

## WHY DO THESE KIDS LOVE SCHOOL?

Timecode	Speaker	Dialogue
0:00:35	TEACHER FROM HARLEM	This is a regular public school, we have the same money that everybody else has. But to work here is like a dream, because I have a lot of my own power to decide what happens when.
0:00:50	MOTHER FROM NEW ORLEANS	I didn't understand everything, and for a while there, it was touch and go. And then, when I saw what my daughter was learning...it was not just rote memorizing, but that she was actually learning and retaining what she learned, it was... [0:01:07] now I could sit back and say "This is education!"
0:01:12	STUDENT FROM MASSACHUSETTS	I was so shy before. I didn't really talk, like my opinions. I would always keep it inside. [0:01:17] With this school, you can't do that because with all the activities around, you have to speak up - That's the thing.
0:01:29	TITLE	Why Do These Kids Love School?

0:01:39	TOM PETERS (NARRATOR OPENING TEASE)	<p>What does a great school look like?</p> <p>It means turned on teachers, who have the freedom to experiment each and every day.</p> <p>[0:01:47] It's about principals who are primarily facilitators and empowerers,</p> <p>[0:01:53] and it's a place where parents get involved.</p> <p>[0:01:58] It ends up being a place where kids love school.</p> <p>[0:02:01] Now let me make it clear, I am talking about schools that have standards, incredibly high standards, in fact. But standards that are met through mutual trust and mutual respect.</p> <p>[0:02:15] In this program, we'll be visiting eight public schools located throughout the United States.</p> <p>[0:02:21] These schools represent a growing trend in education, toward innovation.</p> <p>[0:02:26] Each of these schools has its own, individual philosophy.</p> <p>[0:02:31] Though their programs are clearly distinctive, they all share a common goal: to involve everyone - parents, students, principals, and teachers - in helping to shape the direction of that school.</p> <p>[0:02:45] Later on, we'll take a look inside some of these schools. But before we do that, let's step back and see how this approach has developed over years.</p>
		<p>it means turned on teachers, who have the freedom to experiment each and every day,</p>

0:02:57	NARRATOR	<p>In the early 1900's, philosopher John Dewey brought together centuries of thinking in education.</p> <p>[0:03:04] He urged educators to treat children as people- not just recipients of information.</p> <p>[0:03:11] He called for schools where students would be active participants.</p> <p>[0:03:15] One of the first successful experiments was founded in 1924 by Josephine Duvoneck, an outspoken pacifist, who was deeply committed to education.</p> <p>[0:03:27] We'll start our journey with Peninsula, an independent school where children have been enjoying learning for more than sixty-five years. (Scenes of Peninsula School over the century and then a girl carrying a hose across the play yard)</p>
0:04:04	NARRATOR	<p>From pre-school through 8th grade, this school, like so many other innovative programs, has one overriding goal: for children to believe in themselves....not only as learners, but as individuals.</p>
0:04:20	NARRATOR	<p>The process begins here in nursery school, where one of the most basic personal skills, learning how to make choices, is first introduced. (Teacher talking about splattering paint with students painting)</p>
0:04:47	NARRATOR	<p>Teachers help children to recognize what they feel and then encourage them to communicate that.</p> <p>(Teacher helping a child communicate with another who splattered him)</p>
0:05:15	ELIZABETH DIRECTOR OF PENINSULA SCHOOL	<p>Children's behavior isn't labeled as good or bad, but we rather look at what's working and what isn't working, and that makes sense to kids.</p> <p>[0:05:24] They feel...they feel as if they're more and more a part of a predictable environment, one in which what they think and feel has something to do with how it's going to work.</p>
0:05:38	NARRATOR	<p>The freedom which can be so exhilarating for children, is often challenging for parents to accept.</p>
0:05:44	KACY MCCLURE PARENT	<p>As a parent, it's a lesson in letting go of the control that you think is important early on in the child's life and as you go through Peninsula, you learn that control is the least important part of being a parent, and that trusting is the most important part.</p>

