WELCOME to…Power Session #4
Tools for Engagement

101 Cool Strategies

Tools for *Maximum* Engagement
Power Session #4

- Climate Counts
- Social Prompts
- Graphic Organizers
- Use Drivers to Engage
- Responsive Affirmations
- Class Jobs
- Energizers
- Think Choose Act
- Have an Attitude
- Closing

In this DVD, we continue to build up your "Toolbox." You'll want to have a wide variety of quality templates, frameworks, energizers and strategies. Our session today will complete the 4 sessions, adding additional strength to your practice.

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Slide 1

A Very

BIG

IDEA

Class Climate Matters

Slide 2

Classroom Climate is the Aggregate of How You…

- Create Positive affect
- Handle Q & A time
- Deal with Discipline
- Respond to Criticism
- Plan your Lessons
- React to Tardy students
- Inspire Students

Slide 3

Engagement NEVER Works in a Vacuum; the Class Climate Matters!

Slide 4

What Has to Be Present *FIRST* for the Magic to Work in Your Engagement Strategies?

SPECIAL INSIDER SECRETS

HARRY HOUDINI

My Magical & Practical Tools of Engagement

Successful Engagement is Based on The "Big 3"

1. **Respect**
   You show respect _____ _____ and they give it to you. You cannot _____ respect, *only earn it.*

2. **Relationship**
   Show _____ _____ about them first, *before* they'll _____ about you.

3. **Hope**
   You must never, ever give up on them; they'll sense it and ____ ____ on you, too.

How to Create the Foundation for Successful Engagement

1. I Show **Respect** How?
   _____

2. I Build **Relationships** How?
   _____

3. I Generate **Hope** How?
   _____

The 3-1 Ratio That Changes Lives

Use **3 positives** (smiles, affirmations, kudos, feedback, etc.) for every **1 negative** (error-correction, evil eye, discipline or admonishment). Every time a kid goes home with too few positives, it was not a good day.

"Positively wonderful! ... Offers surefire methods for transforming our lives from so-so to joyous."
—DANIEL GOLEMAN, author of *Emotional Intelligence*

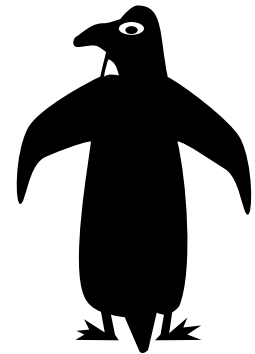**POSITIVITY**

Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life

BARBARA L. FREDRICKSON, Ph.D.

KENAN DISTINGUISHED PROFESSOR, UNC–CHAPEL HILL, AWARD-WINNING DIRECTOR OF THE PEP LAB

Introductions

- Timekeeper
- Introduce yourself in 59"
- Name
- Home town?
- Family?
- Job title
- Why here?

Climate Counts

What was accomplished in this brief segment? Take a moment to answer each of these below:

✓ Do you agree with the power of respect hope and relationships? Why?
✓ What is meant by "Engagement never works in a vacuum?"
✓ What are your own measures or indicators of a positive class climate?

TRANSFER TIME: What can you modify to use?

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Template Name:
Social Prompts

Category: Social engagers or activators

Description: Discover, identify or affirm others while forwarding the class action

Examples: "Before you have a seat, please thank your neighbor." Or, "Identify the person in your group who you think has the most fun on the weekends."

NOTE: *Social prompts promote inclusion and build relationships.*

Social Prompts

• Help people feel part of a group

• Support greater camaraderie

• Help others feel noticed

• Boost feelings of others

Also a form of "redirect"

Examples of Social Prompts

1. Who has laughed the most
2. Quick draw (hands behind back; 'draw'; whomever 'draws' highest # is it)
3. Shortest (or longest) 1st name
4. Tallest
5. Most organized each day
6. Wearing most # of, or most varied colors
7. Has the curliest, waviest, or longest hair
8. Who has taken the most notes

Engage with Shifts and Novelty in Social Structures

- Work in assigned teams
- Jigsaw for new content
- Engage class experts
- Draw #s for partners
- Split class, 1/2 goes with other teacher
- Work with study buddy

Vary Social Structures for State Changes

- Individual

  _____

- Partner (temp or semi-permanent)

  _____

- Team (or temp ad hoc groups)

  _____

- Whole Group

  _____

Best Social Prompt?

