EMPOWER YOUR STUDENTS IN 2019!

SIMPLE WAYS TO INCORPORATE PASSION-BASED LEARNING INTO YOUR CLASSROOM IN THE NEW YEAR

Routledge
Taylor & Francis Group

INTRODUCTION

Hey teachers and leaders!

This complimentary handout features excerpts from our bestselling books on passion-driven, student-centered learning. Whether or not you are formally implementing Genius Hour, passion projects, or PBL, you CAN reach each student, help your students find their passions and voice, and empower them so they're more prepared for their futures.

Read on to find useful tips and visuals about implementing the essentials for a passion-driven classroom, as well as an overview of Genius Hour and how it can benefit students.

As a BONUS, we've also included a **free creativity self-assessment tool** you can use with students, from *The Genius Hour Guidebook: Fostering Passion, Wonder, and Inquiry in the Classroom* by Denise Krebs and Gallit Zvi.

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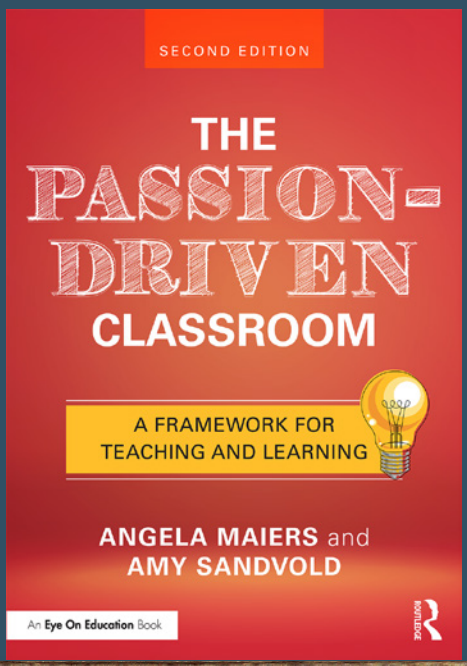

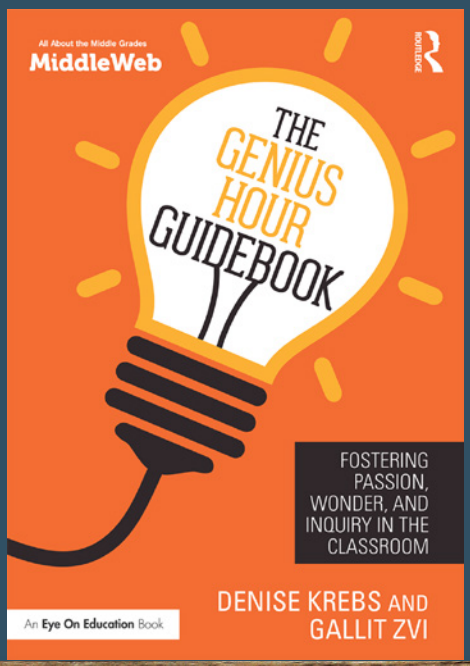

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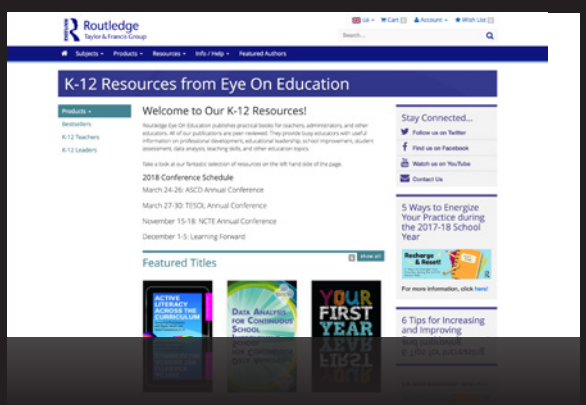

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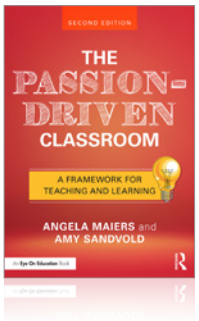
A PASSION-DRIVEN CLASSROOM: THE ESSENTIALS



The following is excerpted from *The Passion-Driven Classroom* by Angela Maiers and Amy Sandvold.

Purchase a copy HERE.

*Expect the best, plan for the wor*st, and prepare to be surprised.

—Denis Waitley, *Seeds of Greatness*

Passion-Driven classrooms come in many forms; yet, there are key, common essentials to consider, whether it's an elementary third-grade classroom or a high school technology course. We have fielded many questions from teachers at all levels and content areas asking us how to fit this in an already dictated and full curriculum. How do we find time for a passion-driven framework? Larry Ferlazzo (2017), award-winning author and blogger asked us this very thing in his Question and Answer Blog for Education Week Teacher (March 2017). How do we even begin?

The first thing we want teachers to know is that this is more about the HOW vs. the WHAT in the passion-driven classroom. This HOW is connected to teacher MINDSET. We need to initiate wonder in the classroom, and the teacher must have the right mindset. With the right teacher mindset, we can have passion-driven classrooms that honor the strengths of each student, no matter the schedule or content area. We must recognize that there is a difference between doing and being. A passion-driven teacher has a student-driven mindset that knows the difference between DOING genius hour vs. BEING geniuses, for example. It is really how the teacher's mindset is focused on student strengths all day long. Sure, you can wait until a one hour timeframe and say to students, "Okay! This is the only time of day that you get to BE passionate and BE your own geniuses." A teaching mindset that values students for who they are and what they care about is something that impacts every single curriculum area and goes throughout the class.

Next, the student mindset also need attention. Help students build resilience. One of the most challenging issues we find in the classroom is battling the "This Is Hard!" syndrome. What they are really saying is, "I don't want to do the work." When faced with a challenge many of our students need a resiliency boost. Students must have specific lessons from teachers in building resiliency. Making mistakes is okay and gets us one step closer to growing our minds.

Here are specific suggestions to get you started:

- Think of your classroom as a clubhouse. In a clubhouse, everyone has unique and special gifts to contribute to the group. Everyone has strengths, and everyone matters. We all belong to this learning club.
- It is more important to have a strengths mindset all of the time than to have a one hour or one slot in the day in which we DO passion. If you can have both, even better.
- Really commit. Without a commitment, we see genius hours and passion project time confusing to students. Once unleashed, students don't want to go back to the "old ways." They don't want to wait for their one hour or miss their one hour. This is very important to remember because teaching this way will change everything.

- Give up some power. Think about all of the things you do as a teacher. Could your students be doing them instead, gaining valuable experiences? Students start building new strengths when they have opportunity. Assigning classroom jobs beyond line leader is a start. Let them BE responsible and have some of your other, bigger-deal roles. Let them fail. Let them keep improving. This sends the message to students that you trust them and that they have strengths!
- Learn student triggers. Every child has their learning triggers or things that they know and care a lot about. Implement a mindset that although not every child can be a genius in the true sense of the word (Mensa, IQ), every child IS passionate about something. Figure out what that is. This is their learning trigger.
- Start a chart of each child's name and three boxes next to their name. As you get to know your students, really listen. The child that comes up to you every morning to tell you something is sharing their learning trigger (they may not realize it, but you can!). Some of these triggers may be positive things and some may be things that annoy them. If it annoys them, they are passionate about it and that is also

Now let's get to the specifics. In this classroom framework, with twenty or thirty students, you see that the teacher has learning goals centered on researched thinking strategies: inferring, determining importance, using schema, questioning, visualizing, monitoring understanding, and synthesizing information (Harvey & Goudvis, 2007; Keene & Zimmermann, 1997). You will hear questions and comments circulating throughout the day, such as:

- Tell me about where you are in your work.
- What might happen if… ?
- Can you picture a different way to do that? Tell me about it.
- What do you see as your group's challenge tomorrow?
- Can you find a new way to address the problem?
- What did you know that helped you accomplished that?
- How fantastic—you will need to record that and share!

