



**Will the Real Teacher  
Please Stand Up?  
(Finding Your Own Rhythm For Teaching)**

Presented By:  
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## **The Teacher**

**"Concerning a teacher's influence, I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized."**

**--Haim Ginott**

# Tips For Being An Effective Teacher

By Debbie Silver

## **THE FIRST FEW DAYS:**

Be ready for the students!

- Find out ahead who they are.
- Make phone calls, write letters, etc. to welcome them.
- Personalize your room; make it comfortable for the students and for you.
- Make your first bulletin board about you.
- Do engaging activities on the first day; do routine matters ahead of time (or later).

Be warm, be friendly, and be **ASSERTIVE!** Be a model for students.

- Go over procedures and routines.
- Tell them about yourself.
- Be very specific about your expectations.
- Model correct behavior.
- Practice correct behavior, procedures, and routines.
- Keep an index card on every child you teach with his/her schedule and other important data.

Find out about your students!

- Have them fill out personality inventories.
- Have them fill out family inventories; have volunteers correlate and distribute the information.
- Do activities to enhance self-concept and build team spirit.
- Read *100 Ways to Enhance Self-concept in the Classroom* by Jack Canfield and Harold C. Wells.
- Know their birthdays; celebrate important events for students.

## **HAVE A REASONABLE, CONSISTENT DISCIPLINE PLAN:**

Remember that the goal is for students to have self-discipline!

- Be very specific about the rules.
- Violation of rules should have logical, consistent consequences.
- Stress the word "choice."
- Have a reward system that moves towards intrinsic rewards.

Above all, maintain the child's dignity!

- Use a "no strings attached" discipline system.
- Address the behavior, not the character of the child; leave off the value judgment.
- Criticize privately; praise publicly (except in cases where the staff or students prefer private attention).
- Write notes to students and parents reinforcing positive behavior.

Be proactive with your discipline.

- Utilize groupings that promote appropriate behavior.
- Make "good news" phone calls to parents.
- Move constantly; stand close to potential behavior problems.

### **FORM PARTNERSHIP WITH PARENTS:**

Call or send letters to tell good news as often as possible.

Involve your parents as much as possible.

During conferences be warm, friendly, open, and **ASSERTIVE!**

- Have a plan.
- Defend your administrators and colleagues publicly or say nothing at all.
- Refuse to be defensive.
- Stick to the subject.
- If you made a mistake, admit it, apologize, and refocus on the child's behavior.
- Establish a common ground.

NEVER gossip with parents.

### **ESTABLISH POSITIVE RELATIONSHIPS WITH ADMINISTRATORS AND STAFF:**

Find a mentor or touchstone; stay away from negative people.

Act in a professional manner.

- In most cases, stay out of the lounge.
- NEVER gossip.
- Be yourself! Take the "real you" into your job and be prepared to be criticized for being different; ignore it.
- Be helpful to colleagues, staff, and administrators.

- NEVER allow negative comments about other administrators, students, faculty members, or staff to be made in front of students, faculty members, staff, or parents.
- Follow definitive school and district policies and rules.
- Keep administrators aware of what you are doing.
- Ask for help; do not get your feelings hurt; grow.
- Volunteer, but do not overload.
- NEVER tattle.
- Come early and stay late.

### **PROMOTE A CURRICULUM RELEVANT AND EXCITING!**

Be a creative instructional leader.

- Plan lessons that address different learning styles; individualize instruction as much as possible
- Utilize teachable moments.
- Always demonstrate high expectations.
- Use a variety of hands-on, relevant activities appropriate to your subject area (teach like you would like to be taught).

- Employ cooperative learning whenever appropriate (read literature by Slavin and Johnson & Johnson).

- Follow the learning cycle model when developing lessons.

Become the ultimate professional .

- Join your professional organizations, and go to workshops and meetings.
- Listen to others; share ideas.
- Read subject and pedagogical professional literature.

- **BE PREPARED!**

- Get volunteers to help you (parents, business people, college students, friends).

### **GENERAL STRATEGIES FOR EFFECTIVE MANAGEMENT:**

Always focus on the question, "What is my goal?" Your answer should guide every decision that you make.

Never, ever allow your students' time to be wasted.

Develop routines and procedures that minimize confusion and time consumption.

Strive first to understand, then to be understood.

Do not try to rationalize with irrational people.

Remember that sometimes it is best to "agree to disagree."

Learn to fight only the "Important Battles."

Stay flexible.

Get to school EARLY!

Learn to delegate class "housekeeping chores"; save your energy for teaching!

Above all, KEEP YOUR SENSE OF SELF AND YOUR SENSE OF HUMOR!!

**Debbie Silver**

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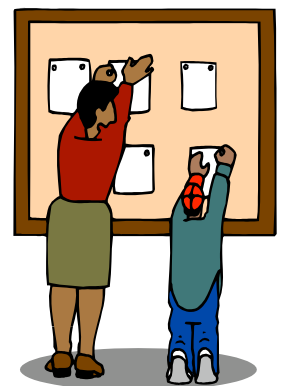
## 20 Basic Effective Teacher Qualities

1. Is fundamentally a kind, caring person who listens
2. Possesses a deep understanding of the subject matter
3. Is self-confident
4. Believes s/he can make a difference
5. Has good communication skills
6. Is creative and interesting
7. Has an open mind; is willing to try new things
8. Is generally optimistic and positive
9. Has a curiosity about the world
10. Is resourceful
11. Has a sense of humor
12. Is flexible
13. Shows tolerance and is not judgmental
14. Is able to organize time and materials effectively
15. Can be described by the students as "with it"
16. Is energetic and determined
17. Demonstrates professional and personal integrity
18. Has patience and persistence
19. Is willing to "go the extra mile" for students
20. Acts as an advocate for all students

## 10 WAYS TO SHARE WHO YOU ARE WITH STUDENTS

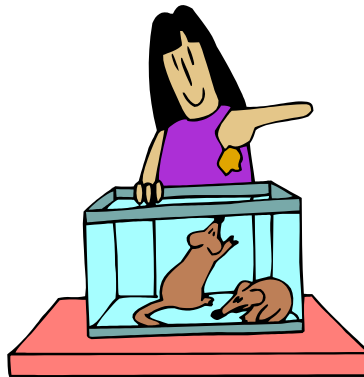
By Debbie Silver

1. Make a bulletin board about you. Put pictures of you when you were their age and on through your school career.
2. Have pictures of you, your family, your pets, and your friends framed and placed around the room.
3. Bring your scrapbook or old school yearbooks to class for students to view.
4. Weave relevant personal stories into appropriate teachable moments.
5. Participate in team building and/or advisory activities with students.
6. Stock a bookshelf with books you read at their age along with your personal favorites now.
7. Make a display or list of people you most admire.
8. Perform for them something you like to do such as a dance move, karate move, song, interpretative reading, magic trick, physical feat, or joke.
9. Bring in artifacts of your skills like a trophy, a certificate, a painting, a poem, a song, something you built, a needlepoint, a picture of your garden, a picture of you competing in a sport, a picture of you doing charitable work, or whatever it is you do when you are not with them.
10. Share with them your “dream list” of things you still want to do in this world before you leave it.



## Ten Ways to Enhance Your Classroom Environment

Debbie Silver



1. Move classroom furniture around to suit your teaching style.
2. Bring in pets and plants.
3. Add your favorite fragrances.
4. Add music.
5. Bring in extra furniture like bookshelves, room dividers, bean bag chairs, and a small refrigerator.
6. Decorate with posters, pictures, student work, and your own artifacts.
7. Display models, diagrams, tip sheets, and illustrations of the subject matter you teach.
8. Add rugs.
9. Hang mobiles, kites, or student work from the ceiling or mount instructional posters on the ceiling.
10. Decorate your windows with curtains, window art, or creative shades.

