

Fort Hayes Opus

Issue 3 November 2018

Resourceful



"A good-humoured teacher conveys a sense of happiness, is quick to smile and find the funny in situations in a way that brings the teaching moment into focus."

—Harold Giffin, Giffin University

"The curriculum tells you 'what', not 'how'. The 'how' is the artistry in education."

GEORGE COUROS

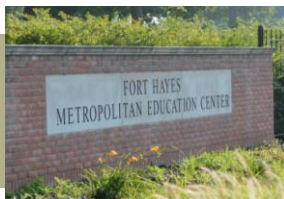
Be Excellent

The mission of Fort Hayes is to create expectations of excellence through challenging and collaborative learning by blending the arts, academic and career programs.



20 Ways to Teach Resourcefulness

Main Office



High School Office 7am – 3:30pm

Office Ext. 1400; Attendance Ext. 1402

Guidance Counselors:

Gillman (L-Z) 1409

Kennedy 1410

Peterson (A-K) 1411

Career Center Office 7am–3:30pm

Office Ext. 3200; Attendance Ext. 3001

Guidance Counselors:

Kanowsky 3205 Matunas 3203

(1) "Don't let what you cannot do interfere with what you can do." Too often students stifle their own creative instincts because they focus first on constraints rather than possibilities. Remind them that this is counter-productive and in no way helps their progress. To be truly resourceful, we should make a habit of considering every possibility, however far-fetched it may sound at first.

(2) Focus on purpose. Teach your students what the learning goal is – not simply what their assignment or project is. When they know how their task fits into the bigger picture, it can free them to think more broadly as well as more deeply about possibilities. For example, when you announce a group project, don't just assign a topic – discuss why the topic is important and how it adds to the unit you're teaching.

(3) Challenge students to think critically. Posing tough questions and supplementing your lessons with unique problems will keep students thinking outside the box. A critical mind is more likely to gravitate towards resourcefulness than a mind that doesn't ask questions. Use regular brainstorming sessions (aloud or on paper) to get students in the habit of thinking broadly.

(4) Teach collaboration. Teaching each student to be resourceful on an individual level is only half the equation. Resourcefulness works best when the people can work together and combine their ideas. When you encourage students to work together, whether inside or outside of class, make sure you emphasize the power of multiple minds contributing to the same task.

(5) Encourage interdisciplinary thinking. How can an idea in one context apply to...

In Bldgs. 101 & CAATC/Health

continued on page 2



“The amount of satisfaction you get from life depends largely on your own ingenuity, self-sufficiency, and resourcefulness. People who wait around for life to supply their satisfaction usually find boredom instead.”

William C. Menninger

Departments thoughts
on *being*



Resourceful

“Be studious in your profession, and you will be learned. Be industrious and frugal, and you will be rich. Be sober and temperate, and you will be healthy. Be in general virtuous, and you will be happy. At least, you will, by such conduct, stand the best change for such consequences.”

Benjamin Franklin
(Social Studies)

“Work smarter, not harder.”
(Intervention Specialists)

STEAM is collecting and up-cycling cardboard and turning it into Picasso sculptures. We also had a guest speaker talk about the students using their strengths to achieve their goals and work together in teams.

A popular resource for music students is the performing arts piano lab. Each work station is equipped with a headset that allows students to interact with the teacher in their own virtual “practice room” which provides resourceful students the benefit of individual attention and a quiet space for practice time.

(Performing Arts)

20 Ways to Teach...continued

... a problem in another context? This is a great habit of mind to cultivate, and can open up an entirely new world of potential resources. When students are coming up with hypotheses for a science experiment, ask them to think about their topic in terms of history or art – how can they learn from analogies in other disciplines?

(6) Support rule-bending. Rules exist for a reason but when they hold back progress, a truly resourceful individual decides that progress should prevail. Help students cultivate an attitude that says they’re out to accomplish things, not just go along with how things have always been done. Part of being resourceful is daring to try things other people say won’t work.

(7) Teach delayed gratification. As the researchers at Trent University came to find, resourceful students appreciate the value of delayed gratification, and students who appreciate delayed gratification have the patience and drive to be resourceful. Offer incentives of varying value that students can earn with varying degrees of work. Teach them that, with more time and effort, the return can be more rewarding.

