

WELCOME to...
Tools for Engagement



Tools for Maximum Engagement #1

- **Introduction – Create climate**
- **Get Buy-in – Get Interest**
- **Getting Attention – Focus**
- **Herding Cats – Socializing**
- **Giving Directions – Clarity**

This “Introduction” is designed to support your understanding of how engagement works (and doesn’t work). You’ll see things done well (and not done well)

Please watch and listen to learn. Your reflective learning is the key.

Write Down: 1) the Simple Qs Used to Find Out Who is in the Audience and
2) How Safety is Fostered with a New Group

“How Are You Doing?”

Passionate	Very Blessed
Amazing	It's a Long Story
Nearly Illegal	Running on Empty
Awesome	Slightly Irregular
Unbelievable	Highly Underrated
Psyched Up	Suspiciously Good
You Wouldn't Believe it if I Told You	

The “How are You Doing?” Activity

- What was the “buy-in” or compelling hook?

- What was done to make it work?

- How was the final result affirmed?

How to Think About Engagement: 3 Words for the A-B-C Debriefing

- **Ap**_____ of Engagement? (why?)

- **Bo**_____? (time, social, intensity, etc.)

- **Co**_____ or Skills?

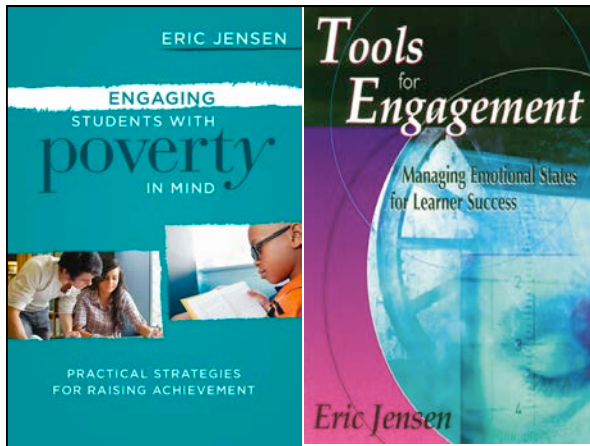
The “Get Your Workbook” Activity with Table “Runners...”

- What was the “buy-in” or compelling hook?

- What was done to make the activity “fair”?

- What was done to make it urgent?

- How was the final result affirmed?



What's Your Focus? (the "What")



What's in it for me? (the "Why?")

Everyone Picks a Role...

- **AM stretch**
- **Coach**
- **Summarizer**
- **Logistics**
- **PM JOTD**
- **PM Energizers**
- **Leader**

Notice the "little things" such as...

- 100% of the time (not 40, 70 or even 95% of time) the presenter *will role model the response wanted* when a Q is asked.
- If he wants *you* to raise *your* hand, his hand goes up 100% of the time.
- Video shows that most teachers average under 50%; notice what you do the next time you ask a Q of your students.

What is Brain-Based Teaching?



It's **E-S-P!**

the Purposeful
E *of effective*
Strategies
derived from
Principles *of*
how our brain works




Awed
OR
— EVEN —

Why the Difference? Why Do Some Kids Engage?

1. **Why do you think kids do (or don't) participate in most classrooms?**
2. **What responsibility do you have in this process?**

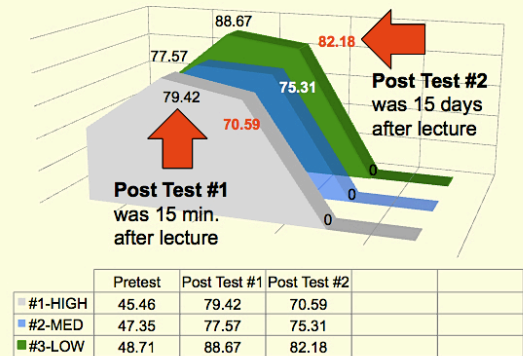
Effects of Various Lecture Densities on Student Achievement at University Science Class

- Experiment: 3 lectures, 50 min. each by same instructor, using the same 50% base of info. Details added to groups 1 and 2.
- **#1 Group: High Density** (new information 90%, w/ 10% review time)
- **#2 Group: Medium Density** (70% new information, with 30% of time for review)
- **#3 Group: Low Density** (50% new information, 50% of time for processing and review)
- **Conducted at UTSA**, with technical information



Students Retain More with Low Density Lecture Than with High Density, Even 15 Days Later

Russell J. Headings, W.D. Herbert, B.J. Fiegel, Effects of lecture information density on medical student achievement. J Med Educ. 56(1 Pt 1), 88-93.