0:06:11	EMMIE POLING TEACHER	The milestones that children pass as they grow are real important to them, and it's very easy when they're small for people to sort of take that for granted. [0:06:30] To be noticed is a crucial thing for humans, particularly for children, to not go through life with the sort of anonymity of being just one of many. [0:06:44] Part of holding them on our laps, and noticing the things they do that are particularly theirs, and responding to their needs, comes through in a way of saying to them that they are important, they are individuals, they are growing to be the people that they're going to be, and that that's just fine. (Teaching singing and teaching children who join her)
0:07:24	SARAH	I think its very important for children to be praised for succeeding at whatever level they currently are, and all of these kids are at different levels. (Teacher calling on a child who sings)
0:07:57	SARAH	When Jimmy was singing, he started in another key from the one that I gave him, and then when it was clear that he wasn't hearing my key, we switched and had him sing in his key and he sang it perfectly in his key.
0:08:22	NARRATOR	Teachers find that when children enjoy what they are doing, they learn more easily. With this thought in mind, they make reading a pleasurable activity from the very beginning. [0:08:34] Each child learns differently, so reading is introduced in a variety of ways. [0:08:38] When children can follow their interests, learning comes naturally. [0:08:43] It's easier for them to feel successful when they are choosing the activities. [0:08:48] Teaching in this way requires patience, and a special understanding which develops over time. (Woody has a boy read to her while she helps him)
0:09:00	NARRATOR	Woody has been teaching here for over 50 years.
0:09:03	WOODY	No two children learn to read exactly the same way and you have to respect the fact that some children learn almost automatically and then some of them have a much harder time, and you have to tailor it, just have to work with each child until you find what is going to be the magic way.

0:09:27	NARRATOR	Parents come in when they can to assist the teachers. [0:09:33] Helping out like this is rewarding for parents as well.
0:09:36	BARNEY YOUNG DIRECTOR EMERITUS	One hears over and over again from teachers and from parents how they feel they've grown at Peninsula because they've had a chance to get in and do the work with kids.
0:09:55	NARRATOR	In this first grade science class, students are making their own experiments. [0:10:04] The teacher has put out simple household supplies - baking soda, vinegar, iodine, and water - for the children to combine and watch the results. (Teacher talks to the children in the science class about the experiment)
0:10:40	DORIS TEACHER	My role as a teacher here, in this setting, is to kind of...funnel their ordinary interest that's already there...I feel more like I'm guiding them or helping them to see new things, rather than showing and telling. (Children do experiments)
0:11:05	DORIS	Teaching at Peninsula may look easy, but for me personally, it's a rewarding, fascinating, interesting job, that is very, very difficult.
0:11:16	NARRATOR	The majority of teachers who come into non-traditional settings do have backgrounds in education. [0:11:26] However, very few of them, however, have training in alternative methods. [0:11:30] In most schools like this, teachers meet together weekly, where they support each other and work as a team to build the curriculum. (Teachers at a faculty meeting)
0:11:42	NARRATOR	Teachers have the autonomy to try out their own ideas, much in the same way that the children are trusted to make discoveries for themselves.

0:11:52	NARRATOR	In this 2nd grade math class, students will be working with colored cubes which represent numbers. [0:12:00] By stacking the blocks into groups of ten, they can see how many sets of ten there are in larger numbers. [0:12:11] The tactile experience of handling blocks which they can see and count, makes math less abstract and easier to understand.(children using blocks to understand math)
0:12:23	TEACHER	In this kind of activity, where the children are actually discovering something for themselves. [0:12:32] I think its important for them to be relatively unfettered by how they sit or where they do it.
0:12:34	NARRATOR	Teachers find that giving young children a balance of freedom and responsibility lays the groundwork for independent learning later.
0:12:52	CANDACE BREMOND FORMER STUDENT	Peninsula gave me the impetus to question and to look further...the just stated the problem and I therefore looked for the answers, and I questioned what the problem was to begin with and I then went further on that and that was a valuable experience, to say, "This is not just the one thing, it's the whole thing, and I have to question each little area in it."
0:13:10	NARRATOR	In this 3rd grade writing class, the students are learning to use their imagination to write creatively. [0:13:19] Before they work on their own, the teacher helps them to clarify their ideas. (Teacher teaching students to find right words)
0:13:27	NARRATOR	Finding the right words to express their ideas puts demands on the children and can be frustrating. (Teacher helping a student)

