

Session Syllabus:

EDUC 002 Understanding Teaching Styles
EDUC 003 Understanding Learning Styles
EDUC 004 Understanding Multiple Intelligences
EDUC 230 Teaching AY Honors
HOAC 500 Seminar on Teaching a Specific Honor

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Time: Sunday, April 28 9:30-12:00am & 1:00-3:30pm

Session Description: This seminar gives a more in-depth look at how to effectively teach AY honors. We will briefly investigate the concepts of learning styles and multiple intelligences to analyze how these pertain to the teaching of AY honors. Special emphasis is given to creating a variety of engaging learning activities to use when teaching AY honors. We will also discuss how to balance the integrity of learning with conflicts of time, funding, and safety. The class will provide time and structure for observing other AY honor teachers to investigate and reflect on their use of engaging learning activities in their teaching.

Session Goals:

- Inspire Pathfinder staff to create a variety of engaging learning activities when teaching honors.
- Provide resources and ideas that can be implemented immediately.
- Understand the importance of planning ahead and preparation when teaching AY honors.

Resources:

- **Class Website:** www.pathfinderstrong.weebly.com
- AY Honor Requirements: <https://www.pathfindersonline.org/honors/index?start=48>
- Discover Your Multiple Intelligences <http://tinyurl.com/y53wlwxk>
- 7 ways to Spark Engagement Article <https://www.edutopia.org/article/7-ways-spark-engagement>
- Quizlet Help Videos https://www.youtube.com/channel/UCVNli1WMMIjwc83Lqn-L9yg/videos?disable_polymer=1
- Kahoot Help videos <https://www.youtube.com/user/getkahoot/videos>

What do I get today?

By completing the entire session today, you will earn 5 classes (as stated above) toward your "Pathfinder Instructor" AYMT certification. **To be invested with your "Pathfinder Instructor" AYMT Certification, you must still complete the following:**

- **HOAC 600** - Teach an honor using the strategies and techniques you have used today. Complete the attached lesson plan and reflection. Send documents to Audra Kohltfarber at audrahuff@cox.net for verification.
- **Take the class** "EDUC 200 - Teaching Investiture Achievement: Intent and Organizations." Have instructor sign your record sheet.
- **Take one of the following classes** "EDUC 210, 211, 212, 213, or 214 - Practical applications for teaching Investiture Achievement..." Have instructor sign your record sheet.

Introduction/ Today's Purpose / Rally Robin Strategy: (10 minutes)

- Instructor's Introduce themselves. Please introduce yourselves to those around you and share what the most awesome honor you've ever done is.
- Who has have ever taught an honor? Think about the last honor you taught or your favorite. How did you present the information? What activities did you do? Did Pathfinders learn? Did they have fun? Do you think they remembered the information two weeks after the class?
- Draw attention to the purpose for today's class by asking participants to read the class description and class goals to themselves quietly.
- **Rally Robin Strategy** - *What is the purpose of today's class?* (one thing per person, back and forth) Mention that Rally Robin Strategy is in participant binder.

Learning Styles vs. Multiple Intelligences - (50 minutes)

- **How does this apply to teaching AY Honors?** - *Know that these exist and provide a variety activities that offer Pathfinders different ways of learning the information (learning styles). Also, provide a variety of opportunities for students to show you what they know (multiple intelligences).*
- **Multiple Intelligences** represents an individual's intellectual abilities.
 - Distribute Graphic Handout. Take a few moments to quietly think about what intelligences are your strongest?
 - **Timed Pair Share Strategy.** Question: "*What are my top 2-3 intelligences.*" 20 seconds each. Youngest goes first. Mention that Timed Pair Share Strategy is in participant binder and link for online Multiple Intelligences Quiz (in resources list).
- **Learning Styles** are the ways in which an individual approaches a task.
 - **Foldable & Gallery Walk Strategy** - Create a 8 flap foldable. [Watch the video](#). Take notes for each type on foldable. Use the foldable to determine what learning style each gallery walk poster represents. After, distribute foldable and gallery walk handout and discuss alternate uses.
 - Distribute Fish Honor example using learning styles.

(5 minute Break)

Engagement Tools Teaching Honors

- **Jigsaw (20 minutes)**
 - As people come back from break, get them in their groups.
 - Distribute JigSaw graphic and explain. Use "7 Ways to Spark Engagement" Article to practice Jigsaw strategy. When back in mixed groups, create a hashtag list to show what you learned.
 - Note: Always do something with the information you just gathered. Create a product (poster, hashtag summary, social media page, newspaper headline, or Kahoot).
- **Kahoot (20 minutes)**
 - Play Engagement Strategies Kahoot.
 - Questions and Discuss ways to use Kahoot (Bible Bowl, Worship trivia, End of Honor Quiz, Reading Quiz, Skills Quiz, etc) Show caves, jonah, and spider honor kahoots if time permits.
 - Direct participants to Youtube for tutorial videos of how to use Kahoot.
- **Quizlet (30 minutes)**

- Video: What is Quizlet <https://www.youtube.com/watch?v=7oJk0IBynoU>
- Practice Quizlet: https://quizlet.com/_6igimi or join class <https://quizlet.com/join/cB5ptaJ6U>
- Show other honor quizlets that have been created. Great for Bible Bowl.
- Direct participants to Youtube for tutorial videos of how to use Quizlet

(Lunch)

● Menu Boards (30 minutes)

- Giving Pathfinders choice is a powerful engagement tool.
- Show Chemistry Example. Show other Examples.
- How to take honor requirements and fit them on a board. Be creative as long as the integrity of the learning is intact. Show the honor requirements. Show the board.

