Relational Teaching

ISJL Education Conference:
Teaching Training Institute

Jackson, MS
June 2013
Tammuz 5773
בְּתַמוּז תשע"ב

Debi Swedelson Mishael, MAEd

Ron Wolfson's most recent book discussed the necessity of our synagogues becoming less program focused and more relationship focused. Debi takes this concept into the classroom to show teachers the importance of establishing appropriate bonds with students to deepen the classroom experience. Jewish Educators are teaching more than subject matter. They are modeling a lifestyle. A teacher who can establish a relationship with and amongst her students will significantly increase the impact of their classroom teaching time. More importantly, it has the potential to expand the lessons beyond the walls and the academic calendar. This three-part workshop will explore educational theory and principles to support "Relational Teaching." Debi will demonstrate techniques and activities you can reproduce in your classroom. This may prove to be one of the most meaningful and practical teaching workshops you will ever attend. It is appropriate for novice and experienced teachers alike.

Outline

PART ONE: "What is Relational Teaching"

- Welcome, Introductions and Goal
- Workshop Brit
- What Does Success Look Like?
- Curriculum Elements
- Students Centered Teaching
- What We Are Learning From Recent Brain Research
- Setting The Tone For Building Relationships
- Building Relationships With Different Modes Of Communication

PART TWO: "Teaching Methodologies that Promote Relationships

- Learning Styles
- Bloom's Taxonomy in Action
- Setting the Stage
- R-E-S-P-E-C-T
  - Their Time
  - Their Words & Opinions
  - Their Realities
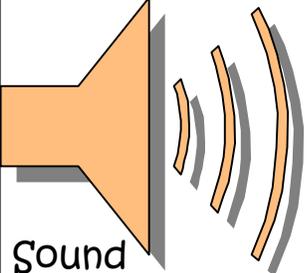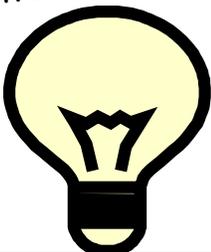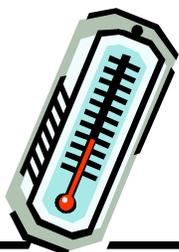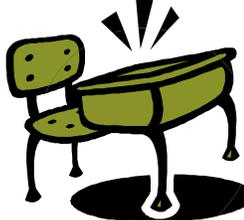 - Their Limitations: Age Appropriate Considerations

PART THREE: "Building Relationships Beyond the Classroom"

- Mitzvah Goreret Mitzvah
- Digital Citizenship
  - Pros & Cons
  - What Will Work for The Religious School Classroom
- Family Education: What Does Good Family Ed Look Like?
  - SHEVET (www.shevet-jfee.org)
- Share the Wisdom in the Room

Some information was gathered from Wikepedia sources. For more information on any of the topics listed, "Google" the topic to find more detailed explanations.

