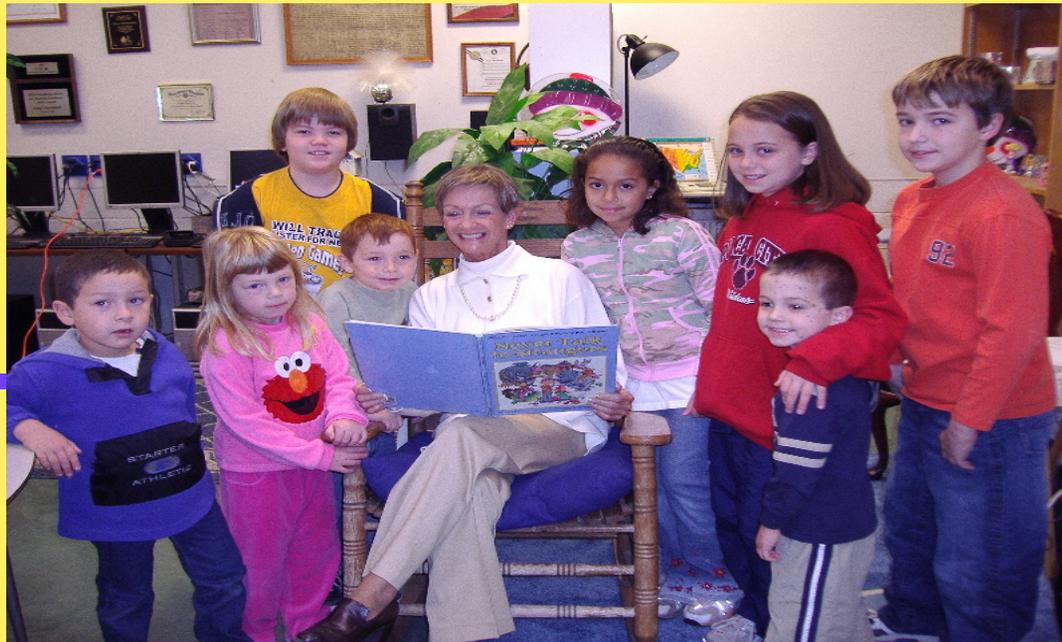


# CLASSROOM ENVIRONMENT



# Enriched Environment

- Think of your favorite restaurant, vacation site, thinking space at home, favorite childhood memory..... What locations and situations come to mind? Describe it-----the sights and sounds, the feelings, the intangible impressions.....the thoughts.



# Take Off/ Touch Down



- Take Off-Touch Down vs Raise Hand
  - Better nourishment- 7-10% more brain at work
  - Brain craves novelty and change
  - Brain pays attention to varied stimuli
  - Major muscles used results in triple the brain fuel



- No Surprise!!!!!!!!!!!!

What you describe is a location with situations that drew input from all 19 senses. An enriched environment is one which awakens the entire nervous system, one which is stimulating, curiosity feeding, capable of answering many questions, a setting which is alive with resources, reflective of real life and bursting with energy.



- NO, NO, NO !!!!!!!

Is it barren, sterile, unpleasant and restrictive? Is it over stimulating in its input to cause discomfort for the students? Is it spacious, full of equipment as up-to-date as the purchase order that requisitioned it? Yet, under the glitter, the faithful textbook remains as the students' main resource.



# THE 19 SENSES



- This will maximize dendrite growth
- This will elicit maximum activation of students' brains
- Our brains make connections
- Long term memory is activated
- Total immersion causes chemical soup of the brain to wake up



# CLASSROOM LAYOUT safe & relaxing



# Environment to Enhance Using Enriched Development of Intelligence



Base curriculum for classroom on "*being there*" interactions make connections for the students with the "*real world.*" Provide "*being there*" early on in the concept introduction. Later revisit and again at the end. This will assess students' ability to apply what they understand and whether the concepts and skills have been wired into long-term memory.



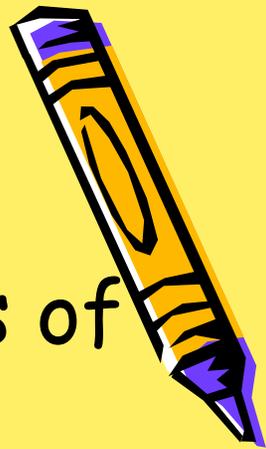
# Enriched Environment

Based on the *"being there"* experience, develop lots of group and individual inquiries that provide opportunities for solving problems and producing real products, including social/higher-level thinking action projects.



# Enriched Environment

Take time to access prior experiences of students. Tapping existing memory gives a "post office" address in the brain making new learning more efficient and giving the teacher an opportunity to detect and correct misconceptions.

