

# Igniting Sparks: Promoting Passion, Meaning, and Purpose in the Classroom and Making Learning Stick

Hesperia Coaches & Counselors



Minutes until showtime...



Dr. Joelle Hood  
Janeen Antonelli, MS., M.Ed  
[www.thrivingYOUUniversity.com](http://www.thrivingYOUUniversity.com)



# WELCOME BACK!



## Igniting Sparks & Making Learning Stick



Stay Connected, CNUSD!  
CHAMPS #3

Check us out on Social  
[Media](#)  
[Our Website](#)  
[Twitter](#)  
[Insta](#)  
[FB](#)  
[Pinterest](#)

Join our Facebook for  
lots of resources!  
[Humans](#)  
[Educators](#)  
[Leaders](#)

Have a thought  
or a question?  
[Joelle](#)  
[Jessie](#)  
[Janeen](#)  
[Liz](#)

[SEAL](#)  
[Champions](#)  
[Google Folder](#)

[Feelings Wheel](#)

[Passion &](#)  
[Purpose Google](#)  
[Folder](#)

[SEL in the](#)  
[Classroom](#)  
[Assessment](#)

[SEAL Champs](#)  
[Session #3](#)  
[Menu of Practice](#)

[Inquiry Project](#)  
[Resources](#)

[Inquiry Project](#)  
[Online](#)

[Breathe Bubble](#)

[Passion &](#)  
[Purpose at Work](#)

[Teacher WHYs](#)

[Ikigai](#)

[Start with WHY](#)  
[Resources](#)

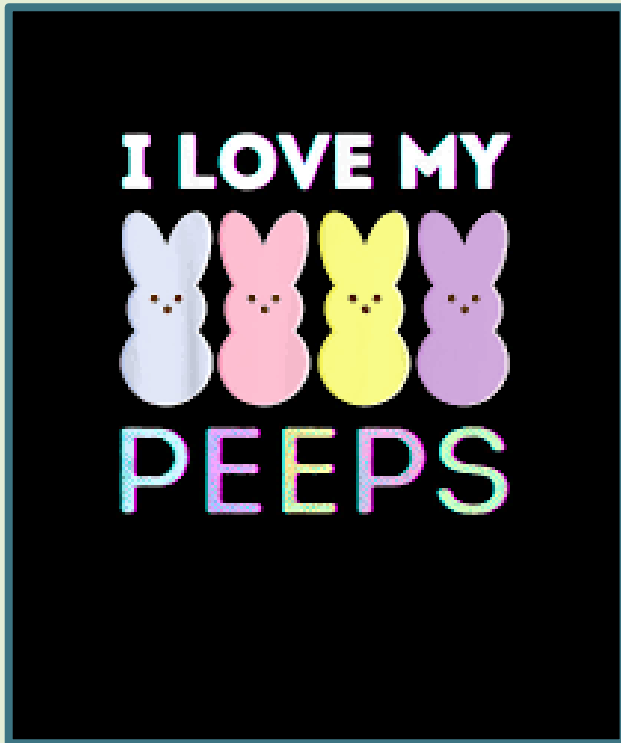


# I LOVE ALL MY PEEPS ACTIVITY

- Introduce yourself and wait for circle participants to greet you.
- Think of a statement that is **true for you** and state it like, "I love all my peeps who... love pistachios, have been to the beach, feel anxious sometimes..."
- Speaker runs to find a seat. Circle participants run to a new seat (at least two away) if that statement is also true for them.
- Person left without a seat is now in the center.
- While the center person thinks of what to say, everyone introduces themselves to the person on their left and right (even if you have already done so before).



# PEEPS DEBRIEF



What did you notice during that activity – about yourself and/or about others?

Enraged	Furious	Frustrated	Shocked	<b>M</b>	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	<b>O</b>	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	<b>D</b>	Pleasant	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Glum	Ashamed	<b>E</b>	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	<b>T</b>	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	<b>E</b>	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	<b>R</b>	Relieved	Restful	Tranquil	Serene

# HOW ARE YOU FEELING RIGHT NOW?



# FRAMILY GROUP

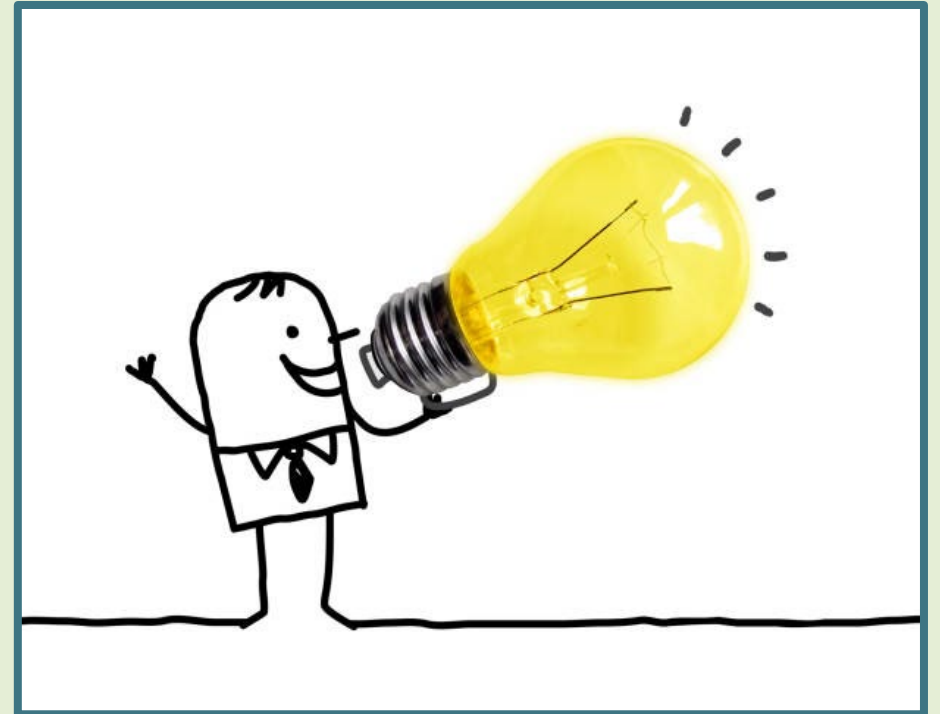
- How have you used strategies from Session #1 on Belonging and Integrating SEAL and Session #2 on Mindset with students?
- How have you taught strategies from Session #1 and 2 to adults?
- What ideas do you have that you just haven't put into action quite yet?





