The World Affairs Council of Dallas Fort Worth presents:

The Gl🌎bal Classroom

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1. Opening the Walls of the Room

Idea/Resource	What it is/How it Works	Ideas for Classroom Use	Interested?
www.postcrossing.com **postcrossing** THE POSTCARD CROSSING PROJECT	This site allows anyone to receive postcards (paper, not e-cards) from around the world. You request an address, mail the postcard to that address, and then you get a postcard from another one of the more than 300,000 members. When you receive the card, you register it, and then you start over!	Track where the cards come from; measure distance between last and current cards; find images of location; sort cards by governmental structure, population, religion, etc.; graph time between sending and receiving.	
www.peacecorps.gov/wws PAUL D. COVERDELL **worldwise** schools	The Peace Corps World Wise Schools program matches classrooms with Peace Corps volunteers. You can exchange letters, photos, Skype, etc. You can also have a former Peace Corps Volunteer come to your classroom to speak. Free online lesson plans and other resources are available. The guide book in your packet includes a classroom guide on cross-cultural understanding that meets the TCCRS standards on Diverse Human Perspectives and Experiences (SS II).	Research the location of the volunteer; monitor weather in the volunteer's area; develop service learning opportunity (resources online); use the online guides and game; coordinate with an ELA teacher to read stories from the area.	

www.kiva.org KIVA loans that change lives	Kiva is a microlending non-profit that allows people or groups to make $25 loans to small business people around the world. As the loans are paid back, the money can be re-lent. Loans may be selected by terms of repayment, location of the borrower, what the loan is for, and more. Lenders can join or create "teams" to strengthen lending power.	Find resources for using Kiva in the classroom at http://www.kiva.org/do-more/classroom. Choose loans that have 6-month repayment periods to be able to re-loan during the school year.	
www.academicearth.org ACADEMIC EARTH	Some are available for credit, while others (many, many) are free. You can see everything from lectures on Ancient Greek history from a Yale professor, to Modern Civ from UCLA. MIT also offers many of its courses free at http://ocw.mit.edu/courses/history/ (these are the history ones – there are others), and there are more at iTunes University here http://www.apple.com/education/itunes-u/. You can actually create a course there as well.	Differentiate for gifted learners or enrich an advanced class with lectures from some of the greatest professors in the world. Students can use them inside the classroom, from home, or for make-up or extra credit. Have a student design a unit within iTunes U.	
www.ted.com TED Ideas worth spreading	The TED (Technology, Entertainment and Design) conferences have made genius popular again. The premise seems simple: bring smart people in and have them talk about "ideas worth spreading." There are no gimmicks and very few bells and whistles. What you can find are talks by some of the biggest names in the world. Perfect for extension beyond the classroom or imitation within it. New: www.ed.ted.com (/lessons)	Here's one sample talk that would work for a global classroom: http://bit.ly/neilmacgregor In this talk, the Director of the British Museum traces 2,600 years of Middle Eastern history through a clay cylinder. You can download the entire series *History of the World in 100 objects* at the BBC site www.bbc.co.uk/ahistoryoftheworld	

2. Classroom Ideas

Idea/Resource	What it is/How it Works	Ideas for Classroom Use	Interested?
Art: Zentangle www.zentangle.com	In Zentangle, the artist takes an outline, called a "string," and draws repetitive patterns within the string, one pattern in each area. The patterns are simple (most of them), but the repetition and variety make them seem complex. The act of drawing them is very soothing, and they can be done by people of any age with any level of artistic ability.* Also check out http://www.doodle-art-alley.com/	Zentangle can be used to create incredible maps or posters, to fill in letters, or to help students get a graphic understanding of spaces. They can also use the pattern variety to show various landforms, political boundaries, or to reflect a particular quality of the place.	
Blog www.edublogs.org	Classroom blogs should be student-driven and promote cooperative learning. Lots of hosting places exist, but for my money, edublogs wins the "Best in Show." Blogs enable students to use technology, to connect with primary sources, and to communicate with each other about classroom content. *	Possible ideas: • Have a classroom blog with the teacher as the only poster. • Have a classroom blog with the teacher as poster, and have additional blogs for the students to post on. • Have groups of students responsible for maintaining specific blogs. • If using groups, switch them occasionally to allow students an opportunity to collaborate with different people.	
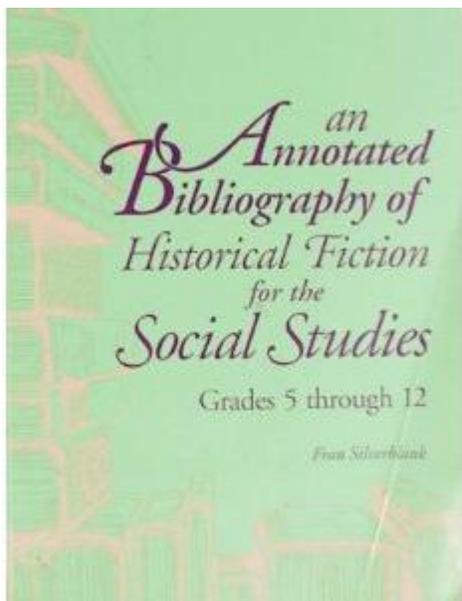
| Books & Songs | Fiction makes non-fiction come alive, invites curiosity, and builds connection with historical figures and events. The resources below provide a wide range of options for including fiction in your classroom.

