

WELCOME to...Power Session #3
Tools for Engagement



Tools for Maximum Engagement #3

- **Templates, Not Just Strategies**
- **Progress on Walks**
- **Arts in Action**
- **3 X 3**
- **Active Listening Responses**
- **Scavenger Hunts**
- **Music Matters**



A very, very

BIG
IDEA

(templates matter more than strategies)

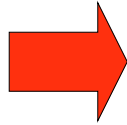
STOP
Using
random
strategies
and start
using
templates.

"It would be best
to do as I say."

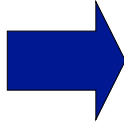


Which is Better to Know...a Template OR Strategy?

✓ A Strategy is a
“One trick pony”

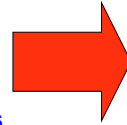


✓ A Template is a
formula for
generating all the
strategies you
could ever want.

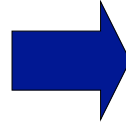


Template OR Strategy?

✓ A Strategy gets old.
Students think of
“same old” stuff.

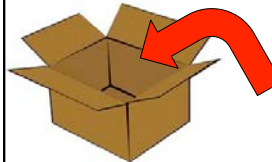


✓ A Template provides
novelty. Teachers
engage with novelty,
keeping students
energetic.



“Template vs. Strategy?”

- ✓ A Strategy is **narrow**
Turn to your neighbor and say,
“Great job.”
- ✓ A Template is **broad**
Example: Teacher-directed
social prompts
Each template includes *at least*
10+ strategies that will last you
for years.



Templates
are the box to
put selected
strategies in

strategy
strategy
strategy
strategy
strategy
strategy
strategy
strategy



“Better to be
good at 10
templates than
to have 100
random
strategies.”

Quiz: Templates, Strategy or Neither

1. "Give your neighbor a Hi-5" (S,T or N?)
2. **Formative Assessment** (S,T or N?)
3. Doing mind maps (S,T or N?)
4. **Role-plays** (S,T or N?)
5. Team cheers (S,T or N?)
6. **Student-led reviews** (S,T or N?)
7. Cooperative learning (S,T or N?)
8. **Hand signal for students to quiet** (S,T or N?)



Strategies
have "specific use"
features *guided by a goal for the moment.*



Templates
are defined by the underlying *process*.
They are the "**Box**"
for the strategies.



Novice Teachers
are always looking for "the next hot strategy."



Effective Teachers
modify their templates
and tweak their class culture.



"Follow the Leader" Template Ideas

Energizer, Tour Guide, Scavenger Hunt, etc.



To "Lock-in" the Learning, Create a Visual (simple drawing) of the "Templates, not Strategies Concept" in the Space Below:

Templates (not strategies)

Reflection and Debrief

Templates are a way to think about classroom engagement. Take a moment solo (or with a partner) to discuss the following:

- ✓ Define "Template" and contrast it with a classroom strategy
- ✓ Templates are the _____ that the strategies fit into.
- ✓ What do you see as the value (if any) of thinking about engagement this way?



TRANSFER TIME: What can you modify to use?

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Template Name: *Progress on Walks*

Category: Partner walks for movement, cognitive or social time

Description: Students get 3-5 minute walk indoors or out with specific verbal task

Examples: GNL, dream and scheme, dump and dig out, meet a new person (ask pre-set Qs)

Use a Cognitive Re-focuser After a Walk or Energizer

- Students return to their seats and remain standing
- Begin with an activity that unites the mind and body for with a calming effect: 3-4 slow inhales and exhales.
- Use a calm voice and stay focused
- Then ask students to verbally refocus by telling their neighbor the upcoming task and their goal.
- Say to students, "Now, when you're ready to learn, have a seat." Now everyone's ready. ☺

Template for "Progress on Walks"

1. Plan it first: the purpose and the steps
2. Get your music ready
3. Get buy-in (this is usually easy!)
4. Short, simple directions (easy to recall)
5. Activity itself
6. Emotional punctuation when over
7. Return to seat transition activity

4-Minute GNL Walk

- ✓ Go with someone you don't know well
- ✓ Keep moving--no stops or standing
- ✓ Enjoy--back in 4 min.