● Observation Time (60 minutes)

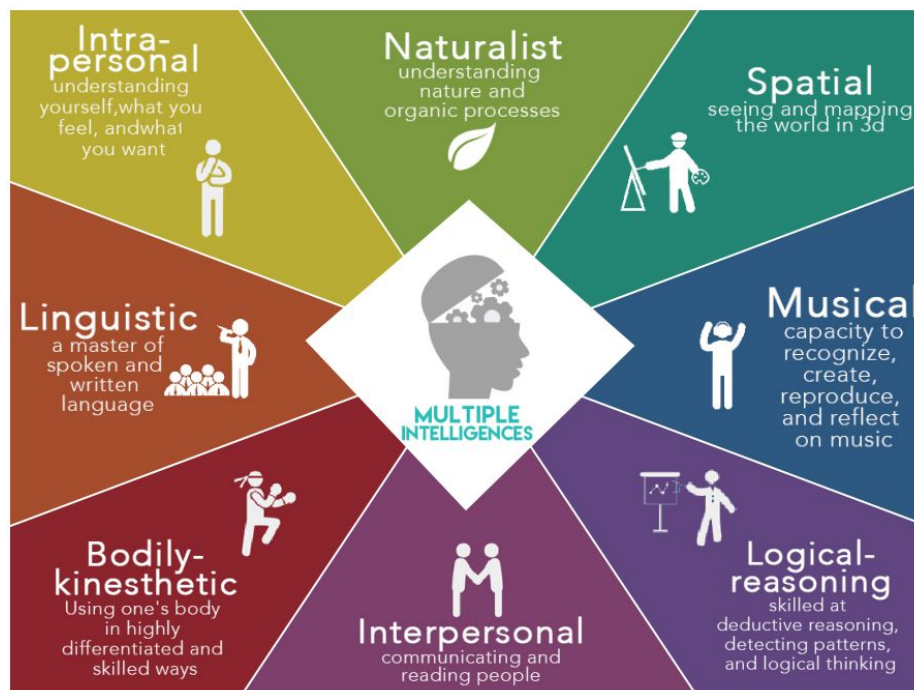
- Give participants menu board to complete for observation. Review the requirements and time limits. Be back by _____.

● Discussion and Reflection (30 minutes)

- As participants arrive back to the room, have them get in their Jigsaw teams. Discuss using talking chips. **Talking Chips:** Each person gets two chips. When you want to say something, you throw a chip in the middle of the table. You must use all your chips and you can't use both in a row. Discussion:
 - During the observation, I noticed that _____. Here's what I thought...
 - I talked to _____ and he/she said _____. This made me think about...
 - I visited the _____ class and saw _____. It think this could be more engaging if....
 - I was wondering about....
 - When I saw _____ it gave me an idea....
- Then switch to mixed groups. Share about what someone else said and what you thought about it.
 - Janet, during her observation noticed that _____ and...
 - Anthony had this idea _____ and...
 - In my other group we discussed _____ and...
 - My thoughts about this are....
 - That made me think about...
 - I wondered if...
 - I agree / disagree because...
- **Personal Reflection Time / Survey**

Multiple Intelligences

represent an individual's intellectual abilities.



Kagan Engagement Strategy



- 1. Teacher poses the question.**
- 2. Think time.**
- 3. Partners take turns verbally listing responses.**



Start with a “fun” practice question to break the ice and for demonstration purposes.
Option: Partners could write down their answers instead of just sharing verbally.

****Structured sharing time allows you to teach Pathfinders social skills such as, looking each other in the eye when conversing, responding appropriately, listening for understanding, and showing appreciation.****

Which question from the [Animal Camouflage](#) honor is appropriate to use for this engagement strategy? Why?

1. What is the definition of camouflage?
2. Describe the types of animal camouflage?



Kagan Engagement Strategy



- 1. Teacher poses the question or topic and states how long each student will have to share**
- 2. Think time.**
- 3. Partner 1 shares.**
- 4. Partner 2 offers praise.**
- 5. Partners switch roles.**



Praise Gambits: (to use with step 4 above)

- The most interesting thing I heard you share was...
- So in a nutshell you said that...
- I was surprised to hear you say that...