0:13:38	NARRATOR	<p>The teacher doesn't give them answers.  [0:13:44] Instead the students are encouraged to concentrate and think of original ways to writing down what they want to say.  [0:13:56] The teacher shows the students how to correct their own spelling and grammar errors.  [0:14:01] They realize that making mistakes, is a normal part of learning. [0:14:11] When children feel that their ideas are not being judged, they write more freely. (child reading a story)</p>
0:14:56	NARRATOR	<p>As in many other non-traditional schools, students are not graded.  [0:15:01] Instead the teachers send home written evaluations and have conferences with each child's parents.</p>
0:15:06	HARRY BREMOND PARENT	<p>We made a decision to enroll our daughter in Peninsula.  [0:15:13] We had, at that point, an expectation that she would be getting math and English, etc.  [0:15:16] But we weren't getting report cards, and so we assumed that she wasn't obtaining these skills.  [0:15:22] Well, as it turned out, she went on to a very fine public high school.  [0:15:26] What we immediately found that in fact she had obtained these skills, not withstanding the fact that we hadn't gotten these report cards. [0:15:34] There was a different focus. There was a focus on...on the child.</p>
0:15:44	NARRATOR	<p>Making things by hand has always been an important part of the curriculum here. Every afternoon the children choose from one of several workshops. They have a chance to explore, and learn to focus their attention. The school encourages creativity, and provides special teachers for these craft shops. Parents help out too by bringing in supplies and used tools to support these programs.</p>
0:16:20	MIKEL KOVACH- LONG WOODSHOP TEACHER	<p>In going into the woodshop, the children get a lot of self-confidence, but they also develop a lot of hand and eye co-ordination. (Children in the woodshop program)</p>

0:16:39	MIKEL KOVACH-LONG	Being able to look at something down there and say, "I'm going to hit that right on the head, and I'm not going to hit my thumb. I am going to hit that nail." and you can see it in their eyes, they raise their hand and "bam!" [0:16:53] That person really feels good about himself....there's just a glow that happens, and really, wow, I can handle anything now." (Children in woodshop)
0:17:13	NARRATOR	Over the years, people have donated looms for this weaving studio. [0:17:20] Here, children not only create art, but have a chance to use skills from other classes, such as math.
0:17:26	MARI WEAVING TEACHER	Weaving is one of the most ancient crafts and it's also a very mathematical way of thinking. [0:17:35] I watch the children learn to think mathematically as they have to do actual figuring out of how much yarn they're going to use. [0:17:47] It makes sense why you need to quickly be able to add and subtract and why you else need to be able to think in those orderly ways.
0:17:57	NARRATOR	For children to feel capable is a priority for teachers. [0:18:01] Though their training and classroom styles are very different, they all agree on one thing - the importance of building self-confidence.
0:18:21	NARRATOR	In this metal shop, the teacher passes on his wisdom about how to craft just the right turn on a piece of copper jewelry. (Teacher helping student make jewelry)
0:18:47	NARRATOR	There is growing evidence, that good education may not need to cost more. [0:18:52] At this school, the budgeted cost per child is slightly less than the national average for public schools. [0:18:58] Parents here represent a wide socio-economic range. [0:19:02] Many of the families work at the school for partial tuition. [0:19:08] Students share in maintaining the school, too, by cleaning their own classrooms. [0:19:14] The family atmosphere develops in many ways, like the carnival the fourth graders create for the youngest kids.
0:19:31	ROGER GANAS 4TH GRADE TEACHER	The creating of it, the preparation, the organizing, and the bringing it off, for them to realize the scope of that and to have it happen and succeed at it is a wonderful thrill for them. (One child face paints another at a carnival)



