FLESFEST 2014
DO YOU BELIEVE IN MAGIC?

Abracadabra! Craft an Enchanted Classroom through Communicative Character-Building Strategies

Jody Schneider, Woodlands School

Wood block + Intro’s me & at table (Languages? Levrls?)

• Character ed & magic mindset: a way of thinking, becoming and transforming as a continuous process forever (Taulbert)
• All kids are at risk: all kids have great promise. (- Mary Diez)

Abracadabra, abracadabro, abracadabri et vache qui rit; Gui, gui, gui - Magicien Melkior (Patrick)

to reclaim your classroom

Words and Actions

* 1. To build community, culture and communication

* 2. To foster risk-taking, perseverance and growth

* 3. To meld moral character and performance character

* 4. To Move from “Me” to “We”

Magic Charm 1: Build community, culture and communication

* 3 R’s + 1: Relationships, Rules, Routines and Repertoire

Say aloud: All the magic’s in the music and the music’s in me The magic of the “music” in me

Ice Breaker: Charles Elbot drawing activity: Partners A & B - A describes, B draws; lessons learned (+ pictures at bottom)

Relationships, Relationships, Relationships: Consistent, effective character education promotes increased instruction time, eliminating or reducing excessive time in addressing inappropriate behaviors. Rules create habits. There needs to be a no-nonsense, high expectations approach to following rules that includes intrinsic rewards (“Feel good” celebrations, high 5’s; affirmations (French), intrinsic rewards; random extrinsic rewards i.e., film, treat, game) for good behaviors and follow-through with immediate and consistent consequences for breaching. Carton noir; Repair Cards

Practice behaviors, don’t just talk about them. Students (and teachers) don’t necessarily innately know or choose appropriate behaviors and might need some role-play. Practice making good choices as part of a character-building repertoire.

Young Hare watercolor, Durer, 1501

Rhinoceros: Woodcut by German painter and printmaker, Albrecht Dürer, 1515. The image was based on a written description and brief sketch by an unknown artist of an Indian rhinoceros that had arrived in Lisbon earlier that year. Dürer never saw the actual rhinoceros, which was the first living example seen in Europe since Roman times
**Planning, Planning, Planning** [4 R's + L2/C2 = X] - a magical solution for Repertoire

**L2 Applications (3 R's + 1)**

Character filter lens (icon ♥) in language activities + communication modes 😊😊😊

- Thematic units (purposeful language in a meaningful context)
  * Cognitively engaging  * Culturally connected  * Intrinsically interesting  * Communicatively purposeful

- Kieran Egan's layers of educational development
  Making sense of the world and human experience through stages, adding layers without shedding them

**Classroom**

<table>
<thead>
<tr>
<th>Lessons learned (Elbot’s drawing activity)</th>
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<tbody>
<tr>
<td>• Need to visualize (shapes)</td>
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<tr>
<td>• Need to prep</td>
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<tr>
<td>• Need to orient (space, direction)</td>
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<tr>
<td>• Stress affects performance</td>
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<tr>
<td>• Framing, listening and speech important</td>
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* French/Art activity using coordinates to place shapes (by size & type) then ID

Wood block: Magic Box (high-fiber); magic shmatas; magic wands; magic words

Polite language expressions (Password)

Sponge Activities (In X minutes, write down as many cognates, find rhyming words, synonyms, phrases)

5/6 Journal

Class meetings (Sit in circle, say nice thing/describe someone; person described shows object (says merci); timed)

*Il était une fois - Cendrillon across the grades* (Describing characters ----story mapping----integrating: Concert)

**Community**

Concert: Bibidi, bobidi bou: Brian

Star-Time Story Night (Cendrillon)

School Raffle prize: movie & treat for child & 2 friends

Singing (Lumière)

Ensemble-Little Families/Carnaval (Tous pour un, un pour tous)

Parent-Teacher Conferences - letters

Magic Charm 2: Foster risk-taking, perseverance and growth

* Cognitive Discomfort

Pull Smurf out of hat

Say aloud: *I'll tell ya about the magic, it'll free your soul*  “Liberating” mindset & messages to kids

Barbara Gruener, Guidance Counselor; (Former WI Spanish teacher) Westwood-Bales, Friendswood, Texas

* Comfort Zone

Many of life’s lessons are not learned from our successes but from our challenges and even failures. It’s OK to feel uncomfortable. In learning a language effectively, that “discomfort” can actually improve communication as students are challenged to negotiate meaning. It’s also very humbling not to know everything. Students can be encouraged to learn how to “be comfortable with being uncomfortable” (lowering the “affective filter” - Krashen) so that they are more relaxed and show greater willingness to “take risks.” They are also more likely to develop perseverance as well as increased patience and tolerance with others.

