist. Office •Bus Garage •Warehouse	Water •Stream •Pond •River •Lake •Ocean •Dam
Museum •Art •Nat. history •Manuscripts •Historical •Wax	Playground •Insects •LIFESKILLS •Birds •Plants •Nature	Landfill •Recycle •Habitat •Use •Purpose •Neighbors	Car Dealer •Marketing •Sales •Repairs •Finance









From the *Being There* location you could teach:

Concept:	Social/Political Action:
Science:	Social Studies:
Math:	Language Arts:



- ### Displaying Your Key Point
1. Develop the Conceptual Key Point by adding the "Why" to the concept you defined.
 2. Underline or highlight the key words.
 3. Create visuals to represent the key words.
 4. Bodymap the actions that represent the key words.


Gardner's MULTIPLE INTELLIGENCES

- | | |
|---|---|
|  Logical-Mathematical
(logic/number smart) LM |  Linguistic
(word smart) L |
|  Spatial
(picture smart) S |  Bodily-Kinesthetic
(body smart) BK |
|  Musical
(music smart) M |  Naturalist
(nature smart) N |
|  Interpersonal
(people smart) |  Intrapersonal
(self smart) |

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EE Ch. 3

ABCD'S of EFFECTIVE INQUIRIES

Always start with a process verb, an action in mind 

Be specific, picture the outcome 

Connect to the Key Point 

Develop a product that is meaningful 

Stretch to connect more than one intelligence



EE 13.9

Relationship Among ITI Key Points & Inquiries

Conceptual Key Point:

A habitat (environment) is a place where living things get their basic needs (food, water, shelter, and space) met. Exploring and understanding the characteristics of a habitat will help us survive there and protect it for others now and in the future.

Guided Practice Inquiry:

With your Learning Club, discuss what individual needs you have and describe how these needs can be met. Draw a picture of one of these needs. Compare your needs with at least one other Learning Club. (L, S, LM) NL-ENG.K-12.4, NL-ENG.K-12.6

Relationship Among ITI Key Points & Inquiries

Conceptual Key Point:

A habitat (environment) is a place where living things get their basic needs (food, water, shelter, and space) met. Exploring and understanding the characteristics of a habitat will help us survive there and protect it for others now and in the future.

Inquiry:

In your Learning Club, share your families' basic needs. Make a list of places in the community where your family goes to meet these needs. Compare your list with another Learning Club. (LM, L or S) NL-ENG.K-12.4, NL-ENG.K-12.6, NM-DATA.PK-2.1

Reflection

"Give me six hours
 to chop down a tree
 and I will spend
 the first four sharpening
 the axe."

~ Abe Lincoln ~