## Learning Styles

Behavioral and cognitive psychologists have long maintained that students come to school with certain inherent learning styles, many of which are at absolutely at odds with traditional teaching methods. Before we knew about Multiple Intelligences, teachers were encouraged by researchers to be mindful that students have fixed ways of internalizing new information. They told us that not all students learned equally well with traditional teaching strategies.

The concept of four basic personality types has its roots in ancient history and philosophy. Swiss psychologist Carl Jung (1923) popularized the division of personalities into four categories; thinking, sensing, feeling, and intuition. Since that time numerous psychometric instruments have been developed that basically attribute central human tendencies to four major groups. The MBTI® (Myers-Briggs Type Indicator) distinguishes areas similar to Jung's; extroverted/ introverted, intuitive/sensing, feeling/thinking, perceiving/judging. Silver (no relation), Strong & Associates, Inc. (1980) identify areas similar to Jung's; sensing/thinking (mastery style), sensing/feeling (interpersonal style), intuitive/thinking (understanding style), intuitive/feeling (self-expressive style).

Religious writer, Florence Littauer (1986) has spoken at length on her four categories; sanguine, choleric, melancholy, and phlegmatic. A current popular testing/training program is that of True Colors®, which uses colors to indicate these personality distinctions; courageous, conventional, compassionate, conceptual. And there are many others.

The important thing to remember is that whatever the classifications, there is demonstrable evidence that different learners can best be taught through identified instructional strategies and assessments. Teachers can most effectively engage each and every learner by adapting differentiated approaches.

Most of the learning style inventories and categories I have studied have the same theoretical underpinnings as the one by Dr. Anthony Gregorc. The following classifications are the property of Dr. Anthony Gregorc. They have emerged from his extensive research on the topic of learning styles. For a full presentation of this material along with a self-scoring inventory, please visit Dr. Gregorc's website at <http://www.gregorc.com/instrume.html>

# Applying What We Know Student Learning Styles

By [Dennis W. Mills Ph.D.](#)

Research tells us that we now have 100% new information every five years. If that trend continues, students who are in grades one through three will graduate during a time where, in some technological fields, there will be new information every 38 days. That could mean that the information they learned this month may be outdated two months from now!

David Kearns, former CEO of the Xerox Corporation, defines "uneducated" as "*not knowing how to keep on learning.*"

That is telling us that as teachers we need to help our students learn how to be life-long learners. If students haven't learned how to learn, they may not be able to be effectively trained in a career that they choose.

You and I receive new information every day that we live. Understanding how we naturally take in and process that information will go a long way toward making us life-long learners. Helping our students understand how they naturally take in and process information will go a long way toward making them life-long learners.

We know that people are not all alike. We each see the world in a way that makes the most sense to each of us as individuals. This is called **perception**. Our perceptions shape what we think, how we make decisions, and how we define what's important. Our individual perception also determines our natural learning strengths, or **learning style**.

Since we are not basically alike, when we approach a learning task or situation, we do not all benefit from the same approach. Each individual has his or her own unique learning strengths and weaknesses. It is vital for us as teachers to deliberately use a variety of methods to reach the students.

There are many approaches to individual learning styles. One of the most effective models for use in learning comes from the research of Anthon F. Gregorc and Kathleen A. Butler. The Gregorc model provides an organized way to consider how the mind works.

There are two perceptual qualities: *concrete* and *abstract*.

**Concrete:** This quality enables you to register information directly through your five senses: sight, smell, touch, taste, and hearing. When you are using your concrete ability, you are dealing with the obvious, the "here and now." You are not looking for hidden meanings, or making relationships between ideas or concepts. "*It is what it is.*"

**Abstract:** this quality allows you to visualize, to conceive ideas, to understand or believe that which you cannot actually see. When you are using your abstract quality, you are using your intuition, your imagination, and you are looking beyond what is to the more subtle implications. "*It is not always what it seems.*"

Although all people have both concrete and abstract perceptual abilities to some extent, each person is usually comfortable using one more than the other. The person whose natural strength is in the **concrete**, for example, may communicate in a direct, literal, no-nonsense manner. The person whose natural strength is the **abstract** may use more subtle ways to get a point across.

There are two ordering abilities in Gregorc's model:

**Sequential:** Allows your mind to organize information in a *linear*, step-by-step manner. When using your sequential ability, you are following a logical train of thought, a traditional approach to dealing with information. You may also prefer to have a plan and to follow it, rather than relying on impulse.

**Random:** Lets your mind organize information by *chunks*, and in no particular order. When you are using your random ability, you may often be able to skip steps in a procedure and still produce the desired result. You may even start in the middle, or at the end, and work backwards. You may also prefer your life to be more impulsive, or spur of the moment, than planned.

Again, both ordering abilities are present in each person, but usually a pattern emerges for using one over the other more comfortably.

There are four combinations of the strongest perceptual and ordering ability in each individual:

1. **Concrete Sequential (CS)**
2. **Abstract Random (AR)**
3. **Abstract Sequential (AS)**
4. **Concrete Random (CR)**

No one is a "pure" style. Each of us have a unique combination of natural strengths and abilities. By learning some of the common characteristics of each of the four combinations used by Gregorc, we can recognize and value what our students do best. We can help them to improve in areas that are least used and understood.

It is my hope that by understanding your students' learning styles, you will be better able to adapt your teaching styles and strategies to meet their needs. It is not as important to figure out what a person is as it is to recognize **how** and **why** a person is doing something.

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## ***Gregorc's 4 Basic Learning Styles***

The **Abstract Random** learner's approach to change is subject to emotions and level of interest. Her/his approach to life is idealistic, emotional, and always intense. This learner prefers an environment that allows emotional and physical freedom, is active, and is vibrant. S/he is distinguishable by attention to human behavior and an extraordinary ability to sense and interpret feelings. S/he prefers to receive information in an unstructured manner, and is therefore, comfortable in groups and with busy environments. S/he tends to evaluate all experiences "as a whole" and see the world in "black and white."

### **Appropriate Instructional Strategies for the Abstract Random Learner:**

- Role playing
- Team games
- Short reading assignments
- Discussions
- Videos
- Peer tutoring
- Group investigations
- Active, busy environments

### **NOTES:**

The **Concrete Sequential** learner is usually slow and hesitant about change. This learner's approach to life is realistic, patient, and conservative. S/he prefers an environment that is ordered, quiet, and stable. S/he has a finely tuned ability to derive information through direct, hands-on experience. This person has an extraordinary development of the five senses and likes touchable concrete materials. This student likes step-by-step directions when confronted with a new situation. S/he does not like surprises and prefers to be in control of most situations. S/he is the one learner who not only looks for directions but follows them!

### **Appropriate Instructional Strategies for the Concrete Sequential Learner:**

Step-by-step directions  
Workbooks  
Drill and practice  
Lectures with PowerPoint Demonstrations  
Labeling drawings and models  
Well-structured field trips  
Color-coded study organizers  
Logical sequencing  
Focused, quiet environments

### **NOTES:**

The **Abstract Sequential** learner is indecisive about change. This person focuses on knowledge and facts; s/he insists upon documentation before “buying into” new ideas. Her/his approach to life is realistic, serious, logically intellectual, and determined. S/he likes an environment that is mentally stimulating but non-authoritative. S/he likes to direct her/his own learning. This student has excellent decoding abilities in the areas of written, verbal, and image symbols. S/he has a preference for presentations that are rational and have substance. S/he pays attention to detail and usually prefers to work alone.

### **Appropriate Instructional Strategies for the Abstract Sequential Learner:**

Extensive reading assignments  
Lecture with time for reflection  
Debate  
Essays  
Logic Problems  
Research-based lessons  
Finding information on the World Wide Web  
Individual projects  
Journaling  
Inquiry-based activities  
Quiet, well-controlled environments

### **NOTES:**

The **Concrete Random** learner is open and amenable to change; this person is sometimes the instigator of change. Her/his approach to life is inquisitive and independent. S/he likes an environment that is competitive and stimulus-rich. This person has an experimental attitude that is often accompanied by a trial-and-error approach to problem solving. S/he gets the gist of ideas quickly and demonstrates the uncanny ability to make intuitive leaps in exploring unstructured problem-solving experiences. This person is often self-motivated and not interested in details.

