

Guidelines for teachers using the  
**Knowledge is Power Exercise**

- **Review with students pages 5, 8, 12 from packet of information taken from Dr. Rita Smilkstein's book, We're Born to Learn**
- **Introduce the statement: Knowledge is Power; the more you know, the more you can do.**
- **Ask students to raise their hands if they agree with this theoretical statement (most students raise their hand)**
- **Share with students that it is your intention that they prove this theory by completing the exercise that follows**
- **Hand out three copies of the flower sheet and ask students to keep the papers face down until you tell them to turn each one over**
- **Share limited information about the first sheet:**
  1. **This is a timed exercise; do not begin until you are told to do so**
  2. **There are 60 flowers on the sheet**
  3. **You are to connect the numbers on the flowers consecutively (1 to 2; 2 to 3, etc.)**
  4. **Demonstrate by connecting 1 to 2**
  5. **Have students turn the first sheet over so that the flowers are showing**
  6. **Ask if there are any questions**

- 7. Look at the second hand of the clock and announce that students can begin (1 minute)**
- 8. Call stop at one minute**
- 9. Note the highest number reached (write name of student/s on the board)**
- 10. Ask if anyone noticed any patterns either during the exercise or after. (someone usually notices that the numbers on the right side of the paper are all odd and the numbers on the right side of the exercise are all even). If no one notices, you share this additional information.**
- 11. With this additional information, have students turn the second sheet of paper over and ask them to fold it in half horizontally.**
- 12. when you are ready have students perform the exercise again (1 minute)**
- 13. Ask for results and record the highest number reached on the board along with the name/s of the student/s**
- 14. Ask all students whether they reached a higher number the second time they did this exercise (almost everyone does)**
- 15. Again, ask students if they noticed any other pattern (someone usually notices that numbers 1-10 are on the bottom of the sheet, 11-20 are on top, 21-30 are on the bottom, etc. If no one notices, you share this additional information.**
- 16. Have students turn over the last sheet of paper and fold it horizontally and then vertically so there are 4 equal squares.**

- 17. Recap the additional information learned**
- 18. Conduct the exercise one last time**
- 19. Ask students to share results and note the highest score and the name/names of student/s**
- 20. Once again ask students if they were able to reach a higher number this last time (most students do)**
- 21. Assign the reflection and writing assignment**

**I usually bring some type of prize (candy bar/health food bar) for the winner/s of each exercise and smaller ones for the rest of the students and me.**