

POWER UP WEEKLY

"I WANT TO INSPIRE PEOPLE. I WANT SOMEONE TO LOOK AT ME AND SAY "BECAUSE OF YOU, I DIDN'T GIVE UP." ~ANONYMOUS

WELCOME TO THE MOST WONDERFUL TIME OF THE YEAR. THIS WEEK WE ARE SHARING THE IMPORTANCE OF BUILDING HOPE AND POSITIVE ATTITUDES IN OUR STUDENTS. CONGRATULATIONS TO THIS WEEK'S WINNERS STEVEN JONES, MICHELLE DIGIOIA, KATHY MCDANIEL OF LCMA, AND ANGELA FENDER OF DAVENPORT SCHOOL OF THE ARTS. BE SURE TO ANSWER THIS WEEK'S QUESTION TO WIN THE 2018 CALENDAR BUNDLE. ~ OFFICE OF ACCELERATION & INNOVATION

JENSEN'S 10 MOST EFFECTIVE TIPS FOR USING BRAIN-BASED TEACHING AND LEARNING

SCHOOLS ARE PUSHING "DIFFERENTIATION" AS A STRATEGY TO DEAL WITH THE DIFFERENCES IN LEARNERS. THAT'S CLOSE, BUT NOT QUITE THE TRUTH. IN FACT, INSTEAD OF THERE BEING MOSTLY "TYPICAL" STUDENTS WITH SOME WITH "DIFFERENCES" THE BRAIN RESEARCH TELLS US THE OPPOSITE. LET'S FIND OUT HOW COMMON IT IS TO HAVE A "HEALTHY BRAIN." OF THOSE WHO RESPONDED TO THE UCLA "HEALTHY BRAIN" STUDENT ADVERTISEMENT AND CONSIDERED THEMSELVES TO BE NORMAL, ONLY 32% PASSED THE INITIAL TELEPHONE SCREENING PROCESS. OF THOSE WHO QUALIFIED FOR THE IN-PERSON HEALTH HISTORY AND PHYSICAL EXAMINATIONS, ONLY 52% PASSED THESE SCREENING PROCEDURES. NOW WE CAN DO THE MATH: ONLY 11% OF THOSE INDIVIDUALS WHO BELIEVED THEY WERE HEALTHY/NORMAL EVEN QUALIFIED FOR BRAIN IMAGING. OF THE ORIGINAL 2000 STUDENTS, JUST OVER 200 ENDED UP MEETING THE CRITERIA. THE ACTUAL STUDY CONCLUDES BY SAYING, "THE MAJORITY OF INDIVIDUALS WHO CONSIDER THEMSELVES NORMAL BY SELF-REPORT ARE FOUND NOT TO BE SO." LET ME REPEAT: ALMOST 90% OF HUMAN BRAINS ARE ATYPICAL, DAMAGED OR IN SOME WAY NOT HEALTHY. THAT DOES NOT MEAN THAT MANY STUDENTS HAVE NOT COMPENSATED; THEY HAVE.

PRACTICAL SCHOOL APPLICATION: MAKE DIFFERENCES THE RULE, NOT THE EXCEPTION AT YOUR SCHOOL. VALIDATE DIFFERENCES. NEVER EXPECT ALL STUDENTS (4TH GRADERS, FOR INSTANCE) TO BE ON THE SAME PAGE IN THE SAME BOOK ON THE SAME DAY. THAT RUNS COUNTER TO AN EXTRAORDINARY RESEARCH DATABASES THAT SHOWS VARIATIONS IN MATURATION RATES AND OTHER BRAIN DIFFERENCES. ALLOW KIDS TO CELEBRATE DIVERSITY, UNIQUE ABILITIES, TALENTS AND INTERESTS. GIVE THEM THE SKILL SETS, RELATIONSHIPS AND HOPE TO SUCCEED.

FOSTERING HOPE IN THE CLASSROOM

How to Help Students Develop Hope BY VICKI ZAKRZEWSKI | NOVEMBER 6, 2012

"I hope I get an 'A' on this test!" How many times have teachers heard these exact words from their students? Goodness knows, most teachers would certainly love for their students to get an A, too! Well, for teachers eager to help their students get more A's, research suggests they should help their students get more hope. Though it may seem like a simple, wishy-washy emotion, research suggests cultivating hope is actually a complicated process—but there are significant rewards for those who make the effort. Researchers have found that students who are high in hope have greater academic success, stronger friendships, and demonstrate more creativity and better problem-solving. They also have lower levels of depression and anxiety and are less likely to drop out from school. But does this mean hope causes these benefits—or couldn't success in school and in making friends just give students more hope? In fact, studies suggest that having hope may actually predict a student's future academic achievement *more* than having feelings of self-worth or a positive attitude towards life actually do. So how do teachers know which students are high in hope? Easy: They are the students who don't take failure personally. Instead, they use it to improve their performance next time. They're also more optimistic, and, in the face of obstacles, they tell themselves, "I can do this. I won't give up." Thankfully, scientists have found that the majority of students in the United States are very hopeful. But what about those who aren't? Oftentimes, students lose hope as a result of their family circumstances. For example, one study found that students who had witnessed violence against a family member or friend were less hopeful. The good news is that hope can be cultivated, even among students who are at risk for losing it. But first we have to understand what scientists mean when they talk about hope. Hope doesn't mean wishful thinking—as in "I hope I win the lottery." Instead, a person who is high in hope knows how to do the following things.



