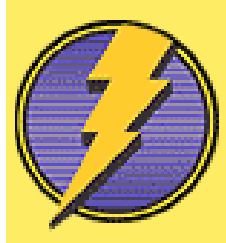


Energize The Classroom



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ABOUT THE PRESENTER

Paul Richmond is currently a Grade 12 Economics and Government teacher at Thomas Edison High School, in Elmira Heights, New York. Paul graduated from the University of Charleston with a B.S. in Business Administration. After a brief career in banking, he received his Teaching Certification and M.S. in Education from Elmira College and then entered the teaching profession. Paul is continually learning from and sharing with educators ways to energize both teachers and students. He is currently in his thirteenth year of teaching and is the author of the book *Energize the High School Classroom: Keep it Fun! Keep it Relevant! Keep Learning!* You can find out more about his philosophy, his book, and new classroom ideas at his website, www.energizetheclassroom.com.

PURPOSE OF ENERGIZE THE CLASSROOM

Every classroom contains students that are full of potential. The challenge for an educator is to provide an environment and create experiences that help students realize their potential and act on it. There are different ways individuals learn and process information (multiple intelligences), and most often, all that is needed is a "spark" to energize them.

The purpose of Energize the Classroom is to share ideas (sparks) that can make learning more fun for teachers, students, and communities.

I personally believe that a means to achieve the objectives in any lesson plan is to energize the classroom. I do this with the help of three simple reminders when I am planning; ***keep it fun, keep it relevant, and keep learning!***

All of us eventually deal with distractions that make it more and more difficult to find the time to sustain a level of creativity in our classroom. The website, www.energizetheclassroom.com, contains ideas and resources (in this packet) along with those of other educators that have submitted their ideas as well. They are categorized by topics not based on a specific curriculum, hopefully energizing teachers of all disciplines.

My goal today is to provide a spark for your classroom and ignite discussion amongst your faculty. The greatest resource teachers can utilize is the ability to share ideas with one another.

Thank you!

Paul Richmond

Paul Richmond

75 ENERGIZING IDEAS

(underlined ideas are explained in detail on www.energizetheclassroom.com)

Be sure to check out the site for “other ideas” submitted by additional teachers.

Community Relations

1. Student community service projects
2. Complete a project for an outside business/organization
 - Websites, store promotions, and statistics from opinion surveys.
3. Outside business/organizations evaluating students
 - Community members and business people enjoy this.
 - Provide a rubric for consistency.
4. Create a book for elementary students
5. Plan a parents’ night out
 - Opportunity to raise money for class, club, sports team, etc.
 - Permission from administration is the key to success.
6. Sponsor a community dance
 - Another opportunity to raise money.
 - Helps to build a relationship with the community (taxpayers).
7. Invite a parent into your class
 - Is an effective bargaining tool with a student.
8. Phone home good news
 - Intended to enhance communication with our greatest ally; parents.
9. Plan an open house
 - Draw in parents with something less formal than normal.
 - Pizza parties, orientation, themes, etc.
10. Organize a classroom news letter
 - Design a template that includes class updates/news.
 - Maybe this will catch the attention of parents.
11. Organize a career day
12. Research community history
 - Contact your local historical society.
 - They will be excited to work with you.
13. Invite a politician to your class
14. Email the press

15. Construct a class website
 - There are many FREE tutorials on the internet to get you started.
 - Check with your district tech support for advice.
16. Invite a school board member to class
 - They can judge/evaluate work, explain a policy, talk about their profession, or merely observe.

Motivation

17. Bonus projects
 - Let your students determine their own bonus project.
 - The catch...they must turn in all back work for half credit.
18. Web scavenger hunt
 - Use the internet for constructive, efficient research.
19. Create a collage
 - An excellent supplement to a presentation.
 - A picture is worth 1000 words.
20. Class games
 - Keep it fun, keep it relevant, and keep learning.
 - Search your home, rummage sales, the internet, bookstores, etc.
21. [The perfect quiz](#)
22. Challenge another teacher/classroom/school
 - Take the learning outside of your classroom.
 - Essays, simulations, debates, quiz bowls, etc., yield accountability and relevance.
23. Oral quizzes
 - Divide students into groups and give them time to prepare.
 - Ask the individuals in the group questions.
 - Offer BONUS points if entire group reaches a set goal.
24. [The wheel of projects](#)
25. Market a school sports team
 - Base marketing on specific subject you teach.
 - Business-flyers/commercials, Art-posters/graphic design,
 - Accounting (Math)-bookkeeping, English-revision.
26. Assignment for student with nothing to do
 - Provide student with paper and a dictionary.
 - Student chooses a word for each letter of the alphabet and defines them.
 - Ideal for study hall duty.