Websites:

http://bit.ly/historypicturebooks

http://teachwithpicturebooks.blogspot.com/

Notable Children's Trade Books in the Field of Social Studies, This is a supplement to *Social Education* http://bit.ly/notablessbooks

List of songs about historical events:
http://www.songfacts.com/category-songs_about_historical_events.php

Books & Articles:

Tunnell, M.O., and Ammon, R. (1993). The story of ourselves: Teaching history through children's literature. Heinemann. ISBN 0-435-08725-8

Laughlin, M.K., and Kardaleff, P.P. (1991). Literature-based social studies: Children's books and activities to enrich K-5 curriculum. The Oryx Press. ISBN 0-89774-605-8

Silverblank, F. (1992). An annotated bibliography of historical fiction for the social studies: Grades 5 through 12. National Council for the Social Studies. ISBN 0-8403-7516-6 | Upper Grades:

Pair a novel: *A Break with Charity* by Ann Rinaldi with the Salem Witch Trials

Pair a Poem or Song: *Richard Cory* by Robinson or the Beatles or *Viva la Vida* by Coldplay with the French Revolution

All Grades:
Use a picture book to introduce a unit: e.g. *Weslandia* about civilization

Have students create a picture book about a historical figure

Read pictures books to the class regularly or read a longer novel over time.

Connect lyrics with events: *We Didn't Start the Fire* by Billy Joel – have students create a timeline of the events portrayed in the song.

For a greater challenge, choose a song unrelated to history/social studies and have kids force | |

<table>
<tr><td></td><td>Krey, D.M. (1998). Children's literature in social studies: Teaching to the standards. National Council for the Social Studies. ISBN 0-87986-076-6

Zarnowski, M., and Gallagher, A.F. (1993). Children's literature and social studies: Selecting and using notable books in the classroom. National Council for the Social Studies. ISBN 0-8403-8951-5

McGowan, T.M., Erickson, L., and Neufeld, J.A, (1996). With reason and rhetoric: Building the case for the literature-social studies connection. Social Education, 60(4), 203-207.</td><td>comparisons. For example, *Fast Car* by Tracy Chapman is loaded with conflict. How are the conflicts in it like Colonialism? *Don't You Want Me, Baby?* by the Human League is a great song for Ann Boleyn.

Have students create playlists and booklists for historical figures and entire countries. What books should be in Russia's library?

Have students memorize poetry about historical events. You can go beyond "The Midnight Ride of Paul Revere," although that's fine, too.</td><td></td></tr>
<tr><td>Sprite Vocabulary Challenge

</td><td>Remove test anxiety and remove yourself from being the arbiter of all assessment truth by renaming assessments after fake sponsors. Award a prize (or just a certificate).*</td><td>How to:
1. Select a "sponsor"
2. Gather images of the sponsor
3. Select the prize (may be just a certificate)
4. Add the images to the reviews, make it a BIG thing all year (add to timeline)
5. Put up pictures of past winners.</td><td></td></tr>
</table>

|			
Concept Capsule	Introduce key concepts and vocabulary in short moments called "Concept Capsules" that are accompanied by a unique handout. Include: • definition/information • cool fonts and images or paper • QR codes for more information • past assessments with that concept in the question*	• Play floor-size Memory or other review games with the concepts and their definitions. as soon as you have five concepts covered. • Review them consistently. • Have students introduce them to the class.	
Enriched Calendar	Create a classroom calendar that goes beyond mere assignments. Add value (and increase the odds they actually **use** it) by adding and/all of the following: • quotes • birthdays (students/other people) • hide "Easter Eggs" • images • QR codes for more information • coupons* Create calendars here http://www.eprintablecalendars.com/	• Post the calendar online. • Ask students for ideas and contributions. • Have advanced kids create some of the content for it.	
Tricksty Text: Close Reading Made Fun	Learning how to read difficult text with persistence, not just intensity is key, and yet so difficult. Use these ideas to help students engage in tricky text. • Use photocopies if students don't have their own copies so that they can write on it. • Print the sticker sheets, have students cut them out and use to mark text • Create specific colors for highlighter use • Use narrow sticky notes*	Play "Annotation Exchange" – Divide the students into groups that equal the number of paragraphs in the passage (five paragraphs = five students per group). Students each annotate a paragraph and then pass to the next student. They each get their page back, expertly annotated by others.	
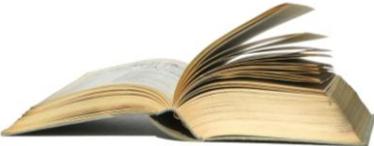
3. Games

