

WELCOME to...
Tools for Engagement #2



Tools for Maximum Engagement #2

- Introduction for #2
- States are the Key
- How to Change States
- Your Own State
- Peer Teach & Edit
- Nudges

Learning Suggestion...

If you completed DVD #1 within the last 14 days, move ahead to the next menu item, "States are the Key."

If this is your 1st "Tools" DVD program or you're ready for a quick review of prior points, the "Intro" is important.

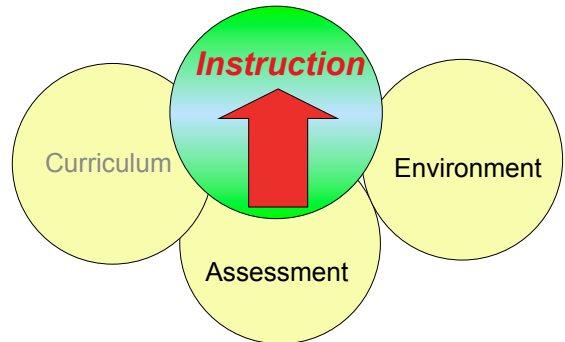
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More Good News...

1. To be an engaging teacher (or trainer) does NOT mean you must be an entertainer.
2. Most teachers either work too hard, or... they fail to engage everyone.
3. Become even more efficient; work much smarter, but not harder.
4. You can enjoy learning more, reduce burnout, and have more success.
5. Everything shown can be used by you with just a little practice.

Possibilities for Engagement



The Secret is...

Just a few big things. ...
and dozens of little things.
Start noticing little things
like timing, word choice,
what was done before and
after the activity, too.
Most of what works is
invisible to the untrained
eye and ear. *Let's now
learn the little things.*



Pause and Debrief

Build Up Your Own “Toolbox” of Ways to Keep Students Involved

For example, come up with a list of 5+ ways you can have students select (they like choice) someone in their group to initiate an activity.

In this example, we used the selection criteria of “longest hair.”

Instead of you reading from a list to the class, now your groups can simply count off and each student can read to all others to engage.

Using Emotional “Markers” Reduces Re-teaching Time



Your student's brain will either “mark” newly acquired information as “worth saving” or “let it go” and fail to make long term consolidation and encoding. When students fail to encode, they forget.

You are the primary determiner of how much re-teaching is needed.

Emotional Punctuation Affirms!

- Take a moment and reflect on the power of emotional punctuation. When kids feel good, they work harder and longer at school. Plus, they feel better about their work and remember it longer. How's that for positivity?
- Name 3 ways to trigger affirming emotions:

What is “Engagement”?

It is active participation, by choice, in a cognitive, physical, emotional way.

*It requires all of the **ABCDE's!***

1. Att_____ (look & listen)
2. Bu__ __ (emotionally sold)
3. Cho_____ (willingness to do)
4. Decis_____ made (mind active)
5. Empowered actions (b_____ in motion)

What Did You Just Learn About Engaging Students from the Examples?



TRANSFER TIME: What can you modify to use?

Browse Your Workbook



Quick List for “Buy-In”

Engagement at Many Levels

- Engage phy_____... to get students out of a negative state
- Engage em _____... to get them to care about the processes
- Engage co_____... to move them to more complex thinking
- Or, any combination of above!

Practice Time

- Yes, you're familiar with this activity, so that's a good thing.
- Now we want to practice this *until you're superb at doing it, so take this seriously.*
- When your confidence is strong, you're more willing to continue it in class.
- If you're *already* an expert at it, show the others **HOW IT'S DONE!**

Upcoming...A Bit of Reflection and Debriefing (but why?)

- ✓ Learning can add to your "Toolbox" but... only if it's **made personal**.
- ✓ It takes **explicit** thinking to process an idea for relevancy, modifiability and transfer.
- ✓ Each DVD segment will give you "prompts" to debrief and help maximize your viewing time plus offer the **greatest return** on your time.



TRANSFER TIME: What can you modify to use?

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The
BIG
IDEA is



“STATES”

are a Key to Engagement!

