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# Teaching in the 21<sup>st</sup> Century

## Sample Lesson

### **Study Teams and Group Activities**

If you register as an individual, ask a colleague or spouse to participate with you in discussion assignments. If that is not possible, use group activities for your own personal reflection.

### **Application Assignments and Access to a Classroom**

If you are an administrator, counselor, or do not currently have access to a classroom, instead of reporting on implementation of application assignments describe how you plan to use the course concepts in your environment.

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# Study Session #1

## “Understanding Hyperactive Students”

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### LEARNING OBJECTIVES:

By watching Video Program #1, reading the assigned chapters in the text, and completing this session’s learning activities, you will:

- Examine societal changes that are contributing to increased hyperactivity in students.
- Learn to recognize the characteristics of hyperactive students.
- Learn classroom strategies that are designed to meet the special needs of hyperactive students.
- Analyze your own teaching style in terms of the special needs of hyperactive students.
- Apply what you have learned by creating a Hyperactivity Index for your own classroom.

### READING ASSIGNMENT:

In the course text, *Teaching in a Hyperactive Society*, please read the Forward, Preface, Introduction, and Chapters 1, 2, 3, and 10.

### PREPARATION:

In order to focus your thinking as you begin this session, please read the following quotation and then consider the questions that follow. With your study team, explore the significance of the questions and how your answers will affect your students.

Thomas Alva Edison was a prolific inventor who, by the time he died, held 1,093 different patents. He was divergent thinking personified. Edison’s inventions ranged from sound recordings to business ventures. His work lit the path for many, both literally and figuratively. Edison-trait children, like Edison, are naturally creative. They enjoy adventure and prefer new territory, especially when it comes to their own landscape. Like Edison, they are highly original, unconventional, and inventive. They are mavericks, pioneers, and artists. Because they are disposed to divergent thinking, it is an uphill battle for them to concentrate on only one idea at a time. . . . They are conundrums, children with a profile that is both intriguing and maddening. These children are appealing, daring and entertaining. Yet they are frustrating, demanding and difficult. . . . In view of this, their school years, like Edison’s, may be filled with pain and frustration.

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-Dr. Lucy Jo Palladino,  
*The Edison Trait*

### **FOCUS QUESTIONS:**

In reference to the above excerpt from *The Edison Trait*, please answer the following questions and discuss them with your study team.

1. Bring to mind students you have (or have heard of) that are “intriguing and maddening.” How are their “intriguing” behaviors different from their “maddening” behaviors?
2. What would be the strengths and weaknesses of an Edison-trait student?
3. Compare Dr. Palladino’s description of the Edison-trait child to a student you would characterize as hyperactive. What are the similarities? What are the differences?
4. Would you consider the majority of your students to be convergent or divergent thinkers? Which type of thinking do you believe is more important in the classroom? Which is more important in the real world?

### **VIDEO PROGRAM:**

View the video program for this session, “Understanding Hyperactive Students.” The running time for this video is 34 minutes and it is the first program on Tape/Disc #1.

### **VIDEO PROGRAM OVERVIEW:**

The video program for this session features Hank Benjamin, a 20-year teacher and the author of *Teaching in a Hyperactive Society*. In this video program, he will present his views regarding the increasing number of hyperactive students in today’s classrooms. View the video with your study team and then discuss the focus questions that follow the outline of the video content.

### **VIDEO CONTENT OUTLINE:**

- I. Reasons for increased student hyperactivity
  - A. Societal factors
  - B. Personal factors
2. Understanding hyperactive students
  - A. Three main characteristics
3. Meeting the needs of hyperactive students
  - A. The classroom environment
  - B. Use of technology
  - C. Multiple intelligences
  - D. Relationships

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4. Teaching hyperactive students
    - A. Finding their strengths and interests
    - B. Working toward attitude change
    - C. Learning styles
    - D. “Selling” lessons
  5. Behavior Management
    - A. Teacher control vs. student control
    - B. Blaming and excuses
    - C. Self-assessment and self-control
    - E. Teaching cause and effect
  6. Character Education
    - A. Behavior and consequences
    - B. Victims and good character
    - C. The role of self-assessment
    - D. Covey’s “most important second” in your life
  7. Glasser’s Quality World and hyperactive students
    - A. Hyperactive students do not have school in their Quality Worlds
    - B. Making school more satisfying for hyperactive students
  8. The key to helping all students, including hyperactive students

## **VIDEO AND READING FOCUS QUESTIONS**

With respect to the information present in the video program and the reading assignment, consider the following questions. Discuss your answers with your study team.