**L2 Applications**: Counteract discomfort with play, humor, over-dramatization and “choices;” improvisation games: Emotional Replay http://improvencyclopedia.org/games/

*I'll tell ya about the magic, it'll free your soul*: sad, mad, excited – say feeling in own language

Scaffold language tasks and acts of character (breaking down tasks with lots of examples of desired outcomes)
Magic Charm: Meld moral character and performance character

Magic shmata + Cindrillon stuff- what’s there & what disappears

* Ethic of Excellence

Say aloud: If you believe in magic, come along with me  Be the model for kids, parents, colleagues…

**Moral character addresses ethical behaviors of oneself and others. Performance character demonstrates competencies, skills and accomplishments. Both are vital for success and well-being. Relationship or emotional character communicates responsive rather than reactive behaviors.**

Re-think and refine curricula that infuse character in academics. Schools of quality do not distinguish between character and academics. They create great people - not just smart people. ("Get smart to do good"). To keep at something until it’s great fosters perseverance. Working in teams nurtures caring as kids help keep each other be accountable (making sure everyone “gets there”), while at the same time learning content.

*Concepts in *Good Work: When Excellence and Ethics Meet* (Gardner, Csikszentmihalyi, Damon) are also applicable to any school model. The “magic” of Multiple Intelligences, Flow and virtues set a moral compass for “Good Work” that is “humanely creative,” high-level performance and socially responsible, despite the power of “other forces” and technological innovation. “You’re like a real human being.” (Maynard G. Krebs). Classes that are excellent, engaging and ethical are “good” in quality (academic rigor, accuracy, craftsmanship); “good” for the soul (engaging & fulfilling for teacher and students) and “good” for the world (contributes beyond classroom, building character, citizenship and 21st century skills).

**Expeditionary Learning:** students engage in interdisciplinary, in-depth study of compelling topics, in groups and in their community, with assessment coming through cumulative products, public presentations, and portfolios. The model emphasizes high levels of student engagement, achievement, and character development.

**L2 Applications:** (Project-based learning)

- Pen pals; 3/4 French in WI/Voyageurs/Lake Michigan;
- Make learning public (parents signing stuff, invited to class, “eval” practices/rough drafts)
- Identify excellence with good models (5/6 Carnaval Fantasy Trip)

Thematic Floats; Winter Concert; School community biographies;
Magic Charm 4: Move from “Me” to “We”

*Common Core Plus* (Career, College plus Creativity and Civic Readiness)

Say aloud: *Believe in the magic that can set you free*: Embracing what is REALLY at the “core” (“essential”)

“Disappearing trick”: write from dictation - quote & 4 bullets (next bold topics)

« *On ne voit bien qu’avec le coeur. L’essential est invisible pour les yeux.* »
“*You can only see things clearly with your heart. What is essential is invisible to the eye.*”

- Antoine de Saint-Exupéry

- **Teacher as a reflective learner and facilitator**

- **Building Resiliency**: ability to cope and recover from stress, adversity, setbacks and problems.

First do test, then discuss it re Creativity bullet point

- **Creativity**: Imagination and Literacy (Karen Gallas)

**COMMON SENSE STATE OF MIND STANDARDS**

**DILA: Dribbles Imagination Literacy Assessment**

In the box on the right, make a line drawing, connecting a tent, a flag and a stick-figure soldier (like those pictured at left) without removing your hand from your paper or retracing any lines. Size and placement of the drawings do not matter.

- **Civic-Centered**: School journey on a path from “Me” to “We”

As simple as taking turns to deepen sense of “we.”

Opportunité Cards
J'ai une petite lumière ici
Laisser la briller
J'ai une petite lumière ici
Laisser la briller
J'ai une petite lumière ici
Laisser la briller

Je ne veux jamais, jamais l'éteindre !