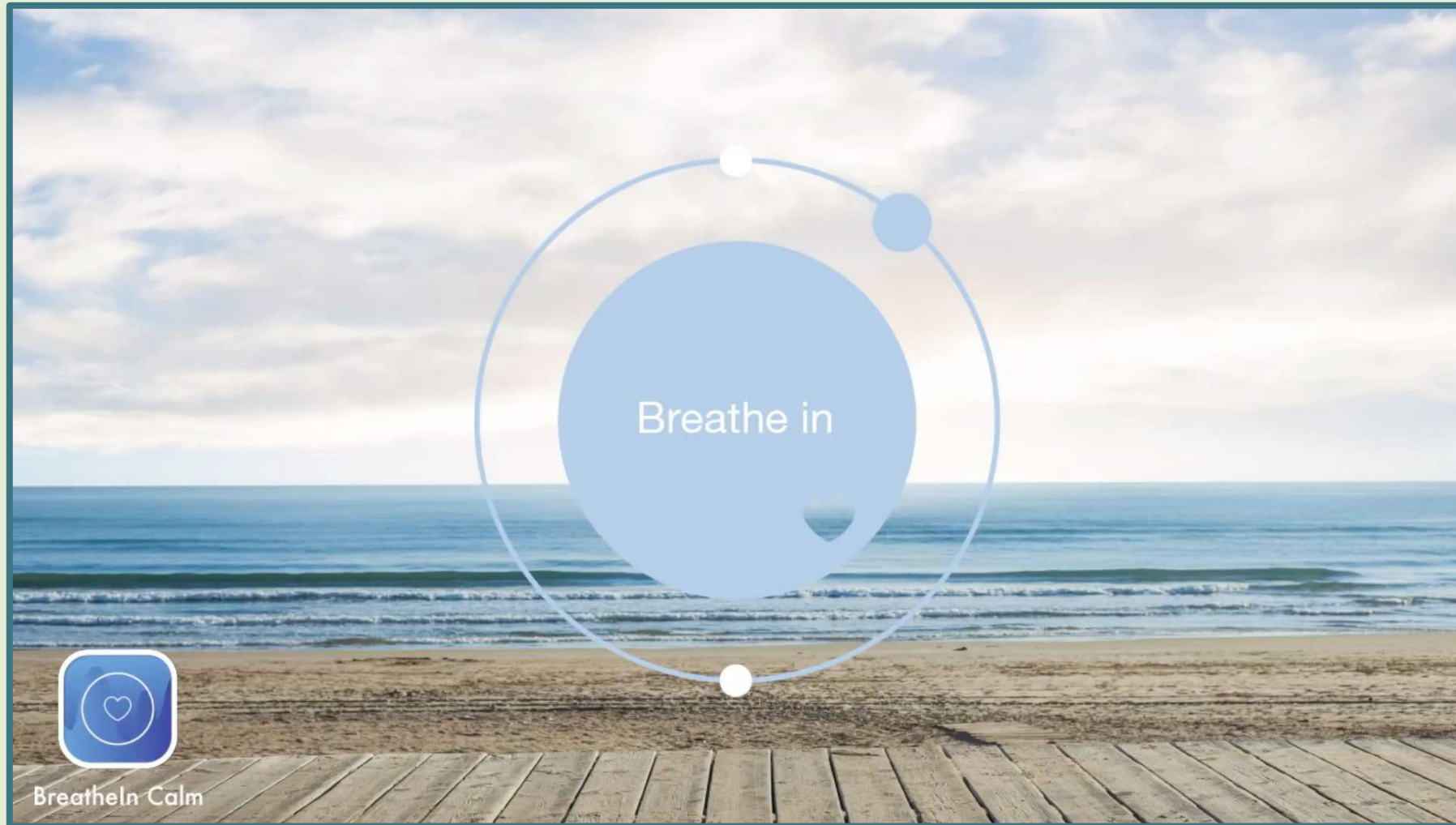
# SPOTLIGHT STRATEGIES

SHINE the spotlight on one of your family group members -- invite them to share out their idea or strategy.



# FOCUSED ATTENTION PRACTICE

# BREATHE BUBBLE



[https://www.youtube.com/watch?v=9tOJZQhO\\_Uw](https://www.youtube.com/watch?v=9tOJZQhO_Uw)



***Engaging and  
Empowering  
YOUR Sparks,  
Passion,  
Meaning and  
Purpose***



the  
purpose  
of life  
is a  
life of  
purpose.  
*-robert byrne*

# THOUGHT TO PONDER

“The purpose of life is to discover your gift. The work of life is to develop it. The meaning of life is to give your gift away.”

--David Viscott



# HOW PURPOSE RELATES TO WELL-BEING



**HEALTH**  
**People With a Sense of Purpose Live Longer, Study Suggests**  
BY KASHMIRA GANDER ON 5/24/19 AT 11:10 AM EDT

aps | ASSOCIATION FOR PSYCHOLOGICAL SCIENCE

News | Research Topics | Meetings & Events | Journals | Observer Magazine | Funding

### Having a Sense of Purpose May Add Years to Your Life

May 12, 2014  
TAGS: AGING | DEATH | DEVELOPMENTAL PSYCHOLOGY | LIFESPAN | PSYCHOLOGICAL SCIENCE

Feeling that you have a sense of purpose in life may help you live longer, no matter what your age, according to [research](#) published in *Psychological Science*, a journal of the Association for Psychological Science.

The [research](#) has clear implications for promoting positive aging and adult development, says lead researcher Patrick Hill of Carleton University in Canada:

"Our findings point to the fact that finding a direction for life, and setting overarching goals for what you want to achieve can help you actually live longer, regardless of when you find your purpose," says Hill. "So the earlier someone comes to a direction for life, the earlier these protective effects may be able to occur."



# WHEN YOU KNOW YOUR WHY, YOUR WHAT HAS MORE IMPACT



# BIG IDEA— KNOW YOUR WHY

When we know  
our WHY, our  
WHAT has more  
impact.



# THE POWER OF MEANINGFUL WORK

Teachers who find meaning in their work are healthier, even when they report being asked to do lots of unreasonable tasks. This suggests that meaningful work is a protective factor under challenging work conditions.



# INDIVIDUAL WHYS

Mrs. Darr

**AP** Bachelor's of Science, Music Education;  
Austin Peay State University (Clarksville, TN)

**K** Master's of Music, Choral & General Music;  
Kent State University (Kent, Ohio)

My Why...

Music helped me find my voice, both literally and figuratively.  
I teach so that I can help others find their voice, too.

"Music expresses that which cannot be said and on which it is impossible to be silent." —Victor Hugo

"Music is another language in which to express yourself. The feeling from music is liberating. It's the most liberating language of all." —Bono



THIS IS MY  
HAPPY  
PLACE

Mrs. Black

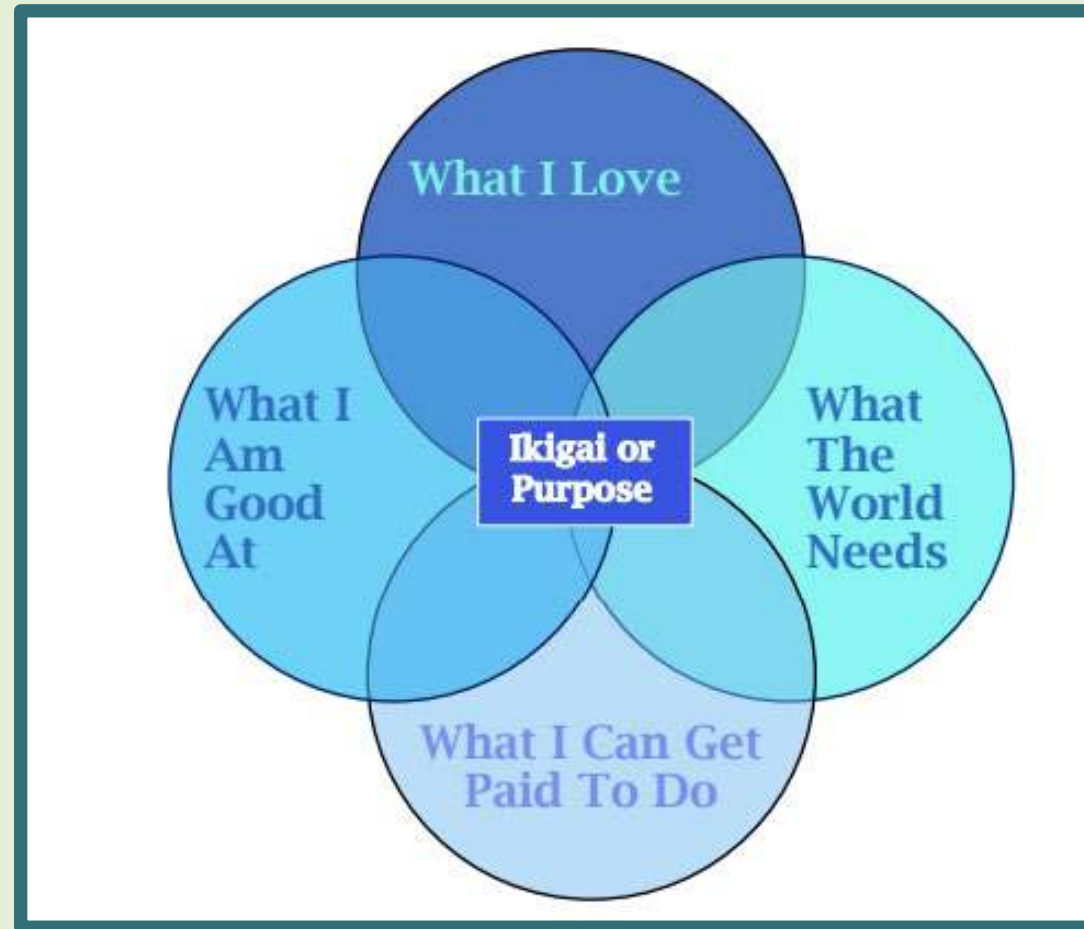
**My Purpose**  
To work with  
high school students.

**My "Why"**  
Navigating high school can be hard.

I want to help create a learning community that supports students academically, emotionally, and socially to confidently plan their future and live their purpose.



# A PERSPECTIVE ON PURPOSE -- IKIGAI





# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



## THOUGHT & JOT

# DIGGING INTO OUR WHY



# SUPPORTING YOUR PARTNER

- Avoid questions that begin with “Why”
  - Try using “What about” or “Tell me about...”
- Be willing to sit in silence for a bit
- Ask lots of open-ended follow-up questions.
  - Ask them to recall specific details. This is important for connecting with feelings-- do not let them off the hook to be nice – if you do, it will make it more difficult for them to find their WHY.
- Take notes please– capture facts & feelings.



# DIGGING IN--QUESTION 1

- Who in your life has helped make you the person you are today (coach, mentor, teacher, family member)?
- Tell about a specific time when they exemplified what you admire most about them, whether they were interacting with you or with someone else.
- How did hearing their words or watching their actions make you feel?
- Who else helped shape who you are today?
- Repeat as many times as you like.



# DIGGING IN--QUESTION 2

What was a time when you gave of yourself to help someone else, after which you felt unbelievably good – like you had done something that mattered?