Idea/Resource	What it is/How it Works	Ideas for Classroom Use	Interested?
Dictionary.com http://dynamo.dictionary.com/subject/social-studies	This site allows people to play games that build vocabulary (the link to the left is directly to social studies words, but there are many other subjects/levels available). If people register (free), the site will track their progress and guess how many words are in their vocabulary overall.	Can be used as extension or easy differentiation tool.	
PowerPoint Games	Using PowerPoint games to create formative review can be a powerful tool. Be sure to add information to the already-learned review material. No need to reinvent the wheel - the sites listed below have PowerPoint game templates free for download. http://jc-schools.net/tutorials/ppt-games/ http://bit.ly/powerpointgames http://bit.ly/pptgametemplates	Teachers and students can create games using country outlines, numbers related to the content (e.g., for US History – 50, 3, 1941, 116, 1789, etc.), or any other information that needs review. Games can be incorporated into presentations for greater interactivity.	
Board Games	Geodice World Geography Board Game Where in the World Geography Game Great States! Geography Board Game Axis and Allies (advanced WWII Game) National Geographic Global Pursuit Ten Days in Africa This Day in History: The Board Game Through the Ages: The Story of Civilization Puzzle Quest through History	Students can use board games to reinforce learning. They can also create their own games (top of Bloom's), or you can create games for them to use that are content-specific.	
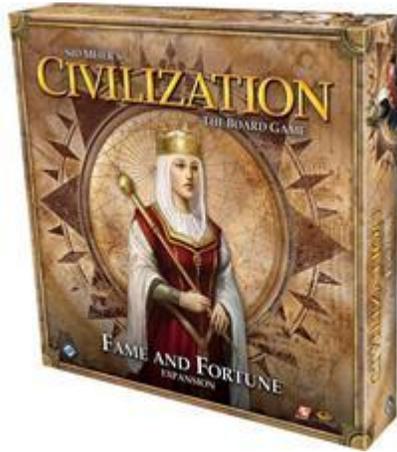
	Civilization There are lots of puzzles available as well – too many to list! Civil War Army action figure Playset – not a game, but fun! http://amzn.to/civilwarplayset Making Games: http://www.toolsforeducators.com/ - This site offers free tools for teachers, including dice makers, domino makers, word search makers, game board templates, maze makers, and more. http://donnayoung.org/homeschooling/games/game-boards.htm - This site offers some basic, but very functional board game templates.		
Flash! 	This site has terrific flash tools free for teachers, in addition to some great timers. The count down and count up timers let you add music, which is a great way to invigorate a classroom. Download them to your computer rather than using them from the site for better performance. http://www.sandfields.co.uk/games/	Timers are great for: *smoothing transitions (how fast can they get to the next thing) *pacing *structured think time *increasing fluency by helping students get faster while maintaining accuracy *breaks (count down rather than up)	

4. Discover Positive Deviancy*

Principle	How to Incorporate	Interested?
B E T T E R	Atul Gawande, surgeon and best-selling author, identifies five principles of what he calls "positive deviancy" in his book *Better*. Although he is a surgeon, they apply beautifully in education. If you are seeking to take your professional practice to the next level, consider embracing some or all of these principles. See his website here: http://gawande.com	
1. Ask an Unscripted Question	When you're interacting with students, parents and administrators, ask something unexpected rather than just going through the normal/formal questions. Use the opportunity to make a connection. **Gawande:** "You start to remember the people you see, instead of letting them blur together. And sometimes you discover the unexpected." **Take Away:** See if every exchange can lead to bridge building.	
2. Don't Complain There will be a $5 charge for **whining** to pay for the **cheese** to go with it.	**Gawande:** "The natural pull of conversational gravity is towards the litany of woes all around us. But resist it. It's boring, it doesn't solve anything, and it will get you down. You don't have to be sunny about everything, just be prepared with something else to discuss: an idea you read about, an interesting problem you came across…" **Take Away:** Prepare ideas or problems with which to change the subject Post an idea on http://wallwisher.com/wall/mojobuilders for how to build positive mojo on a campus or in a classroom.	

3. Count Something	**Gawande:** "One should be a scientist in this world. In the simplest terms, this means one should count something… It doesn't really matter what you count. You don't need a research grant. The only requirement is that what you count should be interesting to you… If you count something you find interesting, you will learn something interesting." **Take Away:** Track something that interests you that you are not required to track. Follow two guidelines: make it about you (not the kids), and make it positive.
4. Write Something	**Gawande:** "It makes no difference whether you write five paragraphs for a blog, a paper for a professional journal, or a poem for a reading group. Just write. What you write need not achieve perfection. It need only add some small observation about your world… by offering your reflections to an audience, even a small one, you make yourself part of a larger world… The published word is a declaration of membership in that community and also of a willingness to contribute something meaningful to it. So choose your audience. Write something." **Take Away:** Find your medium (blog, journal, Facebook, Twitter, etc.) and write away. Observe your world with words and then cast that bread upon the waters. Share your reflections.
5. Change Be this part!	**Gawande:** "Look for the opportunity to change. I am not saying you should embrace every new trend that comes along. But be willing to recognize the inadequacies in what you do and seek out solutions. As successful as medicine is, it remains replete with uncertainties and failure. This is what makes human, at times painful, and also worthwhile… So find something new to try, something to change." **Take away:** Focus on becoming an early adopter, even to forced change. Additionally, *bring in your own change*, so that change is not merely reactionary on your part. *Get a coach!* Read about how he became a better surgeon by enlisting the help of a coach here: http://nyr.kr/needacoach