0:20:11	ROGER GANAS	They have an awareness they have a definite tenderness that they exhibit towards those younger children, and a protectiveness, and they want to have that child succeed, and feel good about it. (Child bowling at the carnival)
0:20:31	ROGER	It is a thrill for them to be the person setting up the pins, instead of the person aiming. (Child bowling at the carnival)
0:20:52	NARRATOR	In this fourth grade class, the morning has been set aside for these children to make masks.
0:21:02	ROGER	It's a chance for us to touch each others' faces, and that's, I mean, how many opportunities do you have too that? [0:21:12] When they're bent over those tables, looking into those faces of their classmates, and those faces in repose too, which is something they don't usually see, they're just with that face. [0:21:35] Everyone helps that person relax, putting on the plaster, especially around the nose and mouth, I mean that's...that can be a very frightening experience, and I think they all sense that. [0:21:58] I think they see themselves there too. [0:22:05] there's a point when they're going to be the one on the table, and that trust will be there and returned, and it's scary a little bit, but they're taking care of each other. (The children unmask the person who was on the table. Roger talks to the students). (Teacher talking to student who played a field hockey game)
0:22:53	Narrator	Class meetings like this fifth grade discussion happen at the end of every day. (Teacher talking to student who played a field hockey game)
0:23:09	STEPHEN TEACHER	I've certainly got lots of days when I'm dealing with fights and arguments. [0:23:12] We actually look at conflict resolution as part of our curriculum. [0:23:16] I find it works better when I teach them ways to listen to each other. (Students talk about picking teams)
0:23:40	STEPHEN	There are often a group of kids that are very shy to talk, and one of the things that we work on during the year is making the classroom environment safe enough so that all kids are able to share when they need to.

0:23:53	NARRATOR	Feeling acknowledged is important for children. [0:23:56] A graduate recalls coming to Peninsula, where he could speak openly and felt he was listened to.
0:24:01	ANDY FORREST SCREENWRITER GRADUATE CLASS OF 1976	I had gotten into a lot of trouble for what was described to me as "talking back." [0:24:07] Coming to Peninsula, all of a sudden, I wasn't talking back. I was in the reciprocal relationship. [0:24:11] I was being treated with the respect that adults treat each other with.
0:24:23	NARRATOR	In this geography class, the students are learning how to read topographical maps. [0:24:31] As in every academic class, here whenever possible, the children will learn by doing. [0:24:36] Using the maps as guides, they'll be building clay mountains to scale. (Roger explaining geography to students)
0:25:05	NARRATOR	From the very beginning, teachers here discovered that combining different kinds of activities expand children's thinking. [0:25:12] One of Peninsula's first graduates remembers his own experience vividly.
0:25:17	JACK BECKETT ENGINEER GRADUATE CLASS OF 1930	Mrs. Duveneck was a genius at bringing out our natural skills, that's how she built self-confidence. [0:25:23] Finding how we could excel at things. I was very good at math, very good at science. I was not interested in history. I was not interested in learning writing skills. [0:25:34] She had a very neat way of showing that those two related, that history of science, history of math and writing about it were all tied together.
0:25:47	NARRATOR	Integrating different disciplines is fundamental to this kind of education. [0:25:51] The study of medieval history, for example, begins with library research and writing papers. [0:25:59] Then, back in the classroom, students hear lectures and work together constructing replica models. (Students discussing their report projects).

0:26:17	NARRATOR	Educators find that self-directed groups present an ideal setting for learning, where the students not only present their own suggestions, but they learn to pay attention to each other's ideas. (Students discussing their report project)
0:26:47	NARRATOR	Sparking children's interest is crucial to this way of learning. [0:26:51] For example, this economics class begins with an auction. (Teacher auctioning M&M candy)
0:27:49	JOE TEACHER	Now I could come in and I could present all that information - have 'em read it in a book and test' em later, not very much fun for either one of us. So, I'm always looking for alternative ways to present the information so that they'll remember it, so they carry it with them.
0:28:02	NARRATOR	In the upper grades, the students take more responsibility for their learning. [0:28:06] These 7th graders are discussing the past year with their teacher. (Teacher discusses issues with students)
0:28:30	JERRY TEACHER	I constantly ask for feedback. [0:28:33] By the end of the year, in the 7th grade, the kids are comfortable enough with me and comfortable enough with themselves as a group to be able to be fairly honest about what's been going on. (Teacher and students talk)
0:29:29	ELIZABETH DIRECTOR PENINSULA SCHOOL	We're looking at developing children's wisdom rather than just information, and that's a process which is always in process. it doesn't have as finite products. It's not as neatly packaged. But it feels as if...there's a vitality there, that is very important to education.