### **Appropriate Instructional Strategies for the Concrete Random Learner:**

- Independent study projects
- Learning games
- Simulations
- Optional reading assignments
- Open-ended discussions
- Divergent thinking activities
- Unstructured exploration time
- Mini-lectures
- Activities on the Internet
- Moderately active environments

### **NOTES:**

## LIST OF RELATED CITATIONS

### “FINDING YOUR OWN RHYTHM FOR TEACHING”

DR. DEBBIE SILVER

Ashton-Warner, S. (1986). *Teacher*. New York: Simon and Schuster.

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# **Cooperative Learning for the Middle Level**

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## What is Cooperative Learning?

Cooperative learning is an instructional strategy that uses small groups of students working together and helping one another on specific learning tasks with an emphasis on group members supporting one another. It is characterized by activities that:

1. **Require students to depend on one another for success.** Having students sit side by side working on something they could just as easily do by themselves in *not* cooperative learning. Students must be required to share materials, knowledge, time, talents, and effort (or any combination of these).
2. **Provide for individual accountability.** Group members share jobs and make group presentations. Group members are tested individually and/or as a group to ensure that each person has mastered the required learning.
3. **Utilizes face-to-face interaction among students.** For all group work students are arranged in close proximity of each other. They can be at tables, in desks or chairs pushed together, on the floor, or virtually anywhere they can do the task at hand separated from other groups.
4. **Focus on interpersonal and group skills.** Tasks are designed to include components of positive interpersonal communication skills such as active listening, building consensus, sharing, supporting, restating, using appropriate eye contact and gestures, and encouraging. Teams learn to stay on task and check each other for understanding.

## **Traditional Classroom**

Learners are passive  
Students work alone  
Teacher directs work  
Silence is valued  
Teacher initiates discussion  
Some students do not participate  
Individual accountability  
Independent learners  
Affirmations come from teacher  
Individual materials needed

## **Cooperative Classroom**

Learners are active  
Students work with 1 to 4 partners  
Students direct work  
Learning noise is appropriate  
Students initiate discussion  
All students participate  
Individual and group accountability  
Interdependent learners  
Affirmations come from peers  
Shared materials

## **Effective Use of Cooperative Learning Can**

1. Increase achievement (at all ability levels)
2. Empower students to take responsibility for their own learning
3. Improve retention
4. Generate more positive feelings towards the subject matter
5. Provide more active learning
6. Focus more time on learning
7. Lower frustration and anxiety among students
8. Enhance a sense of community among students
9. Promote inter-personal communication skills
10. Boost feelings of self-worth

## How To Use Cooperative Learning:

### Middle School Learners

*In working with middle school learners it is important to remember that:*

- Group members are responsible for the performance of each individual learner.
- Group members are individually accountable and must be able to report on or explain the team's results.
- The groups are to be assigned by the teacher. Their make-up should be heterogeneous with respect to sex, race, socioeconomic status, ability/learning styles, cliques, and other important factors.
- Leadership is shared on a rotating basis. Each team member has a job and responsibilities.
- The teacher is a resource; students are in charge of their own learning.
- Time must be allowed for group processing and self-evaluation.

The job assignments I use for traditional grouping are these:

#### **Group Leader**

1. Reads all directions to group
2. Leads the discussions
3. Checks the data sheet
4. Helps with clean-up
5. Is the only one who can ask a question of the teacher

### **Materials Manager**

1. Is responsible for collecting and returning all materials & supplies to the appropriate place(s)
2. Is the only one who can get up for materials and supplies
3. Makes sure the everyone in the group has equal access to the materials and supplies
4. Checks the data sheet
5. Helps with clean-up

### **Time Keeper**

1. Holds the team stopwatch (or watches the clock)
2. Keeps group on task and reminds them about time
3. Is responsible for getting the group to finish on time
4. Checks the data sheet
5. Helps with clean-up

### **Data Collector**

1. Collects the data for the activity
2. Records data on the appropriate form or sheet
3. Returns data sheet to teacher and/or records group data on class data sheet
4. Makes sure all other team members check the data sheet
5. Helps with clean-up

Since this is not a perfect world, and all class populations are not divisible by four, I have a fifth job that can be assigned in a group:

### **Encourager**

1. Monitors other team members to make sure they do their own jobs
2. Takes responsibility for praising and affirming jobs that are well done
3. Records comments and actions that show positive interpersonal communication
4. Reports recorded data to group at de-briefing session
5. Helps with clean-up

If a group of four has one member absent, two of the jobs can be combined for that day.

Part of the group's participation grade is based on how well each team member performs her/his job. Points are deducted if one team member does another team member's assigned responsibility.

Group Participation Number Line																				
Date: _____																				
Group Number: _____																				
Group Members Present: _____																				
_____																				
_____																				
100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0
Participation Points Earned: _____																				

There is nothing chaotic about cooperative learning that is well-planned and well-managed. Teachers should plan activities that are challenging and yet doable if the group members work together. Tasks should require the concentrated efforts of all team members doing their jobs and working within the allotted time. Materials and supplies should be out and sorted before students arrive. During the cooperative learning activity it is the responsibility of the teacher to monitor the students and:

- Give immediate feedback and reinforcement for learning
- Re-teach certain concepts if necessary
- Clarify directions
- Encourage oral elaboration
- Affirm positive interactions and efforts
- Informally assess student learning and collaboration

Another way to ensure that the cooperative learning activity is organized and has a smooth closure is to allow time after clean up and whole group information sharing to ask the groups to evaluate how they interacted

with one another. Either verbally or in their journals students can answer questions like these:

- Tell how involved each of your team members was in the decisions your group made.
- How do you feel about the work your group did today? Why?
- What would you would like to tell your teammates about how you felt during today's activity or the way you feel now?
- What could your team do to improve the way you get along and/or work together?
- What is your favorite thing about being on this team?

Teachers need to keep a close watch on the personal interactions going on within groups. Happy well-functioning groups matched with appropriate tasks and given adequate time constraints run smoothly.

### ***Alternative Ways to Use Cooperative Learning***

1. **Within a lecture or presentation:**  
The teacher is discussing, modeling, or explaining something. S/he pauses to ask small groups to summarize, categorize, debate, describe, or otherwise react to the presented material.
2. **With higher level questioning:**  
The teacher asks small groups to come up with a team consensus on something to do with analysis, synthesis, or evaluation of the concept being discussed.
3. **As practice reinforcement:**  
The teacher asks students to get with their groups to practice, memorize, or review the given concepts.
4. **Decision-making/problem solving:**  
The group is to reach a decision or solve a problem presented by the teacher. The teacher is leading a class discussion on the separation of church and state in the United States Constitution. She asks small groups to meet and decide whether or not to include the words, "Under God" in the Pledge of Allegiance. Groups are to figure out a way for students to say the Pledge without violating the spirit of the law.

5. **As a review:**  
The teacher asks a question. Team members put their heads together to discuss the answer. The teacher calls out a color, and the person who has that color dot will answer the question as the teacher whips through the groups.
6. **In a tournament or game format:**  
There are several models for using cooperative learning in a tournament or game format. Student Teams-Achievement Divisions (STAD) and Teams-Games-Tournament (TGT) are two of the more popular ones.
7. **With peer editing:**  
Team members proofread each other's work and offer suggestions for improvement. This practice helps both the "corrector" and the "correctee."
8. **As an assessment:**  
A Gallery Walk (sometimes called Carousel Walk) is a way to assess students in groups. The teacher puts large pieces of newsprint around the room. On the top of each is a question for which there are several answers. Student groups are given different colored markers and asked to write one correct answer to each question. Answers cannot be repeated on a page. The teacher can informally assess student learning by listening to them as they "think out loud" in their groups (Slavin calls this *oral elaboration*). Or teachers can more formally assess the answers by noting the flow of answers used by each colored group.
9. **Research projects or group investigations:**  
Group work on projects can promote sharing of the load and commitment to a time line. Often times students who are procrastinators when it comes to doing their own work will get motivated by their peers to finish their part of the assignment.
10. **Checking homework:**  
Even though homework is for independent practice, many teachers have limited time for checking and correcting it during a rushed day. Group members can check each other's work for accuracy.