1. In addition to those presented in the video, what other societal changes do you believe could account for the increased hyperactivity in today’s students?
2. Mr. Benjamin states that hyperactivity in adults is not necessarily negative. In reference to the teaching profession, do you agree or disagree with this statement? Why?
3. Bring to mind a teaching strategy that you have used in the past that you feel would be especially effective with hyperactive students. In what ways does your strategy meet the special needs of these students?
4. What changes could you make in your classroom environment to make it more appropriate for hyperactive students’ needs?
5. Consider the information presented in the video and the quotation at the beginning of this session from Dr. Palladino’s *The Edison Trait*. Can some of the behaviors that hyperactive students bring to the classroom be considered as positive? Why? Why not?
6. Mr. Benjamin suggests actions that teachers can take to help hyperactive students put school into their Quality Worlds. How would these strategies also benefit the other students in your classroom?

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7. In the video, Mr. Benjamin tells the story of a student named Malcolm. How does this story relate to a statement by Dr. Glasser “the only thing students learn from failure is how to fail?”

### **APPLICATION ASSIGNMENT:**

This assignment will assist you in applying course content to your own teaching situation.

#### Preparation:

Reread the section in Chapter #2 that describes the use of Mr. Benjamin’s “Hyperactivity Index.”

Before proceeding with this assignment, answer the following questions.

1. What do you believe is the Hyperactivity Index for your students?
2. Upon what are you basing your answer?

#### Observation and Recording:

Your Application Assignment for this session is to ascertain your students’ Hyperactivity Index. (If you teach more than one class, select one class to work with for this assignment.)

First create a scoring grid that lists the ten hyperactive behaviors identified by Mr. Benjamin on one axis.

1. Impulsive behavior
2. Unwilling to learn new concepts
3. Unable to stick with a task
4. Unwilling to practice self-assessment
5. Intense feelings
6. Dysfunctional coping behaviors
7. Wrong values
8. Affected by outside stimulation
9. Intense interest in a few things
10. Natural resistance to authority

On the other axis of the grid, place the names of each of your students. This tally sheet allows you to record when your students use these behaviors. Keep this tally sheet with you in the classroom for one week. Each time you observe a pattern in a students’ thinking or actions put a mark on your sheet. (NOTE: During the week, each student can generate only one mark in each category. For instance, if student “A” exhibits intense feeling five times during the week, that will still only require one mark next to intense feelings on your tally sheet.) Also, you may record half points if you believe the behavior is frequent but not habitual.

#### Calculating Your Students Hyperactivity Index:

First, multiply the number of students in your class by 10 to ascertain the total possible points.

Example:

$$\begin{array}{r} 28 \text{ Students} \\ \times 10 \\ \hline 280 \text{ Total Possible Points} \end{array}$$

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Second, from your tally sheet, total the number of times you observed students exhibiting one of the ten hyperactive behaviors. Then, subtract that number from the Total Possible Points.

Example:

280.0	Possible Points
-70.5	Observed Hyperactive Behaviors in All Students
209.5	Net Points

Third, calculate the Hyperactive Index for your class by dividing the Net Points by the Total Number of Students.

Example:

$$209.5 \div 28 = 7.5 \text{ Hyperactivity Index}$$

NOTE: As hyperactivity decreases the index will go up. Scores of seven or lower are an indication that traditional curriculum and teaching strategies will have to be altered. It is the goal of this course to help you create classroom strategies that will both reduce student hyperactivity and increase appropriate behavior and academic achievement.

## **PROGRESS REPORTING**

To conclude your learning activities for this session, please turn to the Progress Report form for Session #1. Progress Report forms for all sessions are placed together at the back of this Course of Study book for easy removal and evaluation

### **Notes for Study Session #1**