Learning Styles

ENVIRONMENT

Light

Sound

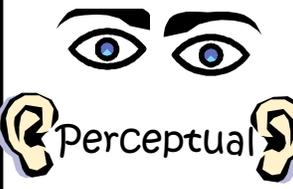Temperature

Design

EMOTIONAL

Motivation

Persistence

Responsibility

Structure

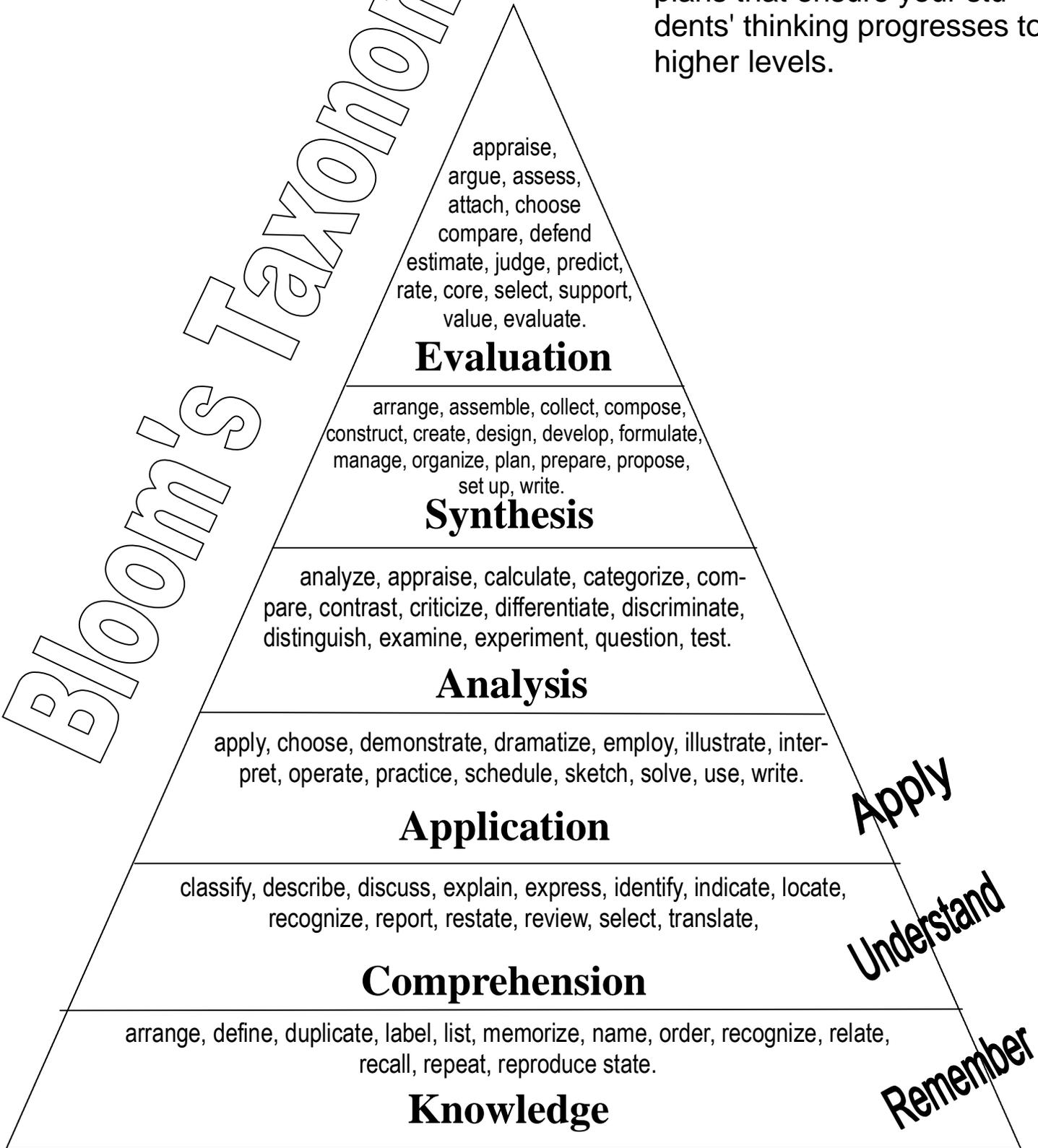## SOCIOLOGICAL

Peers
Self
Pair
Team
Adult
Varied

PHYSICAL

Intake

Time

Perceptual

Mobility

Information adapted from Teaching Students Through Their Individual Learning Styles, Dr. Rita S. Dunn & Dr. Kenneth J. Dunn.

Debi Mishael   DebiMishael@gmail.com   or   mishaelfamily@yahoo.com   www.debimishael.com

Bloom's Taxonomy

Use verbs aligned to Bloom's Taxonomy to create discussion questions and lesson plans that ensure your students' thinking progresses to higher levels.

appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Evaluation

arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

Synthesis

analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Analysis

apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

Application

classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,

Comprehension

arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.