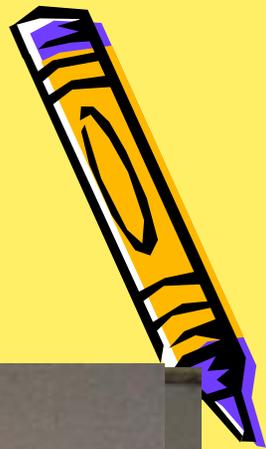


# Enriched Environment

Provide a complete immersion experience reflecting on the concept. Have many resources (print and nonprint) related to the current topic at hand for students such as real things, models, diagrams, blue-prints, sketches, and art objects.



# Feels Like Home

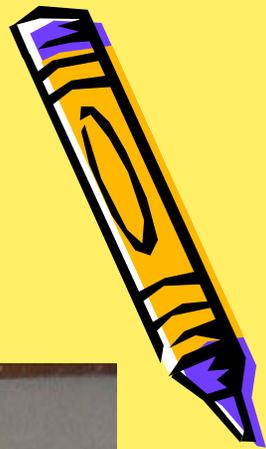


# Create that Feeling

- Colors
- Music
- Intake
- Lighting
- Time of Day
- Choices for learning preference



# BRAIN FRIENDLY



# Setting the Stage

- Establish signal to get students' attention
- Appeal to different learning modalities
- Clearly state directions, objectives, requirements and time limits
- Review method of evaluation
- Model behavior and attitude expected
- Address problems confidentially
- Offer choice in assignment or methods of completing work
- Give feedback and encouragement
- Reflect at the end of each lesson to allow for retention of information



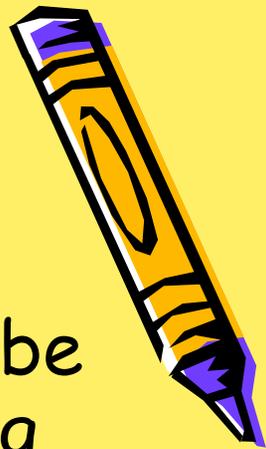
# Who Makes the Rules?

- Limit classroom rules to five
- Students should have input into rules
- Rules can change throughout the year
- Some rules are non-negotiable
- Consequences should be logical
- Class rules should be consistent with school procedures
- Teacher must always follow through



# IT WORKS

- Classroom procedures should form the framework for the climate of the room to be conducive to students and teachers working together cooperatively.
- Classroom procedures form the heart and soul of caring, cooperative students.
- If students are going to buy into the system, they must be a part of the process.
- Students are much more likely to follow a rule if the rationale has been explained to them.



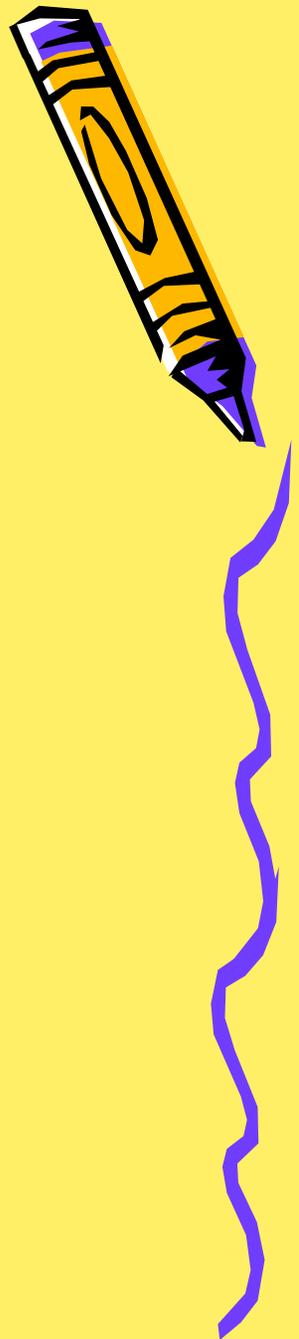
# State the facts

- Consistent with school rules
- Understandable
- Doable ( students able to comply)
- Manageable
- Always applicable (consistent)
- Stated positively
- Stated with philosophy of how students learn best



# Types of Grouping

- Family group
- Interest group
- Work group
- Skill group



# Establish Collaborative Code

- Give students many opportunities to contribute to group learning
- Encourage student to share leadership roles
- Make learning interesting, meaningful, and relevant
- Challenge students
- Allow students to learn from each other as well as the teacher
- Students challenge and encourage each other



# Behaviors & Attitudes to Support Class

- Share responsibility fairly
- Show respect for one another-listen
- Keep an open mind- try new ideas
- When you disagree, express your ideas but don't attack others
- Strive for consensus when making decisions
- Stay focused on group goals
- Cooperate
- Take pride in working well as a team



# Trading Cards



- *What are the eight behaviors and attitudes to support learning in the classroom?*



# Trading Cards

- Greater Safety
- Less risk
- More nourishment of brain
- Social/Novel stimuli
- Support for memory



# LEARNING STYLES



# Learning Environment is all about the Kids.