You notice that time is set aside for both large group and small group instruction in a passion-driven classroom. Students are laughing and enjoying learning. Noise is allowed and valued when on topic! The teacher asks a group of students to bring their work to the back figure and begins to delve into the skills needed to improve their efficiency and efforts. Students are given clear direction, then leave ready to work smarter and with an increased confidence.

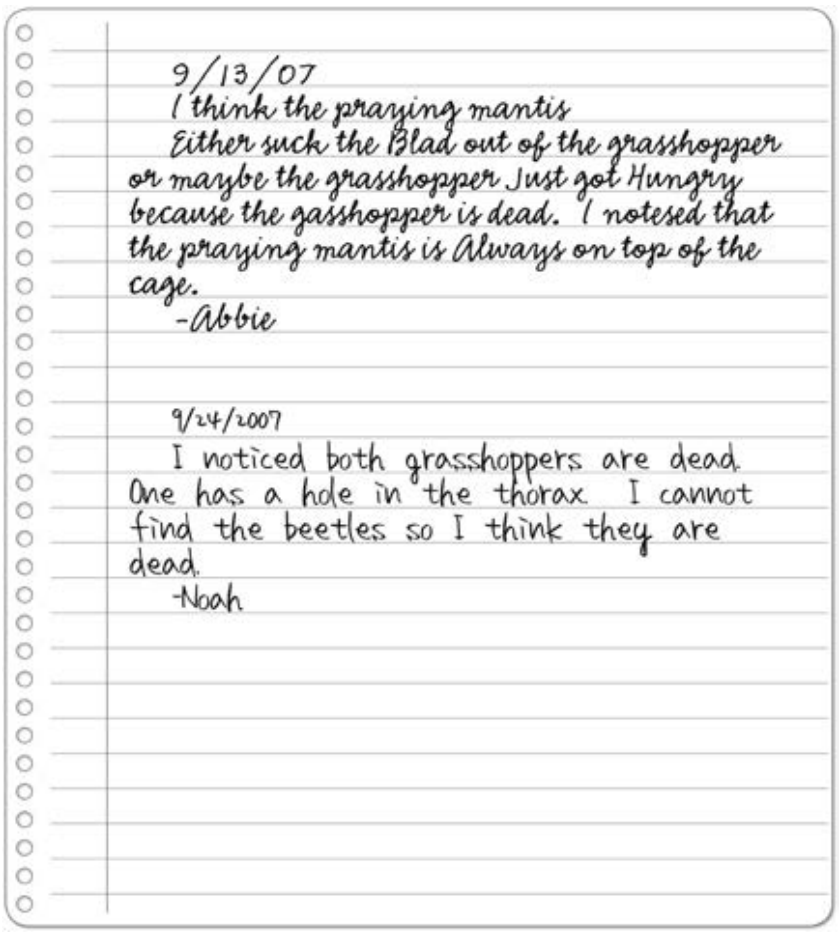
At a well-orchestrated transition time, the learners come together in a large group as apprentices engaging in a mini-lesson modeled by their teacher. The teacher connects the earlier work of the small group with the specific content time, discussing their learning. Group reflection follows:

- So, let's hear an example.

- How would you suggest you go about this tomorrow?
- If you had advice for someone just beginning, what would it be?
- What did we discover was most important?
- What are we proud of?

The day continues with this flow of interdependent and independent learning opportunities guided by teacher modeling in mini-lessons and coaching in small groups.

Curiosity and inquiry drive the learning in the classroom. Student scientists discussions of "Look what I did," "Let me show you this thing," "Do you know what an ootheca is?" and "Did you know that praying mantises eat their mates?" The environment is organized specifically for more than an education, rather, an educational experience that is just as focused on the HOW students learn as the WHAT students are learning. This well-orchestrated framework ensures a combination of teacher-directed and student-directed learning through the following essentials that make it all work. Reflecting on the experiences described, we see several essentials that must be in place to make it successful.



9/13/07
I think the praying mantis
Either suck the Blad out of the grasshopper or maybe the grasshopper just got Hungry because the gasshopper is dead. I notesed that the praying mantis is Always on top of the cage.
-Abbie

9/24/2007
I noticed both grasshoppers are dead. One has a hole in the thorax. I cannot find the beetles so I think they are dead.
-Noah

Figure 4.1 • Thoughts about the praying mantis

ESSENTIAL #1: THE LEARNING CLUBS INSTEAD OF CLASS JOBS

We suggest a learning clubs framework, matching your teaching preference, age of learners, content area, and teaching reality. Think of it as a new way to have classroom "jobs." Many elementary and middle level classrooms assign weekly roles or class jobs to their students. With a slight adjustment, the traditional classroom job is now a role where students can explore what passions they may have in a small group or with a partner. The big idea of learning clubs is that we have students play the role of the actual adult counterpart. For example, instead of the classroom job "calendar" or "weather," we have Classroom Meteorologists that track weather patterns and announce the daily weather conditions such as temperature, visibility, and wind. For those students with a funny bone, we have the Class Comedians or Joke Jesters that write and tell a daily joke. We adopt the mindset that we are all SCIENTISTS when learning science. We are all MATHEMATICIANS when we are learning math. We are ARTISTS when in art class. This is a distinct switch from the traditional, "now it's time to do your jobs," or "now it's time to have science or math or art." Instead of doing math class, we are mathematicians.

Within the Passion-Driven Classroom, we can organize a whole group environment of mathematicians, or scientists, for example, or we can organize into specific rotating small groups. Middle and high school classrooms may prefer to operate as a large group of scientists in a science course, for example. The art teacher in a middle school can choose to orchestrate a studio of artists.

As mentioned above, we can change the traditional classroom jobs into clubs where students can try out a variety of passions. These clubs consist of two to three students for up to two weeks. Think of these clubs as mini-apprenticeships. The clubs allow students the opportunity to learn about themselves and discover areas that they are interested in and good at. The following table shows three traditional classroom jobs/practices and how to adjust them into meaningful clubs. The curriculum should also guide what clubs to implement and what duties and skills are learned and practiced!

By contrast, in middle or high school environments, the classroom periods are the clubs. For example, Language Arts or English becomes "Writers Club," and perhaps an "Editorial Club" for the school newsletter. The possibilities to fit together the content area, skills, and the kind of work and out- comes required are endless.

Certain work is constant in all of the learning clubs, no matter the content area or grade level. All of the learning clubs are dedicated to helping students develop into better readers, writers, thinkers, collaborators, and most important, explore their interests as passion-driven learners (**Figure 4.2**).

Students must develop patterns of thinking and develop habits in which their ability is combined with their inclination to think well and engage in metacognitive exercises. Students must have the opportunity to see passion-driven learning, but also the experience of developing their own passions.

The Learning Clubs provide a context in which:

- thinking is valued;
- time is reserved for thinking about our own and others' passions;
- rich opportunities exist for exploring passion;
- passion-driven learning is regularly modeled; and
- the process as well as the products of thinking are present in the environment.