For more information on the specific techniques mentioned in this chapter or for lessons designed around particular age groups and subject areas consult your local bookstore or the Internet. Cooperative learning

strategies abound. Using small group interactions is a powerful teaching tool that can be used to enhance the learning cycle and most other effective teaching strategies. Different marchers hearing different songs still need to learn to work successfully in groups when the need arises. Learning interpersonal communication skills helps students to become better citizens. Working in groups helps students "get better together."

### **Recommended Reading List**

Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1994). *The new circles of learning: Cooperation in the classroom and school*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



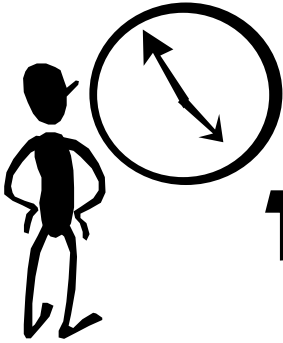
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# **Time Keeper**

- 1. Holds the team stopwatch (or watches the clock).**
- 2. Keeps group on task and reminds them about time.**
- 3. Is responsible for getting the group to finish on time.**
- 4. Checks the data sheet.**
- 5. Helps with clean-up.**



# **Data Collector**

- 1. Collects the data for the activity.**
- 2. Records data on the appropriate form or sheet.**
- 3. Returns data sheet to teacher and/or records group data on class data sheet.**
- 4. Makes sure all other team members check the data sheet.**
- 5. Helps with clean-up.**



# **Encourager**

- 1. Monitors other team members to make sure they do their own jobs.**
- 2. Takes responsibility for praising and affirming jobs that are well done.**
- 3. Records comments and actions that show positive interpersonal communication.**
- 4. Reports recorded data to group at de-briefing session.**
- 5. Helps with clean-up.**

## **Cooperative Learning (Reaching Consensus)**

**What is your team's name?**

**What is your team's logo?**

**What is your team's favorite movie?**

**What is your team's favorite food?**

**What is your team's favorite place to visit?**

**What is your team's favorite season?**

## **Team Consensus Processing Guide**

**Now that your team has completed the Reaching Consensus Sheet, take a few minutes to look back at the interactions of your group. Each of you should write some notes, thoughts, or ideas on this form before you discuss how your group worked together. Look for any patterns in the perceptions of your team members.**

- 1. Tell how involved each of your team members was in the decisions your group made.**
- 2. Do you feel good about the decisions your team made? Why or why not.**
- 3. Is there something you would like for your team members to know about the way you felt during the interactions or the way you feel now?**
- 4. How well did your team do in getting along and making joint decisions? What could you do to improve?**



# **Lion Taming 101: Classroom Management (It's not just about the rules)**

**Presented By:  
Debbie Silver, Ed. D.  
<[www.debbiesilver.com](http://www.debbiesilver.com)>**



## **The Teacher**

**"Concerning a teacher's influence, I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized."**

**--Haim Ginott**

## Taking Inventory

*Please answer each part of each question honestly and candidly. There are no right or wrong answers. What you write will be held in confidence.*

1. What is your full name? What do you like to be called? Why?
2. List 10 words that describe you,.
3. List the people that live in your home(s) and put 2 describing words after each name.
4. What do you think you will be like 5 years from now?
5. Of all the things you do in your free time, which ones do you like best?
6. Of all the things required of you in your life, which things do you like least?
7. Who is your best friend? Why?
8. What do you and your friends have in common?
9. At what kinds of things do you excel?
10. At school what are your favorite things to do?
11. At school what are your least favorite things to do?
12. What is your favorite book or movie? Why?
13. If you could change this school, what changes would you make?
14. If you were the teacher in this class, what five rules would you have?
15. What is your major goal (aim, ambition, dream, hope) right now?
16. Who is the person you admire the most? Why?
17. What are you most afraid of?
18. What is it about you that makes your friends like you?
19. What is something I (the teacher) need to know about you?
20. Write your own question and answer it.

## Behavior Journal Page

Student's Name \_\_\_\_\_ Class/Period \_\_\_\_\_ Date \_\_\_\_\_

I violated our class code by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I chose to do this because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A more appropriate choice would have been: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how I feel about what happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is what I plan to do in the future to prevent a recurrence of my actions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how my teacher can help me implement my plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

*Teacher Comments:*

## Individual Behavior Plan

Student's Name \_\_\_\_\_ Class/Period \_\_\_\_\_ Date \_\_\_\_\_

Long-Range Goals for student: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Short-Term Target Goal: \_\_\_\_\_

\_\_\_\_\_

What Student Will Do to Meet Target Goal: \_\_\_\_\_

\_\_\_\_\_

What Teacher Will Do to Help Student Meet Target Goal: \_\_\_\_\_

\_\_\_\_\_

What Parent or Other Will Do to Help Student Meet Target Goal (optional): \_\_\_\_\_

\_\_\_\_\_

What will happen if student fails to meet target goal :

1<sup>st</sup> Time- \_\_\_\_\_

2<sup>nd</sup> Time- \_\_\_\_\_

\_\_\_\_\_

Positive recognition student will receive for making target goal:

\_\_\_\_\_

Positive recognition will make for sustaining target goal for \_\_\_\_\_ (time period).

\_\_\_\_\_

\_\_\_\_\_

Date-

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Teacher Signature

\_\_\_\_\_

Parent or Other Signature (optional)

\_\_\_\_\_

*Comments and Dates:*

## Killer Statements and Gestures

Conduct a class discussion around the following questions:

Have you ever worked really hard at something or been very excited about something and someone "killed" your good feeling by something they said or did? What was said or done?

Have you ever witnessed someone's pride or other feelings be "killed" by something that someone else said or did? What was said or done? How do you think the other person felt?

Introduce the concept of "killer statements and gestures" as anything that is said or done to "kill" someone's good feelings about themselves. These things can be negative comments, body language, or gestures. List together some of the things that are often said in and around the classroom that fit these categories (even those said and done by staff members).

Examples may include:

"That doesn't even make sense!"  
"Where did you get an answer like that?"  
"Quit showing off!"  
"Are you crazy? retarded? weird? strange? nuts? . . ."  
"We don't have time for that now."  
"Only boys/girls do that!"  
"If you'd pay attention this wouldn't happen!"

- Tell the students to keep a list of all the killer statements they hear in one day. Discuss who said them and why.
- Have students make a mural or collage of killer statements and gestures. Display it in the room as a reminder.
- Do the I A L A C role play to demonstrate the impact of killer statements and gestures.
- Discuss how to replace killer statements and gestures with positive comments and gestures.

*The most deadly of all sins is the mutilation of a child's spirit.*

*Erik H. Erikson  
Young Man Luther*

*No one can make you feel inferior without your consent.*

*Eleanor Roosevelt*

*Adapted from 100 Ways to Enhance Self-concept in the Classroom. Canfield & Well*

## Why Students Misbehave

- \* To Gain Power
- \* To Get Attention
- \* To Seek Revenge
- \* To Avoid Failure

From Catherine Neale Watson, *Middle Ground*, Spring, 1995

### **Contemplative Teachers Plan How They Will:**

- **React to different situations.**
- \* **Reinforce positive behavior.**
- \* **Extinguish negative behavior.**
- \* **Individualize discipline practices for difficult students.**
- \* **Engage all learners.**
- \* **Differentiate instruction for diverse learners.**
- \* **Foster a classroom community.**
- **Build their own resiliency so that they will be at their personal best.**

## **Tips for Successful Communication With Students**

- Do not begin instruction until all students are focused and attentive.
- Be sure your voice and body language are consistent with your words.
- Use direct eye contact and simple hand gestures to redirect off-task or inappropriate behavior.
- Use close proximity and a quiet voice to make reminders and censures personal and private.
- Be warm and friendly, and be firm.
- Talk to upset students away from other students.
- Practice active listening skills.
- Write e-mails, notes, or letters to students occasionally just to tell them why you are glad that you are their teacher.