Set *clear and attainable* goals.

Develop *multiple* strategies to reach those goals.

Stay *motivated* to use the strategies to attain the goals, even when the going gets tough.

POSITIVE ATTITUDES ACTIVITY:

IT'S NOT ALWAYS EASY TO SEE THE POSITIVE THINGS IN LIFE, ESPECIALLY FOR KIDS, BUT HAVING A POSITIVE ATTITUDE AND OUTLOOK ON LIFE MAKES SOLVING LIFE'S PROBLEMS MUCH EASIER. SHOWING YOUR CHILDREN HOW TO TURN A NEGATIVE ATTITUDE AROUND HELPS TO TEACH THEM SOME IMPORTANT COPING SKILLS THEY'LL NEED IN HER LIFE. THE SPRUCE

THE ATTITUDE INVENTORY ACTIVITY

TAKING AN "ATTITUDE INVENTORY" IS A LOT LIKE TAKING THE INVENTORY OF A STORE OR OF YOUR CHILD'S CLOSET. THE GOAL IS TO SEE WHAT IS AND IS NOT THERE. THE DIFFERENCE IS THAT WITH AN "ATTITUDE INVENTORY," YOU'RE ASKING YOUR CHILD TO TAKE STOCK OF WHAT TRAITS ARE AND ARE NOT PRESENT IN PEOPLE WITH CERTAIN TYPES OF ATTITUDES.

GIVE YOUR CHILD A PIECE OF PAPER AND A PENCIL AND ASK THE FOLLOWING QUESTIONS, ONE AT A TIME.

- ◆ **WRITE DOWN THE NAME OF SOMEONE YOU THINK TYPICALLY HAS A GOOD ATTITUDE. WHAT CLUES TELL YOU THIS PERSON HAS A POSITIVE ATTITUDE AND WHY DO YOU THINK HE'S LIKE THAT?**
- ◆ **WRITE DOWN THE NAME OF SOMEONE YOU THINK TYPICALLY HAS A LOUSY ATTITUDE. WHAT SIGNS INDICATE THIS PERSON HAS A BAD ATTITUDE.**
- ◆ **WHEN YOU THINK OF THE PERSON WITH A BAD ATTITUDE, WHAT THINGS OR WHICH PEOPLE DO YOU THINK PUT THAT PERSON IN A BAD MOOD?**
- ◆ **DO YOU THINK YOU CAN HAVE A BAD ATTITUDE ONE DAY AND A GOOD ONE THE NEXT? WHY OR WHY NOT? WHAT INFLUENCES THAT?**
- ◆ **DO YOU HAVE TO HAVE A BAD ATTITUDE IF THINGS AREN'T GOING YOUR WAY OR DO YOU THINK IT'S POSSIBLE TO HAVE A GOOD ATTITUDE EVEN WHEN BAD STUFF IS HAPPENING? TELL ME WHY.**
- ◆ **ARE THERE THINGS IN YOUR LIFE YOU'D LIKE TO CHANGE TO HELP YOU HAVE A MORE POSITIVE ATTITUDE?**
- ◆ **IF NEGATIVE STUFF IS HAPPENING TO YOU, ARE THERE THINGS YOU CAN DO TO KEEP YOUR OUTLOOK POSITIVE? TELL ME ABOUT A FEW OF THEM.**

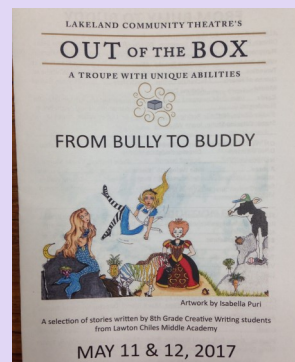
Teacher Success Story

My 8th grade Creative Writing/Drama students have partnered with Lakeland Community Theatre's "Out of the Box" troupe. This group of over 100 actors meets every Monday afternoon/evening and produces two musical productions each year. "Out of the Box" was founded in 2011 as a means to enable the special needs community with an opportunity to perform on stage. These talented folk may have physical or developmental disabilities, but they LOVE to perform!

Last year, the director, Maureen McGowan, asked if my students would be interested in writing the script for their spring 2017 show. To learn more about the program, we watched videos about the "Out of the Box" and one of their previous performances. Excitedly, our students submitted ten scenes from which six were chosen and performed on stage in May. Many of the student authors were able to attend the performances and saw their work come to life! In addition, some have become "TKs" (typical kids) volunteers and actually work and perform with the troupe. This summer, we were asked again to submit scripts for the spring 2018 performance. The students are waiting to hear which scripts will be chosen!

Partnering with LCT's "Out of the Box" troupe has opened the eyes and hearts of my students. They are grateful to use their writing/drama talents to provide a gift to the special needs community. I believe, however, that the students RECEIVE more than they actually GIVE

Steven Jones, Lawton Chiles Middle Academy



YOUR CHANCE TO WIN! SEND AN EMAIL TO: OAI@polk-fl.net

PLEASE RESPOND TO THE FOLLOWING STATEMENT:

HOW DO YOU DEMONSTRATE A POSITIVE ATTITUDE IN YOUR CLASSROOM AND YOUR WORK SITE?