# DIGGING IN--QUESTION 3

What have you accomplished that you're really proud of?

(Be sure to make a mental note of who else was involved. For example, who helped you, who cheered you on, who was waiting for you at the finish line?)



# PARTNER PROCESSING

Please take a minute to circle any themes or patterns in your notes.



# PARTNER PROCESSING



Please reflect back to your partner highlights, patterns, or themes from the stories that emerged.



# MY WHY

**TO** *influence, inspire, ignite, and empower others to thrive*

**SO THAT** *they can impact themselves and the world in a positive way.*



# TRY YOUR WHY



**TO**

---

*(contribution)*

**SO THAT**

---

*(impact)*

# FRAMILY GROUP

- Share your first draft of your WHY statement.
- What stood out to you about this process?



# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



# THOUGHT & JOT

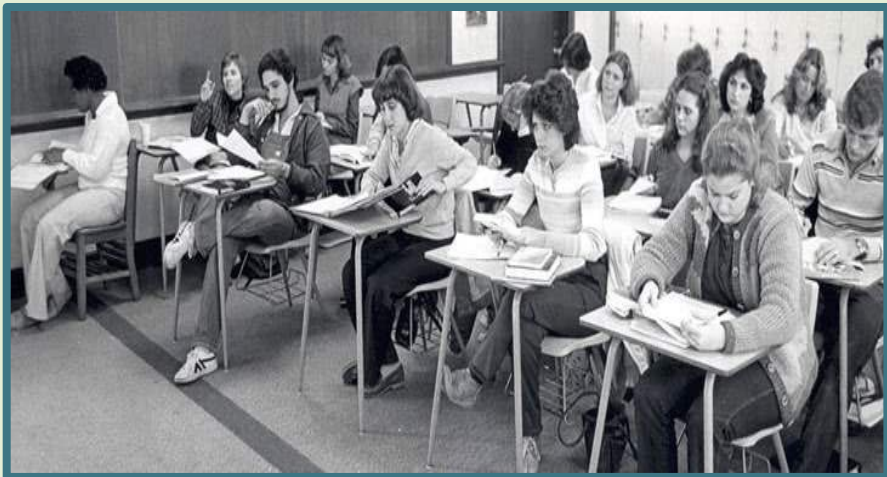
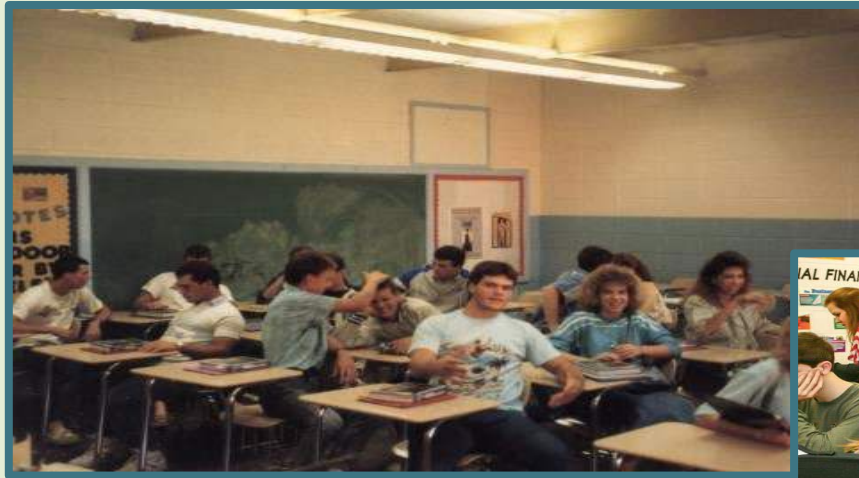
***Engaging and  
Empowering  
Students  
through Sparks,  
Passion, and  
Purpose***



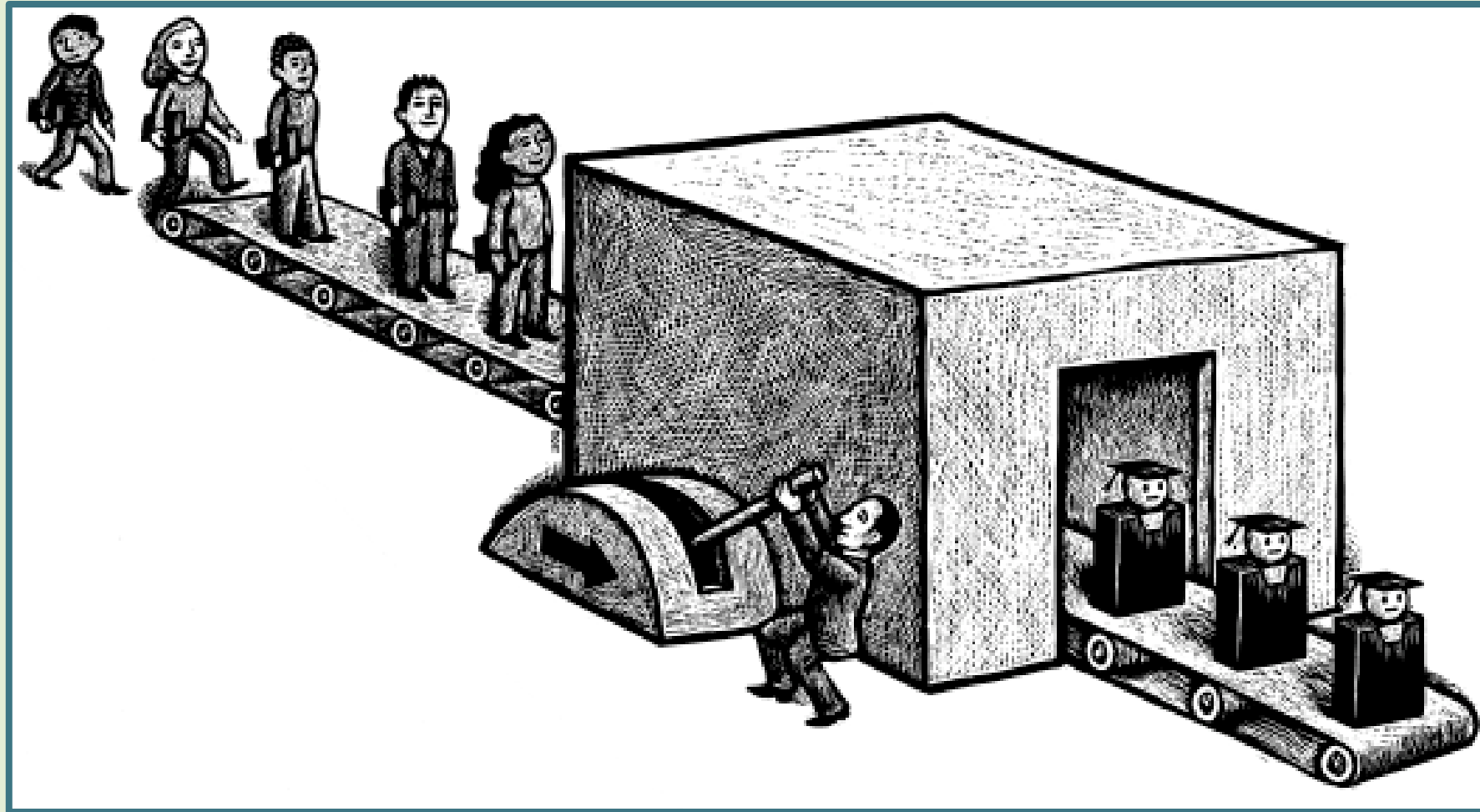
# THE CHANGING FACE OF THE TELEPHONE 1950, 1970, 1990, 2021



# THE SAME FACE OF EDUCATION 1950, 1970, 1990, 2020, 2022



# THE FACTORY MODEL OF EDUCATION





# IGNITING THE SPARK THE IMPORTANCE OF PASSION

“So if passion is so essential in the work world, how do we invite passion to stay in school past fourth grade? How do we bridge the passion gap between school and the rest of life?”

--Angela Maiers



# THE MILLENNIAL REBUTTAL



# IGNITING THE SPARK

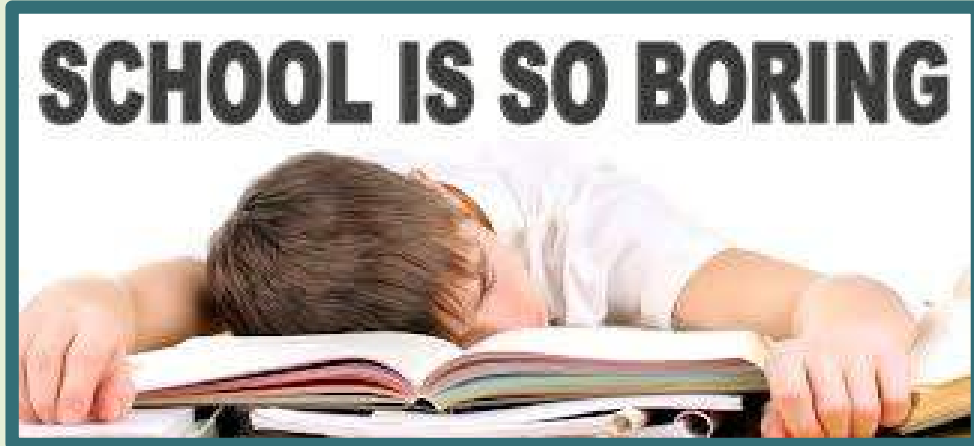
## THE IMPORTANCE OF PASSION

WORKING HARD  
FOR SOMETHING  
WE DON'T CARE ABOUT  
IS CALLED STRESS.  
WORKING HARD  
FOR SOMETHING  
WE LOVE IS  
CALLED PASSION.

