

# Health Menu

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www.Choiceledclassrooms.com

## Classroom Menus...

offer a variety of *purposeful*, *engaging* student *choice* assignments.

WHAT WE LEARN WITH  
**PLEASURE,**  
WE NEVER FORGET.



## Classroom Menu's may positively impact learning by:

1. decreasing high levels of stress
2. decreasing the production of cortisol (*cortisol can impair learning—yikes!*)
3. decreasing discipline problems
4. influencing positive states for learning
5. increasing student curiosity for learning
6. giving students control over their education
7. encouraging student creativity
8. allowing students to have fun

## Turn up the **HEAT...**

**Higher Order Thinking**

**Engaged Learners**

**Authenticity**

**Technology use**

## **DID YOU KNOW...**

- ✓ **Emotions rule the teen brain**
- ✓ **The teen brain likes NOVELTY**
- ✓ **Teens are more susceptible to stress than adults**
- ✓ **Teen brains DO change with social experiences**
- ✓ **Student choice helps build intrinsic motivation**



## You must control their stress or they will achieve less...

### 1. 20% of all students 9-17 have chronic stress.

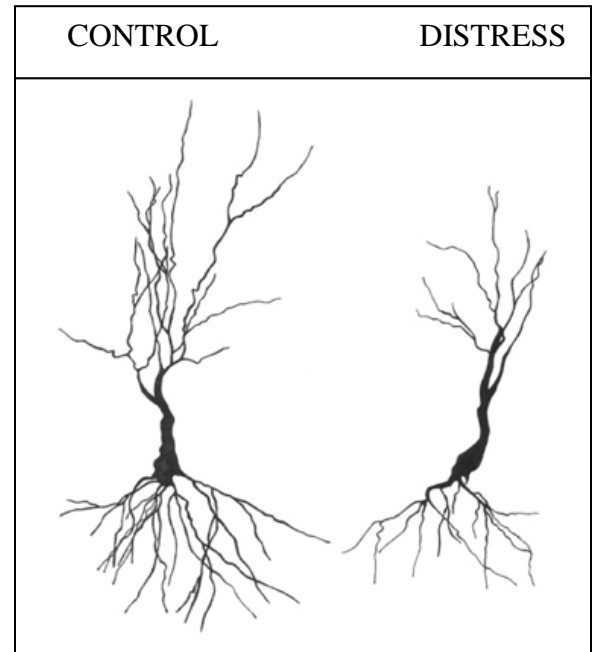
*These conditions are exacerbated by uncertainty, perception of lack of control, lack of arts, and lack physical education.*

### 2. 1 in 5 schoolchildren suffer from an anxiety or stress disorder=10 million total. This condition affects test scores, behavior and social decisions. (Perry, B. (1997) and Surgeon General Report (1999)

### 3. Distress affects attention, focus and concentration. (Erickson et al. 2003)

### 4. Increased allostatic load impairs cognition, memory and creativity. (Lupien et al. 2001)

### 5. Distress reduces neurogenesis, memory and accelerates aging. (Dibellis et al. 2001)



## Effects on Enriched Environments...

Thirty-six rats were sorted into three experimental groups: **1. Enriched 2. Standard or 3. Impoverished environment.**

In the enriched environment, 12 rats lived together in a large cage and were given 5-6 objects to explore and climb upon (ladders, mazes, wheels, etc..) The objects were changed 2-3 times a week to provide novelty.

In the standard, 3 rats were housed in a small cage with no exploratory objects.

For the impoverished environment, 1 rat remained alone with no exploratory objects.

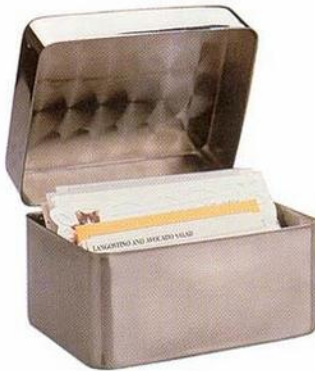
After 30 days....