1. It's the one that students might have thought of saying, but they can't, didn't or won't.
2. Any social prompt that students think is risky, stupid or a waste or time, won't work.
3. Be quick, make it fun and safe. "Look on your neighbor's paper and **if** they haven't put their name down yet, wake them up."

"Select (or choose) the One…

1. Who has taken the most detailed notes
2. Who has the neatest desk area
3. Who probably has the most fun on weekends
4. Who is most likely to become famous some day
5. Sitting closest to door (window, exit sign, etc.)
6. Who is the best listener
7. Who is most likely to play a college sport

Social Prompts Template

After ages 6-8, the social world gains importance to kids. Go ahead and discuss the following:

✓ Explain the specific characteristics of social prompts.
✓ Why and when would you use them?
✓ Name 3 examples of social prompts and the circumstances for using them…

TRANSFER TIME: What can you modify to use?

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Slide 1

Template Name:
Graphic Organizers

Category: Cognitive skill builder

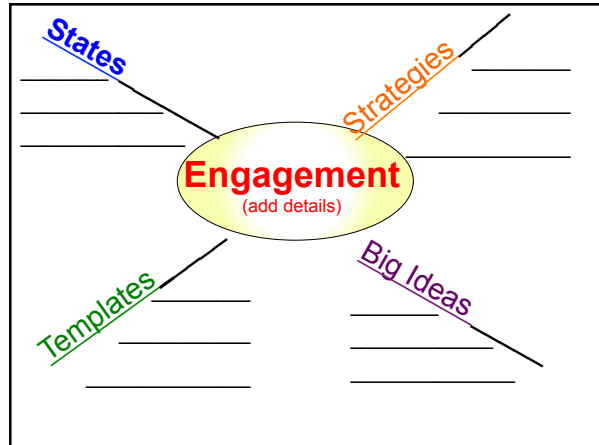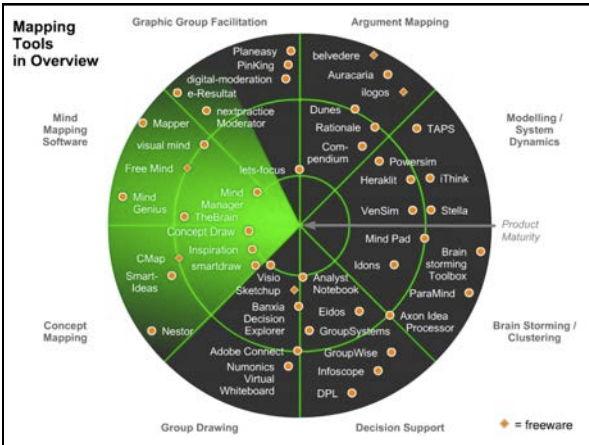Description: Provide skeleton or final samples. Students build variety over time to discover favorite.

Examples: Students begin each day with "skeleton mind map" of the day's content. They fill it in as the class progresses. Use for pre, post, group work and active learning.

Slide 2

CONCEPT:

1) gather relevant data

2) organize into something meaningful

Slide 3

Mapping Tools in Overview

Slide 4

States

Strategies

Engagement
(add details)

Templates

Big Ideas

Initial Idea Map

Graphic Organizers

Take time to discuss the following:

- ✓ When are the best opportunities for using graphic organizers?
- ✓ What are 2-3 benefits and also drawbacks for using graphic organizers?
- ✓ Give an example of how you may have used them before and if you have new variations now
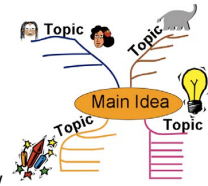
↩ **TRANSFER TIME:** What can you modify to use?