5. Resource-O-Rama

Idea/Resource	What it is/How it Works	Interested?
Copyright-free Images www.sxc.hu stock.xchng *vi* version 6.00	This site is the free side of iStock photo. Create a free account and use the "advanced search" to find unrestricted images. Great for students. Tip: save as .png to be able to get rid of background Don't forget to get your free image/photo/flash/video of the week at istockphoto.com. (another source: http://www.everystockphoto.com/)	

QR Codes Generator
 	
http://www.qrstuff.com/
	Using QR Codes
	(find a generator here: http://www.qrstuff.com/)
	• add them to letters to parents
	• have them up in the classroom for parents to scan at open house or administrators to see more in depth what you're working on (link to the assignments or your website)
	• homework
	   o put the code on the outside of your classroom door so that students can scan to the assignment if they forget it
	   o put a code with links to extra practice or extra credit on homework sheets
	• put one on your business card or create a business card with one on it (http://bit.ly/KrKUvW)
	• print them on labels and place in the backs of textbooks that link to ancillary materials
	• scavenger hunt – use http://www.classtools.net/QR/. This site will let you submit questions, and then it will automatically generate QR codes for them. You print them out and stick them around the school (or classroom), and the kids scavenge for learning! Here's a sample one a librarian did: http://bit.ly/QRscavenger	

Slide Rocket www.sliderocket.com	This should be in every teacher's toolbox. Slide Rocket is a presentation platform that allows teachers to do the following: • keep presentations in the cloud so that you can access them from anywhere and never run out of space • put slides in the slide library and when they are edited, they will be edited in every presentation in which they appear • easily create builds and work with images • record audio right into it, no extra audio processing software needed • great tutorials and webinars • students can collaborate with other students without being together	
Font Fun http://www.whatfontis.com/	This site lets you identify what font you're seeing on a website or image (just in case you're a font geek like me). You can paste in the url or upload an image. Fonts are not just for fun. Check out the second font down at this site http://bit.ly/fontsforschool to see how they can be used for projects and assessment. The possibilities are endless. Merging some graphic design with your students' work raises the thinking level easily and instantly. If you're a typography freak like me, you may like this site http://ilovetypography.com/	
www.tagxedo.com	Tagxedo is like Wordle in that it creates tag clouds with words you either put in or pull in from a website. Why is Tagxedo better than Wordle? Because it has shapes that can be content-specific, it's easier to edit, and you can save it. What more fabulousness could there be? When you save the image of the tag cloud, there is a logo at the bottom. I just create a text box with no fill and no line and cover it up if I want to.	

www.zamzar.com ZAMZAR™ Free online file conversion	Zamzar is a free file converter that lets you take files, documents, videos, etc. and convert them into any format you want. It will email you the download link, so if your school district blocks YouTube, you can easily convert the video to an MP4 format at home, and then retrieve it from your school computer via email. If you register (free), it will store the files for you in the cloud, freeing up space for you.	
www.bitly.com bit.ly	Bitly allows you to take long urls and shorten them. But that's just the beginning. You can customize the link (you need to register for this, but it's free) to anything you want (you'll see bitly links throughout this handout). This prevents students from not being able to access websites because they don't type them in correctly. Bitly will store them, and it also includes analytics, so you can tell how many people clicked on any one link.	
timeline 2.0 ◄━━━━━━━►	capzles.com [advanced, multitude of features, good for advanced students] tutorial here http://bit.ly/capzles www.dipity.com [intermediate, can collaborate, watch for www.prezi.com [intermediate, many features, not as good with image manipulation but can have multiple collaborators] www.timetoast.com [easy, few features]	
http://goanimate.com/ Go!Animate	Students (and teachers) can create animated videos at http://goanimate.com. Like many other sites, there is a free version and a premium version. Find educational samples here: http://goanimate4schools.com/public_animations There's a safer version (no uploads, so less craziness possible) here http://domo.goanimate.com/	