Just as important as the Learning Club itself are the tools of operations. The tools of The Learning Clubs support the type of work required of club members. What this work looks like depends on the grade level's essential skills, concepts, and standards, and is guided by student passion. They are also mirrored by the desired attributes and tools of their real-life counterparts. For example, you might see a Science Lab area where student–scientists practice answering a hypothesis by conducting observations and recording lab notes on a content-area science project. They are using the skills and competencies that are used by practicing scientists. This aligns with most science standards in any curriculum, yet the science project may center on a specific student interest.

Traditional Class Job or Practice	Club	Duties and Skills Learned
Calendar/Weather A student or students participate in what day of the week it is on the calendar and look outside to describe weather conditions with the class.	**Meteorologists** Two or more students work together to read the local weather current conditions and/or read a class exterior thermometer, and then share it with the class.	Graphing weekly temperature once a week, interpreting graphs and data, understanding temperature, degrees, wind speed, visibility.
Pets and Plants A student or students water plants and feed the class pet.	**Scientists or Biologists** Two or more students make daily observations in the class lab notebook available for the whole class to read.	Writing scientific observations, labeling, captions, observing, analyzing.
Writing Workshop Writers All students write specific genre and learn explicit skills such as opinion, narrative, and informative. The teacher revises and edits in red pen.	**Writing Workshop Class Authors** All students are authors and writing is published in the classroom library in tubs or author binders organized by last name.	Writing has a purpose and audience. Writing is sometimes directed by topic and other times student choice. Students revise and edit most of their own writing.

Figure 4.2 • Traditional Classroom Jobs vs. Clubs

You might observe a library area where student-journalists work to compose important details of the class or group-research questions about the mystery of the Bermuda Triangle. Students pore over maps and plot latitude and longitude on computer-generated simulations. These clubs change and rotate every one to two weeks so that students regularly practice the work of all the Learning Clubs. As club roles rotate, keep one student as the leader and the other(s) as the apprentices so that students are leading the work.

If you choose to create designated space in the classroom, or teach middle or high school, suggested club work areas include:

1. The Laboratory for the Scientists in the Science Club
2. The Library for the Journalists in the Writer's Club
3. The Research or Media Hub for Research from any of the Club Members
4. The Math Lab for the Mathematicians in the Math Club
5. The Archives for the Historians and Geographers working in the History Club and Geography Club

We are not prescribing the names and labels for the Clubs; yet, it is essential to have Clubs where students work in pairs or teams practicing their passion and the craft of the content, whether they are elementary, middle, or high school students. Learning Clubs fit within a Passion-Driven Classroom because they provide:

Interdependence. Students practice their learning passions collaboratively in teams.

Authenticity. Students read, write, speak, and listen for real purposes and real audiences and engage in cross-curricular thinking.

Digitally Driven Learning. Students use technology as a tool.

Independence. Students have choice in how/what they study within the content.

Powerful learning experiences occur daily when we provide sufficient time and a classroom environment that lets kids "BE" learners and leaders.

ESSENTIAL #2: YOU MATTER TIME

In our first edition, we started the day with an opening message or daily boardroom meeting. We've since adjusted our thinking to include a bigger picture. The goal is to have a structured and specific time where each and every student is acknowledged and listened to at least once a week. This is the time where teachers are telling their students through words and actions, "You Matter! You are important, and I believe in you!" We now call it You Matter Time. You can adjust the name to fit your needs. For example, schools can use their school mascot and call it Tiger Time, or Bobcat Time, for example. Why all this fuss about mattering?

3 REASONS WHY MATTERING IS THE AGENDA, OR SHOULD BE!

REASON #1: CHANGE A HEART. CHANGE A MIND. CHANGE A WORLD.

Why should we help students know that they matter? This is like asking, why breathe air, drink water, and eat food? Once the necessities for human life are met, the need to matter trumps almost everything else. We were created for significance, and for us to perceive that we don't matter is both dangerous and terrifying. When people know that they matter and their genius is needed by the world, hearts and minds change. Worlds change.

REASON #2: ENGAGEMENT MATTERS IN THE WORKFORCE

Disengagement runs rampant amongst employees. The percentage of U.S. workers in 2015 who Gallup considered engaged in their jobs averaged 32 percent. The majority (50.8 percent) of employees were "not engaged," while another 17.2 percent were "actively disengaged." This $11B annual loss for companies can be rectified with two words: YOU MATTER. This starts in the classroom.

REASON #3: TWO WORDS CAN BRING CLASSROOMS TOGETHER: YOU MATTER

Two words can change a student's bad morning at home, on the bus, or in the hallway into a fresh start. Students come to us deflated by many circumstances. Many classrooms, especially at the elementary level, can start their day with a morning You Matter Time to set things off right. Middle and high schools operate in a different schedule reality. It doesn't need to be in the morning. It could be in the afternoon in study halls or at the end of the day. Either way, morning, midday, or end of the day, students need to know that they matter.

We now explore in depth the different ways of structuring a You Matter Time into your day through You Matter Time, An Opening Message, or a Boardroom Meeting. In elementary classrooms, a You Matter Time hap- pens right away after lunch count and attendance. It happens before any content area is taught. The teacher designates four to five students to each day of the week and simply asks these students if they have anything to say or to share. The weekly You Matter schedule is posted so students know what day they get to share. When it is their day, students come ready to say something. One student speaks, and the rest of the class is silent and listening. The student may simply say, "Good morning." The rest of the class is taught to say, "Good morning" back to the student and face the student speaking. If the student shares something exciting or personal, the teacher says, "Thank you for listening, class," and the class responds, "Thank you for sharing (student name)." Over time, students that once sat silent begin to say, "Good morning," and then begin to share. The teacher learns valuable information about what triggers the student may have and what is important to the student.

If a morning meeting works for you instead, we suggest a boardroom approach in middle and high school. Just as teams in the adult workforce gather each morning with the C.E.O. of the company, students replicate real life and meet with their fellow learners and the Chief Learning Officer (C.L.O., aka teacher) to negotiate thinking and make decisions about learning. In the middle school classroom, this meeting happens in a designated corner or space of the homeroom called the "Boardroom," where all the students can gather together as a whole group. One option is to have "Boards" of students, replacing the traditional "homeroom" practice.

Another suggested way to show students that they matter is to engage in the Opening Message daily routine, thinking about current issues in their community and the world around them. The teacher or a student shares verbally or in writing something happening in their community. They learn how to speak to classmates and work in a group as well as think critically about current issues. The opening message is an upgraded Show-and-Tell. In a passion-driven classroom, it is the

Think-and-Tell time. For the older students, homeroom time is student and learning-driven, all focused on the Opening Message for the day's work.

Graves (1990) professes the power of inspiring our students to question and think about everyday events. It is these regular, daily happenings that spark our learners to write about topics that they are passionate about.

The Opening Message routine focuses on:

A. What have you learned lately?

B. What tool did you use to get it?

C. What does this mean in the world?

The Boardroom meeting time and Opening Message are directed by the teacher's modeling of desired learning behaviors. Chapters 5 and 6 will provide explicit lessons that demonstrate how this is done. The teacher provides a context to practice collaboration, makes plans for the day, then releases the learners to practice their passions.

Our goal is to explicitly teach students how to be an engaged listener, making others feel like they matter. We have seen this have a tremendous impact on decreasing student behavior issues throughout the day. Within this time, they work interdependently within the context of practicing the language and behaviors of a team. For example, students learn how body language affects discussion. Are arms folded in opposition or are they leaning in, listening respectfully to the individual making her case? Students practice the art of clarifying to seek understanding. Are they using phrases like, "I do not understand yet, can you please explain more?" or are they interrupting and telling their classmate how wrong they are in making their point? As a team member, are they taking responsibility to participate or are they refusing to speak or act? These are just a few examples of the essential life skills and collaborative behaviors they will practice and learn each day.