(8) Practice Socratic questioning. Nothing focuses the mind and pushes you to look for innovative solutions like criticizing your own “best” ideas. Just as Socrates questioned his own presumptions about the world around him, resourceful people discover more possibilities when their curiosity remains difficult to satisfy.

(9) Apply personal experience. If a student doesn’t know where to start looking for a solution, ask them to reflect on a comparable scenario from their past. Since resourceful people don’t always have external resources at hand, it’s critical that they’re able to draw inspiration from their own life experiences, or from memories of others’.

(10) Play multiple hands at once. Teach your students the importance of back-up plans. Truly resourceful individuals rarely put all their eggs in one basket. You can easily turn this into a game, say, in a history unit on World War II. Have different students represent different sides of the War and ask them to devise as many back-up plans as they can to anticipate surprises from the opposition. Then compare to actual strategies the two sides used.

(11) You don’t get what you don’t ask for. Simple, dirt-farmer wisdom, and yet so many of us fall short of success because we’re afraid to ask for what we want or need. Resourceful people must be fearless. This can be an especially important quality once students enter the workforce, where promotions or special opportunities may come only at the request of the employee.

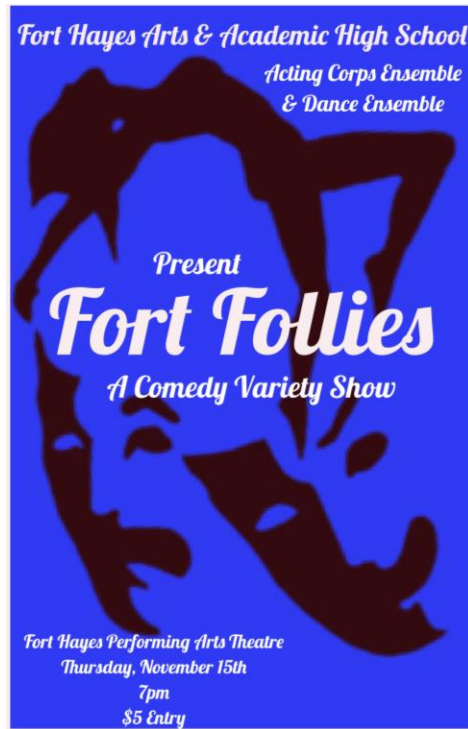
(12) Something good always comes out of failure. Resourceful people dare to make bold moves, and they know that even if the road doesn’t take you exactly where you plan, it can often lead to other great places.

(13) Begin with an open mind. Being open minded about new possibilities is critical to putting resourcefulness into action. They student who steps up and says, “Yes, we can do this” is the one who can push peers to do things that come might consider impractical. Not every idea can be a good idea, but every idea is worth listening to.

(14) Turn innovation inward. Resourcefulness is about optimizing what you have to work with, and in some cases, being innovative means making old things work better, not making new things. Teach students to look at old problems with a fresh perspective, and they’ll be twice as resourceful as the average person.

(15) Dream big, start small. Long-term dreams can be as wild as your imagination allows, but adopting a realistic attitude about what you can do in the short term is important. Good ways to start small include brainstorming, writing lists, drawing maps, conducting exploratory interviews, doing preliminary research, and talking to experts. While resourcefulness demands a good imagination, it also requires a bit of grunt work here and there.

(concluded on pg. 3)



November+ Events

“Seven”

(Shot Tower Gallery)

Work of the African American artists collaborative including artists Ron Anderson, Dauncy, Talle Bamazin and Omar Shaheed. This exhibition will include two and a half decades of work, from 911 to our first black President and “things in-between.”

October 29 – December 14

Reception: November 9, 6:00 – 8:00 pm

Spirit Week

October 29 – November 2

The Hollywood Carpet Fall Formal

(Building 110)

November 2, 7:00 – 10:00 pm

“Fort Follies”

(Performing Arts Auditorium)

An old fashioned comedy variety show and joint collaboration between *The Dance Ensemble* and *The Acting Corps Ensemble*
November 15, 7:00 pm

Principal Show

(Performing Arts Auditorium)

November 20, 12:30-2:30 pm

Thanksgiving Holiday

November 21 – 23

High School Choral Concert

(Performing Arts Auditorium)

December 6, 7:00 pm

High School Band and Orchestra Concert

(Performing Arts Auditorium)

December 13, 7:00 pm

<https://www.ccsch.us/FortHayesHS>

<https://www.ccsch.us/FortHayesCC>

20 Ways to Teach...conclusion

(16) Celebrate the lessons. To encourage the spread of resourcefulness, urge students to publicize and praise one another’s accomplishments. Those who are resourceful need to be recognized and rewarded, and in turn, teach their lessons to others. Be sure to celebrate the idea(s), not just the person.