Knowledge

Apply

Understand

Remember

1956 Benjamin Bloom

How can I encourage my students to share their comments? What will make them feel proud of the insightful comments they share?
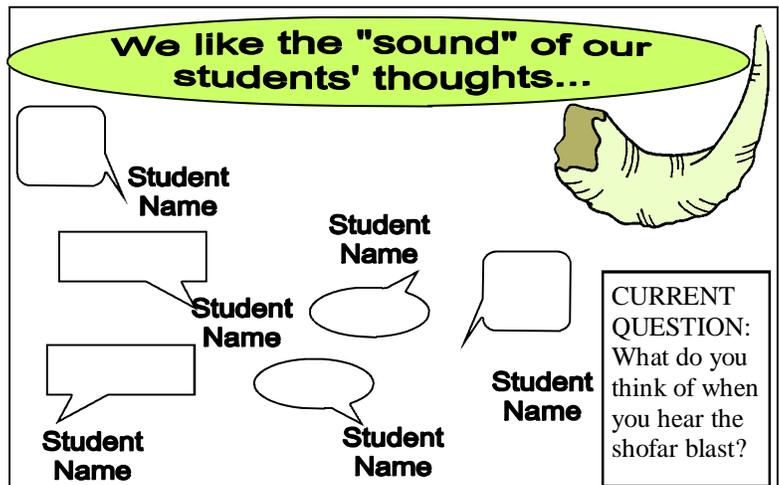
As I was reading the "Potent Quotables" section out of a copy of Reader's Digest, it occurred to me that I can do the same thing with students' comments!

Classroom "Bubble Talk"

מדברים טובים

Writing down a comment a student makes during a discussion does a number of positive things. It recognizes and validates the student who shared a bit of insight and it encourages other students to do the same.

You can use thought bubbles or quote bubbles. Laminate the blank shapes and then use transparency pens. You will be able to wipe off and use them over and over.

Make a bulletin board at the start of the year with a picture of each student. You can have a "question of the day" and each student will write their response in their own thought bubble or you can use the board as a generic space. During classroom discussions, if a student brings up an new or insightful point, stop and tell the student on the spot, "That was remarkable! Please write that down on a quote bubble because we want to remember your statement."

We like the "sound" of our students' thoughts...

Student Name

Student Name

Student Name

Student Name

Student Name

Student Name

Student Name

CURRENT QUESTION: What do you think of when you hear the shofar blast?

www.debimishael.com
DebiMishael@gmail.com

תודה לא "No Thank You" Cards

We all have days where we are "not in the mood" to learn. By providing students with an appropriate alternative and a choice to say "no thank you" we are respecting them and providing the format for them to make appropriate choices. If they feel unable to control themselves because they are having a bad day, this option allows them to maintain acceptable behaviors. Just providing the option will often be enough. It is my experience that these cards are seldom used by the students. However, they love having the choice! A folder and a "Lo Todah" table should be in the back of the room with access to the acceptable activities. This option should not distract from the class itself and should not require any extra teacher time.

Back of card

TO USE THIS CARD YOU MUST:
...try the regular lesson for 10 minutes, at least.
...have the teacher approve and mark the card.
...sit at the "No Thank You" area and work on an alternative project.
...not disturb the group in any way.
...follow all regular class rules.
THIS CARD IS NOT VALID IN CASE OF SPECIAL EVENTS...
Including assemblies, tests, substitute teachers, etc.
YOU ARE STILL RESPONSIBLE FOR ALL HOMEWORK!!

VIOLATING ANY OF THESE RULES WILL MEAN YOU LOOSE THE CARD and/or DISCIPLINARY ACTION.

The cards should be introduced to the class at the beginning of the year. All rules should be explained and the students should know how and where to use the card. Each student must sign a card. The cards are kept in a file folder pocket (see below) with optional activities clearly listed.