www.flipsnack.com	This is a great possibility for paperless publishing. You can upload pdf documents (just have students save their reports/papers/projects as pdf$_s$) and convert them to online flipbooks. Multiple pdf$_s$ can be combined into a single book, so students can create an online portfolio of projects. High quality and free.	
www.diigo.com	Diigo takes online research and study to the next level. It allows students and teachers to annotate websites and articles, share links, highlight text, add tags, add "post it" notes to sites, and archive sites so they never disappear. The annotations stay in the cloud, so no matter what machine they're using, students and teachers can access what they've saved. You can create groups (classes, etc.) and share only within those groups. This is one of my top ten recommendations ever.	
www.tempbox.org	How they describe themselves: TempBox.org is a special kind of mail box that does not require users to sign up. Any e-mail address at TempBox.org is already created and can accept e-mails. Additionally, every inbox is public because there are no passwords required to view the contents of an inbox. TempBox.org saves time because now you do not have to login or signup. Use a TempBox e-mail address (anything@tempbox.org) to sign up for websites that request an e-mail address so that you do not have to enter your own! This prevents you from receiving many unwanted spam messages. To ensure that others do not get your mail, choose a mailbox name that no one else can guess! Any incoming e-mails to TempBox.org are instantly sorted into individual mail boxes. Users cannot delete messages—they are automatically deleted after two hours. Anyone can check any inbox if he or she knows the mailbox name, so choose names that people will not guess. TempBox.org is different in that you cannot send e-mail from a TempBox address (nor reply to e-mails), you cannot delete e-mails, and you do not have to sign up.	

www.superlame.com SUPERLAME!	No registration is required for this site that lets you upload an image and create a comic out of it in three easy steps. It really couldn't be more simple than this. It's not fancy, so don't expect miracles, but if you're looking for a simple project that can be done in literally a few minutes, this is the one.	
blogosphere	Explore some of the blogs of teachers in your content area/grade. http://www.ladybugsteacherfiles.com/ http://4thgradefrolics.blogspot.com/ http://worldhistoryeducatorsblog.blogspot.com/ Or, look at teacher blogs that explore areas of interest to you (technology, classroom design). http://clutterfreeclassroom.blogspot.com/ http://bit.ly/100techblogs	
Just Can't Get Enough? Extend here… **Discover even more…**	A technology guy from the Arlington Independent School District created this wiki with annotated descriptions of a wide variety of web 2.0 applications. If this isn't enough resources for you…check it out! http://webapplications.wikispaces.com/ http://www.google.com/apps/intl/en/edu/k12.html - Google apps for K-12 educators The Thirty Goals Challenge for Educators Teacher Boot Camp is 30 short-term challenges for teachers to increase passion. If this session has inspired you to try something new, to reach beyond the same-old, same-old, try the boot camp and really stretch! Not now? That's okay. Save it for later!	
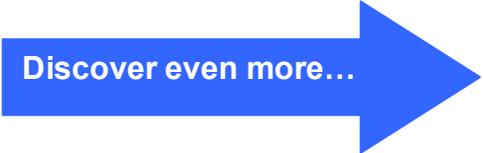
	http://bit.ly/teacherbootcamp	

Note: It is far more effective to select a few things you are interested in and explore them in depth for curricular possibility rather than trying to overload your plate with lots of bells and whistles that never get to fully ring.

APPENDIX

Where you find examples
of the cool stuff

Blog Instructions

General Information: If you can use a word processing program and the internet you can blog. This is supposed to be both learning AND fun – no stress allowed!!! I'm cool like that.

Step 1: Give Mrs. Van your email address and give her 24 hours to get your email connected to your blog.

Step 2: Find your blog. The class blog is http://www.apcg.edublogs.org. Links to country blogs:

UK Blog: http://uklhs.edublogs.org/
EU Blog: http://eulhs.edublogs.org/
Russia Blog: http://russialhs.edublogs.org/
China Blog: http://chinalhs.edublogs.org/
Nigeria Blog: http://nigerialhs.edublogs.org/
Mexico Blog: http://mexicolhs.edublogs.org/

Step 3: Design your blog. You will be an administrator of your blog, and you can change your theme, add links, and customize it as much as you want. Work with your fellow admins on design. Be sure to link to all the class blogs from your blog. Watch the video tutorials if you have questions. http://edublogs.org/videos/

Step 4: Make sure that your blog contains enough information (can be in the form of links) that a fifth grader could use it to find all the information he/she needed to do a report on your country. Some examples of links are the *CIA Factbook* and *The Economist*'s country briefings.

Step 5: Weekly posts. You have the rubric, so you should know the grade that you will receive before I even grade the blogs. In addition to grading the posts, I make general comments and suggestions about the appearance and layout of the blog. Every six weeks, your blog assignment will change.

Process for Grading Blogs
The blog project represents 20% of your grade.
You have a minimum of 1 post and 2 comments per week.