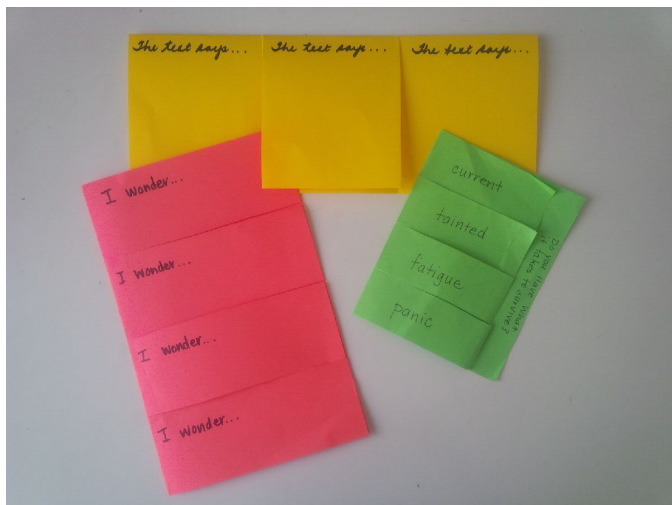
****Structured sharing time allows you to teach Pathfinders social skills such as, looking each other in the eye when conversing, responding appropriately, listening for understanding, and showing appreciation.****

Which questions from the [Camping Skills I](#) honor are appropriate to use for this engagement strategy? Why?

1. Explain the motto: "Take only pictures and leave only footprints."
2. Describe how to stay warm at night.
3. List eight things to do when lost.



Foldables & Gallery Walks



Collect and organize information on a foldable. Then, use the information in the foldable to help you answer the questions or identify the photos in the gallery walk.

Step 1 - Class teacher prepares the activity ahead of time.

Step 2 - Foldable - Pathfinders create a foldable collect information on it.

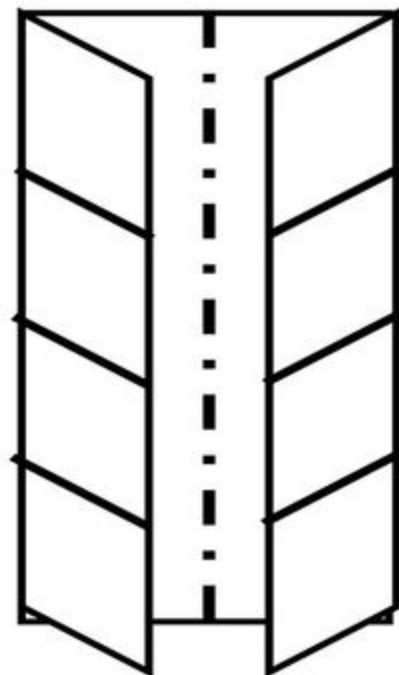
Step 3 - Gallery Walk - Pathfinders use the data on their foldable to determine what each photo represents or to answer the questions.

EXAMPLE: How to use Foldables & Gallery Walk for the Alternative Fuels Honor



[Alternative Fuels Honor](#), requirement #2 “Briefly describe each of the following alternative fuels and their benefits: Algae-based fuel, Bio-alcohol, Biodiesel, Hydrogen, Electricity, Ethanol, Liquid Nitrogen, Methanol, Natural Gas, Non-fossil Methane, Nuclear Power, Propane, and Vegetable oil.”

Pathfinders create a french-door style foldable with 12 flaps (see photo). Ahead of time, the class teacher has prepared how to explain and share the benefits of each fuel type. The Pathfinders will record this information on their foldable (The outside of the flap is labeled with the fuel type. Inside the flap is the description and benefits.) Ahead of time, the teacher has prepared 12 or more photos and they are posted around the room. These photos are of the fuel types or of their benefits. Pathfinders will walk around and look at each photo. Using the information on their foldable, they will determine which fuel type each photo represents.



For more information on using foldable for Pathfinders, watch this video:

<https://www.youtube.com/watch?v=b6K0RnINM7E>

Fish Honor # 4 *“Define the following parts of a fish: Dorsal fin, Pectoral fin, Pelvic fin, Anal fin, Caudal fin, Lateral line, Operculum, Barbels, Swim bladder, Gills”*

Application for _____ Learning Style:

Have students draw a basic fish body, or cut out one that you have printed or provided. Have them label and color code the fish for each body part.

Fish Honor #1 *“Name 10 families of fishes.”*

Application for _____ Learning Style:

Have students rewrite the lyrics to a song so that it includes/introduces the 10 families of fishes. Also ask students to perform it.

Fish Honor #2 *“Identify from picture of personal observation ten tropical fishes. Explain their breeding habits and give the habitat or country in which they are found.”*

Application for _____ Learning Style: Have students create an old fashioned matching game. Assign each student a tropical fish and give them an information sheet about that fish. On three index cards have the student put 1.a picture of the fish 2.the fish’s breeding habits and 3.the habitat of the fish. Take all the student’s cards and mix them all together and then lay them all out upside down on a table in a grid. Have students take turns turning 3 cards up at a time trying to get a match of all 3 pieces of information for the fish. Because the students made the game cards, they should be able to help each other find the matching information.