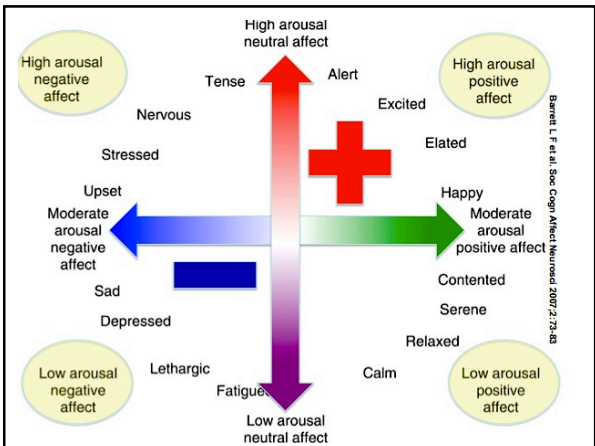
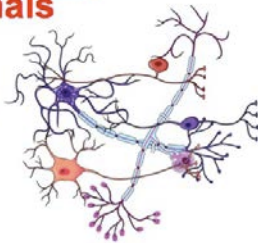
The Power of States

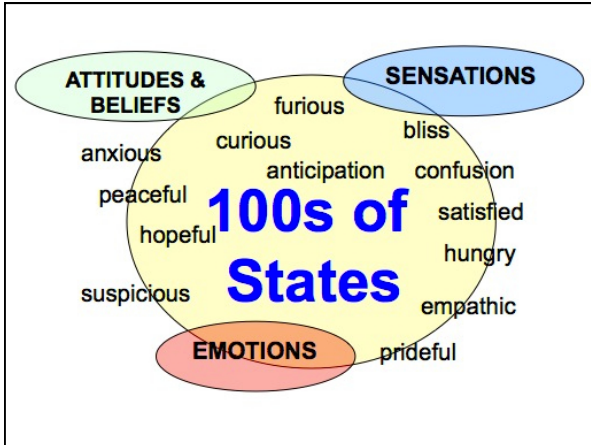
- States are a micro-slice of one’s life
- States influence our lives
- States are the single most accessible “window” to student and adult behavior
- When you influence another’s state, you can influence attitudes, actions, learning and behaviors.
- It’s THAT important

What are “States?”

Bodily responses created by:

- temporary **aggregate of neural signals**
- corresponding **chemical signature**





States Include the following:

1. Emotions (j_____, an_____, s_____ etc.)
2. Bodily sensations (i_____, h_____, a_____, etc.)
3. Metabolic energy states (cal_____, hy_____, etc.)
4. Default state _____
5. Triggered states _____



How the Brain's Response Systems Work

1. All behaviors are dependent on the s_____ that one is in.
2. The path to engagement is through r_____ and m_____ states.

- Anticipation/Curiosity • Frustration
 - Confusion • Apathy/Boredom
 - Self-Convincer/Pride • Fear/Distress
- Green = positive states Red = states of high concern

Why are States So Critical?

Brains Can Learn Under Extreme Conditions...

But **Complex Learning** Requires Background Knowledge, Working Memory, Processing Skills, Long-term Retrieval and Risk-Taking.

These all Require Positive Learning States.



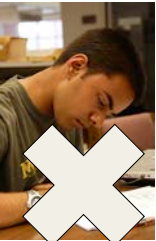
Focus on Where You Have the Greatest Influence

Personality

IQ

Character

States!



Simple, but Profound

When we are depressed, we do only the things that those with depression usually do.

When we are tired, we don't feel like doing things which require high energy.

When we are optimistic, we often say "Yes" to requests and take on more than usual.

When we are grumpy, we treat others differently than when we are feeling good.

Our state effects our behaviors!

States

1. States usually last for s_____ or minutes; moods last for hours or days.
2. We experience 100s of s_____ every day.

Make it a
Priority to
Manage
Student
Hungry
States for
Ideal
Directions



Pay Extra Attention to the States
Your Students are In; Then Decide...

Open vs C _____

External vs. I _____

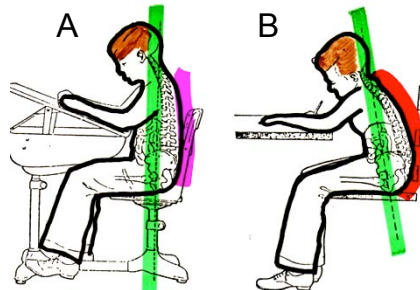
High Energy vs. L___ Energy

Cooperative vs. In _____

Satisfied vs. H _____



Which Student Might Be In
a Better State for Learning?