Good News!

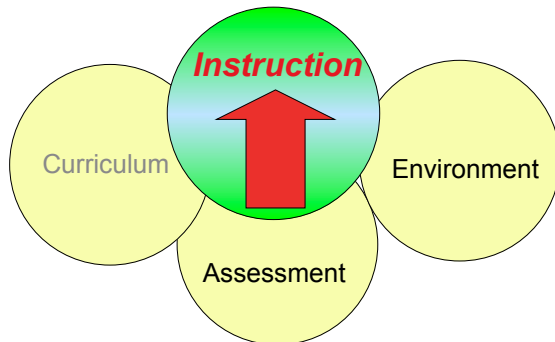
You have *much, much more* capacity to influence your students than you previously thought.



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.*



Ideas for "buy-in" and/or energizers



Brainstorm

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.

What is “Emotional Punctuation?”

Review: What is “Engagement”?

It's active participation, by choice, in a cognitive, physical and emotional way.

1. Att _____ (look & listen)
2. Bu __ - __ (emotionally sold)
3. Ch _____ (willingness to jump in)
4. Decis _____ made (mind is active)
5. Empowered actions (the bo ____ is now in motion)

Write Down Solutions (e.g “What to do if...”)

“High Return” Achievement Factor: Quality Student Engagement is Found on Nearly Every “Top 10” Research List

- Appleton, J. J., Christenson, S. L. and Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45: 369–386.
- Ladd, Gary and Dinella, Lisa (2009) Continuity and Change in Early School Engagement: Predictive of Children's Achievement Trajectories From First to Eighth Grade? *Journal of Educational Psychology* Volume 101, Issue 1, Pages 190-206.
- Marks, H. (2000) Student Engagement in Instructional Activity: Patterns in the Elementary, Middle, and High School Years. *American Educational Research Journal*, Vol. 37, No. 1, 153-184 (2000).
- Shernoff, D., Csikszentmihalyi, M., Schneider, B. and Shernoff, E.S. (2003, Summer) Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18(2):158-76.

Practice Time

- Get “Buy-in”
(take 15” or less)
- Activate an Energizer
(take 30” or less)

Reflection Time



TRANSFER TIME: What can you modify to use?

Browse Your Workbook



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BIG

IDEA



(is get “buy-in”)

How to Increase Buy-In for Your Upcoming Engager

Elementary: Be gross, use the “next grade up” challenge, offer a simple privilege, extra curiosity, teacher enthusiasm, friendship-maker, and use mystery (a box, prop, or clothing change)

Secondary: Stair-step the activity, use peer pressure (use what last class did or teams), big challenge, status-climber, use positive relationship or make it a bit edgy or risky

“Buy-In” Strategies

- Begin it early, spread the “buy-in” out and intersperse it over time
- Work with grade level or subject level staff to stockpile strategies
- Use a common themes throughout the lesson
- Use quick buy-ins and stair-step into much deeper engagement



Buy In...
is about
making
“offers”

Reflection: How and When? *Can I and Will I Use These?*



TRANSFER TIME: What can you modify to use?

Attention-Getters

get others to disengage from last focus and re-engage to a new focus.

Buy-in
gets others to care emotionally about the content and it raises effort levels.

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Your very 1st



BIG

IDEA

(is attention matters)



Stop Telling
Kids to
"Pay Attention!"
and Start
Teaching Them
How to Do It



Two Types of Attention

Which Were You Expecting to See?

"Reflexive"
Hard-Wired in DNA
Manage Risks/Rewards

The student brain responds impulsively to environmental contrasts in sound, movement, lighting, emotions, or tactile input.

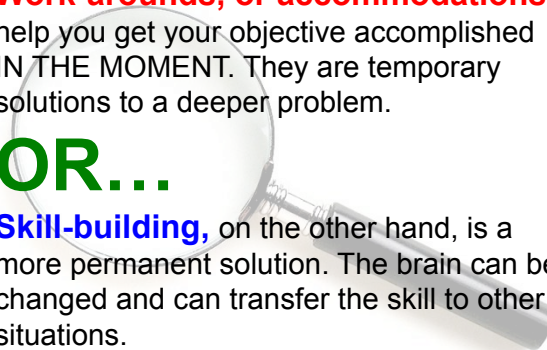
"Self-Regulated"
Learned & Earned
For Goal Acquisition

The student learns to suppress behaviorally irrelevant input to play a sport, an instrument, read a book, design, build, write or solve a problem.