Fish Honor #5 *“State briefly the proper care and feeding of fishes of Tropical zones and Temperate Zones.”*

Application for _____ Learning Style:

Divide students into two groups - one group the “tropical zone” & the other the “temperate zone.” Using a device or book, each group collaborates to make a poster about the proper care and feeding of fishes from that zone. Ask them to be creative/colorful to make a product that could be sold in a fish store.

Fish Honor #6 *“Fill an aquarium containing at least five gallons of water with a balance of plants and fishes, either tropical or native, and maintain the same for at least six months.*

Application for _____ Learning Style:

This activity does not need modifying for this type of learner. These learners like to do things on their own and this is an activity that requires such.

Fish Honor #7 *"Note the effect of the following on the fishes and aquarium in general: too much light, too little light, overfeeding, excessive change in water temperature, too few plants and too many fishes."*

Application for _____ Learning Style: Briefly share each fish tank problem and what could happen to the fish and the tank if the problem occurred. Next, have each student pick one of the potential fish tank problems. Have them write a "Nemo" inspired story outlining what would happen to the fish if that problem occurred. Students should give the fish a personality and be vivid and descriptive. Have students share their stories with the others.

Fish Honor #3 *“Identify from pictures or personal observation ten fishes native to your own country. Explain their feeding and breeding habits.*

Application for _____ Learning Style:

Create a crossword puzzle where the clues are the feeding and breeding habits of a fish. The names of native fishes should be in the word bank. It might be helpful to show students a video about fishes or provide some information sheets or books to help them solve the puzzle.

The Fishes Honor is Seven Learning Styles

Spatial

Spatial learners see the world visually and relate to the world in 3-dimensional images and pictures. They understand the relationships between objects and do well in the arts with sculpture and photography. Spatial learners also tend to work in the field of architecture. Often spatial learners deal with emotions and other problems through drawing, coloring and painting or by immersing themselves in other art forms.

Fish Honor # 4 *"Define the following parts of a fish: Dorsal fin, Pectoral fin, Pelvic fin, Anal fin, Caudal fin, Lateral line, Operculum, Barbels, Swim bladder, Gills"*

Spatial Learner Application: Have students draw a basic fish body, or cut out one that you have printed or provided. Have them label and color code the fish for each body part.

Musical

While most find studying or concentrating with music in the background difficult, musical learners find music inspiring and a necessary component of learning. Musical learners constantly sing, hum or move to a beat, even if that music is simply inside the mind. They learn best through songs and words or phrases with rhythm and rhyme. Many musical learners quickly memorize and can repeat music and songs heard only a few times or even only once.

Fish Honor #1 *"Name 10 families of fishes."*

Musical Learner Application: Have students rewrite the lyrics to a song so that it includes/introduces the 10 families of fishes. Also ask students to perform it.

Bodily-Kinesthetic

Bodily-kinesthetic learners tend to always be on the move. They learn by doing, touch and putting together, as bodily-kinesthetic learners need learn in a hands-on and active way. These learners often multitask and have a great deal of energy, both mental and physical, to burn. Bodily-kinesthetic learners also find it hard to stay on task for long periods of time because they learn best in short bursts.

Fish Honor #2 *"Identify from picture of personal observation ten tropical fishes. Explain their breeding habits and give the habitat or country in which they are found."*

Bodily – Kinesthetic Learner Application: Have students create an old fashioned matching game. Assign each student a tropical fish and give them an information sheet about that fish. On three index cards have the student put 1.a picture of the fish 2.the fish's breeding habits and 3.the habitat of the fish. Take all the student's cards and mix them all together and then lay them all out upside down on a table in a grid. Have students take turns turning 3 cards up at a time trying to get a match of all 3 pieces of information for the fish. Because the students made the game cards, they should be able to help each other find the matching information.

Interpersonal

Interpersonal learners are relational people who learn best in group situations. They empathize with others, like others and show sympathy to the needs, moods and problems of those around them. Interpersonal learners pick up on how others express themselves through hand gestures, voice tones and expressions. They get along well with others, mediate tense situations and often teach and lead others around them.

Fish Honor #5 *"State briefly the proper care and feeding of fishes of Tropical zones and Temperate Zones."*

Interpersonal Learner Application: Divide students into two groups - one group the "tropical zone" & the other the "temperate zone." Using a device or book, each group collaborates to make a poster about the proper care and

feeding of fishes from that zone. Ask them to be creative/colorful to make a product that could be sold in a fish store.

Intrapersonal

Intrapersonal learners are both self-disciplined and self-motivated. They observe, listen and work well on their own. Intrapersonal learners often find group situations distracting to the learning process because they tend to be independent, quiet and have a strong sense of self. While intrapersonal learners need to be encouraged to socialize, they need to have the time and space to work out a problem without the distraction of others.