“Schools mistake passion for an emotion, as something kids like to do in their spare time. Those are hobbies. Passion is what you must do, even if you have to suffer to do it. Passion is the genius of all geniuses. It’s discipline at a level we can’t comprehend. To release a passion, a student may need above all else a role model. It may be a parent, an aunt, a neighbor, a coach, but as often as any of these, it is a teacher.”

--Angela Maiers

# ACHIEVEMENT GAP OR PASSION GAP?



- Do we have to do this?
- Is this for a grade?
- This again?
- How many pages?
- When are we ever going to use this stuff?
- School is so boring!

# ACHIEVEMENT GAP OR PASSION GAP?

- Can we do this again?
- I'm not done yet- I need more time to make it better!
- Can I work on this at home?
- Wait, we need just a little more time.



# CAINE'S ARCADE DEBRIEF



<https://www.youtube.com/watch?v=faIFNkdq96U>

# GLOBAL CARDBOARD CHALLENGE

#SHAREIDEASNOTGERMS  
A chance to connect globally in a positive way.  
Design & build your arcade game.  
Share with the world!

INSPIRED BY CAINE'S ARCADE

by [imagination.org](http://imagination.org)

Host Event Find Event About Us FAQs Resources

## Kick Off Your Own Cardboard Challenge!

Day of Play 2021 Was Amazing - Thanks to You!

Join our 1,959,356 participants around the world.

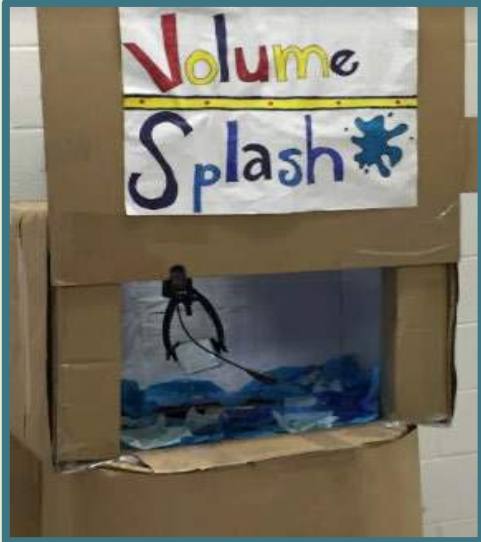
[HOST A CARDBOARD CHALLENGE](#)

[FIND A CARDBOARD CHALLENGE EVENT →](#)

**1,959,356** Global Participants **80** Countries

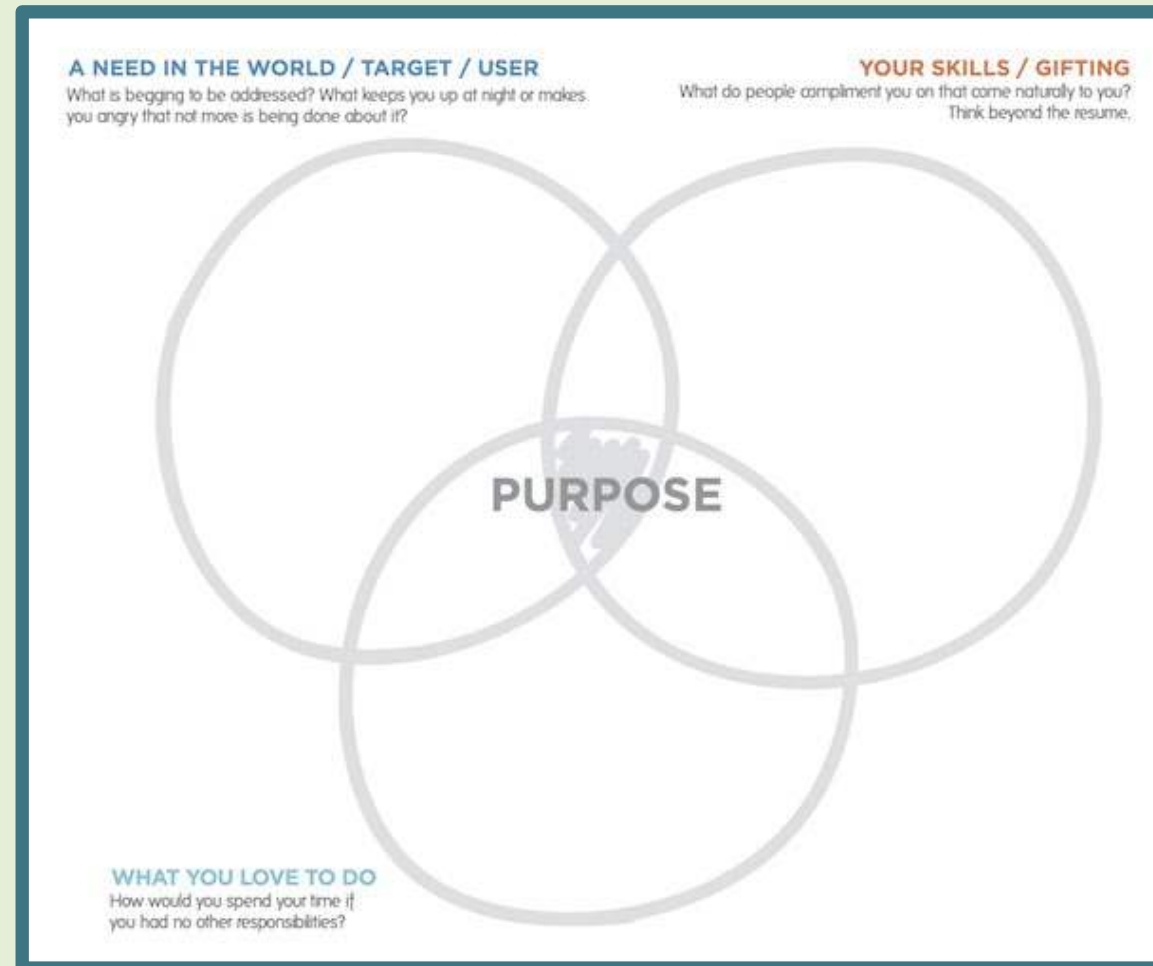
Watch "Caine's Arcade"

# MATH MADE FUN...JENNI PETERSON, FREEDOM INTERMEDIATE, FSSD





# EMPOWERING KIDS TO FIND PURPOSE



# READ, REFLECT, RESPOND

## HELPING STUDENTS FIND PURPOSE

9/18/2019  
EDUCATION | Articles & More  
Seven Ways to Help High Schoolers Find Purpose

Seven Ways to Help High Schoolers Find Purpose

Many students go through high school bored and unengaged. **Patrick Cook-Deegan** explains what a purpose-driven curriculum would look like.

BY PATRICK COOK-DEEGAN | JANUARY 11, 2016

Over the past decade, I have had the chance to ask thousands of teenagers what they think about school. I've found that the vast majority of them generally feel one of two ways: disengaged or incredibly pressured.

One thing nearly all teens agree on is that most of what high school teaches them is irrelevant to their lives outside of school or their future careers. One study found that the most common feelings among high school students are fatigue and boredom. Another study concluded that 65 percent of have in their lifetime *do not even exist yet*. But we are still teaching workers a century ago.

**JOIN THE PURPOSE CHALLENGE**

Want to help high schoolers find purpose? The GGSC's **Purpose Challenge** for students, educators, and parents incorporates cutting-edge science into videos and interactive exercises. Students can get help with their college essay and win up to \$25,000 in scholarship money.

I empathize with these public high school wher constantly looking at tl divorced from my time for 24 hours and filling me.