27. Videotape student presentations
 - Presentations, judging, awards, and sounds like reality television.
 - Be sure to obtain parent, principal approval.
 28. Start a book club
 - Could be a credit bearing course, after school activity, or a class supplement.
 29. This day in...
 - You fill in the above phrase with your topic.
 - Place a daily quote, historical fact, etc., in a designated area of your room.
 - Begin class with questions/discussion based on item.
- Student Trust**
30. Have students grade your performance
 - Students write a critique of your class.
 - Do not overuse...it may seem as if you wish for their acceptance.
 31. Creative grading
 - Provides an incentive to make up back work, projects, quizzes, etc.
 - The perfect quiz (idea # 21), oral quizzes (#23) and bonus projects (#17), all accomplish this.
 32. Student taught lessons
 - Goal is to prepare them in gathering and analyzing data.
 - Be sure to have guidelines and/or a rubric.
 33. Peer evaluations
 - Students perform when expectations and accountability rise.
 - As always, establish guidelines and expectations.
 34. Journals
 - An effective method to improve writing skills.
 - Entries can be assigned daily, weekly, or monthly.
 35. Creative discipline
 36. Power lunches (with students)
 - Great way to check the "pulse" of your students, their peers, and the school community in general (meet as often as you like).
 - Remember to establish ground rules in regards to respect and speech.
 37. Volunteer for a duty
 - Another way to develop trust with students.

38. W.W.Y.D? (What Would You Do?)
 - It is a method that gives student the opportunity to feel in control.
 - May also be used at completion of course (idea #30).
39. Free time
 - Provide students "disguised" time when they feel free (end of class).
 - Extra credit and current event projects work well.
40. Flexibility
 - It is important to visualize the big picture concerning education...
 - take advantage of "teachable moments".
41. Student set expectations
 - This creates a sense of ownership in the classroom.

Real World

42. [Writing to a business/organization](#)
43. Field trips
 - These act as a "refresher" for both the teacher and students.
 - They are a short-term change in the learning environment.
44. Ethics Bowl
 - Contact a local college/university organization to co-sponsor a debate between high schools.
 - I use S.I.F.E. (Students in Free Enterprise) and Elmira College.
45. Guest speakers
 - An excellent method to help keep classroom material relevant.
 - Be careful who you ask.
46. Presentations
 - Speaking in front of people is a common fear.
 - This helps students to overcome fears with classroom practice.
47. Share news
 - Have students provide daily news headlines for the class.
48. How to make money
 - This subject captures the attention of students.
 - Topics can include business startup, investing, and even career research (speakers included).
49. "Richmondville"
 - This project stresses the importance of decision making in society.
 - Contact me for details.

50. Political cartoons
 - A great way to have fun learning current events.
 - Try "googling" Dr. Seuss and political cartoons. You maybe surprised.
51. Enter a contest/simulation
 - Makes learning relevant and fun.
52. Culture day
 - Designate a day for students to share a family custom or tradition.
 - Why not celebrate diversity? As always, check with administration.
53. Write an editorial to the local newspaper
 - Provides more relevance in assignment. Blogs work well too.
54. Pen pals
 - Teach students to communicate in a controlled environment.
 - Many "how to" sites online.
55. Extra Credit
 - Only if back (incomplete) work is completed and then they think of the assignment.
56. Setup your class as a business
 - Based on The Company Classroom.
57. Make a resume
 - All students can benefit from learning to "market" themselves.
58. Design T-shirts
 - Students love rewards/prizes. Have shirts printed.
59. Current events projects
 - Sharing news (idea #47) and political cartoons (#50) are a great place to begin.

Peers

60. Team teach
 - Teach together in the classroom or rotate time in each other's rooms.
61. Idea sharing with other teachers
 - Talk to other teachers and share ideas. See "new ideas"
62. Multi-discipline project
 - This cross curriculum approach shows relevance between disciplines.
63. Meeting before school
 - Early morning meetings offer quiet time and show commitment.
 - Few conflicts exist with other teachers, clubs, organizations, etc.