Variations on the "GNL" Activity

CHANGE THE **CONTENT** OF THE Q:

CHANGE THE COMMUNICATION **METHOD**:

CHANGE THE **SOCIAL** STRUCTURE:

OTHER:

A Reflection and Dialog About Today



Begin by completing the sentence,

“Will I...”

(learn, enjoy, discuss, or change my behaviors)

during and/or after today’s session?”

1. Gratitude:

What am I most grateful for in my life?



2. Optimism:

What am I most looking forward to?



Ideas for Students to Share: Ensure Each are Grade-Level Appropriate

- ✓ What am I most grateful for
- ✓ Who is my best friend and why?
- ✓ What’s something I learned?
- ✓ Who have I helped lately and how did I feel about it?
- ✓ What is something I am proud of?
- ✓ Who do I care about the most and why?
- ✓ What is my biggest dream about the future?
- ✓ Which is more important to me: to be honest or happy? Why?

Examples of Content Ideas

G-N-L: Share “What am I **Grateful for**, what have I **Newly** learned and what I am **Looking** forward to...”

Dream and scheme: Share a big **dream** and then **scheme** with your partner how to reach the dream.

Dump and dig out: **Dump** your frustrations or negative thoughts, then **dig** yourself out with a self-talk or “pep talk” to build your morale and confidence.

Why Go For Walks?



- Many students will talk more while walking than seated
- It gives students a chance to socialize and bond
- Many students get restless from too much sitting
- Memory improves while walking
- Walking releases useful brain chemicals for learning

Schaefer, S., Lovden, M., Wieckhorst, B., & Lindenberger, U. (2010). Cognitive performance is improved while walking: Differences in cognitive-sensorimotor couplings between children and young adults.

Brainstorm Strategies

Guidelines for Your Strategies Within Templates

A is for Application: How will you use the activity? _____

B is for boundaries: What will shape and define the activity? _____

C is for content: What will students learn or do (e.g. a skill)? _____

Progress on Walks Template

Take time to discuss the following:

- ✓ What's the strategic advantage of having kids talking while walking?
- ✓ Name at least 3 examples of how you could use this activity.
- ✓ How could you reduce the risks of non-compliance, boredom, picking partners or noisy chaos?
- ✓ In what ways could you modify the strategies (e.g. location, content and music) to gain more variations?



TRANSFER TIME: What can you modify to use?

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Template Name: *AIA: Arts in Action*

Category: Use of arts to activate learning

Description: Students may use visual, kinesthetic or musical arts to show, highlight or satirize a concept. Do short commercial to “sell us” on the idea. Demo X and Y axis or angles.

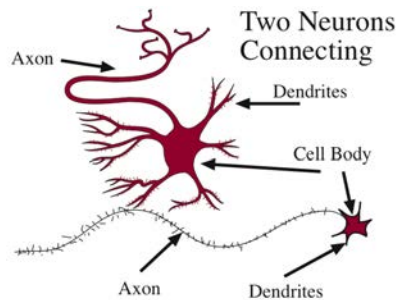
Examples: Acting out, using body to demo (neurons) or the whole world on your body

The Power of the Body to Demonstrate Content/Process

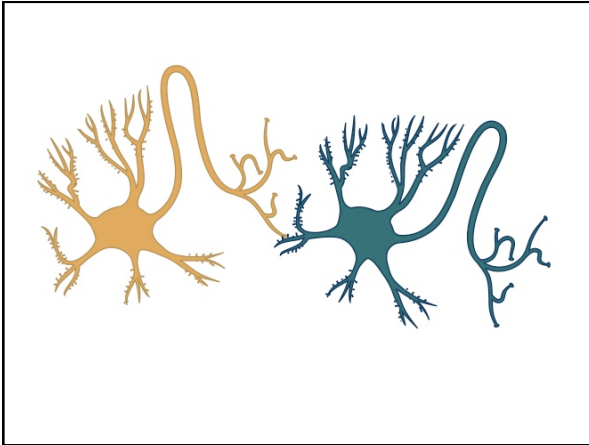


Make an assumption they really didn't get the content or the meaning right. Give students a chance to get it in their body, kinesthetically.

- ✓ Science
- ✓ Math
- ✓ Language Arts



Here's the visual of the concept.
Can you understand the basics of this drawing?