Work-arounds, or accommodations, help you get your objective accomplished **IN THE MOMENT**. They are temporary solutions to a deeper problem.

OR...

Skill-building, on the other hand, is a more permanent solution. The brain can be changed and can transfer the skill to other situations.



Building Attentional Skills

- Engaging writing practice
- Extreme high interest r_____
- Playing a mu_____ instrument
- “What’s different?” activities

Attentional Focus is Free, Easy to Build and It’s a Teachable Skill



- 1) Make the Content More Engaging and Relevant, Or
- 2) Teach Students How to Develop This Skill.

Don M.W. Bunker D. "Attentional development of visual attention skills in school-age children." Vision Res. 2007 Feb 22;47(4):452-4 and Don M.W. Bunker D. "The development of attention skills in school-age children." Vision Res. 2007 Feb 22;47(4):452-4 and Don M.W. Bunker D. "The development of attention skills in school-age children." Vision Res. 2007 Feb 22;47(4):452-4

Attention-builder Examples

ELEMENTARY to K-2:

Students begin in a circle of 3-7. A student says his or her own name. The next student repeats that name, then adds their own. Continue until every student can say all the names.

K3 to K-5:

First, do the names activity above. Then, each student can say a sentence with his or her name in it. Each student now adds a new one and repeats the prior sentence.

SECONDARY:

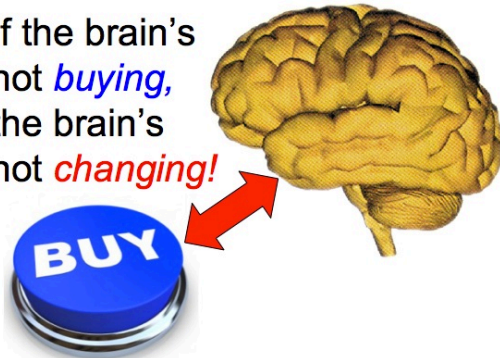
Students begin in a circle of 4-6. Ask students to say a sentence that uses their own name. The next student has to repeat the prior sentences, then add a new one, using the new student's name. See how many sentences students can recall.

Building Attentional Skills

- Partner and teamwork on rapid, detailed learning projects
- Theater, drama or dance lessons
- Specialized co_____ programs that focus on skill-building such as www.cogmed.com OR www.lumosity.com

Making Changes in the Brain

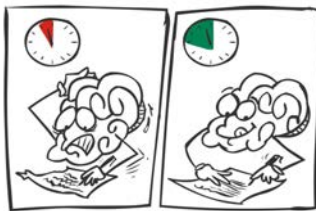
If the brain's
not *buying*,
the brain's
not *changing*!



How to Maximize the Value of Any Skill-Building Activity

- 1) Get **critical b**_____ for focused attention!
- 2) Suppression is *more important* than the activation; **to**____ **and e**____ **learning is a must!**
- 3) Use continual boosts in task challenges with **inc**_____ **inc**_____ from baseline.
- 4) More time on task = greater permanence; use **5-55 min./day, 3-5x/wk. for** ____ **weeks.**

**ATTENTION IS GOOD
TO FOCUS THE BRAIN,**



**BUT LIMIT THE STRAIN
CAUSE IT CAN'T MAINTAIN**

Focus, or paying attention, is an earned (not "free" or innate) state. **Kids need to be taught how to pay attention.** Stop telling kids *what* to do and start teaching them *how* to do it.

The Power of "Redirects"

- Your students are always shifting attentional focus from one thing to another.
- **When their focus slips, use the skill to redirect their attention to something more interesting or productive.**
- This process will remove the distractions and put the attention back on task, process or person without heavy discipline.

To Get Student Attention...



- ✓ Re-directs _____
- ✓ Social nudges _____
- ✓ Novelty _____
- ✓ Daily rituals _____
- ✓ Students up front _____
- ✓ Goal acquisition _____
- ✓ Predictions _____
but get them v _____

What are Rituals?

Thoughtful, short, prearranged events



- 100% Predictable
- Simple to Do
- Engage Everyone
- Solve a Recurring Problem
- End in Positive State

Use Redirection as Strategy for Attention

“Tell your neighbor your top 3 favorite colors in 10 seconds or less...”

“Angle your chair towards...(the nearest window, your best friend, the teacher’s desk, the oldest object in the class...)”

“Point to the place where you...(sat last week, picked up your handouts, worked on the project, etc.)”

Reflection: How Can I Improve My Attention-Getting Strategies?