Qualities of States

1. States usually “run a course” and one state will often | ____ to another state.
2. States are self-_____; the longer you’re in a state, the more comfortable it becomes.
3. Your students range from being very fl_____ to very inflexible with changing states; that’s typical.

Importance of Accurate, Fast Readings of Emotional States



A frustrated student, if ignored by a teacher, will likely either...

- 1) **detach** and become apathetic or,
 - 2) **intensify** and get angry.
- Teachers who “missed the cue” for frustration end up dealing with the next (usually worse) state.

Which do you want?

Why States Matter?

- Behavior is highly dependent on the state one is in.
- **More states impair learning than help it.**
- States that are great for learning include the following: _anticipation _____, cur _____ and _____
- **Optimal learning states are hun_____ ones**

Can you guess these states?



How to Develop Savvy in Reading Emotional States

- 1) **Watch 1 min. of TV or movies** with the sound muted. Figure out the conversations and plot. Then check out your assumptions.
- 2) **Decide what state** another is in. Check out your assumption. "How did you feel when I said...?"

There's No Such Thing as an Unmotivated Student...Only **Students in Unmotivated States!**



OLD: Kids have "behaviors" (i.e. character)
NEW: Behaviors are not what we "have" but rather what "emerges" through the interactions of the person and context.

At your school, the context, the environment matters far more than you may believe it does.
 There are four domains:



Photo: U. S. & Richard W. for Primary State, Openness, Honesty, U. S. & Shaver, B. E. L. Change, Openness to Change, University of Chicago Press.

- Academic
- Social
- Physical
- Cultural

Review on States

1. States are composed of what? _____ and _____.
2. States last for _____; moods can last for _____.
3. States include the 6 hard-wired st _____ of fear, joy, surprise, disgust, sadness and an _____.
4. States typically (but not always) _____ to other states.
5. All behaviors are _____ dependent.

6. No such thing as unmotivated _____, only learners in _____ states.
7. More states are _____ to learning than are supportive.
8. What we learn gets linked and bound to the _____ we learned it in.
9. All meaning-making is _____ dependent.
10. All memories are _____-dependent.

States are the Key

Reflection and Debrief

Why was this topic selected? Take a moment solo (or with a partner to answer)

- ✓ Define states: what do they include (or not include?)
- ✓ Why are reading and managing states so critical to teachers?
- ✓ Name 3 optimal learning states
- ✓ No such things as unmotivated _____, only students in _____ states.



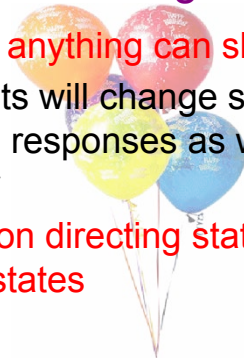
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How to Change States

- **Almost anything can shift a state**
- Students will change states with “cued” responses as well as to novelty
- **Focus on directing states to your target states**



Strategies to Change States

To Change the Behavior, First Change the State

One "pool" contains
only our more
Silly, wild crazy
behaviors



A different
"pool" contains only
our more serious, intellectual
thoughtful behaviors



Changes of State Might Be...



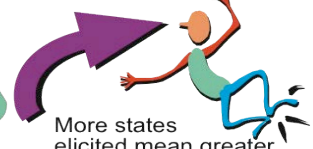
from apathy to curiosity,
high to low energy or
anger to forgiveness.

- These may not include any active outward engagement
- But they can "set up" better future states

Frequent State Changes Uncouple Learner's Default State Rigidity



Extended
Stuck states
Become Self-
Reinforcing



More states
elicited mean greater
learner flexibility and far
fewer stuck states

All Behaviors are State Dependent

- To get the behavior you want, first *notice what state they're already in.*
- Then ask yourself *if they're in a state* that would allow them to say, "Yes."
- If not, change their state to a more receptive state *before* asking them for the eventual behavior you want.



Open or Closed State?