64. Become a “Looper”
-Long-term solution to teacher boredom.

Fun

65. You are the joke
-Do not be afraid to be the basis of a classroom joke. Adds to class environment/atmosphere.
66. Food day
-Everyone loves to eat. Use this as an incentive.
67. Movies
-Visualization is an important concept when learning.
Helps to personalize content.
68. A morning show
-Build a television studio.
Contact me for details.
69. Form a club
-Find what interests a group of students and begin.
70. Random Seating
-Purpose is to focus on classroom learning, not friendships/alliances.

Professional Growth

71. Present or attend a conference
-An excellent way to “refresh” yourself and learn what other educators are doing.
72. [Create an elective of interest to you](#)
73. Teach without a textbook
-This personally keeps me involved and stresses relevance.
74. Take a class
-Find an interest and sign up (try online).
This may lead to a new elective.
75. Apply for a grant
-Lack of funding is barrier, not an excuse.

WEBSITES FOR ENERGIZING IDEASIdea

Community Relations	
• http://www.nationalservicerresources.org/	Community Service
• http://www.servicelearning.org/	
• http://www.gstbores.org/cdc/	
• http://www.learnandserve.org	
• http://www.4teachers.org	Evaluating students
• http://school.discovery.com/schrockguide/assess.html	
• http://www.webslingerz.com/jhoffman/congress-email.html	Invite a politician
• http://www.vote-smart.org/index.htm	
• http://www.w3schools.com/site/default.asp	Class website
• http://www.how-to-build-websites.com/	
• http://www.2createawebsite.com/	
• http://www.vdebolt.com/ht/classweb.html	
Motivation	
• http://www.education-world.com/a_curr/curr113.shtml	Web scavenger hunt
• http://www.oswego.org/staff/cchamber/webdesign/scavenger.htm	
• http://www.usiouxfalls.edu/~apeter/scavenger_hunts.htm	
• http://www.book-clubs-resource.com/	Book club
• http://www.booksonline.com/	
• http://www.history.com/tdih.do	This day in...
• http://www.todayinliterature.com/	
• http://www.todayinsci.com/	
• http://www.thisdayinmusic.com/index.php	
• http://www.imdb.com/OnThisDay	
• http://education.yahoo.com/college/math_problem/	
• http://www.quotationspage.com/qotd.html	
• http://www.quoteworld.org/	
• http://www.brainyquote.com/link/	
Student Trust	
Real World	
• http://readwritethink.org/materials/letter_generator/	Writing business
• http://owl.english.purdue.edu/handouts/pw/p_basicbusletter.html#formats	
• http://www.businessballs.com/referencesletterssamples.htm	
• http://www.ilovethatteachingidea.com/ideas/subj_field_trips.htm	Filed trips
• http://www.geocities.com/~perkinshome/fieldtrip.html	
• http://www.sife.org/	Ethics bowl
• http://www.elmira.edu/campus/clubs/SIFE	
• http://cagle.msnbc.com/	Political cartoons
• http://www.polisource.com/cartoons.shtml	
• http://www.harpweek.com/	
• http://www.consumerfreedom.com/cartoons.cfm	
• http://orpheus.ucsd.edu/speccoll/dspolitic/	
• http://stocksquest.coe.uga.edu/C001759/stocksquest/mystocks.htm	Contest/simulation
• www.youthleadership.net	

Idea

<p>Real World (continued)</p>	
<ul style="list-style-type: none"> • www.pen-pal.com • www.epals.com • www.penpalworld.com • http://www.thecompanyclassroom.org/ • www.careerbuilder.com/ • http://www.resumeconstruction.com/ • http://www.shirtsupplier.com/ 	<p>Pen Pals</p> <p>Class as a business Resumes</p> <p>T-shirts</p>
<p>Peers</p>	
<ul style="list-style-type: none"> • http://www.todaysteacher.com/TeamTeaching.htm • http://news-service.stanford.edu/news/2006/march15/team-031506.html • http://www.team-teach.co.uk/introduction_Aims.html • www.energizetheclassroom.com • http://www.timeforkids.com/TFK/media/teachers/pdfs/2002F/020920NSw2.pdf • http://www.teachnet.com/how-to/looping/index.html • http://eric.uoregon.edu/publications/digests/digest123.html • http://www.educationworld.com/a_admin/admin/admin120.shtml 	<p>Team Teach</p> <p>Idea Sharing Multi-discipline Looping</p>
<p>Fun</p>	
<ul style="list-style-type: none"> • www.ajokeaday.com • www.imdb.com • www.nitpickers.com • www.teachwithmovies.org 	<p>You are the joke Movies</p>
<p>Professional Growth</p>	
<ul style="list-style-type: none"> • http://www.theconferencecalendar.com/default.cfm • http://www.hwg.org • http://www.w3schools.com • http://www.imdb.com • http://www.speechtips.com • http://www.school-for-champions.com/speaking.htm • http://www.izzit.org/ • http://www.edutopia.org/magazine/ed1article.php?id=Art_1214&issue=feb_05 • http://www.elearners.com/courses/index.asp • http://sln.suny.edu/index.html • http://www.online-education.net/ • http://www.grantsalert.com/ • http://www.fundsnetsservices.com/educ01.htm • http://www.ed.gov/fund/landing.jhtml • http://dir.yahoo.com/Education/Financial_Aid/Grants/ 	<p>Present at a conference Create an elective</p> <p>Teach without a book</p> <p>Take a class</p> <p>Apply for a grant</p>