Comments: (2 per week) 5 points each for total of 25 points per week for blogging. Each score will be multiplied by four to obtain the grade

BBC

Criteria	Meets Expectations	Emerging Expectations	Scholar Points Available	Points Earned
Title appropriate for post	1	0	cleverness; use of pun; insightfulness	
Summary and analysis (your informed opinion)	4 – 5	1 - 3	demonstrates connection to previous incident/event or analysis; cross-curricular connection	
Visual (picture, chart, table, graph, etc.)	2	0 - 1	self-made infographic	
Excerpt from article (no more than 2 paragraphs, relevant, reputable source)	3	0 – 2	unusually rich source; demonstration of extraordinary depth of research	
Links to the source (hyperlinked, or indicated with "Click here" or "read more here" or similar, not complete url)	2	0 – 1	compelling or creative	
Significance (clear and explained: why is this important/ connection to APCG)	2	0 – 1	demonstrates clear and compelling connection to previous (bonus: future) components of course or prior learning	
Label (appropriate label(s) for the blog archive)	1	0	surprise me	
Total				

BBC

| Criteria	Meets Expectations	Emerging Expectations	Scholar Points Available	Points Earned
Title appropriate for post	1	0	cleverness; use of pun; insightfulness	
Summary and analysis (your informed opinion)	4 – 5	1 - 3	demonstrates connection to previous incident/event or analysis; cross-curricular connection	
Visual (picture, chart, table, graph, etc.)	2	0 - 1	self-made infographic	
Excerpt from article (no more than 2 paragraphs, relevant, reputable source)	3	0 – 2	unusually rich source; demonstration of extraordinary depth of research	
Links to the source (hyperlinked, or indicated with "Click here" or "read more here" or similar, not complete url)	2	0 – 1	compelling or creative	
Significance (clear and explained: why is this important/ connection to APCG)	2	0 – 1	demonstrates clear and compelling connection to previous (bonus: future) components of course or prior learning	
Label (appropriate label(s) for the blog archive)	1	0	surprise me	

Total				

Close Reading Sticker Fun
(Print on clear sticker paper

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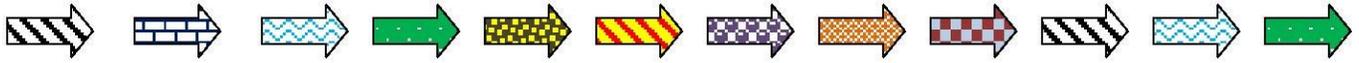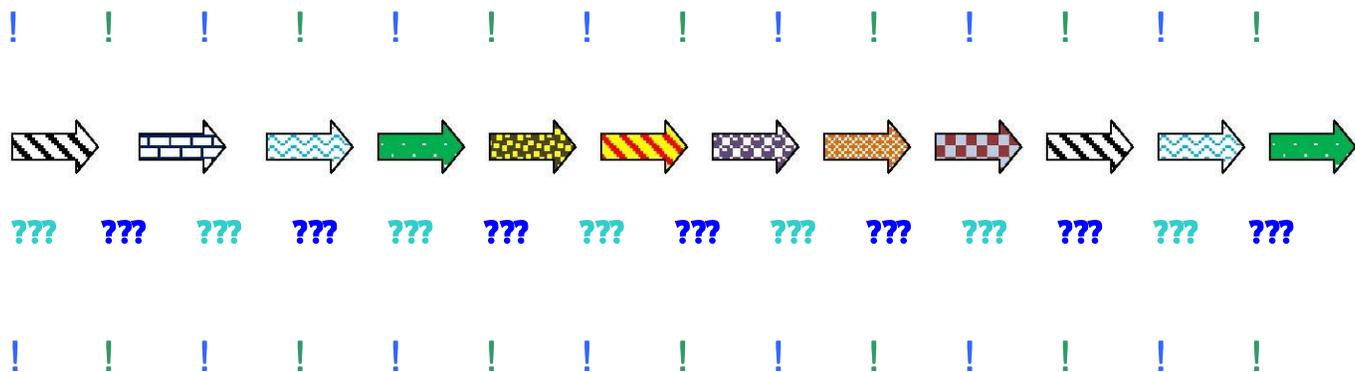
Define: Cleavage

- ethnic, racial, class, gender, religious, and/or regional divisions within society
- patterns of conflict between groups (exclusion, removal, forced assimilation, genocide)
- government responses to problems from social cleavages (extending citizenship, full participation, constitutional provisions protecting rights, federalism, devolution)
- cross-cutting v. cumulative cleavages: conflict **most likely** when cumulative
- cross-cutting
  - example:
    - nationality, class, fundamentalist/secular cleavages cross-cut religion in Islamic world
- cumulative
  - example:
    - class and religious differences largely coincide in Northern Ireland
    - Catholics tend to be less well off
    - Protestants more well off

more info here

This is the statue of reconciliation in North Ireland. Quick! What kind of cleavage exists here? Ha!

From 2004 Exam:

Social Cleavages, including ethnicity, region, class, and religion have important implications for political parties.
  (a) Describe a major social cleavage in France, and explain how a specific political party has responded to it.
  (b) For the response explained (a), describe one consequence of the party's response in France.
  (c) Describe a major social cleave in India or Mexico or Nigeria, and explain how a specific

Positive Deviancy for Educators

Have you ever wanted to be really good at what you do? No, I mean *really* good. As in the best. As in, do people think of you when they think of the highest quality of practice in your field? I have. And I have thought about it a lot more since I discovered Atul Gawande. And no, that is not a beautiful atoll in the Pacific.

