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Hi, I'm Meg Richard, a Teaching Channel Laureate and a Teaching Channel NGSS Squadsters.

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And recently, I invited the camera into my classroom to show how I do active learning.

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I thought it might be helpful to you.

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In a science class, so often we're told that we need to be doing labs and lectures, and

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with that NGSS shift, things have started to look a little different in my room.

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So I hope that you enjoy this.

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glimpsed into my classroom and that maybe you're able to take away a thing

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or two for your own.

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So, I'll go, then you go.

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It goes, symbiosis is any relationship between two species living closely together

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where one receives a benefit.

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And you have two choices.

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You can either do benefit, like you're making it rain, or benefit.

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Jesus, Matt.

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So, for the dance, it's a series of systematic.

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gestures that corrects their preconceptions or misconceptions and

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helps them to construct a body of knowledge. Why a dance? One, it's

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different. Two, it gets their bodies engaged. Three, it plays to different

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learning styles. And four, if you haven't read the book Teach Like a Pirate, it

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really takes students out of their comfort zone and when you're out of your

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comfort zone you're gonna remember something. So it's a little bit piratey,

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it's a little bit dancing and you're gonna see it now. Should we try it together?

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So it is, symbiosis is any relationship between two species living closely together where one receives a benefit.

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Nice job, ladies and gentlemen.

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Okay, now that we've learned the definition of symbiosis, can anyone tell us the definition?

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Word for word, without looking at the board.

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Oh, Abby, would you like to share?

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Alright, yes, let me put you in my chair.

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Okay, the living video assists any relationship

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between two species living closely together

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where one receives benefit.

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Oh my gosh, did you see her twirl?

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Very nice job, Addie, thank you Addie.

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One of the things that can be tricky

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about using gestures in the classroom is comfort.

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So typically when I'm introducing active learning

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I use gestures first because I talk to them

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about modifications.

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Not every kid is going to go full out

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pseudopod or cilia.

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but there are lots of ways to differentiate. If you have a kid in your

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classroom who's not comfortable being big and out there and drawing attention

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to themselves, you know, I tell them everybody can do it with their fingers.

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You can make the motions, pseudopods, ciliates, whatever they're comfortable

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with, and they're still doing it. They're still moving, they're still engaged,
and I

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think it's the ability to still have bodies and minds moving at the same time,

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still playing to the kinesthetic learning style, but also making sure

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students are comfortable.

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because if they're comfortable we know that they're gonna learn better. So don't

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be afraid to go ahead and implement the strategy but also implement it in a way

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that makes kids comfortable and by the end of this exercise you're gonna notice

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that everyone's engaged and everyone's doing it. I also share with kids that I

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am the biggest nerd in the classroom. I mean let's be real I have science clothes.

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So I tell them I'm like if I'm doing it and I'm out there and I'm the nerdiest

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person or the weirdest person in the classroom everybody's gonna be looking

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at me. They're not looking at you and that also helps to increase comfort.

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levels in my classroom. The protists cannot be classified as plant, animal, or

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fungus, but the other really, really cool thing is they're most commonly

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characterized by the way they move. So for this reason, when we learn about

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protists, I think that we should move like a protist. The first group of protists I

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want to talk about are the pseudopods. Now pseudopod is a cool, cool, cool word

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because that first part, pseudo, does anybody know the root?

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Pseudomeme.

00:04:01.639 --> 00:04:02.480

Ellen.

00:04:02.480 --> 00:04:03.299

False.

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False.

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And then pod is referring to its...

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Bailey?

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It's okay.

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Does anybody have a mouth?

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Anna?

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Feet.

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Feet.

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So pseudopod move with these false feet.

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They are a cell that has these two long appendages

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that reach out and grab their food

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and then pull their food into themselves.

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That's really scary.

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From this day forward.

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forever. If I run into you at a grocery store, if I run into you at a sporting

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game, if they let teachers out of the school building and I see you, if I say

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the word pseudopod, what I want you to do is I want you to reach forward like you

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have two false feet and go pseudopod, should we try it? Yeah. So if I said the

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word pseudopod,

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Then you would make the motions of a pseudopod, which would show me that you understand that

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a pseudopod has two pseudopods that it moves with.

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Flagella! Flagella! Flagella!

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Flagella, flagella, flagella, woo!

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To show me that you understood the function of a flagella.

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Flagella, flagella, flagella, woo!

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Cilia, cilia, cilia, cilia!

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Not if we're just talking about pseudopods.

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Pseudopods!

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Only if we're talking about cilia.

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Cilia, cilia, cilia, cilia!

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Which we find on the ciliates.

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Parasite!

00:06:01.000 --> 00:06:02.000

Parasite!

00:06:02.000 --> 00:06:03.000

Parasite!

00:06:03.000 --> 00:06:04.000

Parasite!

00:06:04.000 --> 00:06:05.000

Parasite!

00:06:05.000 --> 00:06:06.000

Parasite!

00:06:06.000 --> 00:06:07.000

Parasite!

00:06:07.000 --> 00:06:08.000

Parasite!

00:06:08.000 --> 00:06:09.000

Parasite!

00:06:09.000 --> 00:06:10.000

Parasite!

00:06:10.000 --> 00:06:11.000

Parasite!

00:06:11.000 --> 00:06:12.000

Parasite!

00:06:12.000 --> 00:06:13.000

Parasite!

00:06:13.000 --> 00:06:14.000

Parasite!

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So when incorporating active learning in my classroom, I think of it like a sensory input

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as that first piece or exposure to something.

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And you can use it at any point in the instructional sequence.

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But once you give them that sensory input, then they're going to be able to make meaning

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of it.

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And if we're talking about...

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the pseudopod, the false foot, and they remember the word pseudopod, then I'm able to have and

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construct that conversation around, okay, well why would it be going like this? What's taking

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its two giant false feet and engulfing its food and sucking it in? It's a sensory piece that then

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they can make meaning out of. There's also a lot of studies done that say students make exposure to

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at least something seven times. So if I can take something active and use it as an attention getter

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or use it as a song that we sing at the end of the day, I can make meaning out of it.

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the end of class or use it as something that they're exposed to time and time

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again, I find that when they take their test they've gotten that exposure more

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than they would if I just did an inquiry lab investigation, driving question board,

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revisiting guiding questions. It's one more exposure in a new and different way

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that allows it to be a sensory activity. Thank you so much for coming to visit my

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classroom. I hope that you saw something that was helpful to you and I hope that

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you had the opportunity to implement active engagement in your.

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classroom. If you have any questions, hopefully we can connect on Twitter. I'm

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Frizzle Richard or come visit the teaching channel at the NGSS squad or

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visit the Laureate page. Thank you!