Additional Websites

- <http://www.gamequarium.com/languagearts.htm>
- <http://www.coolmath4kids.com/>
- <http://www.nationalgeographic.com>
- <http://www.funbrain.com/>
- <http://www.nationalmathtrail.org/>
- <http://tilt.lib.utsystem.edu/>
- <http://www.purplemath.com/>
- <http://www.murray.k12.ga.us/teacher/kara%20leonard/Mini%20T's/March%20Mini%20T-Games/Games.htm>
- <http://www.dedge.com/flash/hangman>
- www.pppst.com
- www.stevespanglerscience.com
- www.webmd.com
- <http://artpad.art.com/artpad/painter>
- www.members.tripod.com/~pazz/lesson.html
- www.gigglepoetry.com
- www.lessonplanspage.com/Music.htm
- <http://www.teachertube.com>
- <http://howtomakepodcasts.com/>
- <http://www.learnoutloud.com/Podcast-Directory>
- www.mentalfloss.com
- www.chacha.com
- www.kgb.com
- www.polleverywhere.com
- <http://www.teachersfirst.com/matrix.cfm>
- www.edu.glogster.com
- www.learncentral.org
- **Others:**

Language Arts Games
 Math Games
 Exploration and discovery
 All grade levels/subjects
 K-12 Math sharing
 Literacy Tutorial
 Algebra Help

Templates for PowerPoint games
 Holiday hangman game
 Power point lessons
 Science experiments
 Health
 Digital Canvas
 Physical Education Lessons
 Funny poetry – all ages
 Lesson planning
 Videos
 Podcast Tutorial
 Video/podcast Learning
 F.Y.I. Knowledge
 Text a question

Text polling
 Lesson plan index by subject
 Digital posters
 Linking promethean boards

APPENDICES

Definition of a Paradigm:

1. a fundamental change in approach or assumptions.
2. acceptance by a majority of a changed belief, attitude, or way of doing things.

Source:

paradigm shift. (n.d.). *Webster's New Millennium™ Dictionary of English, Preview Edition (v0.9.7)*. Retrieved November 08, 2008, from Dictionary.com website: [http://dictionary.reference.com/browse/paradigm shift](http://dictionary.reference.com/browse/paradigm%20shift)

Major Paradigm Shifts

Waves of change:	Agrarian	Industrial	Information
Family:	Extended family	Nuclear family	Working-parent family
Business:	Family	Bureaucracy	Team
Transportation:	Horse	Train	Plane & car
Education:	One-room school	Current system	?

Source:

Charles M. Reigeluth (www.indiana.edu/~iweb/reigeluth/dean.ppt)

Current Education System

- Designed around 1900 (70% of employment in agriculture/industry)
- Summer vacation aided agriculture
- Bell schedule, and standard curriculum modeled “assembly-line” society
- Graduation rates increased to 75% of population
- Illiteracy rate dropped to 1%

Outdated System?

- 90% of employment in Information and Consumer Services
- Little change in graduation/illiteracy rates despite massive increases in spending

Source:

Dr. Rodney P. Riegler – Visionary Leadership for the informational Age (<http://people.coe.ilstu.edu/rpriegler/wwwdocs/paradigm/welcome.htm>)

Look at Societal Changes

Industrial Age

Bureaucratic organization
 Autocratic leadership
 Centralized control
 Adversarial relationships
 Mass production, etc.
 Compliance
 Conformity
 One-way communications
 Compartmentalization
 (Division of Labor)

Information Age

Team organization
 Shared leadership
 Autonomy, accountability
 Cooperative relationships
 Customized production, etc.
 Initiative
 Diversity
 Networking
 Holism
 (Integration of tasks)