0:29:54	VINITA PARENT	The first few years there was never any question in either of our minds that Vikrem is just blossoming, and he was happy kid and this seemed to be the ideal place for the whole family to be. [0:30:07] The questions started coming when he got to something like fourth grade, and his cousins and other friends whose children are in public school, appeared to be doing homework and had things that he, to a certain extent didn't seem to know about. [0:30:27] And then the questions started. Is he getting enough academics? After all the world doesn't end with Peninsula, he has to be prepared for outside world.
0:30:37	NARRATOR	In order to address concerns like these, every year, recent graduates and a few parents are invited to speak about their experiences with high school. (Parents and students talk at a meeting about high school after Peninsula School)
0:31:17	NARRATOR	Graduates from alternative programs like Peninsula have learned how to learn. Most of Peninsula's graduates attend a large public High School, Menlo Atherton. There the majority of them qualify for Advanced Standing classes.
0:31:30	STAN OGREN TEACHER MENLO ATHERTON HIGH SCHOOL	These kids have self discipline. [0:31:34] They're very mentally mature. [0:31:37] They are independent learners. [0:31:39] They've been taught. [0:31:40] They've been provided the skills to succeed on their own. [0:31:41] You can give them a project, a science project, you can give them a paper or a homework assignment and you can always be sure that their own originality will be reflected in their response.
0:32:03	NARRATOR	Before graduating and going on to high school, the eighth graders continue the tradition of leaving a gift for the school. [0:32:11] This year they've decided to build a jungle gym. (Students dig and install the jungle gym)
0:32:26	ELIZABETH	They've developed a real respect for themselves and are able to extend that to others - and the result is a very mature, optimistic student who has a great sense of his or her own ability to have a real effect of the world.

0:32:44	KRISTI MCCLURE 8TH GRADER	I'm sort of looking forward to graduating and the whole graduating thing...and the night and everything...I also just want everything to just sort of stay the way it is, sort of want to stay this way, stay in 8th grade, stay 13, for years... (Kristi and others graduating from Peninsula School)
0:33:15	VICTORIA RECENT GRADUATE PENINSULA SCHOOL	I just remember standing up there on stage and just thinking, all those people here care about me and they're all really happy for me [0:33:21] and just feeling like, you know, they say "Victoria Schlesinger" and I just go, I've got about three seconds to be an 8th grader, and then I've got to go out and be in the world - or whatever. [0:33:37]It made me know I'm a good person, and that no matter what happens, that I can come back to Peninsula, and it also gave me the courage that I don't have to come back here that I know it without coming back here. (Young girl pulling a hose at Peninsula school yard )
0:34:13	NARRATOR	This kind of education has been evolving since the turn of the century in schools like Peninsula. [0:34:20] But is it limited to these settings?
0:34:25	NARRATOR	In recent years, a growing number of public schools have been developing original programs. [0:34:32] While each school has its own unique character, they all have certain features in common.
0:34:39	NARRATOR	Innovative curriculum. The staff has the freedom to create original lessons based on the needs of their students.
0:34:46	NARRATOR	Non-competitive environment. Students progress is evaluated on an individual basis.
0:34:53	NARRATOR	Shared responsibility. Everyone, including students and parents, has a voice at what happens at their school.

0:35:03	NARRATOR	In a recent study conducted through The Brookings Institution in Washington D.C., researchers surveyed more than 1,000 schools to identify common elements of successful programs. [0:35:14] Working with a colleague from Stanford University, political scientist, John Chubb, came to the following conclusions.
0:35:22	JOHN CHUBB SENIOR FELLOW THE BROOKINGS INSTITUTION	Our research has established a couple of very important points about school performance. [0:35:27] The first is that for a school to be effective, it has to be organized like a team, with a clear set of goals, a mission, a strong principal, and teachers who work together closely as colleagues. [0:35:40] We've also established that to get a team-like organization, you have to have a school with control over it's own destiny, with autonomy from too much outside control. [0:35:50] The final thing we've established is that autonomy does not come easily to America's schools.
0:35:58	NARRATOR	There are schools which have succeeded in gaining autonomy, largely through building relationships of mutual trust with their superintendents and their school boards. [0:36:08] We'll now look at eighth of these schools, beginning with a dramatic turnaround in New York City.
0:36:25	NARRATOR	Public School District Four in East Harlem New York encompasses some of the city's poorest sections. [0:36:31] In this his district, alternatives now outnumber traditional schools. The reason? They work.
0:36:40	CARLOS MEDINA EAST HARLEM DISTRICT 4 SUPERINTENDENT 1983-1989	This district that believed in choice, and it comes out of the fact that we were a school district that was somehow not successful in educating kids.