In closed states, behaviors are predictable; it's usually "No way" or "Whatever." To get a more positive response, shift the state first. Always think... "*Better states get better results!*"



State Changes Might Be Just What is Needed to SET UP Students for Learning.

EXAMPLE: Stomp, stomp, *pound, pound* creates a "state of anticipation"

HOW ELSE CAN YOU SHIFT STATES?

Engage with Frequent *State Changes* Twice as Much

The more often you keep students in engaged states, the easier it is to engage them the next time.

They simply won't get lethargic. Engage your students 2X as much as you thought you should. More engaged, better learning.



Insight!

- All engagement strategies will, by their very nature, involve a change of state.



“If I only had a brain
(like yours!)”

- But, not all changes of state will necessarily engage students!
- “How about an example?”

State Change or Engager? (S or E)

“Take in a slow, deep breath...hold it...and now slowly...let it out.”

“Please angle your chair to face others so you’ve got a group of four.”

“Let’s vote. How many of you think option #1 is most plausible? Raise your hand.”

State Change or Engager?

- “Write this down, even if it’s the only thing you write down all day.”
- “Look on your neighbor’s paper. If the assignment’s written correctly, say, “Great detail work!” ”
- “Count off by tables starting here. All at this table say, ‘This is table #1, where is table #2?’ etc...”

State Changes *Might Not* Engage Students in Learning.

They *Might Simply Be* a Change

state changes you have you noticed
(e.g. “Take in a deep breath and...”)



How the Brain's Response Systems Work

1. The longer anyone is in any state, the more stable that state becomes.
2. Your state is as important as (or more important than) the student's state.

Which States Do You Foster?



Exceptions to the Rules

Sometimes a student needs to be left alone. [This is an exception](#), not a rule. Know your students well enough so that you can make the exception occasionally. This means you'll talk to the student beforehand. [Check in again](#) at the end of the class to see if there's anything you can do.



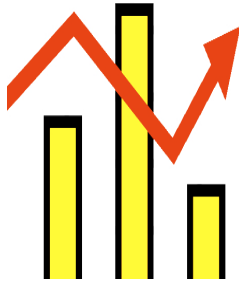
Strategies (for slow responders)

- Build relationship
- Discover their areas of interest and expertise
- Engage a variety of peer pressure tools
- Use micro state changes
- Never, ever give up hope of reaching them; as soon as you give up, they do, too.



Frequent **Micro State Changes** That Constantly Engage

The more often you keep students in engaged states, the easier it is to engage them the next time. They simply won't get lethargic. Here are some simple examples...



To Succeed with ALL Students, **Learn to Teach and Manage Emotional States**



Toolbox for Engagement Strategies that Change States (Brainstorm)



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A very, very

**BIG
IDEA**

(your own state matters)

The Most Important
State in the Room Is...



Your own state! Students respond to
the state you're in constantly.

The "Transmission of Affect"

As one enters the company of others, there's an instant sociological and neurological effect. We process the presence of facial expressions, auditory signals, visual messages, pheromones, threats and affiliations, which in turn, affects ourselves.



Brennan, T (2004) The Transmission of Affect

Mirror Neurons Are the Amazing Source of Imitative Learning



Imitative Behaviors



Your Own State

Movement **Plan lessons well**
Relaxation **Yoga**
Less lecture, more student activities
Exercise **Good nutrition**
New Professional development skills
Hydration **Enough sleep**
Snacks/munchies **Music you like**
Dress right (plus good fitting shoes!)

**Engage
Students
with
Enthusiasm
and
Confidence!**

Managing Student States

Take on the role of proactively managing your student's states. Your students will learn more and misbehave less. The feeling of having more control over your day lowers your own stress. **Now, let's grab some strategies!**



Engagement
is...



Attitude

+

Strategy



Why
States?

*Managing
states is the key
to engagement.
Now for the keys to
your success...*



1. Why do you think the last very **BIG IDEA** was all about states?
2. Reflect on how this concept applies to your **own work**.
3. Share an example of how this applies in **your personal life**.



Toolbox for Engagement States

Your Own State Matters

Reflection and Debrief

Do your students notice your own state? If so, in what ways are you aware of your own state? Go ahead and answer these...