Fish Honor #6 *"Fill an aquarium containing at least five gallons of water with a balance of plants and fishes, either tropical or native, and maintain the same for at least six months."*

Intrapersonal Learner Application: This activity does not need modifying for this type of learner. Intrapersonal learners like to do things on their own and this is an activity that requires such.

Linguistic

A linguistic learner enjoys reading and telling stories. Linguistic learners tend to find memorization easy and enjoy learning names, dates, places and trivia answers. Linguistic learners like the sounds and sight of words and are good listeners. Writing down a word or phrase helps them "lock" it into their memory. Linguistic learners should be encouraged to write creatively.

Fish Honor #7 *"Note the effect of the following on the fishes and aquarium in general: too much light, too little light, overfeeding, excessive change in water temperature, too few plants and too many fishes."*

Linguistic Learner Application: Briefly share each fish tank problem and what could happen to the fish and the tank if the problem occurred. Next, have each student pick one of the potential fish tank problems. Have them write a "Nemo" inspired story outlining what would happen to the fish if that problem occurred. Students should give the fish a personality and be vivid and descriptive. Have students share their stories with the others.

Logical

Logical learners like numbers and mathematical equations. Logical learners also enjoy searching for answers, but they don't like to stop until they discover the answer or solution to the problem. Logical learners must know how things work and ask endless questions about the how and why of things. Logical learners use their math skills to solve problems. As young children, logical learners favor any kind of building blocks and puzzles because their thinking is direct and logical. Logical learners may become engineers or detectives.

Fish Honor #3 *"Identify from pictures or personal observation ten fishes native to your own country. Explain their feeding and breeding habits."*

Logical Learner Application: Create a crossword puzzle where the clues are the feeding and breeding habits of a fish. The names of native fishes should be in the word bank. It might be helpful to show students a video about fishes or provide some information sheets or books to help them solve the puzzle.

www.puzzle-maker.com

CHEMISTRY HONOR: YOU CHOOSE!

Choose six out of the 12 activities below. You may complete on your own or with a partner.

Draw, create a model, or demonstrate the 3 states of matter. List several examples of substances from each of the 3 states.	Create a game utilizing the periodic table of elements. You can recreate an old game (such as Chemistry Monopoly or Chemistry Matching) or be creative and invent a whole new table or active game.	Place an ice cube in a glass of water, place a four-inch (10.2 cm) string on top of the glass and ice, then solve the problem of taking the ice cube out of the water without touching it. Explain the chemical action that takes place.
With the use of water, turpentine, and soap, transfer a newspaper picture to a blank sheet of paper. Explain the chemical action that takes place.	Write and perform a skit where the characters are chemicals or elements. Accurately depict characteristics of each and how they would interact.	View a video about basic chemistry (at least 30 minutes). Create a graphic organizer of information you learned from the video.
Place a fresh egg in fresh water and then salt water, noting the difference. Explain the chemical action that takes place.	Create a facebook page for a famous chemist, outlining his discoveries and contributions to the study of chemistry.	Demonstrate the colors produced when the following are burned: salt, copper, sulfate, and boric acid. Explain the chemical action that takes place.

TEACHER NOTE:

Before beginning the choice menu, as a group define the following terms by completing a gallery walk. Give each Pathfinder a foldable with 16 flaps or 16 index cards. Write the definition for each word on the flap or card. Ahead of time, prepare a picture of each of the 16 terms and print them out. Post them on the wall around the room and number each one. Pathfinders will gallery walk around the room and determine which picture matches with which chemistry term. After each person has finished, discuss as a group. Some may want to justify why they believe a certain picture matches with a certain term.

(Elements, Compounds, Chemical symbols, Solutions, Atoms, Molecules, Periodic table, Combustion, Acid, salt, proton, neutron, electron, distillation, fractional distillation, filtration.)

Pathfinders will need access to technology: Internet, iPads, Laptops, Phones, tablets, computers, etc. If none are available, plan to check out several print resources from the library for students to look up information to complete the menu tasks.

PLAN IN ADVANCE:

