DESIGNING LEARNING ACTIVITIES
Essentials for learning in the 21st century classroom.

AdvancED Conference 2009

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Tailored Learning Tools

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The needs of today's students in the 21st century present a significant and unique challenge. Never before have educators been confronted with so many questions about what is essential to learn, with such a short amount of time in which to learn it.

Consideration of student perceptions of levels of engagement, when selecting learning activities and targeting student-centered accountability practices, are directly linked to the quality of learning experiences and outcomes.

Teachers, acting as facilitators, are in a better position to motivate students to take responsibility for problem solving whatever obstacles may exist in achieving desired learning outcomes. Student-centered accountability practices can actively challenge students to want to track and respond to ongoing feedback throughout their learning process.

For further information on this workshop, please visit:
http://engagingstudents.tailoredlearningtools-hosting.com

Mamie Till-Mobley weeping over Emmett Till's casket. Her courageous decision to publish the images of her son's tortured body made Emmett Till a powerful symbol of racial violence in the South.

Source: Eyes on the Prize, Blackside Publications, 2006.

What If... this event in history had a different outcome?

What impact did Emmett Till's murder had on the civil rights movement?

How would your life be similar or different today... if Emmett Till's mother had made the different decision?

Similarities	Differences
▪	▪
▪	▪
▪	▪

Emmett Till, a black teenager from Chicago visiting family in August 1955, was kidnapped and murdered by two white men in the Mississippi community. He was snatched from his bed, beaten, tortured and killed, allegedly for having whistled at the white shopkeeper's wife in a local grocery store a few days earlier. Federal officials declined his family's pleas to get involved. The killers were acquitted by an all-white jury at the Tallahatchie County courthouse. And it was at that courthouse on Tuesday that community leaders in the rural town of Sumner apologized to Till's family. After they were acquitted for the murder, Roy Bryant and J.W. Milam, both white, confessed to the killing in an article published in a national magazine. They have long since died — as free men.

Source: National Public Radio

Date

Create-A-Vision STORY

What is your vision?
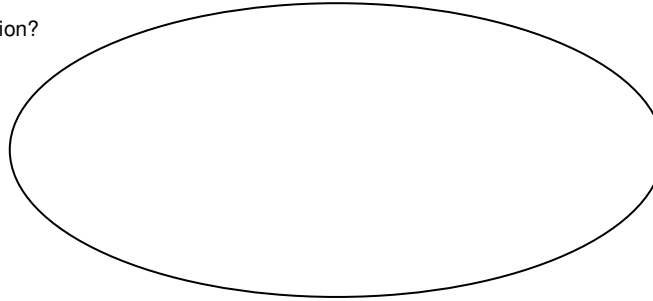
What did you KEEP on doing?	What did you START doing?	What did you STOP doing?
What things got in your way? How did you resolve it?	What things got in your way? How did you resolve it?	What things got in your way? How did you resolve it?
Who or what helped you? What did you learn?	Who or what helped you? What did you learn?	Who or what helped you? What did you learn?

Looking back from the future, how did your vision create positive change?

How did you motivate others to share or support your vision?

What steps did you take to cause your vision to have a lasting affect?

Date

Concept VISUALIZATION

Words you associate with...

Connections & relationships to area(s) of interest...

Visual representation...

Definition...

Motivation Assessment

Please provide feedback on your learning experiences today by plotting each # on the grid.

1) What If We Could Rewrite History Exercise

2) Create-A-Vision, Through the Eyes of Your Students… If You Could Change One Thing

3) Concept Visualization Exercise

STUDENT CHOICE

Interesting	Relevant
A	D
B	C
Required	Necessary

NOT IMPORTANT

IMPORTANT

TEACHER DIRECTED

Comments

Unit of Study Learning Plan :: BELIEF SYSTEMS

Personal Connection

Belief systems determine our core values, and therefore drive how we act, behave, and make decisions.

ASSIGNMENT Catching Others in Acts of Civility

The Board of Education has asked your class to participate in a special taskforce to pilot a student-driven research study on democracy, belief systems, and creating long-term positive change. Learners will develop meanings of key terminology as it relates to democracy, their personal and collective belief systems within the context of the classroom and school. Students will collect data, compile findings, and generate data-driven representations. The goals are for students to collaborate, research, and develop proposals to increase student acts of personal, classroom, and school levels of civility with the intent of creating long-term positive change.

Essential Questions

1. What are the similarities and differences between a personal and societal belief system?
2. What are the attributes and behaviors of "civil" person within a democratic society?

HOOK Inspirations - Pupils as Researchers http://www.teachers.tv/video/26309

Victoria Junior School in Barrow-in-Furness has been piloting an after-school research club to teach children what makes valid and reliable research. This pupil-led project has been developed by Barrow Excellence Cluster, which works in partnership with Lancaster University to fund a full-time researcher working with local schools. The initiative aims to teach children how to develop arguments and opinions based on proper academic research, so that they can approach adults and figures of authority and challenge them with arguments based on solid research. The scheme also helps to boost confidence, improve speaking and listening, writing, reading, and public speaking. The school is now introducing these research techniques into the classroom and across the curriculum due to its success.