Front of card

means no thank you

לא תודה 1

This card entitles bearer to say: לא תודה
To a maximum of 3 lessons. It is subject to the rules on the reverse side of this card.

2

X_____
I have read the rules & agree to abide by them.

NON TRANSFERABLE   NON REPLACEABLE

3

You may choose from the following activities:

1. Work on your Hebrew or any other unfinished class work.
2. Play one of the games in the cupboard.
3. Read "Shofar" or "JVibe" magazine.
4. Read a book from our class library.
5. Listen to a CD or tape with the headset:
   A) Israeli music
   B) Jewish Rock/Folk music
   C) English story tapes
6. Design a word array or crossword puzzle for the class.
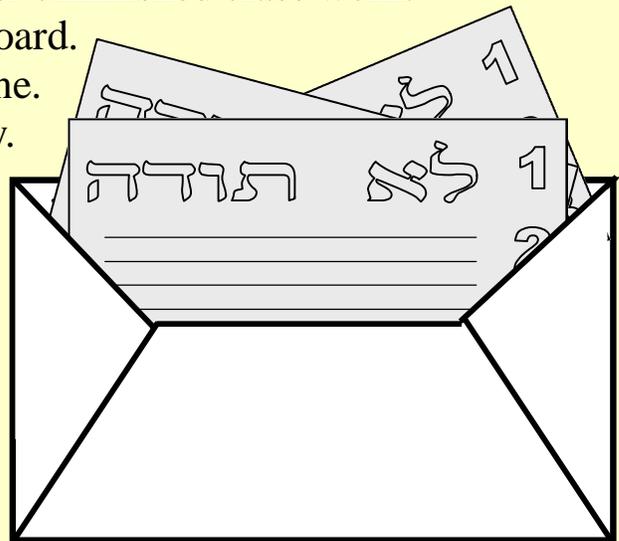
*This is not one of my original ideas. I picked it up in the early 80's from the Resource Center at CAJE. I would love to discover the original author so as to give appropriate credit. I have found it to be a very useful tool for the Middle School level.