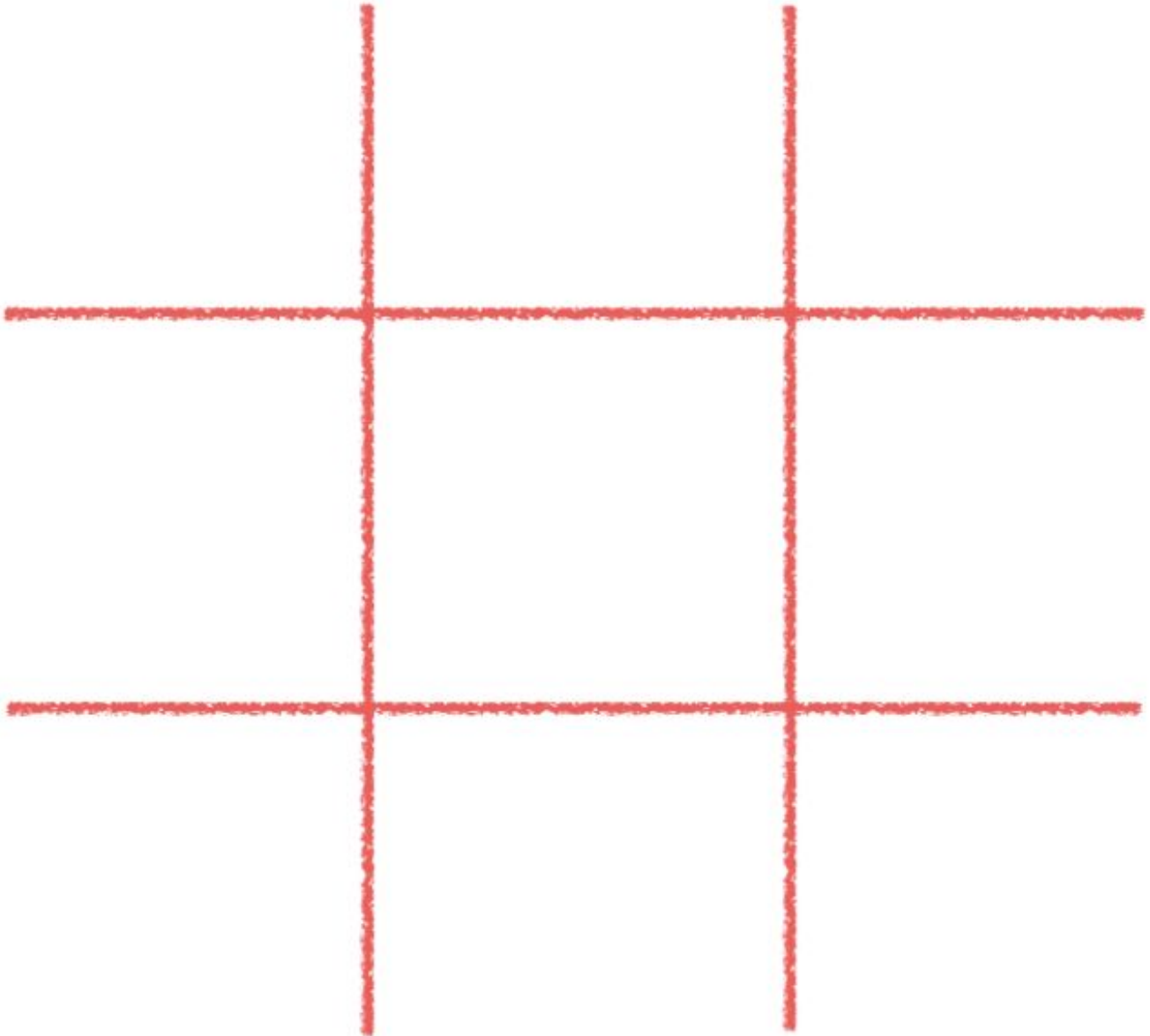
You will need to gather the supplies needed for all choices and have them ready on the first night of teaching. Ideally, each of the 12 options above would be a station and Pathfinders can rotate around to the ones they choose. Brief your staff on the choice menu so they may assist. If possible, pair an older Pathfinder with a younger one. You may want to give each Pathfinder a notebook to record their explanations in or an index card would work too.

B	I	N	G	O



Tic Tac Toe

Get three of your pieces in a row and you WIN!



reasonstoskipthehousework.com

Name: _____

Date: _____
Due Date: _____

MENU

Choices for Our Classroom



Main Dishes (choose _____)

① _____

② _____

③ _____

④ _____



Side Dishes (choose _____)

① _____

② _____

③ _____

④ _____



Desserts (choose _____)

① _____

② _____

③ _____

④ _____

Imperative, Negotiable, and Optional

Imperative (You Must Do ALL of These)

-
-
-
-

Negotiable (You Must Do at Least One of These)

-
-
-
-

Optional (You May Do One or More of These)

-
-
-
-

Cooperative Learning Structure

Mix-Freeze-Pair

This structure offers additional benefits beyond its value as a tool for discussion. By repeatedly mixing around the room and forming partners, students are interacting with classmates other than their own team members. **Mix-Freeze-Pair** is also a great energizer to use when students have been sitting or concentrating for long periods of time.



Steps

- 1** Teacher announces "Mix!" and students mill around the classroom.
- 2** Teacher calls "Freeze!" and students stop.
- 3** Teacher announces "Pair!" and students find a partner.
- 4** Teacher announces discussion topic or task for pair work.
- 5** Pairs discuss topic or perform task.
- 6** Students mix, freeze, and pair for each new topic or task.

7 Ways to Spark Engagement

“Strengthening students’ sense of connectedness to their learning is a worthwhile goal, and there are some simple ways to do it.”

By Cheryl Abila

January 22, 2019

Student engagement is the Mega Millions of education: When you hear about it, it seems so easy to win—and then you read about the odds. The good news is that there are effective strategies for boosting student engagement, and they’re considerably more likely to pay off than playing the lottery.