0:36:52	NARRATOR	While he was superintendent, Medina saw the impact of alternatives in this district through a dramatic increase in reading scores. [0:37:00] Before this approach was introduced, only fifteen percent of the students were reading at or above grade level. Now, that figure is up to 65%.
0:37:08	CARLOS MEDINA	We have been successful in educating poor disadvantaged children in this district. [0:37:14] The statistics are there and what they tell us is that somehow kids like coming to school.
0:37:19	NARRATOR	At CPE II, one of the well-established schools here, learning begins with learning how to communicate.
0:37:41	NORMA LEUTZINGER TEACHER	Children hear, they see, they think, they know things. [0:37:47] What's important then is to validate what they know to be true. [0:37:52] One of the ways in which I validate what children say is by writing down their words. [0:37:58] I may write down one word, I may write down an entire sentence, and they see it. They see it in print. "I said that. My teacher thinks what I say is important. It's so important she's writing it down so that other people can see it too!"
0:38:13	CARLOS MEDINA	There's no mystery about what we're doing. [0:38:15] All of the educational statistics and all of the research tells us throughout the country as educators, that in fact, those children that have that support are children who come to school ready to learn.
0:38:32	NARRATOR	At City Magnet School in Lowell Massachusetts, all of the students are members of a micro-society. [0:38:39] Here basic skills are taught with the purpose of preparing children to become self-reliant citizens. [0:38:46] They run their own marketplace, where they manage businesses and sell hand-made products. [0:38:56] They can also take out business loans from a full service bank, where they then deposit their earnings, in money called "morgens."

0:39:06	Will Lipchitz (student)	It's just so, you know, vibrantly different or it's just so interesting really, because they...not only do they...the teachers don't tell you a fact and you write it down and forget about it...They'll keep reminding you and reviewing you and you use it. [0:39:23] You actually use what you learn!
0:39:25	NARRATOR	All other basics are integrated into the activities of the micro society. [0:39:32] For example, math skills are taught in the bank, where percentages and interest rates have real meaning.
0:39:37	NANZETTA MERRIMAN ACTING PRINCIPAL	When we teach, it isn't stockpiling knowledge. It's also utilization of that knowledge, which makes the student feel, "I'm learning for a purpose."
0:39:49	NARRATOR	Discipline is not handed down from adults to children here. [0:39:52] Students share in that responsibility. [0:39:55] They write and amend their own laws and, when those laws are broken, they use their legal system to bring cases to trial. (Students run a trial)
0:40:19	NANZETTA MERRIMAN	Our children have ownership of the program and having this ownership provides them with more incentive to learn.
0:40:32	NARRATOR	At Clara Barton, in Minneapolis, Minnesota, the curriculum is built on the understanding that every child has his or her own individual learning style. [0:40:44] This school, winner of the President's School of Excellence Award, works with children's differences by developing lessons which involve all of the senses. (Female student points out organs of the human anatomy)
0:41:04	BARBARA BELLAIR PRINCIPAL	Most of what happens in traditional schools is about 80% visual. [0:41:09] Consequently, those children who are not visual...those children who are auditory, or those children who are tactile-kinesthetic are really left out of the picture. [0:41:19] We try very hard to plan our lessons and plan our units so that children have a visual component, and auditory component, and a tactile-kinesthetic component in almost everything they do.



0:41:32	NARRATOR	In this math lass, students are taught geometric shapes by using their bodies as lines and angles.
0:41:54	BARBARA BELLAIR	There are many, many people who learn best the more their body is involved, the more their muscles and sort of every fiber of their being is involved in something, the better they're going to learn it. (Students make a heptagonal with their hands in math class, students walking to school)
0:42:38	NARRATOR	At Davis Alternative in Jackson, Mississippi, the school is structured so that in addition to learning academic skills, students also learn the skill of working together. (Teacher talks about working in cooperative groups)
0:43:11	BRENDA THOMPSON DIRECTOR	Given our diverse population, racially and economically, it is not enough simply to organize the setting. [0:43:25] But we do in fact plan for co-operative interaction. [0:43:30] We're teaching a way of living and working together where they take on roles, where they learn to support one another, to encourage one another and work to a common good.
0:43:51	NARRATOR	At Tanglewood Open Living School in Jefferson County, Colorado, the program evolves from the children's interests. [0:43:59] Students select projects and topics which intrigue them, and then study those. [0:44:05] As they work on the subjects they've picked, they're shown how to apply academic skills. (Teacher asks a student about a correlation question)
0:44:23	NARRATOR	Another way the school supports children's interests, is by helping them find internships and apprenticeships in the local community. [0:44:33] Tanglewood students choose their own jobs, and then volunteer 30 hours over several months. [0:44:39] Instead of money, they receive class credit, on-the-job experience, and a chance to contribute.