Information Age and Education

- 90% of employment in Information and Consumer Services
- Mastery learning
- Continuous progress
- Personal learning plans (customized)
- Performance-based assessment (PBA)
- Performance-based learning (PBL)
- Cooperative learning (teams)
- Advanced technologies as tools
- Teacher as coach or facilitator
- Thinking skills and meaning making
- Interpersonal skills
- Need for unconventional ideas in the classroom

Source:

Charles M. Reigeluth (www.indiana.edu/~iweb/reigeluth/dean.ppt)

MANAGING COMPLEX CHANGE

The chart below illustrates why change (especially in a school) never seems to work. Take any policy/workshop that your school has tried to implement and chances are if it didn't work, the chart below explains why. The ingredients listed in the chart, (vision, skill, incentives, resources, and an action plan), must all be present for any change to successfully take place.

Take some time to really study the chart and I think you will understand. It will help to follow the process below, in order for any idea from your classroom to be implemented throughout your school/district.

The next step may be to bring this to the attention of your school administration.

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CHANGE
	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CONFUSION
Vision	+		+	Incentives	+	Resources	+	Action Plan	=	ANXIETY
Vision	+	Skills	+		+	Resources	+	Action Plan	=	RESISTANCE
Vision	+	Skills	+	Incentives	+		+	Action Plan	=	FRUSTRATION
Vision	+	Skills	+	Incentives	+	Resources	+		=	FALSE STARTS

Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington DC (Adapted by Knoster from Enterprise Group Ltd.).

MULTIPLE INTELLIGENCE

I often use multiple intelligences when planning and developing lessons for my classroom. The Theory of Multiple Intelligence was developed by Dr. Howard Gardner in 1983. Basically, when utilizing Gardner's theory, there are eight different methods of delivering material to students. There is a link to multiple intelligence on my site home page at www.energizetheclassroom.com.

- **Linguistic intelligence** ("word smart"):
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

I use Gardner's eight intelligences as my foundation to developing and teaching content in the classroom. These techniques mirror the different learning styles of my students. Personally, I have groups of students that sometimes flourish when completing notes and reading assignments (word-smart). Other times, I am constantly working on "real-life" experiences and projects (picture smart) that involve the "outside world" (people smart). In reality, when I use all of these eight methods as much as possible, my students get fun, relevant material that promotes learning!

Dr. Thomas Armstrong outlines an excellent process to plan a lesson around Gardner's multiple intelligences. Below is an excerpt from his website, <http://www.thomasarmstrong.com>, explaining this procedure (with his permission).

"You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.). Have fun!"

This process is simple and to the point. It reminds me to make sure that I am attempting to target the strengths of ALL STUDENTS. Most important to me personally, is that I have fun planning and preparing, keeping my classroom "energized"!

-Paul Richmond

Multiple Intelligences Chart

How do you ensure all of your students' intelligences are being tapped? Here is a list of activities that speak to each intelligence.

(<http://www.teachervision.fen.com/intelligence/teaching-methods/2204.html>)

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Bodily-Kinesthetic
choral speaking	problem solving	graphing	hands on experiments
declarizing	measuring	photographing	activities
storytelling	coding	making visual metaphors	changing room arrangement
retelling	sequencing	making visual analogies	creative movement
speaking	critical thinking	mapping stories	going on field trips
debating	predicting	making 3D projects	physical education activities
presenting	playing logic games	painting	crafts
reading aloud	collecting data	illustrating	dramatizing
dramatizing	experimenting	using charts	using cooperative groups
book making	solving puzzles	using organizers	dancing
nonfiction reading	classifying	visualizing	
researching	using manipulatives	sketching	
listening	learning the scientific model	patterning	
process writing	using money	visual puzzles	
writing journals	using geometry		

Musical	Interpersonal	Intrapersonal	Naturalistic
humming	classroom parties	personal response	reading outside
rapping	peer editing	individual study	cloud watching
playing background music	cooperative learning	personal goal setting	identifying insects
patterns	sharing	individual projects	building habitats
form	group work	journal log keeping	identifying plants
playing instruments	forming clubs	personal choice in projects	using a microscope
tapping out poetic rhythms	peer teaching	independent reading	dissecting
rhyming	social awareness		going on a nature walk
singing	conflict mediation		build a garden
	discussing		studying the stars
	cross age tutoring		bird watching
	study group		collecting rocks
	brainstorming		making bird feeders
			going to the zoo

NOTES: