PLANNING YOUR CLASSROOM VISITS

School protocol

Allow yourself a few extra minutes to park and enter the building.
While parking lots are generally available, you may need to park on the street at some schools. During the school day, most doors are locked and you must enter at the main entrance of the building.

All schools require visitors to check in at the Office.
Sign in at the front desk and grab a name badge if available. The administrative assistant can contact the teacher to meet you at the office, or provide you directions to find the room yourself.

Planning and delivering your presentation

A. First and foremost, students in Grades 2-5 generally learn best through active, concrete experiences. Abstractions must be related to something they have directly experienced.

What this means for you....

- Refer to as many personal and professional stories as you can to convey your point.
- Visual aids are extremely useful, but use them judiciously and avoid a lecture presentation.
- Demonstrations and hands-on activities are always best for this age group. Use simple household items in your demonstration so that it can be repeated by teachers or students at another time.
- Novelty can generate excitement. Can you bring in any tools from the job that would be unfamiliar to students?

Always vet your presentation plans with your partnering teacher. He/she may offer feedback that will ensure even greater success.

And remember to read your audience and adjust accordingly!

B. Incorporate humor and you will better connect with the students. Self-effacing humor is effective, but negative humor and sarcasm typically are not. Don't use humor for the sake of humor, but as a way to communicate a point.

C. Don't try to be cool- they will catch on. Be natural.

D. Choose topics that you can speak about with enthusiasm and knowledge. Students may not remember all the details of your presentation, but your enthusiasm is infectious.

E. Generally avoid jingo and technical language, unless you're making the point to define a new word for the class.

F. Use students' names whenever possible. These are usually on tags affixed to the desks. Young audiences love the recognition.

Asking questions

Ask students questions to engage them. Some tips:

- Start with something like, "raise your hand if".
- Ask open-ended questions. The yes/no variety can sometimes bring the conversation to a dead halt.
- Start with simple questions. Students are very reluctant to make mistakes in front of their peers and need to feel safe. As the group warms up and becomes more comfortable, proceed with more challenging questions.
- Wait five seconds after asking a question to give guests time to think. If no one replies after five seconds, try to clarify the question instead of answering it yourself.
- Don't play "guess what I'm thinking"... Fill-in-the-blank questions often require visitors to mind-read.

As you develop a question, always consider the reason you are asking it. Is it to...

- Pique curiosity?
- Observe a particular detail?
- Get them to apply information they have just learned?

Classroom management

A classroom is an exciting, energetic place, but it can be scary if unfamiliar. Here are some tips to navigate that crazy jungle! And remember... bored students equal trouble☺ The best way to avoid a distracted classroom is to prepare lessons that engage.

A. Scenario: Students are not paying attention.

Try a callback of clapping. Clap a rhythm and the students will usually respond with the same rhythm without prompting. It's like magic! Teachers often use this technique.

Other classrooms use a "give me five" hand gesture. Hold up your hand and count to five with your fingers.

Or... try waiting silently at the front of the room until the students notice that you're waiting.

B. Scenario: You ask a question to engage them, and then... nothing.
The answer again is to wait! "Wait time" is a valuable technique for eliciting the responses you want. Patience pays off.

C. Scenario: The same student is the only one with his/her hand up.
Thank the student for his/her enthusiasm and then ask, "Can anyone else tell me..." You may also want to say as if you were thinking out loud, "I'd like to call on as many different students as possible... Who haven't I called on yet? Is there anyone out there who can answer my question?"

D. Scenario: A student has an "out there" question or tells a story that has nothing to do with the topic at hand.
If it's possible to address the question or story in your presentation, do so. If not, thank the student and redirect back to the subject at hand.

E. Scenario: You may be surprised, but kids you just met 30 minutes ago may want to hug you at the end of your visit.
It's ok to lightly steer students to a handshake. You can treat this as a teachable moment and tell them that when you meet clients or colleagues, you give them a firm handshake. It's all part of the job of being a planner, architect, designer, etc.

F. Scenario: You feel you need to shout to be heard.
Generally, using your natural voice is best. You'll save your voice, and the students will respond better to a calmer, less stressed tone.

Remember, discipline problems are not your problems. Step away from the class and speak to the teacher if you need support. **Expect Respect!**

Teaching the Concrete Operational Child (Middle Childhood)	
Continue to use concrete props and visual aids, especially when dealing with sophisticated material.	• Provide time-lines for history lessons. • Provide three-dimensional models in science.
Continue to give students a chance to manipulate objects and test out their ideas.	• Demonstrate simple scientific experiments in which the students can participate. • Show craftwork to illustrate daily occupations of people of an earlier period.
Make sure that lectures and readings are brief and well organized.	• Use materials that present a progression of ideas from step to step. • Have students read short stories or books with short, logical chapters, moving to longer reading assignments only when the students are ready.
Ask students to deal with no more than three or four variables at a time.	• Require readings with a limited number of characters. • Demonstrate experiments with a limited number of steps.
Use familiar examples to help explain more complex ideas so students will have a beginning point for assimilating new information.	• Compare students' own lives with those of the characters in a story. • Use story problems in mathematics.
Give opportunities to classify and group objects and ideas on increasingly complex levels.	• Give students separate sentences on slips of paper to be grouped into paragraphs. • Use outlines, hierarchies, and analogies to show the relationship of unknown new material to already acquired knowledge.
Present problems which require logical, analytical thinking to solve.	• Provide materials such as Mind Twisters, Brain Teasers, and riddles. • Focus discussions on open-ended questions which stimulate thinking (e.g., are the mind and the brain the same thing?)