## **Tips for Writing to Students**

- Write things that are positive and specific to the individual student. (Some students will compare their messages from you to see if you say the same things to everyone.)
- Make sure everyone gets at least one note from you during the year.
- Be truthful and be sincere. You can even be funny if that's how you interact with students, but be very careful that your words cannot be misinterpreted as sarcastic or negative (humor is tricky without the facial expressions and vocal tone to indicate that you are joking).
- Make sure your positive comments have "no strings attached."
- Don't make a big deal of presenting the note. Be as private as possible (you can even leave it in a locker or mail it).
- Don't ask them if they read it; give it freely, and let it go.
- Don't ask for or expect anything in return.

## Things to Consider Before You *React* to a Disruptive Student

- Could this be about your own need to win?
- Could you have misinterpreted the situation?
- Have you confronted the one who wasn't the primary instigator?
- Is this hostility directed towards you actually displaced aggression?
- Is the student just trying to attract attention (even if it is negative)?
- Does the student feel that s/he is not being respected or losing face?
- Is it possible that this student really *did* misunderstand?
- Is this student acting out of a feeling of powerlessness or hopelessness?
- Could this student have been joking?
- Is this student just acting in a way that is typical of his age group?

## LIST OF RELATED CITATIONS

### “LIOIN TAMING 101: CLASSROOMMANAGEMENT”

PRESENTED BY  
DR. DEBBIE SILVER

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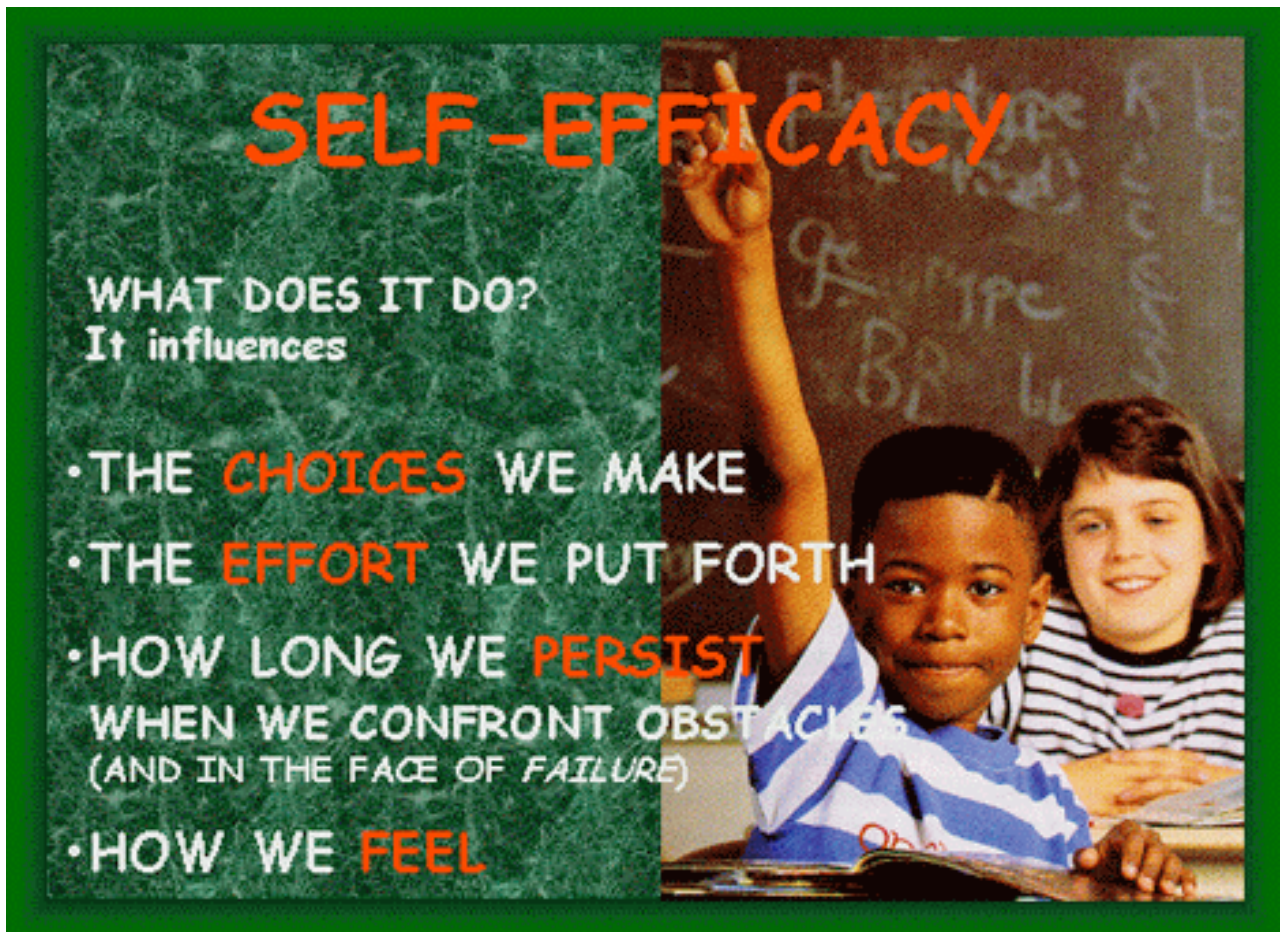
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**“Do We HAVE to Do This?”**  
**What Research Tells Us About**  
**Student Motivation**

Debbie Silver, Ed.D.  
<[www.debbiesilver.com](http://www.debbiesilver.com)>



Albert Bandura (1925 -) popularized the term *self-efficacy*. He defines it as the part of our "self system" that helps us to evaluate our performance. Perceived self-efficacy refers to one's impression of what one is capable of doing. This comes from a variety of sources, such as personal accomplishments and failures, seeing others who are similar to oneself, and verbal persuasion.

Verbal persuasion may temporarily convince people that they should try or avoid some task, but in the final analysis it is one's direct or vicarious experience with success or failure that will most strongly influence one's self-efficacy. For example, a teacher may "fire-up" her students before a standardized test by telling the kids how great they are, but the enthusiasm will be short-lived if the test is completely beyond their ability or their perceived beliefs that they can actually do well.

People with high perceived self-efficacy try more, accomplish more, and persist longer at a task than people with low perceived self-efficacy. Bandura speculates that this is because people with high perceived self-efficacy tend to feel they have more control over their environment and, therefore, experience less uncertainty.

## Zone of Proximal Development...ZPD

**Zone of Proximal Development**, an idea developed by Lev Vygotsky over one hundred years ago, seeks to define the process through which students effectively learn in cooperation with a teacher.

A student's Zone of Proximal Development, or ZPD, is defined as the student's range of ability with and without assistance from a teacher or a more capable peer. On one end of the range is the student's ability level without assistance. On the other end of the range is the student's ability level with assistance.

A classroom that makes the best use of all of its students' ZPDs should follow the following guidelines:

- 1 The teacher should act as a scaffold, providing the minimum support necessary for a student to succeed. The idea is to assist without denying the student's need to build his or her own foundation. The challenge for the teacher, then, is to find the optimal balance between supporting the student and pushing the student to act independently. To effectively scaffold the student, the teacher should stay one step ahead of the student, always challenging him or her to reach beyond his or her current ability level. However, if instruction falls outside of the zone (above or below a student's ZPD), no growth will occur.
- 2 To effectively scaffold students within their ZPDs, a teacher should also have an awareness of the different roles students and teachers assume throughout the collaborative process. The roles roughly resemble the following:
  - teacher modeling behavior for the student
  - student imitating the teacher's behavior
  - teacher fading out instruction
  - student practicing reciprocal teaching (scaffolding others) until the skill is mastered by all students in the classroom.