Atul Gawande is, on the surface, a doctor. But peel away the layers and you will find a renaissance man with lessons and ideas for all professions. His books *Complications, Better* and *The Checklist Manifesto* have applications across virtually all domains – cognitive and affective.

At the end of his book *Better*, Gawande recommends five steps toward becoming what he calls a *Positive Deviant*. These steps work for every role, including parent. Perhaps especially parent.

Here are the five steps, along with ways educators can implement them.

1. Ask an unscripted question.

When you're interacting with students, parents and administrators, ask something unexpected rather than just going through the normal/formal questions. Use the opportunity to make a connection.

Gawande says: "You start to remember the people you see, instead of letting them blur together. And sometimes you discover the unexpected."

See if every exchange can lead to bridge building.

Suggestions for educators:

Questions for kids:
1. What do you think will be the best thing that will happen to you today?
2. What did you have for breakfast?
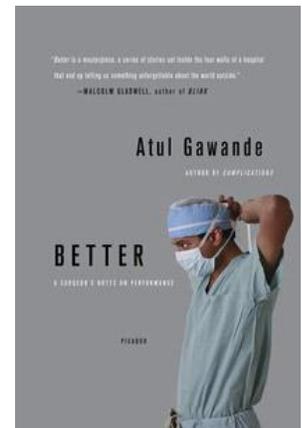
3. What day of the week is your favorite?
4. What time do you get up?
5. What's the most unusual thing in your backpack?
6. If your life were a book right now, what would the title be?
7. If I could do one thing to make you smile, what would it be?

Questions for parents:
1. What was the coolest thing your child ever did for you?
2. What would you like me to know about your child that has nothing to do with school?
3. What is your child's biggest dream?
4. How different do you think your child is at home than at school?
5. Who, besides you, do you think your child loves most in the world?
6. Who, besides you, loves your child intensely?
7. What makes your child happy?
8. Is your child happier today than he/she was last year?

Questions for other educators:
1. Who was your most influential teacher?
2. What is the craziest lesson you've ever taught?
3. What is your dream classroom design?
4. If money were no object, where would you spend summer vacation? Winter?
5. If you could get every child in your class a book, what would it be?
6. Would you rather more classes with fewer kids or fewer classes with more kids?
7. What did you do last weekend that was unplanned?
8. What would be the nicest thing someone could do for you today?
9. What are your pain points today?

2. Don't Complain.

There will be a $5 charge for whining to pay for the cheese to go with it.

There is nothing easier to do than to complain. Conversation frequently devolves into complaining in virtually every arena – personal, professional, and even in social media. Nearly everyone knows a Facebook Frowny Face.

Gawande's second guideline is to avoid this at all costs.

Gawande: "The natural pull of conversational gravity is towards the litany of woes all around us. But **resist** it. It's boring, it doesn't solve anything, and it will get you down. You don't have to be sunny about everything, just be prepared with something else to discuss: an idea you read about, an interesting problem you came across."

Take Away: Prepare ideas or problems with which to change the subject. Nothing is more irritating than a Pollyanna when you're in a bad mood, but you can *ease* people out of the emotional doldrums by sharing your own turnabout strategies - a great book you read, a piece of music you liked, a terrific You Tube video you watched, a Pinterest board you love, a blog you follow.

Rather than commiserating, try to open your mind to ways to ease the misery or divert attention away from it. Misery may love company, but you don't have to join the party.

Avoid anchor topics – references to people or situations that cast a pall on the brightest day. You know who and what they are - don't bring them up. Think of them as Voldemorts – they who must not be named.

Be a counter revolutionary. Post an idea on http://wallwisher.com/wall/mojobuilders for how to build positive mojo on a campus or in a classroom.

3. Count Something.

Little kids love to count, and then somehow we stop counting for fun (everything except grievances, that is). Gawande suggests counting in order to keep learning.

Gawande: "One should be a scientist in this world. In the simplest terms, this means one should count something… It doesn't really matter what you count. You don't need a research grant. The only requirement is that what you count should be interesting to you… If you count something you find interesting, you will learn something interesting."

Take Away: Track something that interests you that you are not required to track. Be a scientist of your work or environment. No one should know more about what you do than you do. Statistics and data shared with you should never surprise you.

Ideas for things to count or track:

- How many days in a row can you greet everyone you see with a smile?
- Rate lessons you plan on a scale of 1 – 10 before and then after they are given. How well are you gauging your effectiveness? Ask trusted students to rate them and compare.
- How many times do you use a particular word in conversation?
- Count something to do with job performance. If you're an assistant principal, track the referrals that come in, looking for patterns. If you're a teacher, track homework turn-in rates by day of the week, class period or other criteria.
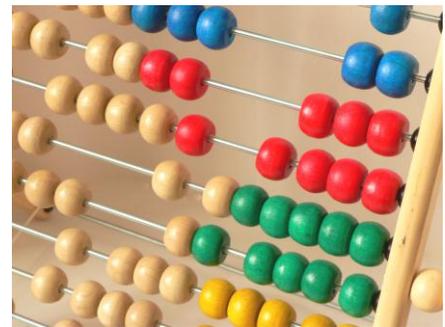
4. Write Something.