ESSENTIAL #3: REFLECTION

Katie Charner-Laird, Sarah Fiarman, Frederick Won Park, and Sylvia Soderberg (2003), coauthors of the book, Cultivating Student Reflection, describe reflection as "the mind's strongest glue" for making the connections essential to understanding, regardless of the subject matter.

Reflection is the cornerstone of the Passion-Driven Classroom. Stephanie Harvey and Anne Goudvis (2007), coauthors of the book, *Strategies that Work*, describe how students must be able to go beyond understanding a given learning strategy. They proclaim that "they must know when, why and how to use it" (p. 16). Students reflect in the Clubhouse Classroom while practicing when, why and how to think in a variety of contexts.

Reflection activities may include any or all of the following. (Later, we will describe the Thinking Notebook, which includes reflection as well.)

- Journaling
- Reflective papers
- Class discussions
- Small group discussions
- Presentations
- Responses to course readings
- Responses to outside readings, media content, and experiences relevant to the issues surrounding the service activity
- Electronic discussions (e.g., chat, e-mail, online forum)

Varying activities will accommodate multiple learning styles and will help students understand reflection as part of the learning process, not as an isolated activity. Using a variety of tools, techniques, and even new media and technology offers us engaging ways to make reflection part of our content- area learning routines. From blogs to audio interviews, numerous ways exist and are developed each day that encourage and capture reflection.

Using technology to promote reflection has yet another benefit: A teacher can digitally archive student work, extending the reflection exercise beyond a single project or school year. (We love the idea of students coming back 10 years from now and finding things they worked on—talk about the power of reflection!)

Regardless of methods or techniques, we have found the following questions effective to get students thinking and talking about the heart of learning:

- What did you learn and how do you know you learned it?
- What got in the way of your learning?
- What helped your learning?
- How did you feel? What are you going to do about it?

ESSENTIAL #4: THE TASK BOARD

The task board displays the students in each Learning Club and the name of the club. It is extremely simple. If you decide to implement You Matter time, call it the You Matter Board (or Bobcat Time Board if you use your school mascot). If you choose to implement specific clubs (in place of the traditional classroom jobs), the board can be entitled, "Classroom Clubs." It can be as simple as a list on the dry-erase board, or a sentence-strip chart with manipulative cards. The point is to display this task board in a prominent place where all students can see and read it. This contributes to the feel that the passion- driven classroom environment is student-centered.

Depending on the grade level and content area taught, short descriptions go with the task board so students all understand how to complete the job/club/ role. The

short descriptions can be inserted into clear plastic sleeves and dis- played on a magnetic board next to the task board. The groups change weekly or every two weeks in order to delve deeper into their role before they change. This grouping process continues throughout the year. One teacher had her students create short training videos for the next year's class of how to participate in the club work, for example, meteorologists looking up current weather conditions on the computer then writing observations and reporting to the class.

ESSENTIAL #5: GOOD-FIT TOOLS AND TECHNOLOGY

We've heard of "good-fit books" (Boushy & Moser, 2006; Fountas & Pinnell, 1999). Students select books based on interest (their passion) and appropriate reading and thinking level. (We discuss strategies for using books later in this section.) The Passion-Driven Classroom has "good-fit technology" as well. Students learn how to use resources that are "the best fit" for pursuing their passions.

GOOD-FIT TECHNOLOGY

When we started doing passion-driven work with students, resources were scarce. Now, the internet is an amazing and fundamental resource for passion-driven teaching and learning, but it can be overwhelming and time-consuming as busy schedules prevent us from having adequate time to find, organize, and investigate all there is available to us.

Wonderful and free resources available for nearly everything imaginable are waiting for you and your students! To get you started we have created an extensive but by no means all-inclusive list for you to begin exploring. See **Figure 4.3**.

If you are new to integrating technology in your classroom, designing a project from scratch can be overwhelming, especially if the project is not about technology activities or lessons, but long-term student project work. You may want to browse sample projects, sample tasks, and lesson ideas to find an idea you can implement right away or even a project that fits with your curriculum.

Once you feel comfortable using technology tools in your classroom, you will be ready to jump into your own project design. We are fortunate to live in a time of information abundance. We have access to 24-hour news cycles and a preponderance of blogs and websites. We have plenty of things to share with students. Yet we also know that time is precious. We hope you will use the list of our favorite resources as a starting point in your own journey.

REMEMBER TO INCLUDE BOOKS!

Technology does not replace books, which remain a rich source of deep meaning. Both are powerful tools for learning.

Description: This list will get you started when matching your students to "good-fit technology."

Here are just a few examples of free resources and sites we visit on a regular basis. Most are devoted to new web tools and discoveries–however, you can easily find tutorial blogs and web sites on any subject imaginable by doing a simple Google search. Realize that many of these links are updated daily and may have been altered since we first included them in this book. It is always a good idea to view them before you allow students access. Start slow, preview, and enjoy the discovery!

We organized these valuable resources by Learning Club, however, several of them cross club borders and can be utilized in different ways:

Math Club Resources

Create graphs online
http://nces.ed.gov/nceskids/createagraph/default.aspx
Interactive, math lesson creator
http://enlvm.usu.edu/ma/nav/doc/intro.jsp
Two Programming sites www.alice.org and
http://www.mathsnet.net/logo/turtlelogo/
Investopedia Stock Simulator http://simulator.investopedia.com
National Library of Virtual Manipulatives http://nlvm.usu.edu/
Financial Literacy at Kids Count: http://www.nfikidscount.org/

History Club Resources

www.ipl.org Internet Public Library
www.think.com Go look, and THINK! Create a collaborative learning project
www.mrdonn.org Includes a For Kids Section with links
Diary of the Planet http://www.earthweek.com/
The Smithsonian http://www.si.edu/museums/
Webquests and thinkquests
http://thwt.org/webqueststhinkquests.html

Science Club Resources

http://www.amnh.org/ology/ The American Museum of Natural History: Astrology, paleontology, genetics
http://makezine.com A place to showcase inventions and all kinds of contraptions
Windows to the Universe http://www.windows2universe.org/NASA www.nasa.gov/home/?flash=0
Weather and more: http://www.education.noaa.gov/sweather.html
Interactive physics simulations http://phet.colorado.edu/
Health: Kidnetic: http://www.kidnetic.com/

Geography Club Resources

Panoramic Views http://panoramas.dk/index.html check out the Grand Canyon!
National Geographic: Students will learn how to identify, compare, and appreciate the cultural characteristics of different regions and people. http://www.nationalgeographic.com/xpeditions/ lessons/10/g35/ tapestry.html
The Official Flat Stanley Project: Check out the Flat Stanley List of Participants to see where you can send a Flat Stanley or who might be sending a Flat Stanley to you. http://flatstanley.com/
KidAllies Follow our adventures as we travel around the Americas. Learn about different cultures and explore distant habitats.
http://abren.org/kids/
Remove the classroom walls and go on an efield trip!
http://www.efieldtrips.org/

Journalism Club Resources

Blue Zoo http://bluezoowriters.wordpress.com Geared to middle school and young teen writers. A place to publish work and for contests.
KidPub http://www.kidpub.com Billed as the largest collection of stories on the Internet; also offers an author forum.
Create your own printable magazine and ebooks: http://zinepal.com
Book talks online! Book trailers and movies for literacy
http://www.homepages.dsu.edu/mgeary/ booktrailers/default.htm
Virtual Author Visits in Your Library or Classroom!
http://skypeanauthor.wetpaint.com/
www.visuwords.com (Visual Dictionary—Words are alive!)