Resource:

Adapted from:

<<http://www.wcer.wisc.edu/step/ep301/Spr2000/Jenna-B/zpd.html>

# **Attribution Theory**

- **Task Difficulty**
- **Luck**
- **Innate Ability or Talent**
- **Effort**

## **External (Controlled by other than Self)**

- **Task Difficulty**
- **Luck**
- **Innate Ability or Talent**

## **Internal (Controlled by Self)**

- **Effort**

# **Implicit Personality Theory**

**Dr. Carol S. Dweck**

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Carol Dweck's early research on human motivation focused on helpless and mastery-oriented response patterns in schoolchildren (Deiner & Dweck, 1978, 1980; Dweck, 1975; Dweck & Reppucci, 1973). Some students, she noted, persist in the face of failure while others quit as soon as the going gets rough. In the 1980s she began investigating the self-theories that lie behind these behaviors, discovering along the way that students' implicit beliefs about the nature of intelligence have a significant impact on the way they approach challenging intellectual tasks: Students who view their intelligence as an unchangeable internal characteristic tend to shy away from academic challenges, whereas students who believe that their intelligence can be increased through effort and persistence seek them out (Dweck, 1999b; Dweck, Chiu, & Hong, 1995; Dweck & Leggett, 1988).

Students who hold an "entity" theory of intelligence agree with statements such as "Your intelligence is something about you that you can't change very much." Since they believe their intelligence is fixed, these students place high value on success. They worry that failure-or even having to work very hard at something-will be perceived as evidence of their low intelligence. Therefore, they make academic choices that maximize the possibility that they will perform well. For example, a student may opt to take a lower-level course because it will be easier to earn an A. In contrast, students who have an "incremental" theory of intelligence are not threatened by failure. Because they believe that their intelligence can be increased through effort and persistence, these students set mastery goals and seek academic challenges that they believe will help them to grow intellectually (Dweck, 1999b).

Dr. Dweck's research on the impact of praise suggests that many teachers and parents may be unwittingly leading students to accept an entity view of intelligence. By praising students for their intelligence, rather than effort, many adults are sending the message that success and failure depend on something beyond the students' control. Comments such as "You got a great score on your math test, Jimmy! You are such a smart boy!" are interpreted by students as "If success means that I am smart, then failure must mean that I am dumb." When these students perform well they have high self-esteem, but this crashes as soon as they hit an academic stumbling block. Students who are praised for their effort are much more likely to view intelligence as being malleable, and their self-esteem remains stable regardless of how hard they may have to work to succeed at a task. Therefore, it is reasonable to assume that these students are more likely to be willing to push through setbacks and reach their full academic potential (Dweck, 1999a; 1999b).

Books:

- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia: Psychology Press.
- Elliot, A. J., & Dweck, C. S. (Eds.). (2005). *Handbook of competence and motivation*. New York: Guilford.
- Heckhausen, J., & Dweck, C. S. (Eds.). (1998). *Motivation and self-regulation across the life span*. Cambridge: Cambridge University Press.

## What Are Classroom Rewards?

- **Extrinsic rewards** can be defined as rewards that come from an outside source such as the teacher. Rewards include the obvious bonuses such as prizes, certificates, special privileges, gold stars, stickers, candy gum, redeemable tokens, grades, or even money. Teacher praise is also considered to be an extrinsic reward as are more subtle signs of approval such as thumbs up signs, smiles, nods, hugs, or pats on the back.
- **Intrinsic rewards** can be defined as rewards that are inherent or the natural consequence of behavior. Some researchers prefer the term *reinforcers* to rewards because teachers use them to strengthen behavior (make it more likely to be repeated).
- **Task-contingent rewards** are available to students for merely participating in an activity without regard to any standard of performance (i.e. anyone who turns in a homework paper gets an "A").
- \* **Performance-contingent rewards** are available only when the student achieves a certain standard (i.e. anyone who has at least 93% correct responses on the homework paper gets a sticker).
- \* **Success-contingent rewards** are given for good performance and might reflect either success or progress towards a goal (i.e. anyone who has at least 93% correct responses on the homework paper or improves his/her last score by at least 10% receives a sticker).

Most researchers agree that task-contingent rewards are at best futile and at worst counterproductive. There are varying opinions about the need for either performance-contingent rewards or success-contingent reward.



## Guidelines For Using Classroom Rewards

- Use the weakest reward required to strengthen a behavior. (Don't give candy if a sticker will do. Don't give a sticker if praise will do.)
- When possible, avoid using rewards as incentives.
- Reward at a high rate in the early stages of learning and reduce the frequency of rewards as learning progresses.
- Reward only the behavior you want repeated. (If you reward a long, verbose paper, expect to see lots more of them.)
- Remember that what is an effective reward for one student may not work well with another.
- Reward success, and set standards so that success is within each student's grasp.
- Bring attention to the rewards (both intrinsic and extrinsic) that are available for students from sources other than the teacher.
- Continually work towards a system that uses less extrinsic rewards.
- Before planning any kind of a reward, always ask yourself, "What are the probable long-term consequences of using this reward?" as well as "What is my short-term goal for using this reward?"

*Adapted from Paul Chance, 1992, by Debbie Silver*

# The Learning Cycle

Debbie Silver, Ed.D.

## Why Use the Learning Cycle?

- **Students learn through concrete experiences**
- **All students are given common experience from which concepts are developed.**
- **Students develop thinking skills**
- **Students generalize their learning to new situations**
- **Students share responsibility for learning**

There are several variations of the Learning Cycle, but most use a three-phase approach to teaching the lesson objectives. The purpose of the Learning Cycle is to develop learning situations that provide students with concrete experiences prior to the introduction of vocabulary or concepts. After students have been guided to construct the intended concepts, they apply their new knowledge in new situations. This allows them to generalize their learning and reinforces the newly developed mental structures.

A detailed explanation of each phase as well as a lesson plan based on the Learning Cycle follows.

## Exploration Phase

In the Exploration Phase students are presented with a problem that requires them to use process skills to gather and organize data. During this motivational phase students are encouraged to manipulate materials and explore ideas without specific outcomes designated by the teacher. The teacher closely monitors group activities and guides students through the use of open-ended questions addressed to individuals and groups. The exploration phase provides common experiences from which all students can draw during the more directed phases that follow.

## The Teacher's Role

During this phase the teacher sets up experiences that will motivate the learners. She facilitates interaction between the learner and the lesson materials. She facilitates by questioning, clarifying procedures, and monitoring interactions. Questioning should be done using the open-ended format so that students are provided the opportunity to explore the concept and come up with their own answers.

## The Students' Role

The students pursue activity questions utilizing process skills to gather and organize data. Students compare their answers with those of others.

## The Classroom Arrangement

Usually exploration activities are best conducted by students in small groups (using cooperative learning). Motivational open-ended questions to the large group may precede small group activities.

### Exploration Phase

#### The Teacher:

- Motivates the learners
- Facilitates with open-ended
- Clarifies procedures
- Monitors behavior

#### The Students:

- Develop interest
- Develop common experiences questions
- Gather and organize data
- Begin to explain concepts in their own words

## Concept Development Phase

The Concept Development Phase of the cycle focuses on patterns that students find in the data they have collected and in the observations they have made. Students are guided to create explanations, classifications, or hypotheses. Based on the experiences of the students during the Exploration stage, teachers provide appropriate terminology and vocabulary as they give information and guide whole class discussions. Although teachers traditionally use "mini-lectures" in explaining concepts, materials such as textbooks, supplemental readings, audio-visual aids, and other resources can be used to clarify ideas.