0:44:47	ARNIE LANGBER DIRECTOR ALTERNATIVE PROGRAMS FOR DENVER	A major need is not being addressed, in general, that we have the address is the student's need to be needed...to offer something, not just be the receiver. Can't do that setting in a classroom taking tests all the time. [0:44:59] So all of these things. I think there's a movement in the society now for service as a part of what we expect. People don't know how to do it. [0:45:05] I think alternative schools have been doing it historically for a long time.
0:45:11	NARRATOR	Tanglewood's apprenticeship program began fourteen years ago. [0:45:16] Brian Rothfus, a 9th grader, chose to do his apprenticeship as a guide in Denver's Children Museum.
0:45:22	BRIAN	You learn a lot doing this stuff. [0:45:24] You learn what not to do. What to tell the kids when they're doing something.... [0:45:36] A lot of time it impresses people and I get a lot of questions like: "Shouldn't you be in school?" and I say, "No, this is for school. I get credit for this."
0:45:45	DOUG JENNER TEACHER	The apprenticeship experience they feel is one of the things that contributed most to their education...because they've gone out and done something important...that was seen as important in the world outside of school.
0:46:08	NARRATOR	At Graham and Parks in Cambridge Massachusetts, everyone in the school community becomes an active participant. [0:46:16] The curriculum is developed by the teachers themselves, using discussions more than lectures.
0:46:25	NARRATOR	Throughout the school, parents are participants too and give what time they can to help out.

0:46:31	LEN SOLO PRINCIPAL	Parents really do contribute significantly to this school. Not only whether its fundraising or coming into the classroom. [0:46:38] But it also gets back to these kids in the sense that the kids see that their parents are really concerned about their education.
0:46:48	NARRATOR	The caring environment created by parents and teachers becomes an example for the students themselves.
0:46:59	NARRATOR	As part of their school work, older students are given opportunity to tutor younger ones. [0:47:11] Using a board game, Brett, who is a seventh grader, is helping these students recognize vowels. [0:47:20] In the same spirit she knows she'll be ask for help from her classmates.
0:47:27	BRETT	Math is not one of my favorite subjects, but if I had to have a math class anywhere I think it would be in Steve's room, because it's, you know, if you need help, he says, "Oh, I don't do one-on-one. Go get help." And you can go sit with your friend and help each other.
0:47:46	STEVE TEACHER	I like students to solve problems as a group. [0:47:51] I want them to argue with each other. [j0:47:52] I don't want them to try to do a problem in isolation, but to share information. (Students analyze and discuss a math problem)
0:48:22	NARRATOR	Everyone brings their individuality to this school. Especially the teachers, who have the freedom to develop their own classroom style.
0:48:30	STEVE	You really have to be somewhat creative about it...you really have to close you textbook and teach.

0:48:43	NARRATOR	At Central Park East High School in East Harlem New York, the teachers organize the program so that every student will develop a strong sense of self-respect. [0:48:52] Achieving this goal for the students, begins with the respect the teachers show for each other. [0:48:58] At their weekly meetings there's an open exchange of ideas, as they go over their problems in working out their classes and talk about what they're teaching. (Teachers have a faculty meeting)
0:49:02	CARLOS MEDINA EAST HARLEM DISTRICT 4 SUPERINTENDENT 1983-1989	The secondary school has been very successful in retaining it's students. [0:49:27] So it very clearly is not within the norm of what's happening in the rest of the city and that is that in communities like ours it is estimated that almost 60% of the kids drop out. [0:49:36] That's not happening in our school.
0:49:39	NARRATOR	In this social studies class, students are in charge. Each student chooses a topic and does background reading, then leads a class discussion. This week, the subject is drugs. (Students form a circle and talk about drug issues led by one student in charge)
0:49:53	RICKEY HARRIS TEACHER	Giving one student the responsibility for leading the group is probably one of the first steps toward allowing that student to feel as if he or she has power. [0:50:03] The goal of the school is to empower kids in a way that will allow them to become successful adults.
0:50:10	NARRATOR	In this atmosphere, teenagers feel free to speak out, and will talk honestly about what's on their minds. (A student tells a scenario about drugs)
0:50:29	RICKEY HARRIS	They know there's crack out there. [0:50:31] They know there's heroin out there [0:50:33] They know that there are people who live in the same building with them that use these drugs. [0:50:35] They know that in their day to day lives they're struggling against falling pray to these very drugs. (The students talk to Rickey who discusses what he heard in the discussion)