On top of not developi much about life outsid teachers. When it cam

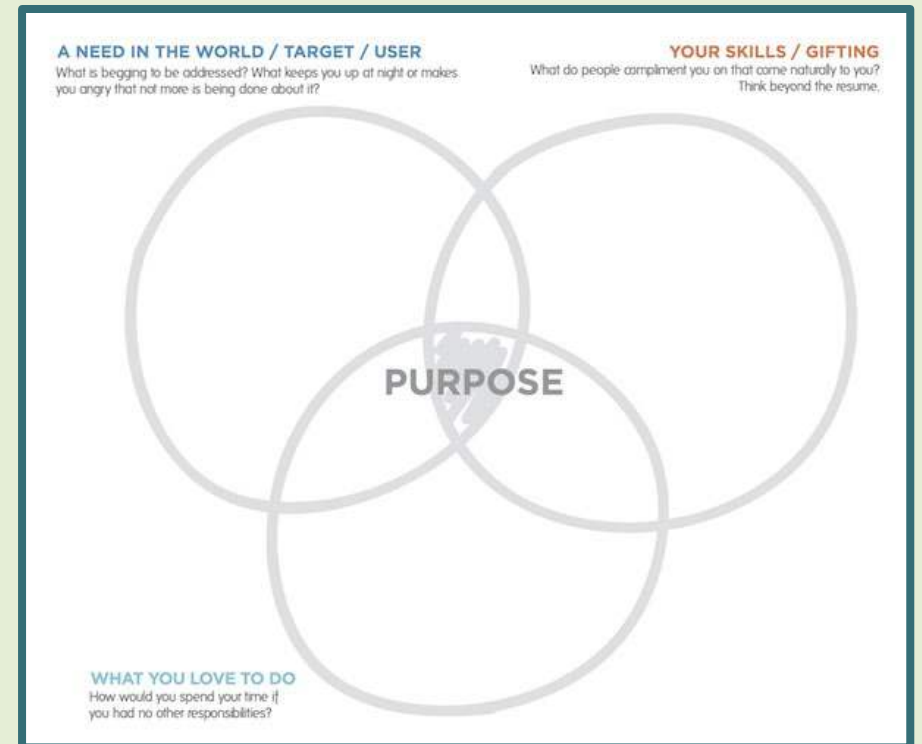
[https://greatergood.berkeley.edu/article/item/seven\\_ways\\_to\\_help\\_high\\_schoolers\\_find\\_purpose](https://greatergood.berkeley.edu/article/item/seven_ways_to_help_high_schoolers_find_purpose)



Although this article is written about high schoolers, the tenets are universal. Read the article and, as you read, post quotes, questions, and Amens in the padlet document.

# 7 WAYS TO EMPOWER PURPOSE

1. Prioritize internal motivation over external achievement
2. Foster collaboration
3. See teachers as mentors and coaches
4. Take students out into the world
5. Learning from failure
6. Value students' inner lives
7. Start with the why



# SEARCH INSTITUTE RESEARCH STUDY

*Teen Voice 2010* research report focused on three key strengths that make a big difference in teens' lives:

- Teens' **SPARKS**, or their deepest passions and interests;
- Teens' **VOICE**, or their confidence, skills, and opportunities to influence things that matter to them; and
- The **RELATIONSHIPS** teens need to support their growth.



# THREE INGREDIENTS THAT BOOST STUDENT SUCCESS

**SPARK + 3 SPARK CHAMPIONS + OPPORTUNITY**



<http://www.search-institute.org/sites/default/files/a/TeenVoice2010.pdf>

# NURTURING THE SPARK



[https://www.youtube.com/watch?v=ogLCSG\\_rTIQ](https://www.youtube.com/watch?v=ogLCSG_rTIQ)

# FAMILY GROUP

- Why is it so important to develop students' sense of purpose?
- Which of the seven ways that were listed in the article do you currently see happening and/or what would you like to see more of?



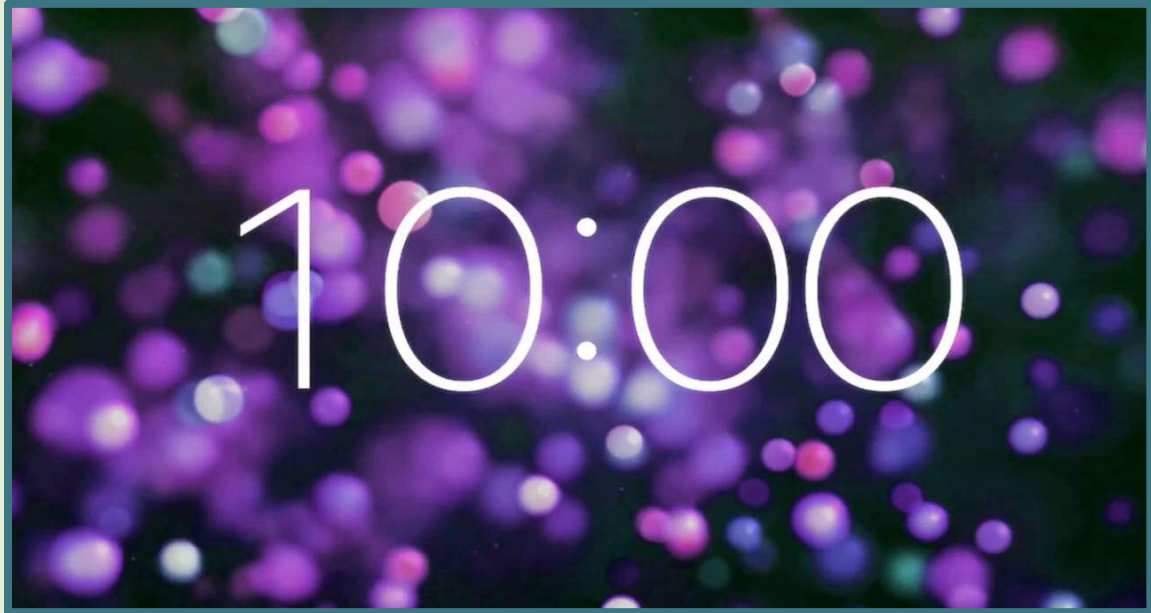
# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



# THOUGHT & JOT



# LET'S TAKE A BREAK! 😊



# FOLLOW YOUR HEART...BREAK

Finding your passion; surrendering to your heartbreak is really about finding what really moves you. Discovering what ticks you off and breaks your heart may be the first step in that direction... And in my experience, following a heartbreak whether it is your own or the world's is the single most effective way to help individuals, organizations and the world discover what they were meant and called to do.

--Angela Maiers

**What matters most to you?**  
**What breaks your heart about that?**  
**What are you going to do about it?**

**Trash**

- Reuse bottles
- Recycle and put materials into categories
- Reuse recycled materials to make other items

**Lack of Education in the Middle East**

- Build new schools
- Send school supplies
- Make it safer for girls to go to school

**Animal Abuse**

- Donate items to the Human Society
- Set up more animal shelters
- Raise more awareness (example: fundraiser, banquet, etc.)

**Military Families**

- They make around a lot
- Parents are out of children's lives
- Loose close family members/friends

**Equal Opportunities for Children**

- Foundation that help kids around the country
- Find business sponsors to help with financial problems
- Travel worldwide to help other kids around the globe
- Website live child, address, what they want to do

**Who**

- Teachers
- Business Owners
- CEOs
- Politicians
- Administrators
- Soldiers
- Government
- Offshoots
- General people
- Sponsors

**Needs**

- Money
- Sponsor
- Educational
- Social
- Support
- Employment
- Volunteers
- Digital
- Technology
- Good supplies