Global Collaboration Resources

Benjamin Franklin Institute of Global Education: The Mission of the Franklin Institute is to accelerate, worldwide, innovative use of technology in education and training so that the benefits of knowledge acquisition are affordable and accessible to all.
Global Teacher Project: Information and resources on global education
Project Based Learning on the Net: Bob Pearlman's project based learning resources
Internet Projects: These curricular projects are designed and produced by SchoolWorld members and our collaborative partners. All projects are free of charge and are designed for use by international schools. Read the project descriptions and subscribe to those that fit the learning needs of your students!
ePals Classroom Exchange: ePALS is the Internet's largest community of collaborative classrooms engaged in cross-cultural exchanges
http://www.epals.com

Just Good Stuff

Here are a few links that were too great to leave out, but didn't fit a category:
says-it.com & makeagif.com (Make Seals & Animations)
googlelittrips.com (Use Google Earth with Literature)
www.mybrochuremaker.com (Brochure Maker)
www.wordle.net (Make Word Images) draw.labs.autodesk.com/ ADDraw/draw.html (Design!)
www.wikispaces.com & pbwiki.com (Make a Wiki) edublogs.org (Blogs for School)
www.skype.com (Free Telephony via the Web)
k-12music.org (Tremendous Collection of Music)
etc.usf.edu/lit2go (Audio & PDF Literature)

Figure 4.3 • Tool and Project Resources

How about you? How do you engage students in texts and tasks? What strategies work best for you and for your students? What about these?

- **Summarize:** Every once in a while, you should stop, look at a portion of text you just read, and try to summarize the content in your own words. This is a good way to test your understanding of the material.
- **Make Predictions:** What do you predict will happen next? What will be the consequence? What do you base your predictions on? Is your prediction based on facts, feelings, experience, patterns you notice? Is a prediction different from a guess?
- **Formulate Opinions:** We have opinions on everything from the weather to politics. When you are reading, allow yourself to form opinions about the characters, the plot, the style of the writing. Share these opinions with others.

H.E.A.R.T.—A STRATEGY FOR DEEP MEANING

With the end goal of comprehension, learners must be equipped with very specific skills and strategies. Using a technique we call H.E.A.R.T., we can ensure that students not only know those strategies but know when and where they need to be applied in the text or area of study. The elements of H.E.A.R.T. can be taught singly or all together as students progress through more difficult texts.

We suggest that you start out by including all the elements of H.E.A.R.T. so students see the active elements involved. Later you might use the individual components to plan more differentiated strategy instruction. After several discussions and modeling sessions, the goal is for students to be able to access the elements of H.E.A.R.T. internally and use them to remind themselves of meaningful reading, writing, and content study. These elements are the following:

H–Hold On! The first mistake students make happens in the first three seconds of reading expository text. They open the book, flip to the first page, and start reading word one. They proceed trying to gather facts, remember bold face words, and after a few short paragraphs, they find that there is no way to remember everything. They need to take a few seconds to "hold on." In fact, it is critical for students do the following three things before they read the first word!

1. Study the cover—what clues does it hint about the topic, author, and content?
2. Activate their schema—what do they already know about these elements?
3. Consider the genre, text, and structure. A book on how to plant a seed is a very different reading experience than a book about photosynthesis or the differences between tropical plants and exotic breeds. Students need to know that how the overall text or idea has been organized is significant. The organization influences the message and meaning and, consequently, their comprehension of it.

E–Eyes and Ears. To fully understand a text, you must view reading as an ACTIVE rather than a PASSIVE activity. In other words, just running your eyeballs over the

words on a page does not mean you will comprehend the meaning of a text. We want readers to use their eyes and ears and notice the following:

- *Connections*: A good way to understand something that is new and unfamiliar to you is to connect it to something you already know or have experienced. Can you connect the text you are reading to a personal experience? Does it remind you of something else you've read or seen?
- *The Author's Craft*: As you are reading, you may notice certain things about the writer's style. Is there a lot of description? Is there too little description? Is the reading easy to follow or difficult in some way? Does the author use a lot of literary devices, like similes and metaphors? Do you understand how and why the author is using such devices?
- *Patterns/Repetitions*: What do you notice about the way the text is structured? Do you notice some kind of pattern? Is there some element in the text that is repeated? What is important about this pattern or these repetitions? How does the structure contribute to the overall meaning?

A–Asking Questions. We do not want to set up the expectation that you are going to understand everything in the reading with complete clarity the first time through. Questions help us monitor and keep track of understanding as it is happening. What don't you understand? What confuses you? What words are unclear to you?

R–React/Reflect. Reading and learning are emotional commitments. Students cannot see content as only facts and dates; rather, they must constantly be thinking and wondering:

- What do you notice?
- What surprises you?
- How do you feel about what you are reading?
- What do you think about what you are reading?

T–Tell and Show. Do you find your students often learn a concept only to forget much of it a week after the test? To help your students develop concept mastery, it is important that they SHOW what they know and understand.

By following the H.E.A.R.T. technique, you can see how the activity has meaning (a compelling why), how you could modify it by having small groups lead different strategies, and how you could improve the existing practice of reading nonfiction based on these strategic reading behaviors and actions.

New assessments of understanding are needed to measure 21st-century skills and passion-driven learning objectives. We have found that the showing and telling, or performance, is the key. These performance-oriented tasks require students to reach beyond the literal meanings and interpretation by taking action on that meaning in artistic, creative, and critical ways.

THE HEART TECHNIQUE

The ideas in **Figure 4.4** are active ways to show and tell what has been read and understood and models the HEART process with nonfiction study at the elementary and intermediate level.

Element	What Does This Really Mean?	How Will You Assess It?
H–Hold On! The student pauses and prepares for metacognitive work ahead.	Student will • preview the text. • analyze the title. • attend to the author, illustrator, copyright information. • skim entire text or section for overall structure clues.	Teacher Observation Learning Club journals Sticky notes with answers tabbed and recorded
E–Eyes and Ears The student prepares to actively engage with text, integrating clues from the language, structure, and their background knowledge.	Student will • identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). • identify and use knowledge of common organizational structures (e.g., chronological order, cause and effect). • identify and use knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).	Student will • highlight textual features and articulate their purpose. • use graphic organizer to answer written/oral questions about the text. • write a summary of the information presented in a graphic feature (constructed response).
A–Ask Questions The student makes insightful, clearly thought-out questions about the text, before, during, and after reading.	Student will • ask various types of questions. • use questions to help. distinguish facts from opinion or fiction.	Student will • use 2-column graphic organizer: What I read/What I wonder. • record top three questions and share purpose in enhancing understanding. • record what he or she is still wondering in Learning Club journal.
R–React/Reflect The student engages deeply with the text, interacting with the writer's voice, reacting and responding to the ideas while developing his or her own interests in the topic.	Student will • think and talk about the writer. • use the writer's name. • use conversational words like, "really, interesting, I never though of it that way, I see how ..." as though in a conversation with the author. • Student is involved cognitively and emotionally.	Conferencing peer and teacher Rubric (informal assessment) Students provide the commentary along with the information about the topic—sharing their thoughts and opinions in small groups or in writing.
T–Tell and Show	Assesses understanding beyond literal measures of true false and fill in the blank. We are looking for students' synthesis of ideas and interpretations of the topics.	Conferencing peer Performance Task Group or individual Project Formal presentation—written or oral

Figure 4.4 • Getting to the Heart of Text: Content Area Standard Assessment Rubric.