0:50:57	NARRATOR	At the end of their class session, the students decide to write a letter to their congressperson, letting him know some of their feelings about drugs.
0:51:14	NARRATOR	That school is now an oasis for learning. [0:51:17] It's a school, regardless of the surroundings and regardless of even the facility itself, the way it looks in some places, it's a school where kids learn, and [0:51:28] we know those kids are going to be responsible adults once they graduate.
0:51:36	NARRATOR	The foundation for what we've been seeing is a focus on human values in our schools. [0:51:43] There's a growing appreciation for the importance of this emphasis in today's changing world.
0:51:53	NARRATOR	TITLE: COMMUNICATION Learning begins with learning how to communicate...
0:51:58	NARRATOR	TITLE: RELEVANCE Academic content has meaning when students are involved...
0:52:04	NARRATOR	TITLE: FLEXIBILITY When the curriculum is responsive, it meets a wide range of different learning styles...
0:52:12	NARRATOR	TITLE: COOPERATION Mutual respect develops when children work together...
0:52:18	NARRATOR	TITLE: SERVICE Students are eager to contribute to the community...
0:52:24	NARRATOR	TITLE: PARTICIPATION Everyone can be an integral part of the school...
0:52:29	NARRATOR	TITLE: LEADERSHIP Self-respect rows when students take on real responsibilities...

0:52:37	TITLE	COMMUNICATION RELEVANCE FLEXIBILITY COOPERATION PARTICIPATION SERVICE LEADERSHIP
0:52:51	NARRATOR	Providing real options for children, within a traditional system of education, is a challenge.
0:52:58	NARRATOR	The New Orleans Free School is a testament to the commitment of its founder and principal, Bob Ferris. [0:53:13] Since the 1960s, Ferris has kept his idealism alive, struggling for the right to create and carry out his vision. (Bob teaching female students to dance).
0:53:13	NARRATOR	Since the 1960s, Ferris has kept his idealism alive, struggling for the right to create and carry out his vision.
0:53:20	BOB FERRIS	We wanted to demonstrate that you could in fact, in a public school, do it differently and be very successful.
0:53:31	Narrator	Bob Ferris is especially proud of the school's choice program, which offers exciting extracurricular activities during the school day, along with the regular academic schedule. [0:53:42] Students sign up for an activity they'll attend each afternoon that week. [0:53:47] The choices range from photography, to sign language.(Teacher teaches sign language to students, and they end sing a song together).
0:54:07	Bob Ferris	What we're fighting for is, you know, not just to be different for different's sake, but it is to create a very distinctive, very unique program.

0:54:18	Narrator	<p>The District Office has been cautious in approving this approach.  [0:54:22] For example, Ferris was met with opposition when he chose not to give letter grades.  [0:54:27] However, the results have shown that a non-competitive environment is supportive of learning.  [0:54:35] Over the last ten years, students here usually score in the top 20% of the District.  [0:54:40] Administrators have begun to appreciate the value of programs like these.</p>
0:54:45	BILL THOMAS ASSISTANT SUPERINTENDANT	<p>As I assess myself personally, relative to alternative schools, I find that I have grown tremendously.  [0:54:52] It hasn't been easy.  [0:54:55] I guess it's through working with staff member who feel very committed.  [0:55:01] And I think I have to attribute much of my growth as an educator to those people, because they've opened my eyes and I found out that we don't always have to do the exact same things or teach the same way or have it at the same for boys and girls to learn.</p>
0:55:20	BOB FERRIS	<p>The real program development has to come at the school level.  [0:55:25] If we can move our school systems toward encouraging schools to really be unique or distinctive, you're going to heighten the commitment because it's something the people there are creating, and love and want to nurture.</p>