# RYAN'S WELL— WHEN PASSION MEETS VISION



<https://www.youtube.com/watch?v=jvPtkOimFY>



# HEARTBREAK MAPPING TO TAP INTO PURPOSE



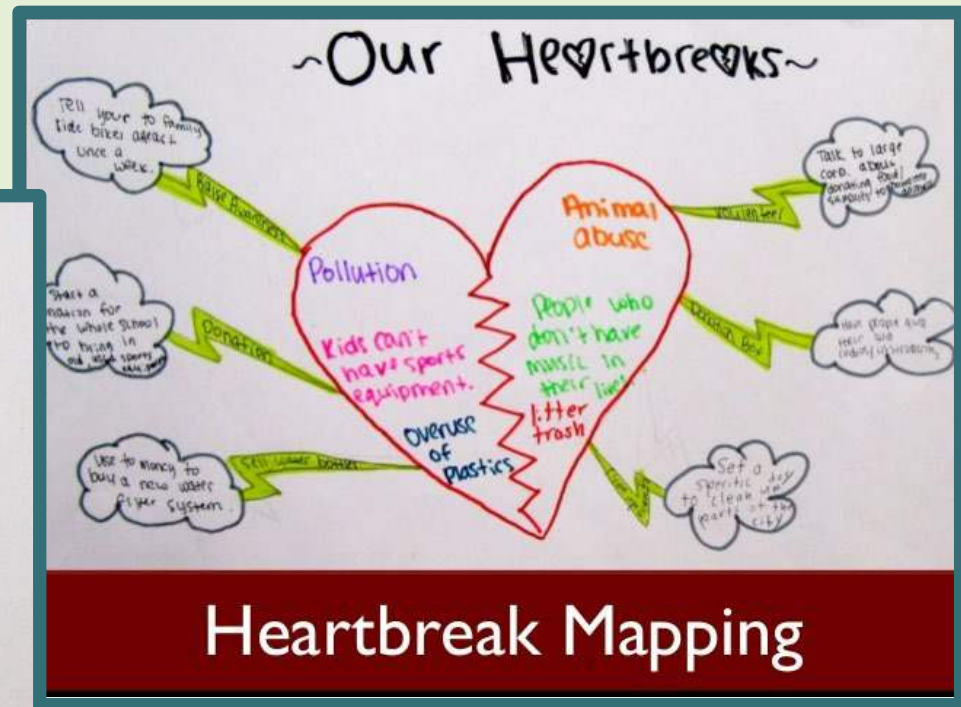
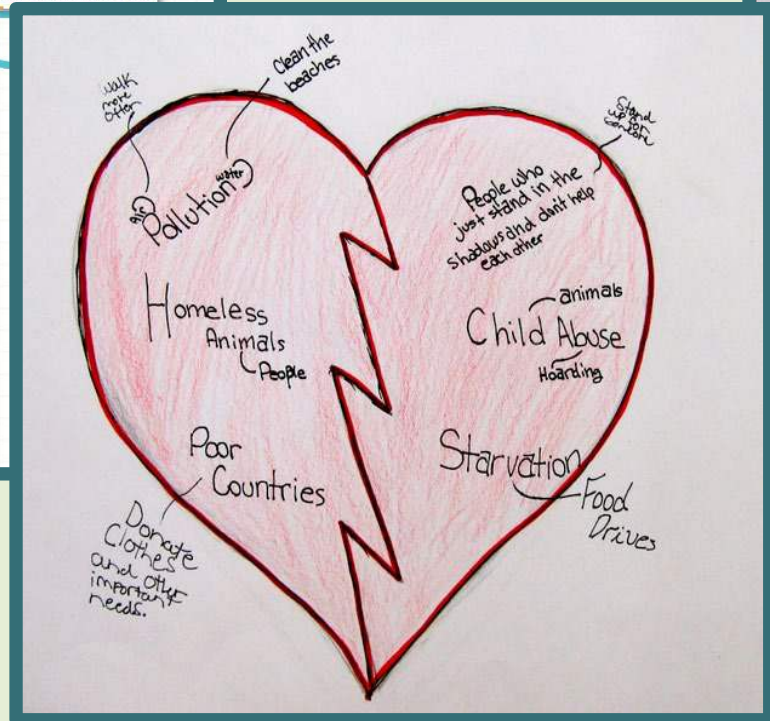
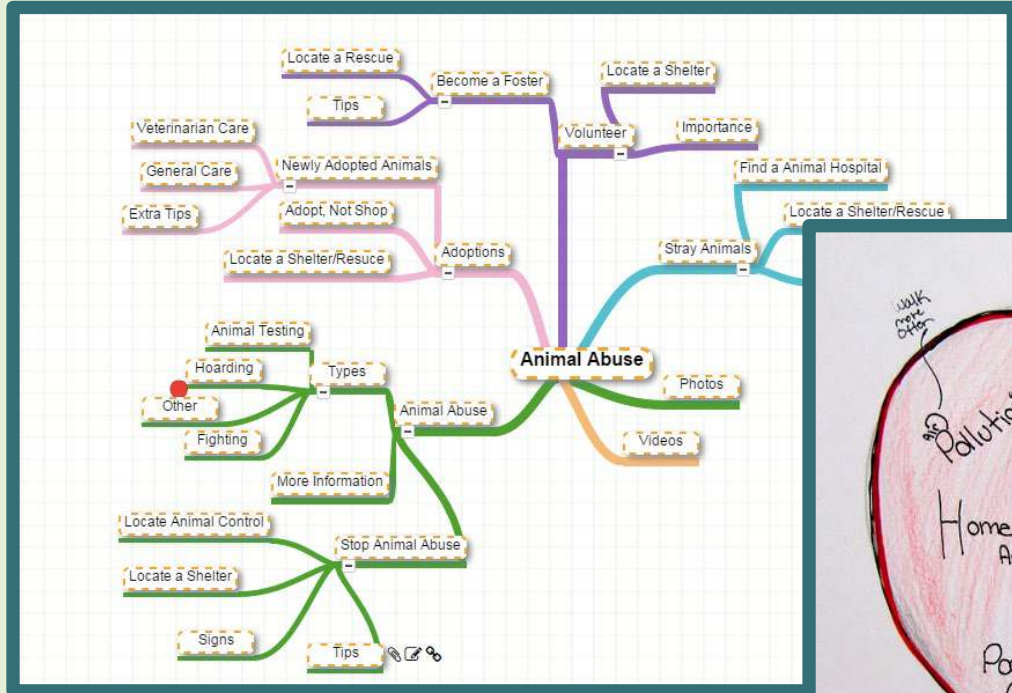
- What breaks your heart?
- If you had a magic wand, how would you fix that situation/condition?
- What is one step you can make toward positive change?

# MARLEY DIAS

## #1000BLACKGIRLBOOKS CAMPAIGN



# HEARTBREAK MAPPING IN THE CLASSROOM



Heartbreak Mapping

# HEARTBREAK LEADS TO “SIT WITH US” APP



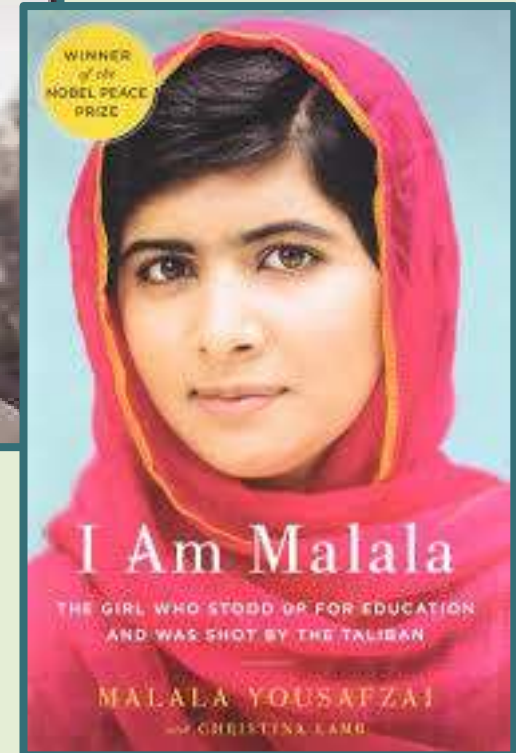
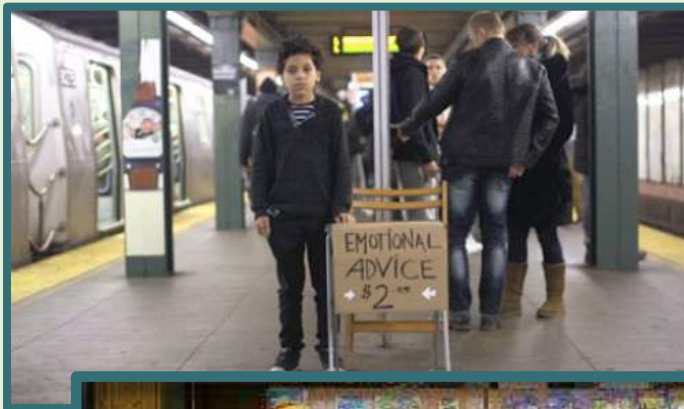
# A HIGHER CALLING MEANINGFUL PURPOSE

- Connecting students to something bigger than themselves
- Giving students many opportunities to discover sparks
- Strengthening SEL skills while they do it
- Making the world a better place while they do it
- #BecomingBetterHumans
- #BecomingBetterEducators



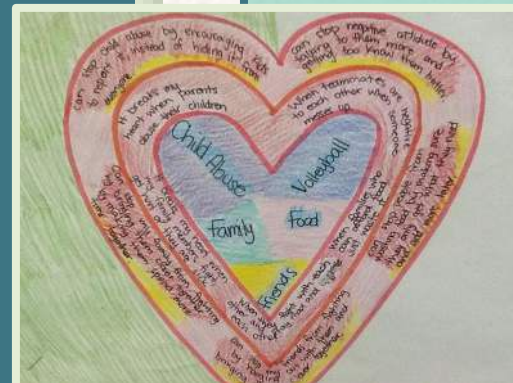


# CELEBRATE YOUTH TAPPING INTO PURPOSE



# FAMILY GROUP

- How does heartbreak mapping empower students?
- What is one heartbreak that you have heard students talk about?



# BRAIN BREAK— THE WATER CYCLE



# EMPOWERING STUDENTS TO SEEK OUT SPARKS CHAMPIONS

Hello \_\_\_\_\_,

I'm participating in a project designed to help me figure out what I want to accomplish in my life. As a part of this project, I am looking for feedback from people who know me well and whose opinion I value.