There is something about writing that forces reflection. Gawande's fourth suggestion is to write about what you are doing. Writing about your professional practice creates a deliberateness that is lacking when we don't reflect on what we're doing.

Gawande: "It makes no difference whether you write five paragraphs for a blog, a paper for a professional journal, or a poem for a reading group. Just write. What you write need not achieve perfection. It need only add some small observation about your world… by offering your reflections to an audience, even a small one, you make yourself part of a larger world… The published word is a declaration of membership in that community and also of a willingness to contribute something meaningful to it. So choose your audience. Write something."

Take Away: Find your medium (blog, journal, Facebook, Twitter, wiki, etc.) and write away. Observe your world with words and then cast that bread upon the waters. Share your reflections.

Find other teachers' or administrators' blogs for examples. Visit Find a great list of great blogs here: http://bit.ly/edublogslist or http://theclever sheep.libsyn.com/ to find teacher blogs or http://classblogmeister.com/ to search by state or grade level. Scholastic says these are the top 20 teacher blogs (divided by category) http://www.scholastic.com/teachers/article/top-20-teacher-blogs. Here's an awesome blog for administrators: http://connectedprincipals.com/. Read other teachers' books - *Educating Esme, The Courage to Teach, Teaching outside the Box, Crossing the Water, Inside Mrs. B.'s Classroom* and more.

5. Change

The pointy thing that sticks out from the front of ships is called the bow sprit. Its purpose is to allow the front sails (called jibs) to be able to be anchored farther forward than they otherwise would.

Be this part!

In older ships, there were painted white unless the ship had been to the Arctic or Antarctic, in which case they were blue. When we embrace change with open minds and bring our professional skill and creativity to trying to implement it, we become the blue nosed bow sprits of the campus – leaders rather than followers.

Embracing change makes you proactive rather than reactive, and it is a position of strength.

Gawande: "Look for the opportunity to change. I am not saying you should embrace every new trend that comes along. But be willing to recognize the inadequacies in what you do and seek out solutions. As successful as medicine is, it remains replete with uncertainties and failure. This is what makes human, at times painful, and also worthwhile… So find something new to try, something to change."

Take away: Focus on becoming an early adopter, even to forced change. This is just a remix of the old adage, "If you can't beat 'em, join 'em."

Bring in your own change, so that change is not merely reactionary on your part. Think of one thing you'd like to change this year, even something small. Write out the steps of it, gather the supplies, and implement the change.

Get a coach! Read about how Gawande himself became a better surgeon by enlisting the help of a coach here: http://nyr.kr/needacoach

Avoid resenting change. Embrace it by using other positive deviancy steps (write about it, count it, don't complain about it). Ask how you can you be a change agent rather than a change resister.

The bottom line? Five simple steps can take you personally or professionally from adequate to outstanding. The time will pass whether you are improving are not. What are you waiting for?

![Sprite logo]

THIS CERTIFIES THAT

student name

HAS COMPETED IN AND EMERGED VICTORIOUS FROM THE

SPRITE VOCABULARY CHALLENGE

AND IS HEREBY AWARDED THIS CERTIFICATE IN RECOGNITION OF THIS BUBBLY ACHIEVEMENT.

April 25, 2012

_____
Contest Administrator

_____
Date

AP Government April 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Blog post due.	4 **Knowledge Demo:** Supreme Court*	5 HW: Read democracy paper and be prepared to argue with me about it.	6 Blog response due	7
8	 Can you identify four of the symbols in the seal? Oh, yeah? Prove it.	10 HW: create POTUS FB status for last Tuesday	11	12 *Afternoon at the Movies: All the President's Men*	13 Birthday Boy: Thomas Jefferson	14 Tweet Home Alabama: Tweet to #apvangov what page you're on in "Advise and Consent"
15	16	17 **Supreme Court Project Due.** Just do it.	18	19 Writing Symposium: Prepare to Engage	20 Tweet Home Alabama: Tweet to #apvangov what you're reading... show some life	21 Name that flag!
22	23 Birthday Boys: Shakespeare and James Buchanan (odd combo – you know what that means!)	24 Blog post due.	25 **Knowledge Demo:** Just a Bill	26 *Afternoon at the Movies: The War Behind Closed Doors*	27 Blog response due Birthday Boy: Ulysses S. Grant	28 Birthday Boy: James Monroe
29	30					
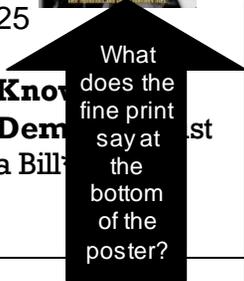
What does the fine print say at the bottom of the poster?