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BIG IDEA…
(use the "drivers" to reach big goals)

"Drivers" Are Age Dependent and Explain Partly Why We Do Things

- Relationship: we often do things to pl_____ a teacher or another student.
- Meaning: something we care about.
- Survival: we often do things to prot_____ our time, money, goals, friends and life.
- Affiliation: we would rather bel_____ and feel like we are a part of something.
- Novelty/fun: we get bor_____ and want a change of state.
- Status: we often do things to feel spe_____.

SECRET: Students will engage much more easily, and produce better quality work IF…

1. The relationships, hope and respect are already in place.
2. You manage their states.
3. You use templates to "source" your strategies.
4. You appeal to their "built-in drivers" through "gaudy goals

---

Use "Drivers" to Engage
Reflection and Debrief

Drivers are the energy force behind our actions. Take time to discuss the following:

- ✓ Define drivers and discuss the significance of them.
- ✓ Name at least 3 drivers and give an example of one in your work.
- ✓ Explain how you could use drivers a bit better in your work.

TRANSFER TIME: What can you modify to use?

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Template Name:
Responsive Affirmations

Category: Front of the room interactions

Description: Affirm effort

Examples: "Thanks for jumping in."

NOTE: *Use raised hands as a formative assessment and relationship building, not a scavenger hunt for correct answers.*

Class Rules

1. If you don't know the answer to a question, it's OK to guess.
2. If you don't know the answer, and you have no clue, just say, "I don't know, but I'd like to know."
3. If you guess and you are wrong, you'll be thanked for your participation and effort.
4. If you answer correctly, you'll be thanked for your participation and effort.
5. In this class, you'll get further by a good effort, than you will by having the correct answer.

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Better Class Rules

1. Everybody raises their hand, every time!
2. If you answer correctly, you'll be thanked for your effort.

I LOOK FOR THE GOOD IN MY STUDENTS

www.jensenlearning.com

Affirm Effort – not Judgment to Get More Responsiveness

- Thank you
- Love the effort
- Thanks for jumping in
- Good enthusiasm, who else?
- Love the participation. Let's grab some more answers…
- I appreciate you jumping in…

(What do all these have in common? No judging!)

45

Round 1: Class Survey

1

Don't know the answer?
There are 2 choices:

1. **GUESS:** If you guess and you are wrong or right, you'll be thanked for your effort.
2. **UNSURE?:** Say, "I don't know, but I'd like to know."

Smarter Responses

- Never repeat a student's answer. You'll likely add a nonverbal spin.
- If a student did not speak loud enough, ask them to speak up.
- Call on as many as you can during 1 minute of time in round 1; no content comments by you.
- In round 2, you can and should comment on the answers.

What They Say in Round 2:

Student is ready? They have choices:

1. **EXTEND IT** *(Add to original answer)*
2. **BUY TIME** *(Get a time lifeline: "I'd like moment" (up to 60 sec.)*
3. **GET HELP** *(Ask for social lifeline: "I'd like to consult a neighbor.")*

NOTE: Students may NOT "Pass"

2

Effort-Boosting with Positive Strategies

Appreciative Inquiry is the process of expanding on what students do well until the good "crowds out" the negative.

How to do it? Affirm something about every single answer. Help the student build and broaden their thinking.

Your Responses in Round 2: Using Appreciative Inquiry

"I love the excitement in your answer. How did you come up with it?"

"I'm glad you're thinking this through. You also sound a bit hesitant and unsure. Tell us what are your concerns about the answer?"

"You started off well. Tell me a bit more."

"That makes good sense. Now, that would be in contrast with what other person's view?"

Round 2: Discussion

2

In Round 2 (discussion) students get up to 60" to talk with a neighbor, discuss, reflect and extend their answers. *Here, your strategy is building thinking skills through "appreciative inquiry."*

_____

_____

Use the "2-Step Process" Effort First, Then Accuracy

- How kids feel about how they were listed to and responded to is the critical feature.
- Thank them for participating
- Find something good about their in-depth answers.

How Else Can You Increase Engagement?
Use questions that are…

Inclusive (nearly everyone *can* respond, nearly every time)

How Can You Make Each Q Much More Inclusive?

1. "Who completed their homework last night?"
2. "Who saw the movie *'Hunger Games'* last weekend?"
3. "Who wants to work in teams on this project?"
4. "Who has been to the science museum?"
5. "Raise your hand if you've been to Six Flags."
6. "How many here can play an instrument?"

How to Increase the Habit of Responsiveness

Use unfinished sentences…

Simply leave off the last word of a sentence (but only when the last word is very obvious) and let them say it.

How to Increase the Habit of Responsiveness

- **Use "Repeat after me…"**
- "Everyone return by 12:59 pm.   Now, what time did I say we need to return by?"
- "What were the three letters again for the keys to Brain-based Teaching?"

The 3-1 Ratio That Changes Lives

Use **3 positives** (smiles, affirmations, kudos, feedback, etc.)

for every…

1 negative (error-correction, evil eye, discipline or admonishment). Every time a kid goes home with too few positives, it was not a good day.

Responsive Affirmations

The ideal ratio is 3-1 (positives to reprimands) for maximum achievement. Take a moment to discuss the following:

✓ What can you do to affirm a student's effort even when the answer's wrong?
✓ Give an example of how you could use both unfinished sentences and much more inclusive questions.
✓ List the 3 class rules you could use to boost engagement.

TRANSFER TIME: What can you modify to use?

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Template Name:
Class Jobs

Category: Activity builder

Description: Students have relevant jobs

Examples: Student in charge of stretch breaks, one in charge of plants or animals, etc.

Who is Doing the Most Work in Your Classroom?

Use Classroom Jobs to Build Hope

List Existing Jobs	New Jobs
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Student Responsibilities

What's the real world job title?

- Doing class music _____
- Leadership/announcements _____
- Submitting test questions _____
- Getting supplies _____
- Energizers & stretching _____
- Taking care of plants _____
  and animals _____

Let Students Do More Work

✓Students (not you) get handouts, spare paper, tools, surveys, forms, etc.

✓Students make daily announcements, do previews of coming events.

✓Students lead stretching, do energizers, activities, submit test Qs, and do class jokes.

Class Jobs as a Template

Are classroom jobs only for K-5 students? Could the roles be reframed for secondary? Go ahead and discuss the following:

✓ What do class jobs have that can teach kids about life?
✓ Name one change you can make with the existing jobs in class.
✓ Whom should be doing the most work in your class?

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Template Name:
Energizers

Category: Cognitive builder or body break

Description: Allows a break from learning or may be used to strengthen it. Boosts circulation and positive brain chemicals.

Examples: Simple student led stretching can be a good "out of the seat" break.

Move the Body!

1. Stretching
2. Partners for hi-tens
3. Cross laterals
4. Swim motions
5. Lazy 8s
6. Creative handshakes
7. Follow the Leader

High-10,
Low-10
(Works for Ages K-Adult)

Our Crazy Idea Factory

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Endless Energizers

Identify and describe each of the following and their purpose:

1. Stretching
2. Partners for hi-fives/high tens
3. Cross laterals
4. Swim motions
5. Lazy 8s
6. Creative handshakes
7. Follow the Leader

TRANSFER TIME: What can you modify to use?

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Template Name:
TCA: Think-Choose-Act

Category: Cognitive engagers

Description: Students observe options and make decisions

Examples: Give a quiz Q on screen (multiple choice, T-F or fill-in). Voting w/ hands or feet. Do brain illusions, problems to solve, L-R brain activators or finding lost items. Give 3 lists, students take one phrase from each to form a move, answer, "How are you?" words. Analyze quotes and share meaning.

Dendrites taken from rat PFC show effects.

Distress Affects Every Cell!

How much (time) exposure to distress would you predict it would take for neurons to wither as shown on right?

a) 2 hrs./day…2 months
b) 30 min./day…7 wks
c) 1 hr./day…10 weeks
d) 10 min./day…5 days

(Brown et al. 2005)

Control   Stressed

Turn Content into an Engager

Separate and isolate your content with:

1. Numbering (students can count off or do odd/even)
2. Color coding (alternate red/blue or ???)
3. Groups that are circled/clustered on the screen
4. Alphabetical lists
5. Leave blanks for fill-in

---

1 "The **subjective experiences** of human consciousness, our perception of free will, behavior, and social dynamics **can modulate gene expression**, and vise versa."