A growing body of research in education and the social sciences suggests that students’ curiosity can be stimulated in ways that strengthen their connectedness to lessons, interactions with each other, and willingness to commit to learning goals. There are simple techniques that teachers can use during a lesson to boost curiosity, and thus engagement, among students—especially older ones, who are at greater risk for losing interest.

BOOSTING STUDENT ENGAGEMENT

1. Harness the power of mystery and puzzles: As storytellers from Scheherazade to the writers of *Stranger Things* have known, humans have a compulsive need to find out what happens next. We love solving puzzles and finding sequences and patterns. So introduce your next new unit with a mystery.

Try posing a broad question to groups of three or four students, such as: “What would happen if a butterfly’s habitat was suffering a severe drought during the pupa stage?” or “What if Tupac had lived?” Let the groups discuss and present their justifications to the class. The realization students need to come to: Conjecture is a legitimate starting point for learning.

2. Pause after asking a question—and again after getting an answer: Rushing through questions and answers doesn’t help most students. We all process information differently, and taking an answer from the first student whose hand shoots up means others may abandon the question before they’ve truly processed it.

Pause with purpose after every question, and again after every answer. That second pause helps other students reconsider the question and reflect on the first answer.

Remember, too, that choral responses aren’t just for younger students: When everyone repeats and responds at the same time, the risk that they’re not actively involved in the content is reduced. While we’d all like to see education become as individualized as possible, there’s something affirming about being part of the group every now and then, even for older students.

3. Craft fewer—but deeper—questions: One or two thoughtfully phrased questions can lead to a deep discussion. Try using questions that begin with “What if” or “How might,” and aim for questions that don’t have an undisputed yes or no answer and that don’t rely on simple recalling of facts. The goal should be to foster mature thought and collaborative discussion.

4. Introduce controversy: Debating an issue and trying to persuade others are great ways to become invested in a topic. This is true not only in current affairs, but in literary and historical analysis. You might pose questions such as, “Why do you think the character responded as she did?” or “What do you suppose happened to John Smith when the crew accused him of mutiny?” You’ll have to be prepared to step in if the exchange of views threatens to deteriorate into an overly emotional argument.

5. Mine the gap: The knowledge gap, that is. A certain amount of background knowledge needs to be delivered by direct instruction; then a combination of guidance, self-direction, and curiosity can propel learning indefinitely. If you can lead a student to recognize that she knows something about a subject, and that she'll be better off if she pushes herself to learn a little more about it, curiosity will kick in and motivate her to make that extra effort.

Ask students what they know about a topic, and then ask what they think they don't know about it. Ask which of the "don't know" items they think are most important for them to learn. Do they seem to be guessing? That's all right—you're asking them to comment on something they've already conceded they don't know. Examining their knowledge and capacity to learn is the whole point.

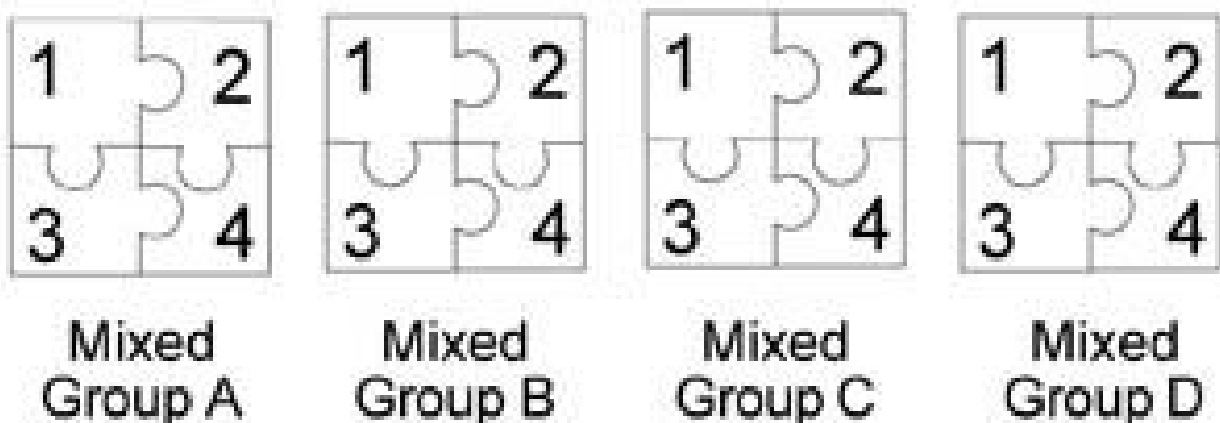
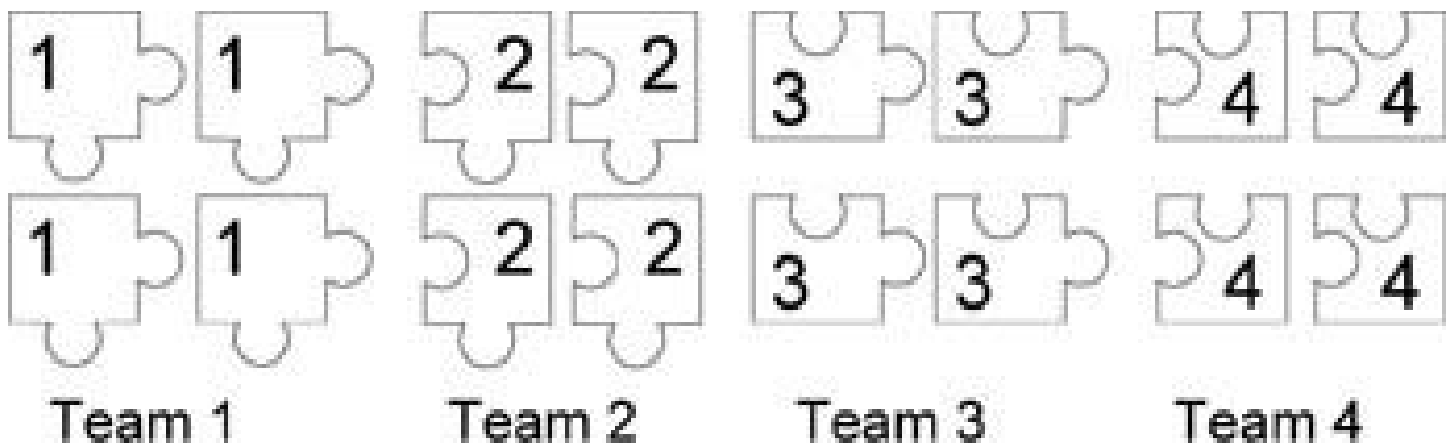
6. Give students a WIIFM (what's in it for me?): A student who asks, "Why should I know this?" is pointing toward a promising teaching tactic. Students must see why content is important to them. How will they use it later in life? How do people use it in the real world? For instance, you might know how a given subject relates to students' families' quality of life right now. We can give students relevant projects through which to apply and show what they know.