There is no need to spend lots of time on this, Please just write down the first thing that comes to mind as you read each question. I don't want you to have to take more than 5 minutes completing the questions.

1. What do you think are my strengths and talents?
2. How do you think I can use my talents in a meaningful way?
3. How do you see me contributing to the world in the future?
4. What advice would you give to help me achieve these goals?

Thanks for your help. I really appreciate your time and input.

Sincerely,

# HOMEFUN CHALLENGE: SEEKING OUT SPARKS

Get intentional about knowing a strength and a spark for each student you have on your roster.



CHECKLIST

NAME																							



Passion provides the catalyst for learning to  
**IGNITE.**

# LISTENING FOR SPARKS VIDEO & DISCUSSION FOR YOUR TEAM



# PAIR SHARE

- **WHAT** new insights do you have about listening for students' sparks?
- **SO WHAT?** Why is this important?
- **NOW WHAT?** What actions do you want to take?



# AS EDUCATORS, WE CAN HELP FAN THE FLAMES OF PURPOSE



It is important to note that the primary gap isn't that students don't know their sparks. In fact, at least half of teens surveyed score high on the Sparks Index.

The gap involves the ways adults in society listen to and build relationships with teens. Only about one in five teens has a high level of relationships or voice.





# SPARKS CURRICULUM

## stepitup2thrive.org

Sparks Categories (with just a few examples for each; there are many more sparks in each category)	
Music: Instrumental ( <i>guitar, piano, tuba...</i> )	Nature, Ecology, Environment ( <i>protecting wildlife...</i> )
Music: Conducting/Directing ( <i>leading an orchestra...</i> )	Animals ( <i>raising, training</i> )
Music: Composition ( <i>writing song lyrics...</i> )	Computers ( <i>web page design...</i> )
Music: Performance ( <i>choir, playing in band...</i> )	Comedy ( <i>telling jokes, improv...</i> )
Visual Art ( <i>painting, drawing...</i> )	Speech ( <i>debate, news anchor...</i> )
Writing ( <i>poetry, stories, plays...</i> )	Spirituality ( <i>studying sacred books...</i> )
Dance/Movement ( <i>ballet, modern, karate...</i> )	Drama, Theater ( <i>acting, directing...</i> )
Other Creative Arts ( <i>cooking, fashion...</i> )	Photography/Film ( <i>video, animation...</i> )
Building & Design ( <i>architecture, drafting...</i> )	Living in a Specific Way ( <i>with joy, caring...</i> )
Leadership ( <i>student government...</i> )	Reading ( <i>novels, biographies...</i> )

### Finding Your Spark

Everyone has, or can have, a spark, or two or three. You recently filled out a questionnaire about sparks; do you remember what you said there about your sparks?

Whether you know any of your sparks now or not, it's definitely worthwhile to explore, identify, and develop one, or two, or three.

### Why?



Because new studies from Search Institute, in Minneapolis, MN, show that teenagers who know and develop at least one spark and have three or more caring adults who help them with their spark are likely to have some great advantages and benefits:

-  Higher grades in school
-  Better social skills
-  Better physical health
-  Better school attendance rates

***“Everyone has a spark—whether you know any of your sparks now or not, it’s definitely worthwhile for you to explore, identify, and develop one, or two, or three.”***

Those are all good things to have, and things that can lead you to success in school and in the future.

But that’s not all. Teenagers who have a spark and the “spark champions” who help you develop it also are:

-  Less likely to experience depression
-  Less likely to engage in acts of violence toward others.

So, more good stuff. Now let’s get to the exploring! On the other side of this sheet is a listing of many categories of

# Sparks

### Peer Interview Discover Your Spark

2. What makes you want to jump out of bed in the morning?

3. What makes you dread getting out of bed? (Sometimes talking about the things that aren't your spark can give you clues about finding it.)

# INSPIRED.FACEBOOK.COM PASSION AND PURPOSE

inspiredED ABOUT PROCESS RESOURCES PROJECTS ACTIVITIES BLOG YALE SCHOOL CLIMATE WALKTHROUGH

Filter: SEL Skills Passion & Purpose Reset Show 50 entries Search:

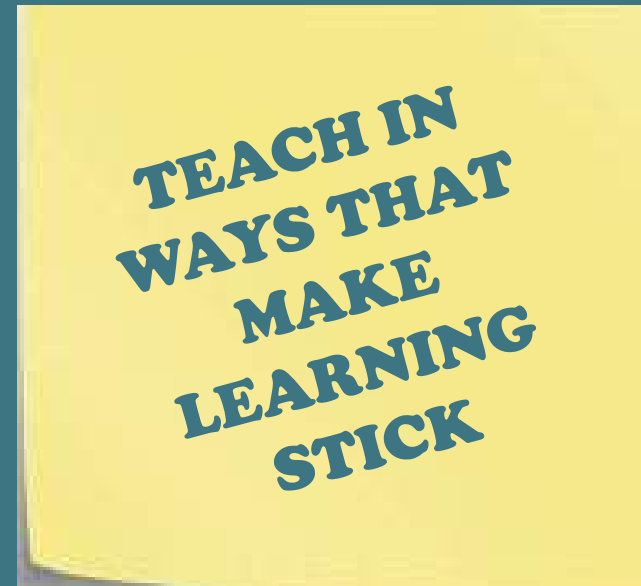
Title	Description	Duration
<a href="#">Try Something New</a>	Watch this video about trying something new for 30 days! How To: You may be ...	5 -10 mins
<a href="#">8 Motivation Tips</a>	Watch this video from ASAPscience to learn helpful tips for staying motivated! How To: This ...	5 -10 mins
<a href="#">Four Steps to Find Your Passion</a>	Need help finding your passion? Read this article from Forbes to help you find one! ...	10 -30 mins
<a href="#">Learn about Passion</a>	Want to learn more about passion? Watch this short video to understand how you can ...	5 -10 mins
<a href="#">Passion Project</a>	Draft a plan to start your own project. Find your passion and go for it! ...	10 -30 mins
<a href="#">Raise Your Voice</a>	Want to get better at speaking? The aim of the game is to talk for ...	5 -10 mins
<a href="#">Power Up Your Routine</a>	Here are some simple ideas to power up your everyday routine. Practicing these habits can help you feel ...	5 -10 mins
<a href="#">DIY Inspiration Board</a>	Make your space more inspiring with a DIY inspiration board! How to: This activity explains ...	30 -60 mins
<a href="#">Find Inspiration Everywhere</a>	There is inspiration all around you! From the great outdoors to the internet, people are ...	10 -30 mins
<a href="#">The Small Things</a>	Try these small acts of kindness that will give you a purpose and help others ...	5 -10 mins
<a href="#">Simple Reminder</a>	Who are you when you are at your best? Reminding yourself of your positive attributes ...	5 -10 mins
<a href="#">Gratitude Expression</a>	Expressing gratitude is proven to boost happiness, for the person who 'gives' it and the ...	10 -30 mins
<a href="#">Self-Care Day</a>	We all deserve to take time for ourselves. Value yourself by devoting a day to ...	60 plus mins
<a href="#">I Wonder Ball</a>	This activity, written by the North Haven High School inspiredED team, is designed to get ...	30 -60 mins

# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



# THOUGHT & JOT

# EMOTIONS, ENGAGEMENT, EMPOWERMENT: MAKING LEARNING STICK



# THE SCIENCE OF LEARNING— WHAT DO YOU THINK?

1) You have assigned students to write an essay on "How Neurons Communicate," based on reading a book chapter, but you know many of them will squirm. They try to focus on reading, but many struggle. What to advise them, if they get stuck?

- A. Tough it out, nobody said this was easy.
- B. Get out of the house and take the book with you -- to the coffee shop, the park, the library. Put on some music. Have at it.
- C. Eliminate all distractions from your workspace. Concentrate.
- D. Quit for now and come back to it later.

**ANSWER: B. There's a large body of research showing that changing "context" while you're learning -- and this includes location, time of day, mood, environment, even background music -- deepens learning. It also allows you to put your restlessness to good use.**

# THE SCIENCE OF LEARNING— WHAT DO YOU THINK?

2) You have scheduled a Science test one week from today, and you've advised students to allot four hours to study. How best can they use that time?

- A. Put in one concentrated, four-hour study session three days before the test.
- B. Stay up late, cramming, the night before the exam so the material is fresh.
- C. Study one hour a night for four consecutive nights in the coming week.
- D. Do two hours tonight and two tomorrow night.

**ANSWER: D. Distributing or "spacing" study time can double the amount of material we retain. For a test in a week, the ideal schedule is: study tonight and tomorrow, or tonight and the day after tomorrow. The optimal interval depends on when the test is.**

# THE SCIENCE OF LEARNING— WHAT DO YOU THINK?

3) Your (mostly) diligent 16-year-old daughter is stuck on a problem set. She asks you if she can take a break and jump on her computer. You respond by:

- A. Making her push on, until a breakthrough occurs.
- B. Suggesting she call a friend for help.
- C. Let her take a break.
- D. Rolling your eyes, complaining about her generation's addiction to technology and wondering aloud what will become of the world when the devices take over.