DebiMishael@gmail.com   Debi Swedelson Mishael
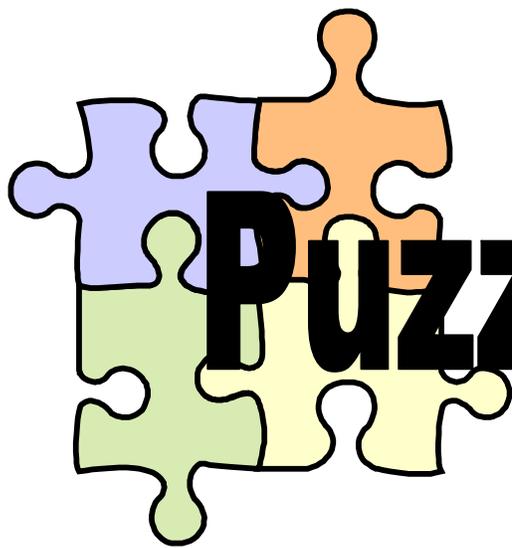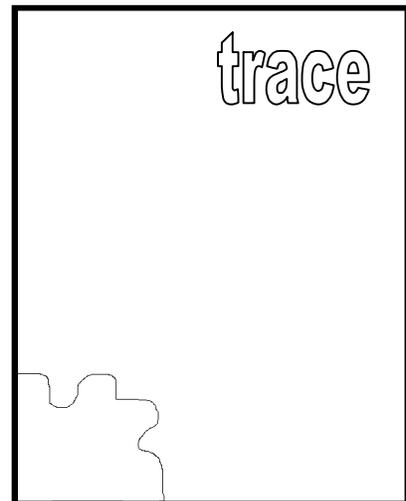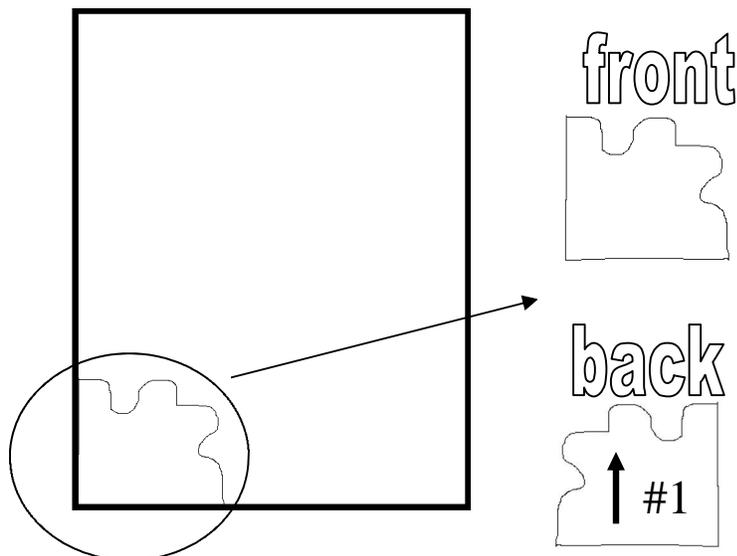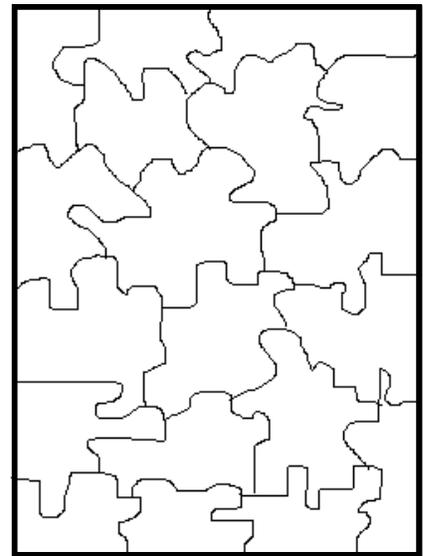
Puzzle Posters

You will need 2 pieces of poster board that are the same size.

1. Take one piece of poster board and cut out a puzzle piece shape. You may want to plan out your shapes so that you get an equal size piece for each student.
2. Cut out the pieces, one at a time. Turn each piece over and number the back and put an arrow showing which direction is "UP."
3. Trace the shape you just cut onto the 2nd piece of posterboard so that you will have a "map" of how to reassemble the pieces when they are done.
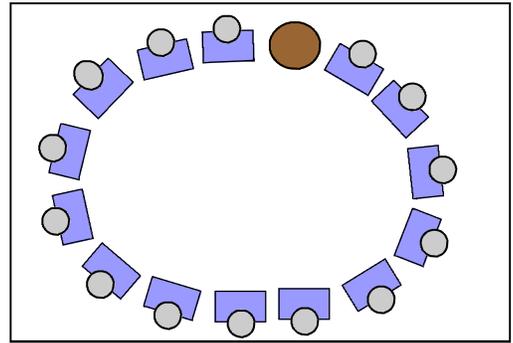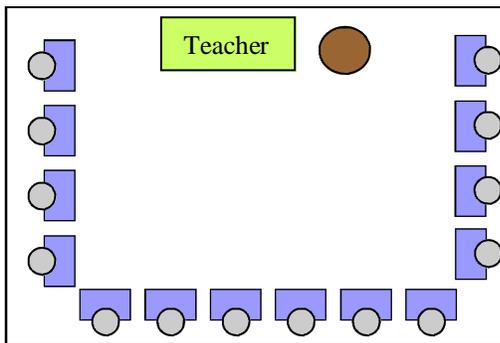
draw

front

back

#1

trace

Diversify Your Seating Chart!

Teacher

Students in rows & desks
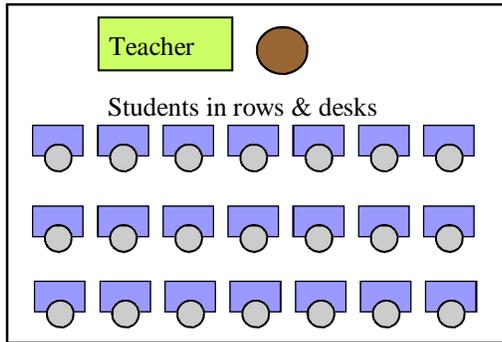
"Frontal Attack" Teaching

Teacher

Group Work / Discussion

Teacher

Instruction so ALL can see & be seen

Teacher

Project Work

Teacher
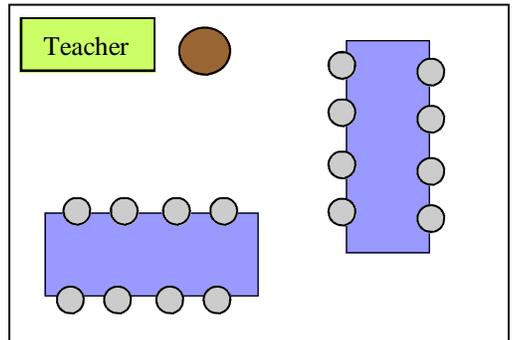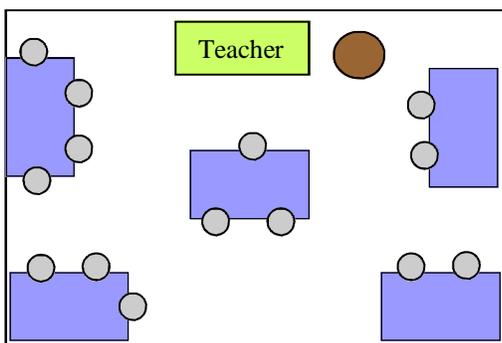
Stations

Outside on the grass
On the Bima
In the hallway
On steps or a staircase
In the dark
At your home

Be creative! Use your space.
What does your lesson need?

OTHER!!!!
There are other ways!

Digital Responsibility

THINGS TO _CONSIDER & DISCUSS_ WHEN USING DIGITAL MODES OF COMMUNICATION TO ENHANCE OUR CLASSROOM RELATIONSHIPS

1. Our students are digital natives and many of us are digital immigrants (www.marcprensky.com)

2. Equality if digital access amongst our student population

3. There is an opportunity for us to teach digital ethics – using our values in their context

4. The notion of "Privacy" in a digital world and it's relationship with "Kedushah"

5. The teacher's role as "_dugma גוגמה_" and NOT "_chaverah חברה_"

6. Opportunity to educate, inform and include parents

"One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices. The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options."
www.digitalcitizenship.net

Digital Communication Mini-Dictionary for the Jewish Educator

SOCIAL NETWORKING- These platforms provide mass public sharing of information. It is a way to link people who share common interests, activities, backgrounds or real-life bonds. These tend to be very public but some forms do offer some layers of "privacy." Examples of social networking sites include: Facebook, Tumblr, Twitter, Google+, Linkedin, Pinterest, Flickr, deviantART, Myspace, LibraryThing, Blogster, Yelp, Classmates.com, MyHeritage, etc.

MODES OF One-on-One VERBAL COMMUNICATION:

- Face-to-real-live-face
- Telephone
- Cell Phone
- Skype
- FaceTime

MODES OF Individual WRITTEN COMMUNICATION:

- US postal mail (Postcard, letter)
- E-mail
- Instant Message
- Texting

GROUP COMMUNICATIONS:

- Facebook posts
- Blog
- Pinterest
- Twitter
- News letters/Bulletins
- Pod Cast
- Webinar
- YouTube

TWITTER-Twitter is an online social networking service and micro-blogging site. It allows users to post short messages called "tweets" of 140 characters or less. Following someone means you've chosen to subscribe to their Twitter updates. When you follow someone, every time they post a new message, it will appear on your Twitter home page. A retweet is a re-posting of someone else's Tweet. People use the hashtag symbol # before a relevant keyword or phrase (no spaces) in their Tweet to categorize those Tweets and help them show more easily in Twitter Search.

FACEBOOK- Probably the most popular with your students. Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People From Work" or "Close Friends". As of September 2012, Facebook has over one billion active users.

SKYPE-The service allows users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the Internet. Phone calls may be placed to recipients on the traditional telephone networks. Calls to other users within the Skype service are free of charge, while calls to landline and mobile phones are charged via a debit-based user account system.

PINTEREST- is basically an on-line bulletin board where you can save photo's and links to websites you want to remember and you can browse and share links with friends of others who share an interest. It allows users to

create and manage theme-based image collections such as events, interests, and hobbies. Users can browse other pinboards for images, 're-pin' images to their own pinboards, or 'like' photos. It's is a wealth of ideas and inspiration and has great resources for teachers.

BLOG- is a discussion or informal diary published on the web. It consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first). Until 2009 blogs were usually the work of a single individual, occasionally of a small group, and often covered a single subject. More recently "multi-author blogs" (MABs) have developed, with posts written by large numbers of authors and professionally edited. MABs from newspapers, other media outlets, universities, think tanks, interest groups and similar institutions account for an increasing quantity of blog traffic. The rise of Twitter and other "microblogging" systems helps integrate MABs and single-author blogs into societal newstreams. *Blog* can also be used as a verb, meaning *to maintain or add content to a blog*.

WEBINAR- Web conferencing refers to a service that allows conferencing events to be shared with remote locations. They can also be called on-line conferencing. It offers information of text-based messages, voice and video chat to be shared simultaneously, across geographically dispersed locations. Applications for web conferencing include meetings, training events, lectures, or short presentations from any computer.

PODCAST- A podcast is a type of digital media consisting of an episodic series of audio radio, video, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. The word is derived from "broadcast" and "pod" from the success of the iPod, as audio podcasts are often listened to on portable media players.

YOUTUBE- is a video sharing website where users can upload, view and share videos. Most of the content has been uploaded by individuals. You do not need to be registered to use the site. Anyone can view videos.

LINKEDIN-This is like the "Facebook" for the professional world. It is the largest professional networking site with 200 million users in 200 countries and territories. One purpose of the site is to allow registered users to maintain a list of contact details of people with whom they have some level of relationship, called *Connections*. Users can invite anyone (whether a site user or not) to become a connection.

IM's or INSTANT MESSAGING- is essentially a conversation in real-time between two people except the parties are typing their words instead of speaking them. It is a type of online chat which offers real-time text transmission over the Internet. Short messages are typically transmitted bi-directionally *between two parties*, when each user chooses to complete a thought and select "send". More advanced instant messaging can add file transfer, clickable hyperlinks, Voice over IP, or video chat.

TEXTING- is simply the act of typing and sending an electronic message.

Debi Swedelson Mishael

Website:	www.DebiMishael.com
E-mail(home):	mishaelfamily@yahoo.com
E-mail:	DebiMishael@yahoo.com
E-mail(Business):	AllYadayim@yahoo.com
E-mail:	DebiMish@gmail.com
Facebook:	facebook.com/DebiMish
Twitter:	twitter.com/DebiMish
Pinterest:	pinterest.com/DebiMish
Blog (Personal):	DebiMish.wordpress.com
Blog (Business):	AllYadayim.wordpress.com
Phone(Home):	(713) 668-3501
Cell:	(713) 816-5781
Address:	4813 Tamarisk Lane, Bellaire, TX 77401

All Yadayim: *Trading Artistic Talents for Community Tzedakah Needs*

SHEVET: *Jewish Family Education Exchange*

Website:	www.shevet-jfee.org
Join COP:	www.Shevet.groupsite.com
E-mail:	shevetjfee@gmail.com