7. Encourage dynamic collaboration: With the right guidance, collaborative small-group work leads students to build social skills while also obtaining knowledge. They learn how individual and group success are mutually dependent, and how to fill gaps in peers' knowledge—and they do this in an environment that's engaging because it's social. Teachers can consistently build in short, informal collaboration techniques such as Mix, Freeze, Pair.

Virtually all teachers already use these techniques to some degree. But they become much more powerful when we view them as part of a coordinated, intentional strategy to boost student curiosity.

Jigsaw Strategy:

- “Expert Teams” 1-4 are given a separate piece of information to become an “expert” on. They should read and discuss this under the provided guidelines.
- Next, Mixed groups A-C are formed. Use “Timed Round Robin” strategy (Go around the group and each person has 30 seconds to share) so that each person shares what they learned/studied in their expert team.
- Lastly, Mixed Groups use the information learned to answer questions or create a product.



Honor Class Observation **TIC-TAC-TOE** Board

Get any three-in-a-row to complete your observation time.

Talk to the teacher of an honor class. Ask them how their morning class went. What part did Pathfinders seem to like best? Was there anything they would change?

Find another staff member and have a discussion about teaching honors. What tips can you offer each other? What is their experience with teaching honors taught them?

Visit one of the honor classes being taught today. Observe for at least 20 minutes. Identify one of the requirements being taught. Reflect on how you might make learning the information more engaging for Pathfinders.

Find another staff member and have a discussion about today's instructor certification class. What have you learned today? How can you take the ideas from today's class and implement them within the next month in your Pathfinder club?

Visit one of the honor classes being taught today. Observe for at least 20 minutes. Identify one of the requirements being taught. Reflect on how you might make learning the information more engaging for Pathfinders.

Find a Pathfinder. Ask them about the honor class they took today. What was the best part and why? What was their least favorite part and why? What did they learn?

Visit one of the honor classes being taught today. Observe for at least 20 minutes. Identify one of the requirements being taught. Reflect on how you might make learning the information more engaging for Pathfinders.

Find a Pathfinder. Ask them about the honor class they took today. What was the best part and why? What was their least favorite part and why? What did they learn?

Talk to the teacher of an honor class. Ask them about how they planned and prepared for the class. Where do they get their ideas? How did they know what to teach?

Personal Reflection

- 1. Do you have an old habit for teaching honors that causes your class to be boring and/or makes learning unsuccessful? How can you change or improve your own teaching habits to be more engaging for your Pathfinders when teaching honors?**
- 2. How will you use something you learned today within the next month in your Pathfinder Club? Be specific.**
- 3. How will you share what you've learned today with other staff members in your club and your TLTs?**

Please help us improve our presentation.

1. The best part of the class was...
2. I was not a fan of...
3. I learned something that I didn't already know. Yes No
4. I feel like today's class will positively impact how I teach honors in the future. Yes No Maybe
5. Comments: