
Current Conditions

Your Aspiration Communication

“For every student with a spark of brilliance, there are about ten with ignition trouble.”
--Milton Berle



Fun & Excitement is often the most challenging Condition for teachers to warm-up to. Yet when teachers are asked about what brought them into teaching or what keeps them teaching for decades, we frequently hear: Passion. Passion for students. Passion for science or history or literature. Passion for learning. Passion for helping others achieve their dreams and goals. Fun & Excitement is about making your passion, whatever its form, shimmer for your students. The best way to catch your students on fire with what you are teaching, is to be ablaze yourself.

CONDITION OF THE MONTH: FUN & EXCITEMENT

Being so engaged in what you are doing that you lose track of space and time.

5 Strategies for Promoting Fun & Excitement

- ✓ Be explicit about what you find exciting about teaching.
- ✓ Discover what your students' after school interests are; reference a different interest in each lesson this month.
- ✓ Contact someone passionate about a job relevant to something you are teaching. Invite him or her to talk with your students.
- ✓ Start each class by having someone share an exciting event from the day before.
- ✓ Find a way to add humor to a test, quiz or other assessment.

2007-2008 My Voice© Surveys

For Consideration and Conversation

In the My Voice© survey of 20,000 staff, nearly all (96%) agreed that “I am excited to be working with students.” Of the 400,000 students surveyed, fifty-six percent (56%) agreed with the statement, “Teachers enjoy working with students.” Thirty-one percent agreed that “teachers make school an exciting place to learn.”

- ◆ How do you exhibit your excitement to your students?
- ◆ How do you keep your passion for being an educator aflame?

E-mail your Fun & Excitement stories, thoughts, or ideas to qisa@qisa.org

Aspirations in Action

Scene A

A mother picked up her second-grade daughter at school and on the way to soccer practice asked the classic parent question, “What did you learn in school today?”

“We learned about Brazil,” answered the girl. “It was boring. Plus I have to do all these worksheets.”

“Boring?” the mother replied, sounding shocked.

“They filled our heads with too much stuff,” the girl grumbled and submitted into evidence a jumble of mixed up facts, which included flag colors, crops, and impossibly high population statistics.

“I’m not sure 10 billion people live in Brazil,” the mother corrected.



Scene B

A mother picked up her second-grade daughter at school and as she was closing the car door, the girl said excitedly, “Mom, Mom, have you ever heard of Pelé?”

“Yes,” the mother replied, “He was a soccer player.”

“Not just a soccer player, Mom!” The girl fumbled in her backpack and pulled out a lunch bag and then a generic looking CD and slid it into the car stereo. “He was the most amazing soccer player ever! We saw some videos of him today in school and he was totally amazing.”

“Yes. He was pretty good,” said the mother, hoping the girl she was about to drop off at soccer practice was not planning to imitate Pelé. Samba music began to play in the car.

“We also learned a really cool dance.” The girl bounced in her seat.

“Is that your lunch?” the mother asked, eyeing the unopened bag.

“I was too full. We had some beans and rice during snack and then these things called empadas...empadas...or something like that. Some were ok, but one was *gross*. Hey, can I get a lunch box? It helps the rain forest if we don’t use bags.”

“So did you *learn* anything in school today? Or did you just eat and dance?” asked the mother.

“Duh!” the girl said, bouncing and sounding shocked. “We learned all about Brazil.” She paused, “Mom, can we go there?”

One way seems easier.

One way means finding old sports footage, burning CDs, and heating frozen empadas.

Both teachers taught about Brazil.

One teacher also taught something further reaching and having to do with “ignition.”

Is that deeper lesson worth the effort?