Kinesthetic Math Works 3X Better: Use Gestures!



(Cook, SW, et al., 2007)

Kids asked to physically gesture their math problems are nearly **three times** more likely than non-gesturers to remember what they've learned. In the study, **90% of students** who had learned algebraic concepts using gestures remembered them 3 weeks later vs. 33% of speech-only students. And 90% of students who had learned by gesture alone **with NO speech** at all recalled what they'd been taught.

Write With Your Body

- Make it memorable.
- Pick a key word for the day. ("**States**")
- Students write it in the air with their body.
- Music can help make it more fun.



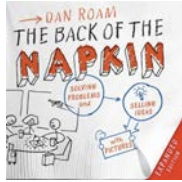
Processing the Insight by "Drawing a Conclusion"



- Please grab a piece of paper and something to write with
- Get ready for the directions...

Instead of Think-Pair-Share, Use Think-Pair-Draw 'n Share

- When students have to illustrate their conversation, they think harder, more clearly and have to discover the essence of their point.



- Simple stick-figure drawings force the brain to focus on the most essential features of the conversation. Students are often far more engaged.

Kinesthetic Arts

acting, dramatic showcase,
mime, charades, dance

Visual Arts

Make a movie, mind maps,
draw, animate, PPTs

Musical Arts

use instruments, soundtracks,
iPods, song, chants

“Arts in Action” is a Template

Take a moment solo (or with a partner) to discuss the following:

- ✓ To do kinesthetic math, you'd be pretty active; give examples of it.
- ✓ Suggest how you could use gesturing for other subjects
- ✓ How could you modify and use the think-pair-draw-share model?



TRANSFER TIME: How can you apply this?

Tools for Maximum Engagement #3

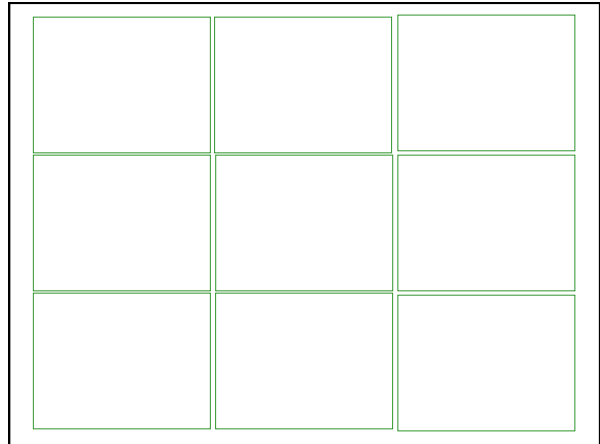
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Template Name:
3 by 3

Category: Cognitive or social strengthener

Description: A grid of nine squares (3 x 3) is used as template. Students respond to what's asked for and put it in the boxes.

Example: Teacher uses it for pre-test or mid-unit assessment with Qs to gather info about other students. Or, use for processing in-depth a concept or unit. Use to create 9 (not 6 hats), of understanding.



How is a template different from a strategy?	What have you learned so far that is practical?	Describe what states are and why should we care?
How are state changes different from engagement?	FREE	Engagement strategies can all go into a box called...?
Name 3 ways to change a student's state	What has been your big "aha" or insight today?	Why use arts to support learning How can you do it?

Let's brainstorm!

Strategies

Templates: Use a 3 X 3 Fill-in

This template can be used many ways! Take a moment and answer the following questions:

- ✓ Why might this template be so engaging?
- ✓ Can you describe at least 3 variations on besides just fill in the blanks while seated?
- ✓ Which subject could you use this for? In what ways could you adopt this for yourself?
- ✓ How might you get kids involved in creating or adapting this activity for more uses?



TRANSFER TIME: How can you apply this?

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Template Name:

ALR – Active Listening Responses

Category: Content-driven mind-body activators

Description: Text, song or story is delivered. Students respond verbally or physically to key words. This strengthens comprehension by learning the word meanings in context.

Examples: Scripts with key vocabulary words, Tony Chestnut (songs), stories read with active words like L-R (teacher or student-written stories).

Today's Review from Our 5 BIG IDEAS: Memory Cues

Templates rule! ---make the T shape
States – repeat word & make a state
Culture matters! – “stand up w/ “C”
My own state matters – point to self
Drivers – hands on wheel- say “go”

now... a volunteer please

It's time for new learning!

The classroom **culture** will always play a huge part in whether all these ideas work. If I don't like the **states** my students are in, it's time for a change. While the student **states** will always be important, there's something else. My **own state** is always more important than any other in the room. Knowing what motivates my students, the **drivers**, will help me get better results. I've learned that it's better to have 10 quality **templates** than 100 random strategies. When I combine **states, templates, and the drivers** in a positive class **culture, I can expect miracles.**

Middle School Science Class:

Serotonin - "Ahh-hhh" ... arms out

Dopamine - "Yahoo" ... celebration

Cortisol - "Uh-Oh" ... hand to mouth

Oxytocin - "Trust me" ... arms spread

Adrenaline - "Yikes" ... hands up

Testosterone - "Grrr-rr" hands in circle
now... a volunteer please

Middle School Science Class:

Serotonin - "A___" ... ar___ out

Dopamine - "Y___" ... celebration

Cortisol - "Uh-___" ... hand to mouth

Oxytocin - "T___ me" ... arms spread

Adrenaline - "Y___" ... hands up

Testosterone - "G___" hands in circle
now... a volunteer please

Kate is a 5th grade teacher who just had her first child so she's high on **oxytocin**. But leaving her newborn with the sitter is stressful and she feels the **cortisol**. On the way to work, she was late and going a little too fast, and now, the **adrenaline**. Then she saw a flashing red light in her rear view mirror. The cop pulls her over and **cortisol** jumps again. But after he explained it was only for an expired license tag, she gets off with a warning. Wow, her **cortisol** dropped and **dopamine** jumped up. Once at school, she joined her colleagues at a staff meeting. She likes other staff and that raises her **serotonin**. But now it's time for class and her **dopamine** goes up again. After a long day, she's stressed, it's the **cortisol**! Now she is looking forward to an **oxytocin**-boost from cuddling her son.

For K-2 Students

Readiness state? Everyone stand. This is a story about Mr. and Mrs. Wright.

Please raise your right hand.

When I say “Right,” everyone takes a step to the right. When I say “Left” everyone takes a step to the left. When you hear the word that sounds like “right”, take one step to the right. If you hear the word “left” take one step to the left.

Now if I say, “Left” what do you do?”

One evening, Mrs. **WRIGHT** called from the kitchen, “Oh, no, there is no flour **LEFT**! Honey, can you go **RIGHT** to the store?” Mr. **WRIGHT** replies, “We have some on the top shelf, on your **LEFT**.” Then Mrs. **WRIGHT** said, “No, it’s not there. I **LEFT** it off the grocery list. It will only take a couple of minutes for you to get some at the store. Be sure to come **RIGHT** back” begged Mrs. **WRIGHT** as her husband **LEFT** the house. Mr. **WRIGHT** arrived and asked the clerk where he could find the flour. The clerk pointed and said, “Go to Aisle 4 and turn **LEFT**, it’s on your **RIGHT** side.” After his purchase, **LEFT** the store but later realized he also **LEFT** his credit card **RIGHT** on the counter. Guess he forgot to use his **LEFT** brain back at the store!

Action Scripts are content embedded with engagement. They use “key” words to activate the learner. The key words can signify a sound, gesture, posture, or emotion. These scripts allow learners to become far more interested, engaged, and motivated. The content is learned more easily and with more fun.

Action Scripts



How to Use *Action Scripts*

1. Identify key concepts, processes or vocabulary.
2. Locate content: use text copy, internet, student or custom-created by you.
3. Identify 3 – 7 core “trigger” words within the text.
4. Create an action guide telling students how to respond.
5. You (or students) read text out loud.

IDEAS:

The “Active Listening Template

This is a way to turn any content in a responsive activity using either sounds and actions. Discuss the following:

- ✓ Define what was the defining, essential action in this template.
- ✓ What was the strategy used in the example with the brain chemicals?
- ✓ What is an “action script” and how does it engage students?



TRANSFER TIME: How can you apply this?