LEARNING EXPERIENCES

Relevance	Choice	Interaction
VISUALIZE CONCEPTS behind your personal belief system: assumptions, values, and beliefs	CHOOSE ONE TOPIC of civility to observe and examine in school	SMALL GROUP develop core classroom values to create long-term positive change
STORYBOARD contexts of your classroom and school in respect to your personal belief system	CHOOSE A SMALL GROUP to collaborate with, generate topic criteria and study categories	SMALL GROUP explore impact of classroom understandings on a school-wide level
T-CHART attributes of personal civility: actions, behaviors, and decisions	CHOOSE A GRAPHIC ORGANIZER to identify patterns, similarities, and differences between personal, classroom, and school belief systems	ALL CLASS debate the implications of applying classroom core values to the school
ACT OUT personal civility behaviors within the context of a democratic classroom	CHOOSE DATA COLLECTION METHOD to observe acts of civility levels in school	SMALL GROUP collect data on student acts of civility levels, study findings, and generate representations
GALLERY WALK to brainstorm, identify, and cluster acts of civility in the classroom	CHOOSE A COMMUNICATION FORMAT to share topic findings: context, actions, behaviors, and decisions	SMALL GROUP analyze and assess opportunities
		ALL CLASS share group ideas for creating long-term positive change to prepare for the presentation to the Board of Education

ASSESSMENTS

Knowledge

- ✓ Describe and visualize a personal belief system: assumptions, values, and beliefs
- ✓ Explain how personal belief systems emerge within the context of society (classroom and school)
- ✓ Identify the attributes of a civil student: actions, behaviors, and decisions
- ✓ Define the meaning of behaving in a civil manner within the context of a democratic society (classroom and school)

Performance Tasks or Skills

- ✓ Demonstrate how belief system understandings apply to society (classroom/school)
- ✓ Using student-driven criteria, analyze, and group key information into categories
- ✓ Observe students and their levels of civility in action (classroom/school)
- ✓ Articulate patterns, similarities, and differences between personal and societal belief systems (classroom/school)
- ✓ Examine their actions, behaviors, and decisions, then arrange them into groups of contexts/situations

Application of Understanding

- ✓ Develop a set of shared core classroom values
- ✓ Explore the impact of classroom understandings on a school-wide level
- ✓ Debate viability of school-wide application to create long-term positive change
- ✓ Gather data, compile findings, and generate data-driven graphical representations on levels of civility
- ✓ Analyze levels of observed civility and assess opportunities to create a more civil school
- ✓ Propose ideas for creating long-term positive change in preparation for a presentation to the Board of Education

Unit of Study :: LEARNING PLAN

Personal Connection	ASSIGNMENT
Essential Questions	HOOK

LEARNING EXPERIENCES

Relevance	Choice	Interaction

ASSESSMENTS

Knowledge	Performance Tasks or Skills	Application of Understanding

Student Engagement :: ESSENTIALS INVENTORY

RELEVANCE		RELEVANCE		RELEVANCE		ASSESSMENT, FEEDBACK, & EVIDENCE OF SUCCESS	
My students ARE engaged in work that is interesting and useful to them.	Is the content interesting to them? Do they have an emotional connection with the work (personal meaning)?	My students HAVE a choice about what work to do or how to go about doing it.	Can they choose how to work (alone or with others)? Do they have a say in what to study within the unit (who or what to focus on)?	My students WORK with other classmates as part of my classroom activities.	Do they work together to share, inform, and assist each other? Are they offered time to work with each other to suggest ideas, input, or feedback?	My students HAVE options to show evidence of their learning or level of assessment.	Do they have a choice of outcomes to show evidence of their learning? Are they offered a choice of level of assessment (differentiated evidence of knowledge, performance tasks, or understanding)?
4		**4**		**4**		**4**	
3	Is the content something they can relate to in everyday life?	**3**	Do they have a choice in how to show evidence of their learning?	**3**	Do they share responsibility for different parts of assignments?	**3**	
2		**2**		**2**		**2**	
1		**1**		**1**		**1**	
0		**0**		**0**		**0**	
My students ARE NOT engaged in work that is interesting and useful to them.	What indications do you have that the work is meaningful to them?	My students DO NOT HAVE a choice about what work to do or how to go about doing it.	Can they choose how to approach the work and engage their learning?	My students DO NOT WORK with other classmates as part of my classroom activities.	Are they interact with other students at least once each hour?	My students DO NOT HAVE options to show evidence of their learning or level of assessment.	Are they aware from the beginning of the unit of the knowledge, skills, or understandings they will be assessed on?

Reflection…

Relevance Instructional Ideas….

Reflection…

Student Choice Instructional Ideas….

Reflection…

Student Interaction Instructional Ideas….

Reflection…

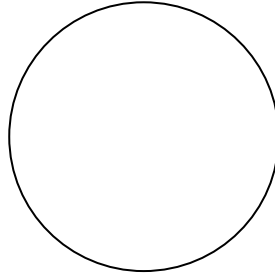**Assessment, Feedback, & Evidence of Success Instructional Ideas….**

Source: Millen, et. al 2007. *Engaging Today's Students: What All Teachers Need to Know and Be Able to Do.* Greenleaf & Papanek Publications.

I wish, I want, I need…

With your target in mind…

Write the first 20 words that are connected, related, or associated with your goal…

…to reach this target!

After you have filled this section up with ideas, then group them into 3-4 categories.
Now determine your priorities by wish, want, and need…

I wish…

I want…

I NEED…

Now that you have identified what you need…

What are the essential 3-5 steps you must take to reach your target?

Now consider what you need to learn, experience, or change?

FINALLY, I CAN…

I will know I have succeeded, when…

I know…

I am able to…

Putting Ideas and Approaches into :: PRACTICE

INSTRUCTIONS
- ✓ (2 minutes) Select one idea or approach to develop
- ✓ (10 minutes) Using the three questions below, review this approach for your school
- ✓ (10 minutes) Discuss your ideas with your group.

Question 1 How much do we believe this approach will impact our desired outcomes?

Not at all	1	2	3	4	To a great extent

Question 2 How much effort and/or resources will it take to accomplish this?

Not at all	1	2	3	4	To a great extent

Question 3 What criteria (benchmarks, evidence) could be used to determine the level of impact of this approach?

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