Students demonstrate comprehension, that they have gotten to the HEART of text, when they can show evidence of the elements of HEART.

Content is essential and is the compass that keeps learning focused. We can make our classroom environments learning powerhouses if we use the curriculum and standards as the foundation—and the students' passions as the driving force for learning. Honoring passion is more than simply giving students the technology, tools, and a few books on topics they find interesting. It is a commitment to helping students to discover for themselves—the emotional reasons linked to motivation that drive us to want to study or know something.

ESSENTIAL #6: CELEBRATION

Celebrating hard work and perseverance is an important part of any learning, and it is not taken lightly in the Passion-Driven Classroom. We try to move beyond the traditional "Good job's" and "Way-to-go's," while still ensuring that immediate and positive feedback happens often. Celebrations are more than a confirmation of learning completed: they lift the spirits of both you and your students and create excitement about the next learning adventure. Below are some of our favorite "passion-inspired" celebrations you can do with your students.

Model these first yourself, and then give students a chance to try them out on one another:

- **The Silent Cheer**. Wave arms around excitedly and "shout" with no sound coming out of your mouth.
- **The Hearty Handshake.** In pairs, students do a 30-second hearty handshake, shaking hands wildly.
- **The Magic Touch.** In pairs, students touch index fingers together while saying "YYYeeessss!"
- **"I Appreciate You Because...."** Write each of your students a note of appreciation, acknowledging a particular effort or achievement.
- **The Exclamation.** Say encouraging words like "Faaaan-tas-tic!!!"
- **The Arnold**. In perfect Schwarzenegger stance—biceps flexed, chests out, arms forward—yell out a big "Yeah! We'll be back!!"
- **A "Round" of Applause.** Move your arms around in a large circular motion while clapping your hands. Next you can try a "square," "triangle," or "rectangle" of applause.

Many of the previous tips have been adapted from workshops we have attended and from research on how the brain learns. We have found creating your own is even more motivating and fun. So tap into your creative side and let your students give it a go. The end result is not only novel but will enhance learning and memory of all they worked hard to achieve.

DOING AND BEING

Pulling all of this information together, we realize that learning success is really about "DOing and BEing": Success in the Passion-Driven Classroom is not simply a matter of choosing what to know, but requires learners to make choices on how and who to "be." Our daily lives are filled with choices, but "BE" choices are different that "DO" choices. For example, we can choose to watch TV, read a book, or finish an assignment. These are observable, concrete, and are often obvious to an outside observer. "BE" choices are more subtle and not easily described or discussed; therefore, we spend less time thinking about them and consequently are less prepared to make them purposefully and successfully.

Let's explore these choices both in and out of school. We can make a choice to visit an old friend, one we have not seen for some time. That is a DO choice. We are doing it, making the arrangements, getting in our cars, and committing to the experience. Here are the "BE" choices involved: We can BE excited, showing our friend how happy we are to see them after all this time. We can BE curious, asking lots of questions about their life, family, and work. We can also BE jealous, acting aloof and envious of our friend's successful accomplishments. We can BE rude, rolling our eyes, letting out a sigh or two, even trying to act as if we really don't care as our friend shares all the new and wonderful things that happened since we last spoke. We can BE deceitful, making exaggerations of our life experiences or painting a little too-perfect picture of how things are going, when in truth they are not so rosy.

As adults, we make "do" and "be" choices all the time with varying levels of awareness and control. It is important that we make the difference public for students, such as giving personal and academically related examples of "DO" and "BE" choices like the following.

Teacher

Students, let's say you had an upcoming assignment. It was a content area project you had been working on for some time.

The assignment weighed heavily on your grade.

Your "DO" choices have been clearly laid out for you:

- You will do the research.
- You will find six sources.
- You will have both visual and textual examples backing up your findings.
- You will … (you get the idea)

Your grade will be determined MORE by your "BE" choices:

- Will you be curious?
- Will you be creative?
- Will you be daring?

- Will you be willing to ask for help, take a different direction, alter the strategies you are using?
- Will you be excited about the things that go wrong, because you know that you will learn from them?
- Will you be diligent and demanding of yourself, committing 110 percent to the work?

Helping students understand and choose to "be" will affect not only their achievement, but overall content area and learning experiences as well. Stu- dents are going to need our help, so both their "DO" and "BE" decisions can be conscious, purposeful, and productive.

We suggest the following:

1. Create a "TO BE" Chart with words like:
    - Energetic
    - Excited
    - Interested
    - Curious
    - Relaxed
    - Calm
    - Confident
    - Thoughtful
    - Creative
    - Innovative
    - Helpful

Students can generate definitions depicting how this looks, sounds, and feels, including photos and images that bring the "BE" decisions to life.

2. Role Play. Each week during reflection time, students could bring an experience to the group and discuss "choices of doing and being." Remember that choosing a way to BE increases the chances of actually being that way. The following frames can help scaffold that discussion:
    - I need to do _____. I could choose to be _____ or _____
    - Here is the difference in the outcome: _____

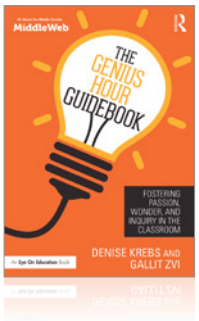
    Or put another way:

    - By choosing to BE_____, here is what happened while I was doing _____.

Either way, we want students to know that choices have consequences. Each of us has a choice to make in how we want to be. We have the opportunity to change our choices as much or as little as we want. Choosing how to be. And being a passionate learner is a CHOICE!

So the next time you hear students say, "Teacher, teacher, what do we need to do?" and "How are we going to do it?," your response might be "That depends, students, on what are you willing to BE. What tools will you use? Remember, that choice is yours!"

WHAT IS GENIUS HOUR AND WHY DO STUDENTS NEED IT?



The following is excerpted from *The Genius Hour Guidebook* by Denise Krebs and Gallit Zvi.

Purchase a copy HERE.

There exists empirical evidence proving that students who are given the freedom to explore areas based on their personal interests, and who are accompanied in their learning by a supportive, understanding facilitator, not only achieve superior academic results but also develop socially and grow personally.

Renate Motschnig[1]

Genius Hour is a precious time, loved by all our students. It is when they are allowed to develop their own inquiry question—about whatever it is that they want to explore. Students develop these questions based on their interests, passions, or even based on something that they are wondering about. For us, it is student-centered learning at its best. Students love it because it gives them the opportunity to learn about the things that they personally wonder about. It is truly personalized learning and so vital because, as one of our students, Morgan, pointed out, "You don't want to learn your teacher's passion, you want to learn your own passion."

Genius Hour provides students time to play with their learning, just like they did when they were in kindergarten. Those young students have no problem asking question after question, as they are truly curious about the world. We want our students to get back in touch with their younger, more inquisitive selves, and we want to guard and nurture their creativity. They can do work important to them without fear of "getting it wrong." Genius Hour allows students to become fearless learners, improving the world.

Genius Hour celebrates their curiosity and gives students time to play with their learning again, time to explore and create. It is time set aside during the school week. When Denise taught junior high, students came for 45-minute classes each day. She gave them 20% of the class time each week to work on their Genius Hour projects. Teachers, like Gallit, in self-contained classrooms, might arrange a block of time once a week for Genius Hour.