Students are more likely to listen to and retain concepts presented in the Concept Development Phase because it follows the Exploration Phase where they have discovered its relevance. Students can communicate more easily with one another and with the teacher during the Concept Development Phase because of their shared experiences in the Exploration Phase.

### The Teacher's Role

During this phase the teacher provides direct instruction for clarifying ideas and concepts to explain student experiences. She helps the students develop appropriate vocabulary and poses questions to clarify understanding.

### The Students' Role

The students describe and compare their observations from data collected in the Exploration Phase. They begin to look for patterns that emerge. They present and share interpretations while drawing conclusions. They construct scientific concepts based on their experiences and the new information provided through lecture, discussion, reading, or other methods. They should begin using appropriate terminology and vocabulary related to the scientific principles involved.

## The Classroom Arrangement

Whole class instruction can be used to introduce vocabulary, clarify concepts, and provide explanations. Instruction can vary from "mini-lecture" to videos, textbooks, or other instructional materials.

### Concept Development Phase

#### The Teacher:

- Provides information
- Develops the concepts
- Clarifies the explanations
- Directs whole group discussions

#### The Students:

- Look for emerging patterns in collected data
- Share interpretations of experiences with other students
- Construct scientific concepts
- Begin to use appropriate terminology

## Concept Application Phase

The Concept Application Phase extends the discoveries made by the students in the Exploration Phase and the knowledge obtained in the Concept Development Phase by requiring students to explore in more depth through additional experimentation and/or discussion. They are encouraged to apply the concepts they have learned to "real world" situations. This phase serves as a connection between broad scientific constructs and students' daily lives. The Concept Application Phase can also introduce a new, related topic that can become the Exploration Phase of the next lesson.

### The Teacher's Role

During this phase the teacher poses new situations or problems that can be solved using concepts developed during the previous phases. She provides indirect instruction by posing divergent questions. The teacher acts as observer and facilitator rather than as "impartor of knowledge." She monitors students closely as they are actively engaged in the learning process.

### The Students' Role

Students interact with one another as they compare ideas and explanations. They are involved in active learning as they use their newly acquired skills and understandings to construct deeper meanings and broader applications of their discoveries. They apply their new knowledge to new, preferably "real life," situations.

## The Classroom Arrangement

Cooperative learning in small groups enables students to share ideas and remain actively engaged in the learning process. Close teacher monitoring is essential to ensure student participation and understanding.

## Concept Application

### The Teacher:

- Poses new situations and divergent questions for newly learned concepts
- Closely observes and monitors student interactions

### The Students:

- Apply newly learned concepts to new situations
- Become involved in deeper meanings and extended implications of concepts

## Discussion

Our observations have shown that using the Learning Cycle's "discovery approach" is a very effective way to teach. It provides preliminary concrete experiences that give all learners a more even starting point from which to construct the science concepts. Vocabulary and concepts are linked to common prior experience. Students are encouraged to become active rather than passive learners.

It should be noted that the model is cyclical. At any point students can move from one phase to another. Often they will move from one phase to another several times during the lesson. Exploration will lead to concept development that will require concept application which may lead to another exploration, and so on.

At all times during the learning cycle evaluation and discussion are integral parts of the process. Evaluation by the teacher as well as by the students is ongoing.

The Learning Cycle can be incorporated into most teaching situations with very little modification of classroom arrangement. It does not require extensive changes in traditional teaching materials. It primarily involves a re-ordering of the traditional elements of a lesson. Teachers become facilitators of learning rather than "tellers of facts." Students are encouraged to find their own answers within their own experiences so that the knowledge they acquire becomes meaningful to their lives. Students think about what they are learning and learn about how to think.

Teachers of all grade levels and all subjects can use the Learning Cycle to provide meaningful, positive learning experiences for their students.

## Learning Cycle Check-List

Use the following check-list to evaluate lessons to determine whether they use the Learning Cycle format.

Exploration Phase	YES	NO
1. The lesson contains a motivational activity that provides common experiences.	—	—
2. Students are given sufficient time to use materials and explore open-ended questions.	—	—
3. Students are asked to collect and organize data.	—	—
<b>Concept Development Phase</b>		
1. The concepts and vocabulary developed are appropriate outgrowths of the exploration activity.	—	—
2. Explanations are based on emerging patterns observed in the exploration phase.	—	—
<b>Concept Application Phase</b>		
1. Students are required to apply newly learned concepts to "real life" situations.	—	—
2. Students interact with one another and compare ideas and explanations.	—	—



# **Practice *Safe Stress!***

## **A Stress Management Session for Educators**

**Debbie Silver, Ed.D.**

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# Signs of Discouragement



## Checklist:

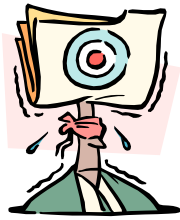
- \_\_\_ Are you procrastinating or avoiding?
- \_\_\_ Do you find yourself thinking of reasons why you shouldn't be doing your project, minimizing its importance?
- \_\_\_ Do you feel overwhelmed whenever you think of working on your project?
- \_\_\_ Is your energy level lower than normal? Little or no motivation?
- \_\_\_ Are you more moody than usual-- especially during times when you are scheduled to be working on your project?
- \_\_\_ Are you pessimistic?
- \_\_\_ Do you compare with others and end up feeling inferior?
- \_\_\_ Do you think in permanent, negative terms? e.g. "I'll never get this done!"
- \_\_\_ Has this affected your sleep or appetite (more or less for either)?
- \_\_\_ Do you worry more?
- \_\_\_ Do you think of quitting or giving up?



## How To Tell If You Are A Stress-Prone Personality?

Rate yourself as to how you typically react in each of the situations listed below. There are no right or wrong answers.    4-always                      3-frequently                      2-sometimes                      1-never

- \_\_\_ 1. Do you try to do as much as possible in the least amount of time?
- \_\_\_ 2. Do you become impatient with delays or interruptions?
- \_\_\_ 3. Do you always have to win at games to enjoy yourself?
- \_\_\_ 4. Do you find yourself speeding up in the car to get through yellow lights?
- \_\_\_ 5. Are you unlikely to indicate you need help with a problem?
- \_\_\_ 6. Do you constantly seek the respect and admiration of others?
- \_\_\_ 7. Are you overly critical of the way others do their work?
- \_\_\_ 8. Do you have the habit of looking at your watch or clock often?
- \_\_\_ 9. Do you constantly strive to better your position and achievements?
- \_\_\_ 10. Do you spread yourself "too thin" in terms of your time?
- \_\_\_ 11. Do you have the habit of doing more than one thing at a time?
- \_\_\_ 12. Do you frequently get angry or irritable?
- \_\_\_ 13. Do you have little time for hobbies or time by yourself?
- \_\_\_ 14. Do you have a tendency to talk quickly or hasten conversation?
- \_\_\_ 15. Do you consider yourself hard-driving?
- \_\_\_ 16. Do your friends or relatives consider you hard-driving?
- \_\_\_ 17. Do you have a tendency to get involved in multiple projects?
- \_\_\_ 18. Do you have a lot of deadlines in your work?
- \_\_\_ 19. Do you feel vaguely guilty if you relax and do nothing during leisure?
- \_\_\_ 20. Do you take on too many responsibilities?



## How Vulnerable Are You to Stress?

(Adapted from the work of Dr. Lyle H. Miller and Alma Dell Smith,  
Stress Directions; reprinted with permission)

Score each item from **1 (almost always)** to **5 (never)**, according to how much each statement means to you.