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Template Name: *Scavenger Hunts*

Category: Cognitive, Social or Physical “hunt” for objects or persons

Description: Teacher (or students) sets targets and students “collect” them

Examples: “Find and touch things in the room that start with the letter ____.” Or, “Locate 3 persons with a birthday in the same month of year.” Or, “Find your handouts and pass them to others on your team.”

Typical Parameters

1. Takes 5 minutes or less (deadlines)
2. **Some freedom/choice to task**
3. Locate & touch/interact w/ things or people
4. **Can be for people, a process or content**
5. Framing is especially helpful
6. **Music can play a big role**
7. Can work for language arts, science, math, ELL, staff development, or any topic

Touch in 90" or less...

- 5 different pieces of metal
- 4 different pieces of wood
- 3 different pieces of glass
- 2 different pieces of plastic
- 1 piece of paper

Scavenger Hunt Options

Getting to know others _____
Weather _____
Sounds/letters _____
Science _____
Language arts _____
Geography _____
Reading _____
History _____
Math _____

The Template is "Scavenger Hunts"

Take a moment solo (or with a partner) to explore the following:

- ✓ Why use this template?
What's the point of it?
- ✓ Name several ground rules for it
- ✓ What kinds of content can you embed in a scavenger hunt?



 **TRANSFER TIME:** What can you modify to use?

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(music matters)

Music Can Help Each Engagement Strategy

1. **States** – Music can manage states
2. **Memories** – Triggers stored memories and can help make new ones
3. **Behaviors** – can influence our student's behaviors

P.S. Pretty good list, isn't it?

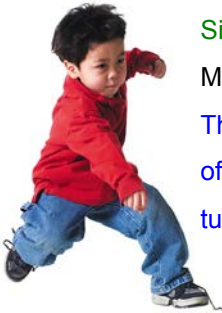
Build Dual Playlists

FUNCTION ↔ **TYPE of MUSIC**

These playlists are based on when you would use the music. For example I have playlists called: Return to Seat, Stretch, Energizers with Instrumental, Celebration, etc.

This group of playlists helps you find the music by the generation and style. For example, I have playlists from the 80's and 90's as well smooth jazz, R & B, baroque, rock classics, etc.

Music Idea for Stretch break...
"Yes, Walk This Way!"



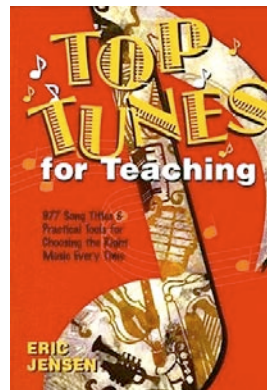
Simple state-change activity.
 Music begins, students walk.
 Their role is to adapt the style
 of walk to respond to the 5-7
 tunes being played. Ready?



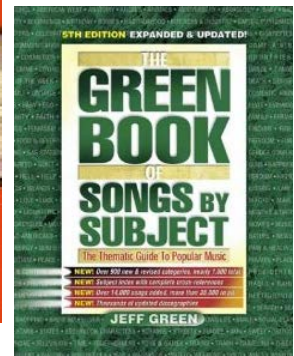
Just
 A Few
 Samples of
 "Head
 Back to
 Your Seat"
 Music

- Back 2 Where Started
 - Breaking Up Hard 2Do
 - Do It Again A Little Bit Slower
 - Eleanor Rigby lovely people
 - Getting Better
 - A Happy Days TV theme
 - I Second That Emotion
 - It Takes Two
-
- With A Little Help From My Fri...
 - Yogi Bear
 - You Are My Number One (Radi...
 - You Got What It Takes
 - You R a Star affirmation
 - You Talk Too Much
 - You've Got a Friend n Me
 - Zip-a-Dee-Doo-Dah
 - Zippy Doo Jam Instru

Do not buy the book; go to:
www.greenbookofsongs.com



Classroom Playlists



RIGHT MUSIC MOTIVATES...



WRONG MUSIC AGITATES.



www.jensenlearning.com

Use of Music for Engagement

Take a moment solo (or with a partner) to discuss the following:

- ✓ In what ways does music help make the class go better?
- ✓ Suggest 3 different ways you might use music?
- ✓ How do you (or can you) organize playlists better? Give an example...



TRANSFER TIME: What can you modify to use?

Tools #3: Share Your Favorites...

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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?