During Genius Hour, all the kids are excited and student engagement is at its highest. Some students are huddled around a laptop researching a country they are interested in, others are creating websites or slideshows on an area of interest and some are out in the hallway filming movies. Some aren't using technology at all, but rather are building and creating things with their hands. No matter what they are working on, the common thread is that it is something they are passionate about and/or wonder about.

HOW WE GOT STARTED

So how did we first discover the possibilities of Genius Hour? This idea came to Denise's attention when Angela Maiers tweeted out the idea as she listened to a talk by Daniel Pink. See **Figure 1.1**.

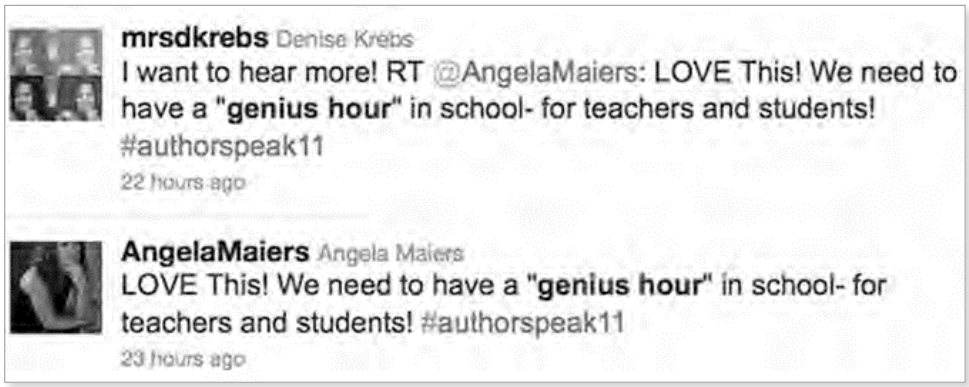


Figure 1.1 • The tweet that started Denise thinking about Genius Hour

In a subsequent search, Denise found Daniel Pink's blog post about Genius Hour in a corporate setting. In his blog,[2] he tells of Jen Shefner at the Columbia Credit Union and how each week her "employees can take a Genius Hour—60 minutes to work on new ideas or master new skills. They've used that precious sliver of autonomy well, coming up with a range of innovations including training tools for other branches."

Denise was quick to agree with Pink and came up with a plan to give her seventh and eighth graders their very own Genius Hour. She shared her decision in her own blog, asking others to share their experiences with the #geniushour hashtag.[3] Word started to spread. Gallit is ever so grateful that her teaching partner at the time, Hugh McDonald, retweeted Denise's blog because that is how she "met" Denise. Soon after, Gallit began Genius Hour with her class of fifth and sixth graders and was immediately sold! Gallit also blogged about her experiences with Genius Hour[4] and word continued to spread. (Can you tell we are huge fans of Twitter, blogging and sharing?)

The rest, as they say, is history. The two of us have been incorporating Genius Hour into our classrooms ever since and haven't looked back. Genius Hour has evolved well since those first blog posts we wrote. Since then, we have learned so much. We co-founded the collaborative Genius Hour wiki (http://geniushour.wikispaces.com), where teachers are encouraged to share documents and quotes from their Genius Hour experiences, and we also founded and co-moderate the #geniushour chat on Twitter, where educators gather regularly to have a structured chat about different themes in Genius Hour.

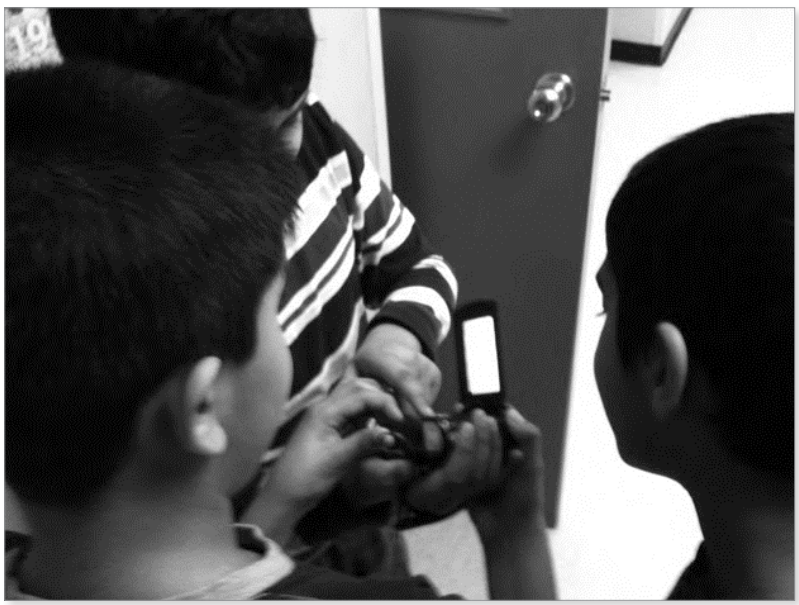
WHY GENIUS HOUR IS WORTH IT

But why spend time doing all of this? Aren't we expected to "cover" enough? How is there time? To answer that question, we first turn to one of our mentors, Sir Ken Robinson. If you haven't yet watched Sir Ken Robinson's Ted Talk about how schools kill creativity, you really should. Here's the link: http://tinyurl.com/TEDcreativity.

Robinson does a fantastic job articulating what so many of us feel. We know something is missing in the way we do school … and he helps us articulate it. We completely agree with him when he argues that students need to be given opportunities to be creative, and that this is just as important as reading, writing and all the must-haves that we would never dream of overlooking. His point that schools often take the creativity right out of kids is sadly true. A teacher-centered curriculum does not give all students time to explore their own passions, wonders and curiosities.

This is why we love Genius Hour so much. It celebrates and gives students that time to be creative, to give it a go, as Robinson says.

Another mentor and inspiration for Genius Hour is the previously mentioned Daniel H. Pink. His blog post about Genius Hour in the business place, his book Drive and his Ted Talk all cite evidence that support Genius Hour in the classroom. Watch his TED Talk here: http://tinyurl. com/TEDmotivation.



Students creating a commercial for the new sport they created during Genius Hour

We do Genius Hour in the classroom because human motivation does not come from the teacher telling students what they must learn and then rewarding them with smiley faces and good grades. Indeed, according to Daniel Pink and educational researchers like Alfie Kohn, rewards have an adverse effect on motivation. Teachers know that student motivation is enhanced when autonomy, purpose and mastery are present in the classroom. Motivation comes with autonomy, when students are entrusted with choice and the freedom to make decisions regarding their learning; purpose, when students have a reason for learning what they choose to learn; and mastery, when students are given enough time to actually master and become an expert on what they are learning. It's true for adults, and it's true for children in the classroom.

Companies like Google, 3M and W.L. Gore & Associates have known this.[5] They give employees some room for personal growth, innovation and autonomy. They know that good things emerge if people are given space to be autonomous and work on things they are passionate about—indeed, many of the best innovations come not from management, but from the workers. Or to use an educational analogy, the best learning comes not from the teacher, but directly from the students.