(17) Practice internal and external resourcefulness. Internal resourcefulness is coming up with creative ways to use the resources at hand; external resourcefulness is seeking resources that are outside your control. Make sure students understand the difference and appreciate the value of both. Discuss situations in which one might be more appropriate than the other, such as science papers (external) vs creative memoirs (internal).

(18) Embrace discomfort and inconvenience. If you are unwilling to endure rejection, embarrassment, uncertainty, fear, or failure, you can’t expect to become a resourceful individual. Tolerating – and responding to – inconvenience is perhaps the most important quality associated with resourcefulness. When we don’t immediately see a way out of an unpleasant situation, many of us give up and opt for the quickest fix. If we keep our wits about us and embrace the challenge, the solutions we find can put us in an ever better position than we were before.

(19) Sharpen communication skills. In the real world, students will find themselves in many situations where they need someone to believe in an idea before it materializes into a product. Communication will be essential at the time.

(20) Develop grit and resilience. Researchers at UPenn have found that grit (perseverance and passion for long-term goals) is a better predictor for success over IQ or conscientiousness. Students should be well aware that they will face setbacks during the journey, and be prepared to bounce back when they do.

Important Dates

- November 5: Parent Teacher Conferences by appointment, 2:45 pm - 9:45 pm
- November 6: Professional Development
- November 14: 90 minute early release
- November 21-23: Thanksgiving Break





CCS is making students
READY FOR SUCCESS
 Through:
 Instructional Fidelity
 Leadership Fidelity
 Parent Engagement
 Culture and Climate

Our goal is to
 “Be Excellent” by being
FORT HAYES

Focused	Hardworking
Organized	Artistic
Resourceful	Yearlong
Teachable	Engaged
	Scholarly

Columbus City Schools School Calendar

Dates to Remember

Aug 20-22	- Professional Development Days
23-Aug-18	- First Day of School for Students
3-Sep-18	- Labor Day
12-Sep-18	- 90 Min Early Release (Staff PD)
10-Oct-18	- 90 Min Early Release (Staff PD)
19-Oct-18	- Professional Development Day
23-Oct-18	- End of Q1 (42)
24-Oct-18	- Records Day
6-Nov-18	Professional Development Day
14-Nov-18	90 Min Early Release (Staff PD)
21-Nov-18	Parent-Teacher Conf. Comp Day
Nov 22 and 23	Thanksgiving Vacation
12-Dec-18	90 Min Early Release (Staff PD)
21-Dec-18	30 Min Early Release (Holiday)
Dec 24 thru Jan 4	Winter Break
9-Jan-19	90 Min Early Release (Staff PD)
15-Jan-19	End of Q2 (45)
16-Jan-19	Records Day
21-Jan-19	Martin Luther King, Jr. Day
13-Feb-19	90 Min Early Release (Staff PD)
18-Feb-19	Parent-Teacher Conf. Comp Day
13-Mar-19	90 Min Early Release (Staff PD)
22-Mar-19	End of Q3 (45)
25-Mar-19	Records Day
18-Apr-19	30 Min Early Release (Holiday)
Apr 19 thru 26	Spring Break
27-May-19	Memorial Day
30-May-19	Last Day of School for Students
31-May-19	Records Day (41)

Photos

Page 1: “Free at Last” Dr. Tepper’s Metropolitan Choir had the opportunity to perform at the Ohio State Homecoming game during the halftime show along with the band and other community choir members under the direction of Dr. Ruffin.
Page 2: “OSU Marching” A group of Metropolitan Choir members as well as Dr. Tepper pose in front of one of the many murals inside ‘the Shoe’ where typically only marching band members frequent. “Cadets” Junior ROTC Cadets walked to the Convention Center and assisted veterans at The Central Ohio Veterans Down Day.
Page 3: “Cadet Salute” The Junior ROTC Cadets honoring the Tuskegee Airmen Programs at Rickenbacker, AFB.
Page 4: A group of students waiting to tour the Mansfield Reformatory during their “Escape from Blood Prison” Haunted House trip.