TRANSFER TIME: What can you modify to use?

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Template Name: *Herding Cats*

Category: Mass social energizer mixers

Description: Teacher (or students) gives instructions to the group that re-mix the students based on new variable.

Examples: Each corner of the room is for each of 4 seasons. Go to the corner that matches your birthday or your favorite season. Use “I like people who...”, or “All my neighbors with...” Also, use musical chairs.

Notice the “Inclusive” Question.

Engaging Qs are designed to get MORE to respond. If the presenter asked, “Who has a cat at home?” the response might have been 25% (the national average % of cat-owners).

However, the % of those engaged was bumped up to well over 50% by asking a MORE INCLUSIVE question. “How many of you, either now own a cat, OR know someone who has a cat?”

That simple shift in your questioning strategies will start engaging MORE OF YOUR STUDENTS (or adults) by inclusion.

Science: Why Do Active “Mixers?”

✓ Blood flow

✓ Chemical Changes

✓ Hormones mixed

✓ Spatial maps crossed

“Move and Mix” Activities Disperse and Dilute Chemical Signals

This group might have negative energy

These two are under stress from being watched



Chen and Haviland-Jones (1999) "Rapid Mood Change and Human Odors."

This group might have positive energy

How to Establish the “We” or “Group” Mindset *Instantly*

Airborne molecules communicate feelings of aggression, attraction, safety and other emotional states.



Chen and Haviland-Jones (1999) "Rapid Mood Change and Human Odors."

Group Mixing Reminders

- Reduces too much territorialism
- Exchanges ideas
- Reduces prejudice (“those” people)
- Groups that don’t participate/too noisy can mix with better behaved groups
- Builds sense of community
- Provides better feedback/new learning

Rules for Herding Cats

1. Strive to be inclusive – never leave anyone out
2. Never place a value (or priority or special judgment) on a particular group
3. Ensure the new grouping is novel
4. This activity works best when done quickly



Rules for Herding Cats 2

- Always be respectful in how groupings and student “point to” directions are set up.
- Get your music ready well in advance for both start and the end of activity (match up the beats per minute with the task).
- Have a “Plan B” for each activity (e.g. what if students don’t find a partner you like)?
- Give your directions just one at a time.
- Keep the overall pattern the same; use specific novelty to keep up the suspense and surprise.

1. Touch the shoulders of 11 people
2. Change how you walk—salsa, shuffle or skip until music stops
3. Become more kinesthetic—walk while you touch 21 chairs
4. Walk until you shake hands with 10 people then stop and wait
5. Walk for next 25” giving everyone you meet an affirmation
6. Touch a chair in each corner of the room
7. Find partner w/ same birth month #

Herding Ideas

1. Walk until the music stops
2. Touch 7 tables
3. Use birth month number (July=7), walk that many steps X3
4. Walk until you’ve circled the room 2X and music stops
5. Walk until the vocals come up on the music
6. ID a close friend and take 25 steps away from friend
7. Walk for so much time...go exactly 22 seconds

Herding Ideas



Challenge

1. Stand up in front of others at your table
2. Get “buy-in” from those seated
3. Ask others to stand up and push their chairs in.
4. Ask others to do a simple “herding cats” task away from the table such as “circle two other tables and return.”
5. When they return, finish up with a “Turn to.” (Each can say to their neighbor, “Welcome back” and have a seat).

What did you learn and what could you use next time?



TRANSFER TIME: What can you modify to use?

A very, very

**BIG
& HUGE
IDEA**



(directions matter)

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Case Study on Directions

A teacher is ready to engage students and she is excited. She says, "In 10 sec. when I say so, please stand up, slide your chairs in, go to your left, touch 3 walls and wait for further directions. Ready, Set, Go!"

When the students have touched 3 walls, she says, "Now, when I say, 'Walk,' I need you to find a partner and wait for directions. Walk!" Soon, the students are ready and waiting for an activity. Next, she says, "What I want you to do next is think about something that you have just learned and share it with your partner. Ready? Go!"

Template Name: Case Studies

Category: Problem-solving in social context

Description: Content available to individuals. Time for reading and processing. Group time for discussion and possibly action plans.

Examples: Students do case study on an unnamed student who was a significant discipline issue at another school. Questions are raised and values are discussed. Other studies can be text content or local issues.

Avoid "left" and "right." Use room features instead.

"You may have noticed the blazing fire in our classroom. Move towards the red **"EXIT"** sign and step out the door as quickly as you can." Use gestures to show it clearly.