2 "The regulation of gene expression by social factors makes...all functions of the brain, susceptible to social influences."

3 "These social influences will be biologically incorporated in the altered expressions of specific genes in specific nerve cells of specific regions of the brain."

Kandel, E. (1998). *American Journal of Psychiatry*, 155, 460.

Reminder: You can turn every piece of content into an engagement activity

- Answer a m_____ choice
- V_____ on a choice
- Rephrase or s _____
- Fill in a b_____
- Work with a n _____
- Problem solve a list of items

A B C D E

L R B R L

F G H I J

B R B L R

1	2	3	4	5
H	C	S	H	S

6	7	8	9	10
C	S	H	S	H

11	12	13	14	15
S	C	H	S	H

1	2	3	4	5
h	c	S	H	s

6	7	8	9	10
c	S	H	s	H

11	12	13	14	15
s	c	H	S	H

1 2 3 4 5
h c S H s
6 7 8 9 10
c S H s H
11 12 13 14 15
s c H S H

L R B R L
3 3 10 3 10

1	12	82
H	Mg	Pb
35	8	17
Br	O	Cl
80	7	79
Hg	N	Au

Pick One Item *from Each List*

1	2	3
Jump	Laughing	To a friend
Slide	On one foot	10 steps & stop
March	In a hurry	To a warm spot
Skip	Slowly	Around 5 chairs
Walk	With style	To a window

Brainstorm

"TCA" Think choose act Ideas

_____

_____

_____

_____

_____

_____

The "Think Choose Act" Template

This template makes it fun! Take a moment to discuss the following:

✓ Recount one of the many examples just given.
✓ Name at least 2 examples of how to turn content into an engagement activity in your own work using this idea.
✓ Share any concerns you might have and a suggestion to deal with them.

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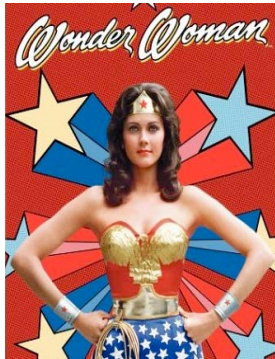- **Closing**

A *very, very*

BIG
IDEA

(Attitude matters)

Have an Attitude!

- "I can make any content engaging!"
- "The more engaging I make it, the more my students learn and the more fun we all have!"
- "No student will EVER be bored in my class!"

If you keep using your same instructional strategies and students are not engaged year after year, then *who is really the unmotivated learner?*

Attitude +
Strategies
(from a
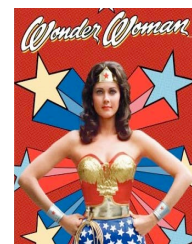template) +
Practice =
Miracles

Attitude: Why it's <u>SO</u> Critical

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

"I can make any c_____ engaging!"

"The more engaging I make it, the more my students learn and the more f__ we all have!"

"No student will EVER be b_____ in my class!"

TRANSFER TIME: What can you modify to use?

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Your Goal :
Create a Presentation

1. Designed to share with others
2. Demonstrate and explain it
3. Make it good for 30-45 min.
4. Share an idea from this program
5. Do something new for you and challenging
6. Get feedback from others on it
7. Final form: 1) on laptop or tablet, 2) sequenced on paper, or 3) mind map**.**

How to Become Absolutely Great at Engagement…

- Attitude!
- Remember the BIG ideas
- Learn 1 template, keep adding strategies to it and practice!
- It's more up to you than the students
- Once it becomes automatic, repeat with a new one.

My Personal Reminders
Things to Use ASAP

_____
_____
_____
_____
_____
_____
_____
_____

Closing: Reflection and Debrief

Take a moment with a partner to rank each of the following from most to least valuable and tell why.

- ✓ Attitude: You can do it!
- ✓ Name BIG ideas (e.g. states, templates, climate, directions, music and drivers)
- ✓ Learn 1 template, keep adding strategies until it's automatic, then repeat process with new one.
- ✓ It's more up to you than up to the students.

TRANSFER TIME: What can you modify to use?

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?

_____

_____