Passion is a huge part of this. In The Passion Driven Classroom: A Framework for Teaching and Learning, Angela Maiers and Amy Sandvold talk about the difference between a passion and an interest, explaining that if we are passionate about something, we are willing to give of ourselves for that cause (page 16). We want to help our students find that passion—that thing in life they are so excited about that they would happily devote their time and energy to it, and it wouldn't feel like a burden because it is their passion. We also know that passionate people are successful people. For more on that, watch Richard St. John's Ted Talk on "8 Secrets of Success."[6]

We believe, in order to be successful, students need time to find their passions. Sometimes we assume that kids will know what they are passionate about. We ask things like, "What do you want to be when you grow up?" but really many kids do not know the answer to that question. They may not know what they are passionate about. They need rich and meaningful experiences to help them discover it. That is why we open up Genius Hour to include more than just passions. Students are invited to explore interests and wonders so that they can see if those indeed become passions. Sometimes students will think they have a passion and will start to work on a project and then realize that maybe they aren't so passionate about that after all. That is okay! Better to find out now and explore a new area of interest than to pursue that avenue all through college and then find out that it isn't a good fit.

Genius Hour gives students time to find and follow their passions. It gives them the autonomy to work on their own pet projects. In Genius Hour classrooms, students take charge of their learning and have complete autonomy, giving them purpose to learn and time to move toward mastery. It is passion-based and inquiry-based learning in one.

BENEFITS FOR THE LEARNERS DOING GENIUS HOUR

- They have autonomy and purpose.
- They are given time to master.
- They make good learning decisions.
- They become fearless learners.
- They can stop playing the game of getting good grades.
- They develop curiosity, innovation and creativity.
- They explore and wonder to discover their passions.
- They will be better understood by teacher and peers.
- They will be instructional leaders as they share their projects.

WHAT IS GENIUS HOUR AND WHY DO STUDENTS NEED IT?

Crayon art in celebration of Dr. Seuss's birthday and Read Across America Day
Source: www.flickr.com/photos/mrsdkrebs/6545748251

GENIUS HOUR TAKES CLASSROOMS BY STORM

As mentioned earlier, the Genius Hour movement has really started to spread—we hear from hundreds of teachers around the world now, and they all have fantastic Genius Hour stories to tell us. Throughout this book, we will share some of the wise words that other Genius Hour educators have shared with us.

For example, Hugh McDonald, a sixth- and seventh-grade teacher, loves Genius Hour. He says:

> I realized the importance of giving students (and myself) autonomous time to be creative and explore their wonders and passions. Students inherently love to learn from a young age, and often they see school as a place that doesn't value what they love to learn. Students shouldn't have to wait to learn something they are curious about. Genius Hour gives them that time.

Similarly, Robyn Thiessen, a third- and fourth-grade teacher, has made Genius Hour a regular part of her teaching. She says:

> Students' excitement about learning has skyrocketed since I introduced Genius Hour. Students took ownership of their

projects, often working for hours on the weekends to complete assignments. Not all students were successful but they learned so much from their failures—resilience, perseverance and grit. This is the time of the week that my students demanded. I chose Wednesday because we were almost always in session, but if we had another commitment, we had to reschedule for the next day. Genius Hour time is sacred!

From our very first Genius Hour session: students learn about baking and decorating a cake.

This group loved Genius Hour so much they stayed after school to continue editing their movie

We are so excited that so many teachers are now offering time for their students to do this kind of learning. Every teacher has found their own way to fit it into the curriculum. Of course, the name doesn't matter. Many have called it something unique to fit their purposes. We've heard many different names for this kind of learning, as shown in **Table 1.1**.

There are a lot of reasons why so many teachers have been implementing Genius Hour in the classroom. Sheri Edwards, an eighth-grade teacher, told us:

> What I love about Genius Project Time, besides the joy students discover for learning, is the return to that connected time when I can sit with a student and learn from and about them, building relationships and offering feedback. I'm thankful that my

students and I can again dig deeper into class, group or individual sidetracks that meet required objectives and passions of students.

We love that Sheri brought up this precious one-on-one time because we feel like that is one of the nicest side benefits of Genius Hour—we get to know our students so well.

• 20% Time	• Innovation Week
• Personal Learning and Creation Time via Philip McIntosh	• Genius Hour
• DIY	• Boot Leg Time
• Your Power Hour	• SPICE Projects via Jesse McLean
• Curiosity Friday	• REAL-Time Research and Exploration Aimed at Learning via Donna Lasher
• Genius Time Project	• Free2Learn Friday – Patti Grayson
• Adventure Learning	• Passion Time
• Passion Project via Paul Solarz	• Innovation Day via Josh Stumpenhorst
• An Hour of Wonder via Pernille Ripp	• 100 Minutes of Genius via Tia Henriksen
• Com-passion Project via Oliver Schinkten	• Curiosity Friday via Ian Byrd
• Google Time	• G20 Percent Project
• Hack Day	
• Genius Time	

Table 1.1 • Genius Hour by any other name is still passion-based, student-driven learning.

SHERI'S STORY: USING GENIUS HOUR TO DEVELOP PASSIONS

Many of the kids at our school are basketball fanatics; they play all year, and they are very good. Why? Because once they get the bug, which is encouraged by their former basketball-playing family members, they want to play all the time. They play all year round and join any team available, from AAU to tribal teams, to their own driveways. They're basketball geniuses because they take the time to learn and improve. That's why Genius Project time is so important—time to find topics that may eventually become a job you love; time to learn a topic, hobby, skill that defines who you are and who you might become; a time to learn and share with classmates and others in the world who share your passions. In short, it builds knowledge, connections and possibilities. And through that passion, students apply all the skills that our standards expect in communication, research, reading, writing, designing, collaboration, media competence, digital citizenship, etc. It defines the reason for school.

The added benefit is better relationships among students and with teachers: learning about each other's passions deepens our understanding of each other as human beings.

From Sheri Edwards, "Genius: It Takes Time" post[7]

JUMPING INTO YOUR OWN GENIUS HOUR

Worried about getting started? Here is some advice from Hugh McDonald about what to do:

> I would say read the stories by educators who regularly blog about Genius Hour [see Chapter 8 of this book—we have already gathered some for you], ask questions [you'll find FAQs and answers at the end this book], jump into the conversation [the conversation never stops on Twitter—check out the #geniushour hashtag], read the wiki8 to get an idea of resources, try your own Genius Hour project, model it with your students and jump in with two feet. Your students will thank you for it.

TEACHER TIP: DON'T BE AFRAID TO TRY SOMETHING NEW!

Change can be scary. It is different, and so it may be uncomfortable, but good stuff can happen when we are a bit uncomfortable—we can grow. Give it a try and be sure to reflect on the process as you go. Then tweak it based on your reflections so that it works for you. Here is a little pep talk from Joy Kirr, a seventh-grade teacher:

> You have a room full of curious, imaginative minds that you need to start utilizing to their fullest potential. If we want them to actually think … to make good choices in life, we have to start letting them make choices, fail, adapt and make more choices. You need to be there for them when they do [fail]—as a guide, asking more questions and getting them to think more. If you don't give them answers, you can bet that you will keep learning along with your students.

Thanks for the pep talks, Hugh and Joy. We couldn't have said it better ourselves!

SUMMARY

Genius Hour is a combination of passion-based and inquiry-based learning. And it is about human motivation. Autonomy, purpose and mastery motivate us. We are inspired by educational leaders such as Sir Ken Robinson who ask us if we are giving students enough time to be creative. Genius Hour gives students time to explore their interests, wonders and passions. It gives them autonomy over their learning and time to be creative and to master tasks they truly care about.

NOTES

1 http://tinyurl.com/GHrenate

2 http://tinyurl.com/GHDanPink

3 http://tinyurl.com/GHDenise

4 http://tinyurl.com/GHGallit

5 http://tinyurl.com/WSJideas

6 http://tinyurl.com/TEDsuccess

7 http://tinyurl.com/SheriGenius

8 http://geniushour.wikispaces.com