*In the 1960's Neuroscientists: Diamond, Krech, and Bennett conducted experiments on the effect of enrichment. Even though their studies were conducted on a rat, later studies have concluded that the human brain also changes with enriching environments!*

1. The cerebral cortex from the enriched environments had increased in thickness compared with those living in standard conditions.
2. The brains from the impoverished group decreased compared to the standard.
3. Cortical thickness was due to increased nerve cell size, and number and length of dendrites, dendritic spines, and length of postsynaptic thickening. (Diamond et al, 1964 and 1988)
4. The combination of social conditions and frequent exposure to new objects is necessary to gain full effect of enrichment.



## Recipe for Success...



*Play is the highest form of research!*  
*-Albert Einstein*

1. Decide what units to incorporate on the menu.
2. Decide how long you want students to complete classroom menu and set due dates. I suggest if students need to complete 200 points total on their classroom menu, set up due dates in which students should have 50 points, 150 points and 200 points accomplished.
3. Decide on a location where students turn in their assignments. I gave each student a hanging file folder and they place their completed work in the file folder that is in alphabetical order by last name and by class period.
4. Explore webtools and resources your school has to offer. Incorporate those resources and use of technology within your health menu.
5. Ask the students what they like to do! After implementing my first classroom menu I asked the students, “What else should I offer as a student choice assignment?”.
6. Take time in class covering procedures and instructing the students on the concept of the classroom menu.
7. Be there to help the students and advise them on where to go for information. Can you provide student samples?
8. Showcase student “WOW” work on a bulletin board or outside your classroom. Plus, administrators love AUTHENTIC work!
9. Acknowledge student effort and allow them to make corrections

## Not Working? Try This...

1. Too often, educators adopt a new strategy and do not give it enough time to work out all the “kinks”.
2. Be reflective, if something is not working—ask yourself.. “Is there anything I can do to improve the process?”
3. Are you providing feedback on student work? (Return student work within 48 hours)
4. Are you providing assistance in finding information?
5. Are you providing examples of student work?
6. Do you have a variety of **CHOICE** assignments?
7. Are you providing opportunities for students to use technology?
8. Are you teaching the students how to use the technology?
9. Are you providing enough resources (articles, books, etc) for students to find information?
- 10. DO YOU BELIEVE IN THE USE OF CLASSROOM MENUS AND UNDERSTAND THE PURPOSE FOR IMPLEMENTING THEM IN THE CLASSROOM?**





## About the Presenter...

Kim Cooke has taught elementary school for 11 years and is currently in her 5<sup>th</sup> year teaching at the high school level. She has experience teaching pre-K to college level students. In addition, she has worked with high and low socioeconomic levels. While teaching at a high priority school in the state of NC she helped raise tests scores from 48% to 82% in just 4 years!

Presently, Kim is teaching at Marvin Ridge High School which has earned School of Excellence and is currently ranked #2 high school in the state of North Carolina. She earned Teacher of the Year honors for her school system in 2005. She has a Masters of Education, National Board Certified and is Jensen Learning certified in brain based teaching ([www.jensenlearning.com](http://www.jensenlearning.com)). She has presented numerous workshops at the local, state, and national levels.

## Web Tools and MUST HAVE Ingredients...

Music: Vitamin String Quartet (itunes)

Books: Tools of Engagement by Eric Jensen  
Green Light Classrooms by Rich Allen  
Differentiating the High School Classroom by Kathie Nunley  
Secrets of the Teenage Brain by Sheryl Feinstein  
Different Brains, Different Learners by Eric Jensen  
Teaching with the Brain in Mind by Eric Jensen  
The Hungry Brain by Susan Augustine  
High Impact Teaching Strategies by Rich Allen

Websites: [www.actionbasedlearning](http://www.actionbasedlearning)  
[www.jensenlearning.com](http://www.jensenlearning.com)  
[www.battling-boredom.com](http://www.battling-boredom.com)  
[www.help4teachers.com](http://www.help4teachers.com)  
[www.greenlighteducation.net](http://www.greenlighteducation.net)

Web Tools: [www.wordle.net](http://www.wordle.net)      [www.discoveryeducation.com](http://www.discoveryeducation.com)  
[www.prezi.com](http://www.prezi.com)      [www.flipshare.com](http://www.flipshare.com)  
[www.glogster.com](http://www.glogster.com)      [www.pixlr.com](http://www.pixlr.com)  
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