A Framework for Terrace Town Teaching

Coordinator: Heather Sabin 608-261-4015 hsabin@mononaterrace.com

In advance of starting the curriculum...
Get books from the LMC about communities, cities, etc.
Introduce vocabulary.
Do a neighborhood walk and have students collect data or sketch what they see.
Think about where your boxes will come from and start collecting if necessary.
Decide on the size of city your students will create: 12 x 16, 12 x 24, 16 x 36.
Acquire a tarp so you can begin to visualize the space the students will fill.

1- 1 week Architecture

- What do architects do?
- How do climate and site impact a building's design?
- How does a building's function affect its design?
- How does a building make you feel?
- How does a building stand up?
- What do our buildings tell us about our culture and history?

Activities Ideas:

- Explore architecture through shape, materials, color and scale.
- "Read" a building nearby.
- Walk around the block and sketch local architecture.
- Identify the differences in the designs of various building types: residential, commercial, industrial, recreational and public buildings.
- Design a floor plan.

Key Decisions: Create a list of architectural features for each of the building types, including size, materials, and shapes.

2- 1 week Sense of Place

- What makes your community special?
- Can you see signs of the past in the built environment?
- What are the community's landmarks?
- What are the students' favorite places?

Activities:

- Look at historical photos and maps of your community.
- Design a bumper sticker or postcard to represent your community.
- Make a map of your neighborhood for visitors that includes kid-friendly landmarks.

Key Decisions:

- Determine what landmark and/or historical buildings you want to include in your city.
- Determine if there are special natural features you want to include in your city.
- Determine if your city will have a special name and history you want to share with people viewing your city.

3- 2 weeks Community Planning and Land Use

- What do planners do?
- What is the difference between city, suburb, and rural communities?
- What are the zoning rules that govern where buildings go?
- How does transportation play a role in city development?
- Are there many types of buildings in the neighborhood or just one or two?
- What about open, green spaces?

Activities:

- "Walk around the block" and survey the school neighborhood.
- Study land use and zoning maps provided by Heather.
- Practice city design with the "Geoblock" exercise.
- Discuss different transportation modes.

Key Decisions:

- After determining needs and wants, finalize a list of what places will go in your city.
- Create a list of rules or design guidelines if it applies.
- Create a "Bill of Rights" for the class that reflects class values.
- Create a land use map for your city.

4- 2 weeks Livable, Green Buildings and Communities

- What makes a building green? Does it take advantage of day lighting and cross ventilation?
- Are enhancements like green roofs and solar panels possible?
- What can be done to increase energy and water efficiency in a building?
- Is our community sustainable? Does it accommodate different modes of transportation? Are there public and open spaces that people can enjoy? Is there a mix of building types? Is it accessible to people of different abilities?

Activities:

- Evaluate the school's energy efficiency. Make a plan to work as a class to reduce your energy usage in the building.
- Discuss where to place windows in order optimize day lighting and cross ventilation.
- Talk about whether one can walk to shop, go to school, and do other activities in the neighborhood, or is driving necessary?
- Use a checklist to evaluate your neighborhood's livability.

Key Decisions:

- Determine various transportation modes you'll represent. Add locations to your land use map.
- Determine what energy sources you might feature: solar panels, wind turbines, etc. Add locations to your land use map.
- Determine what architectural features you'll use to show green building design.
- Determine what spaces will be preserved as park land or nature preserves.

5- 3+ weeks Building Your City

- What will be our scale for the model city?
- How will we divide the labor?
- What materials will we use?

Key Decisions:

- Establish a scale for your city. This is often 1/4" (1 inch= 4 feet), or 1/8" (1 inch=8 feet).
- Determine how you will acquire materials and a timeline to do so.
- Consider involving the art teacher in the construction process.
- Document your project with photographs.
- Establish committees for various parts of city design. One example is each student builds a house, and students work in teams to produce larger buildings.

name(s) date

Architecture 101
Function and Form: Activity #1

Content Focus
- Built Environment 2 (Function, Form)
- Art (Elements of Design)

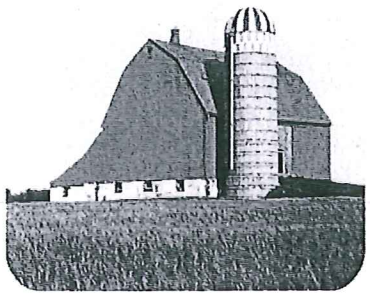
Look carefully at the buildings below and come up with answers to the questions.

What type of building is this?

What is its **function**? (What is it used for?)

How do you know?

Circle the parts or elements that give you clues to its function.



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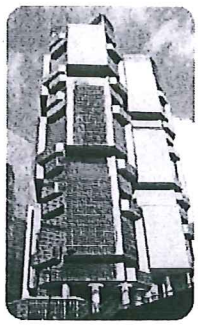

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LESSON PLAN hack

"Function and Form" edition

Grade Level: Grades 1-5
Materials: Salvadori's Function and Form worksheet
Group Size: 1 classroom

Lesson Objectives:
Students will identify architectural features of various building types, including residential, civic, commercial, agricultural and industrial.

Lesson Activity:
1) Select a building from each "building type" (residential, commercial, civic, industrial) that you know quite well and can build a lesson on. Find a photograph or drawing that you can project in front of the classroom.

2) Ask the students to guess its use.

Talking Points and Prompts- *please add your own notes and follow up questions here.*

What were your clues?

How does the function appear in the building's forms and features?

What features do you think are not necessary to the function of the building but might have been added for decoration?

What features might not have to do with the function of the building but might help the building stand up?

Spend time on windows, doors, roofs, and attachments like porches, garages, etc.