Better Directions



Move Quickly and Explain Less

The slower you go and the more you try to explain or frame it, *the more time you give others to wonder why you are justifying the activity.*



Highly Effective Directions

Directives work best when presented as a good, solid and immediate choice with no hesitancy or doubt.

1. Avoid stating the obvious,
(***"What I want you to do is..."***)
It can sound a bit too manipulative.
2. Avoid desperation,
(***"What I need you to do is..."***)
It can sound too controlling or even a bit pathetic.

Teacher Clarity

- Ranks high!
- It's a TOP 20 contributing factor to student achievement.
- Say less, have more clarity and your message is better received.
- Take a deep breath and say only what you need.

6 Magic Steps



1. **"set-up" or framing**
2. **time deadline**
3. **trigger word**
4. **directions 1 at a time**
5. **Check for readiness**
6. **Give trigger word**

Giving Directions that Engage

1. Use a _____ or _____ to set the stage.
"I just thought of a great idea!" or, "How many of you would like something totally off the wall as a break from studying?" This step is the "Why?" so that the directions will work. Fortunately, not all directions need a "why."
2. Give a specific _____ when it all begins.
"In just 10 seconds..." (never more than 30).
3. Give consistent t _____ w _____
"When I say 'Go!' ..." or "When the music starts"

Directions that Engage (2 of 2)

4. Say the _____ of the _____
One at a time, not all the multiple steps. If your students are already standing, you might say,
"You'll now take 10 giant steps in any direction."
5. Check for their rea _____
Their state is...anticipation, confusion or apathy?
If it's apathy, go back to step #____, if confusion, go to step #____ and rephrase differently.
6. Give the exact same tr _____ word
Be consistent with it. "Ready...Get set...Go!"

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Highly Effective Directions

1. Strong clear directive,
"Please s_____ up__!"
2. Strong use of b _____
language; both your hands
rise upward.
3. Congruent voice intonation
and v _____. Rising tone,
from moderate to strong.

Consolidation on Directions

- Use fewer, not more words –
- Let body language do the work
- Stop begging
- Post up lengthy directions
- Use curiosity with task chunking
- Post the model until it's memorized
- The 6-step model is a framework,
NOT a mandate for ALL directions

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Avoid Negative Suggestions

"This may seem a bit goofy but..."
"I know it's crowded, but..."
"Sorry we have to do this, but..."
"I know secondary teachers don't usually do energizers, but..."
"I just learned this at a P.E. conference, so I hope it doesn't..."

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The Power of Specifics

Students are more likely to comply with requests that are unusually specific or even bizarre (vs “same ol” boring ones)

“Angle your chair 44 degrees to your left...” *(then wait for directions)*

“Touch 14 chairs, a wall and four tables...” *(then wait for directions)*



Nonverbals Also Communicate Your Story (and directions)

UCLA's Dr. Mehrabian (classic study) says:

7% of the meaning is actual words spoken

38% is tonality, volume, rate, etc. of a message

55% from the *facial expressions* of the speaker.

(Mehrabian, 1967)



Anybody want to finish up early today?

Can you in this group move over to the other side of the room?

These are of huge importance

Today we focus on just 3 solutions

Please stand up

If you made it back on time, raise your hand.

Asking Others to Stand Up

- Clear message with your hands: palms up, start at their eye level and raise slowly to the ending eye level.
- Strong message with your voice: start a bit lower and end up with a higher “tone” as you slight raise your voice.
- Clear message with your eyes: when you raise your eye brows it “invites” students to stand up and suggests it’s a good idea.

Always “Model” the Response

- Show the hand raised

OR

- Show and say if your students can shout out.



Be consistent about this!

Review: Case Study on Directions

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Ready, Set, Go!” When the students have touched 3 walls, she says, “Now, when I say, ‘Walk’, I need you to find a partner and wait for directions. Walk!” The students are now waiting for an activity. Teacher says, “What I want you to do next with your partner is think about something that you have learned and share it with your partner. Ready? Go!”

Review on Directions

- Use fewer, not m_____ words
- Let b_____ language do the work
- Stop beg_____
- Manage st_____ during the directions
- P_____ the model until it’s memorized
- This model is a framework, NOT a requi_____ for ALL directions

Giving Better Directions

- Giving poor directions can ruin an activity. Go ahead and review the following:
- Name 3 common mistakes and address how you can avoid them.
- What are the 6 magic steps to giving amazing directions?
- What’s the main “take home” rule for you to apply for the future?



TRANSFER TIME: How can you apply this?



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



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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?