- \_\_\_ 1. I eat at least one hot balanced meal a day.
- \_\_\_ 2. I get 7 to 8 hours sleep at least four nights a week.
- \_\_\_ 3. I give and receive affection regularly.
- \_\_\_ 4. I have at least one relative within 50 miles on whom I can rely.
- \_\_\_ 5. I exercise to the point of perspiration at least twice a week.
- \_\_\_ 6. I refrain from smoking.
- \_\_\_ 7. I take fewer than 5 alcoholic drinks a week.
- \_\_\_ 8. I am the appropriate weight for my height.
- \_\_\_ 9. I have an income adequate to meet basic expenses.
- \_\_\_ 10. I get strength from my religious beliefs
- \_\_\_ 11. I regularly attend club or social activities.
- \_\_\_ 12. I have a network of friends and acquaintances.
- \_\_\_ 13. At work I feel capable and valued.
- \_\_\_ 14. I am in good health (including eyesight, hearing, and teeth).
- \_\_\_ 15. I drink less than 3 cups of coffee, glasses of tea, or colas a day.
- \_\_\_ 16. I feel in control of my own destiny.
- \_\_\_ 17. I do something for fun at least once a week.
- \_\_\_ 18. I am able to organize my time effectively.
- \_\_\_ 19. I take quiet time for myself during the day.
- \_\_\_ 20. I am able to speak openly about my feelings when angry or worried.

\_\_\_ TOTAL: To get your score, add the figures and subtract 20. Any number over 30 indicate a vulnerability to stress. You are seriously vulnerable if your score is between 50 and 75, and you are extremely vulnerable if it is over 75.

## WONDERFUL WATER



- **75% of Americans are chronically dehydrated. (Likely applies to half the world's population)**
- **In 37% of Americans, the thirst mechanism is so weak that it is often mistaken for hunger.**
- **Even MILD dehydration will slow down one's metabolism as much as 3%.**
- **One glass of water shut down midnight hunger pangs for almost 100% of the dieters studied in a U-Washington study.**
- **Lack of water, the #1 trigger of daytime fatigue.**
- **Preliminary research indicates that 8-10 glasses of water a day could significantly ease back and joint pain for up to 80% of sufferers.**
- **A mere 2% drop in body water can trigger fuzzy short-term memory, trouble with basic math, and difficulty focusing on the computer screen or on a printed page.**
- **Drinking 5 glasses of water daily decreases the risk of colon cancer by 45%, plus it can slash the risk of breast cancer by 79%, and one is 50% less likely to develop bladder cancer.**

Are you drinking the amount of water you should every day?

## Some Simple Suggestions For Managing Stress:



1. **TALK TO SOMEONE.** Confide your worry to some levelheaded person you can trust; spouse, parent, friend, clergyman, family doctor, teacher, school counselor. Talking things out often helps you to see things in a clearer light and helps you see what you can do about it.
2. **BE HONEST IN IDENTIFYING THE REAL SOURCE OF STRESS.** Eliminate the source if possible. At least decide on a plan to keep it from getting the best of you.
3. **ACCEPT WHAT YOU CAN'T CONTROL.** Death and taxes are just a few of the things in life you can't avoid. Try to prepare for them as much as possible.
4. **TAKE GOOD CARE OF YOURSELF.** Eat right. Get enough sleep. Exercise. Learn a relaxation technique. Schedule recreation where you do something for pleasure, something that helps you forget about your work.
5. **GO EASY ON YOUR CRITICISM.** Don't expect so much of others and you won't be disappointed. Instead, look for the good in others. You will feel better about yourself.
6. **SHUN THE "SUPERWOMAN" or "SUPERMAN" URGE.** Don't expect so much of yourself. Nobody is perfect, or capable of doing everything. Decide what you can do well and what you like to do and put your effort into those things.
7. **DO SOMETHING NICE FOR SOMEBODY ELSE.** Then give yourself a pat on the back.
8. **TAKE ONE THING AT A TIME.** Attack the most urgent task -- one at a time. Don't overestimate the importance of what you do. Your mental and physical health are vitally important.
9. **ESCAPE FOR A WHILE.** Making yourself "stand there and suffer" is self-punishment and not a way to solve a problem. Recover your breath and balance, but be prepared to deal with your difficulty when you are composed.
10. **WORK OFF YOUR ANGER.** If you feel like lashing out at someone, try holding off that impulse for a while. Do something constructive with that energy. Cool down, then handle the problem.
11. **GIVE IN OCCASIONALLY.** No one is right all of the time. And, even if you are right, it is easier on the system to give in once in awhile.
12. **IF YOU NEED HELP, GET AN EXPERT.** These simple suggestions may not be enough to help you handle your stress. If emotional problems become so distressing that you can't cope, you need **PROFESSIONAL TREATMENT**, just as you would for any other illness.





## AAA Stress Management Form

SCENARIO:

ALTER: (How could you remove the source of the stress?)

AVOID: (How could you get away from or avoid the source of stress?)

ACCEPT: (How could you live with the stress?)

Build up resistance by . . .

Change self and/or perceptions by . . .

BEST OPTION IS:

## ***Serenity Prayer***

**God, grant me the Serenity to accept the things  
I cannot change,  
Courage to change the things I can, and  
Wisdom to know the difference.**



## **Butterflies**

*author unknown*

A family in my neighborhood once brought in two chrysalides that were just about to hatch. They watched as the first one began to open, and the butterfly inside squeezed very slowly and painfully through a tiny hole that it chewed in one end of the chrysalid. After lying exhausted for about ten minutes following its agonizing emergence, the butterfly finally flew out the open window on its beautiful wings.

The family decided to help the second butterfly so that it would not have to go through such an excruciating ordeal. So, as it began to emerge, they carefully sliced open the chrysalid with a razor blade, doing the equivalent of a Caesarean section. The second butterfly never did spread its wings, and in about ten minutes, instead of flying away, it quietly died.

The family asked a biologist friend to explain what had happened. The scientist said that the difficult struggle to emerge from the small hole actually pushes liquids from deep inside the butterfly's body cavity into the tiny capillaries in the wings, where they harden to complete the healthy and beautiful adult butterfly.

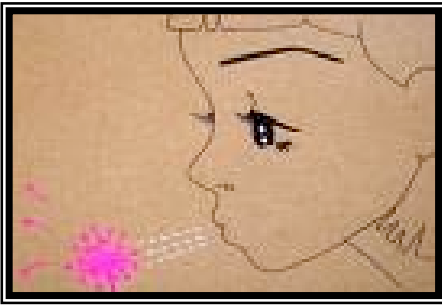
***Without The Struggle, There Are No Wings***

## ***When I Loved Myself Enough . . .***

- I felt compelled to slow down, way down. And that has made all the difference.
- I came to see I am not special, but I am unique.
- I redefined success and life became simple. Oh, the pleasure in that.
- I began to see I didn't have to chase after life. If I am quiet and hold still, life comes to me.
- I gave up the belief that life is hard.
- I learned to meet my own needs and not call it selfish.
- I quit exhausting myself trying so hard.
- I began leaving whatever wasn't healthy. This meant people, jobs, my own beliefs and habits – anything that kept me small. My judgment called it disloyal. Now I see it as self-loving.
- I gave up perfectionism – that killer of joy.
- I could tell the truth about my gifts and my limitations.
- I began to see my purpose and gently wean myself from distractions.
- I began listening to the wisdom of my body. It speaks so clearly through its fatigue, sensitivities, aversions, and hungers.
- I quite rehashing the past and worrying about the future which keeps me in the present where aliveness lives.



From: McMillen, Kim (1996). *When I Loved Myself Enough*. St. Martin's Press: NY, NY.  
ISBN: 0-312-27124-7.



## **I Wish You Enough . . .**

**I wish you enough sun to keep your  
attitude bright.**

**I wish you enough rain to appreciate the  
sun more.**

**I wish you enough happiness to keep  
your spirit alive.**

**I wish you enough pain so that the  
smallest joys in life appear much bigger.**

**I wish you enough gain to satisfy your  
wanting.**

**I wish you enough loss to appreciate all  
that you possess.**

**I wish enough "Hello's" to get you  
through the final "Good-bye."**