- ✓ What defines and alters your own state?
- ✓ How does your state influence your student's state?
- ✓ In what 5 ways can you regulate (in a positive way) your own state?



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Template Name: *Peer Teach (and Edit)*

Category: Cognitive enhancer

Description: Partner and small group processes to build or review content understanding and memory

Examples: Expert interviews

Peer Teach Variations

- ✓ expert interviews _____
- ✓ teach (as if) to 5-year old _____
- ✓ jigsaw _____
- ✓ catch-up & mustard _____
- ✓ drawing for Qs on 3x5 card _____
- ✓ pro/con standing debate _____
- ✓ compare & contrast _____

Peer Edit Variations

- ✓ students in circle or cooperative group will pass work to the right and each makes comments, then passes the work again until all finished.
- ✓ gallery walk with half students standing at their work, while others walk and comment
- ✓ filling potholes: leave out unfinished Qs at your desk. All students grab pen and walk around the room and fill in any gaps they can.
- ✓ _____
- ✓ _____

Peer Teach and Edit

- We all know the value of peer teaching. But do you know what HUGE variety is possible? Discuss the following:
 - ✓ What are 3 different class strategies for peer teaching?
 - ✓ What are “expert interviews” and “pro/con debates”?
 - ✓ In what ways can you use more peer teaching?



TRANSFER TIME: How can you modify and use this?

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Template Name: “Nudges”

Category: Accountability boosters

Description: Simple, small, direct “nudges” to move things along. Never a big deal.

Examples: “Turn to your partner and if they have not yet completed part one, raise your hand.”

NOTE: They keep students “in the game.”

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What's the Difference?

- “Social prompts” help strengthen the social climate through affiliation, fun and status.
- “Nudges” forward your academic and behavioral climate through micro actions that facilitate the next step in a process.

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Nudges May Be, “If Thens”

- “Take in a slow deep breath. Good, now, **if** you're ready to move on, let it out.”
- “Please grab a pen and write this one thing down, even **if** there's no ink in your pen.”
- “Look on your neighbor's paper and **if** there's no name written down, wake him (or her) up.”
- (Students standing) “**If** you're ready to learn something new, have a seat.”

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Constantly “Nudge” Students

- “Write this down, even **if** it's the only thing you write down all day.”
- “**If** your team has not yet collected all the evals, turn to your teammates and say, ‘Let's do it!’ ”
- “ Look on your neighbor's paper. **If** the assignment's written correctly, say, ‘Excellent!’ If not, get him (or her) going.”
- “Take in a slow, deep breath...hold it... and **if** you are ready to start...let it out.”



Notice the nudges...

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“Turn to” Example... Decide: “OK” or “Not OK”

EXAMPLE: Teacher (or trainer) asks group members to make an estimate within their team of how something might turn out. When they finish the facilitator does a “turn to” like this: “Now tell your neighbor, “You are so smart!”

YOUR JUDGMENT:

IF YOU WOULD DO IT DIFFERENTLY, HOW?

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Word to the Wise

“Nudges” must be done thoughtfully. If not, they’ll be perceived as manipulative and students will simply refuse to do them. The key ingredient is simple: “Is the ‘nudge’ something that already makes sense to the learner?”

If it is not relevant, coherent or if it’s lacking “buy-in” from the students, it won’t work. In short, this requires that you are “with the group” at all times. Be inside their heads and simply “nudge” things along when they are already halfway there. Then, they work!

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Let’s brainstorm!

Strategies

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Nudges as a Template

We all need nudges every now and then. Here, we get purposeful about them. Go ahead and discuss the following:



- ✓ Why use nudges?
- ✓ What is an “if then” nudge?
- ✓ Can a nudge be a bad idea? Give examples of pros & cons.
- ✓ The key ingredient? The nudge is something that feels right to the learner.



TRANSFER TIME: How can you apply this?

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Now...Make the "Magic" Happen in Your Teaching, Again and Again

- Take just 1-2 ideas from this DVD and implement them with passion and rigor.
- **Student engagement is a priceless teaching skill.**
- What new 1-2 new skills will you develop? Tell your neighbor now, then complete the next slide.



Which are Your 1-2 Favorites?

When & How Will You Implement?