**ANSWER: C. A little dose of distraction -- 15 to 20 minutes, scrolling through Facebook or going for a run -- actually helps us to re-engage problems in a new way. It also increases the likelihood, by about 20 percent, that your daughter will find a solution to the problem she's stuck on.**

# THE SCIENCE OF LEARNING— WHAT DO YOU THINK?

4) Your students each have an important class presentation to make in the coming days, and they need to memorize some material by heart. How much time should they spend studying and how much time practicing from memory?

- A. A third of the time reading, two-thirds practicing from memory.
- B. 90 percent studying the text -- and 10 percent practicing from memory at the end.
- C. 50 percent reading, 50 percent practicing.
- D. Just read it a few times and sleep on it.

**ANSWER: A. Research shows that "self-testing" -- i.e., performing as practice -- is much more effective than re-reading the text, by a ratio of about 2 to 1.**





# THE SCIENCE OF LEARNING— WHAT DO YOU THINK?

5) Quizzing overworked and sleep-deprived teachers on material that they haven't even had the chance to learn yet is:

- A. A waste of time.
- B. A cruel, dirty trick.
- C. A pandering gimmick.
- D. By far the best way to become familiar with the project.

**ANSWER: D.** New research suggests that “pre-testing” -- testing yourself on material before you’ve even studied it -- tunes the brain for subsequent learning. The process of guessing at answers forces you to mentally bookmark material and concepts in a way that increases the likelihood you’ll recognize -- and remember -- them later.

# PREDICTING



Making predictions about material that you wish to learn increases your ability to understand that material and retrieve it later.

It causes you to pay more attention to the outcomes.

The prediction hooks your emotions into the concept.

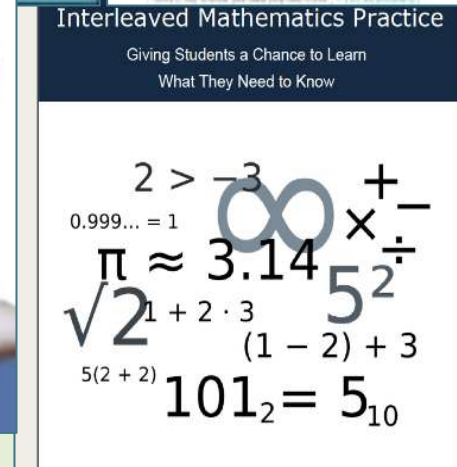
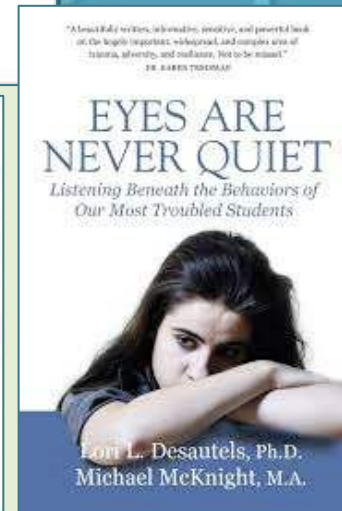
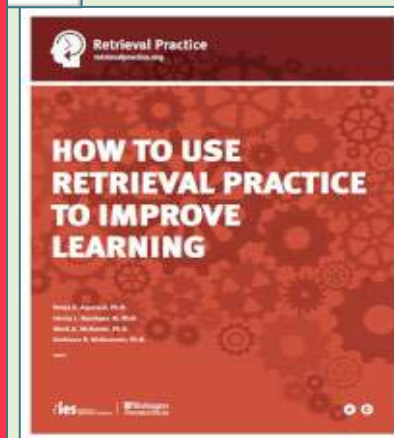
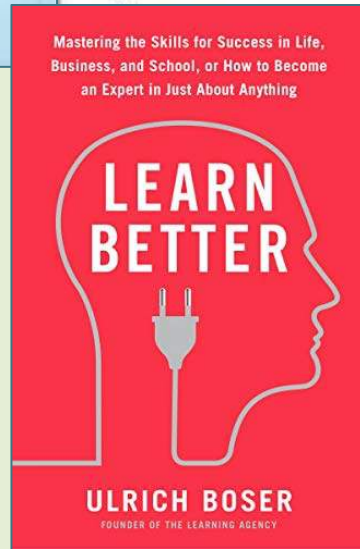
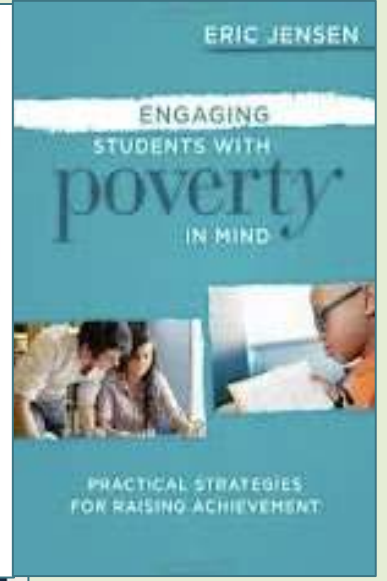
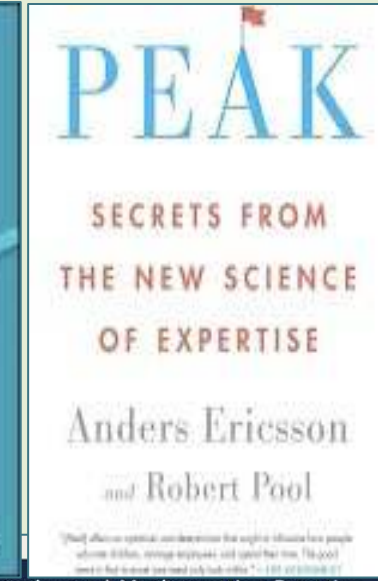
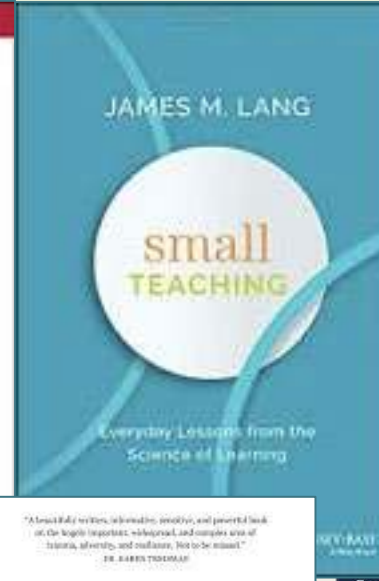
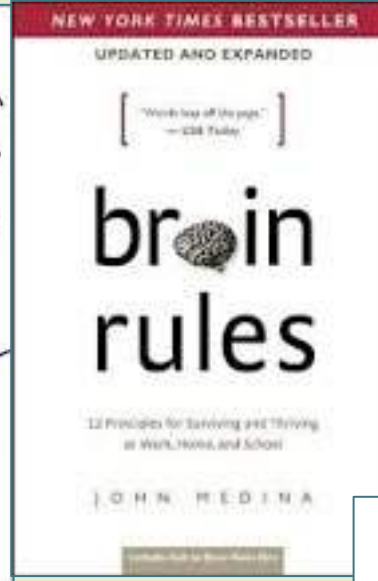
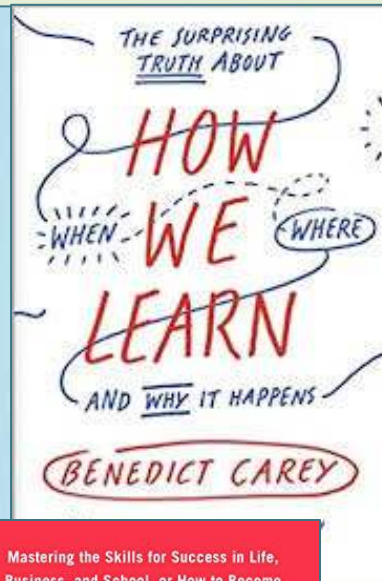
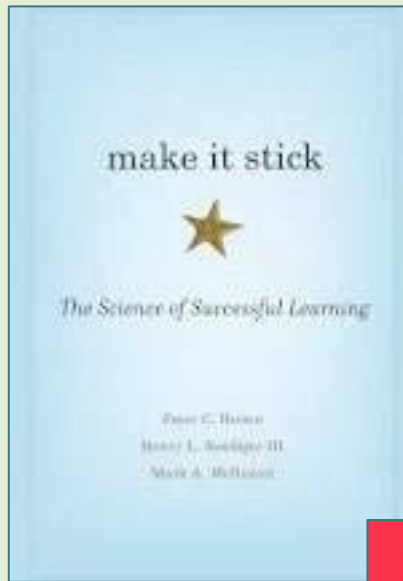


# BIG IDEA

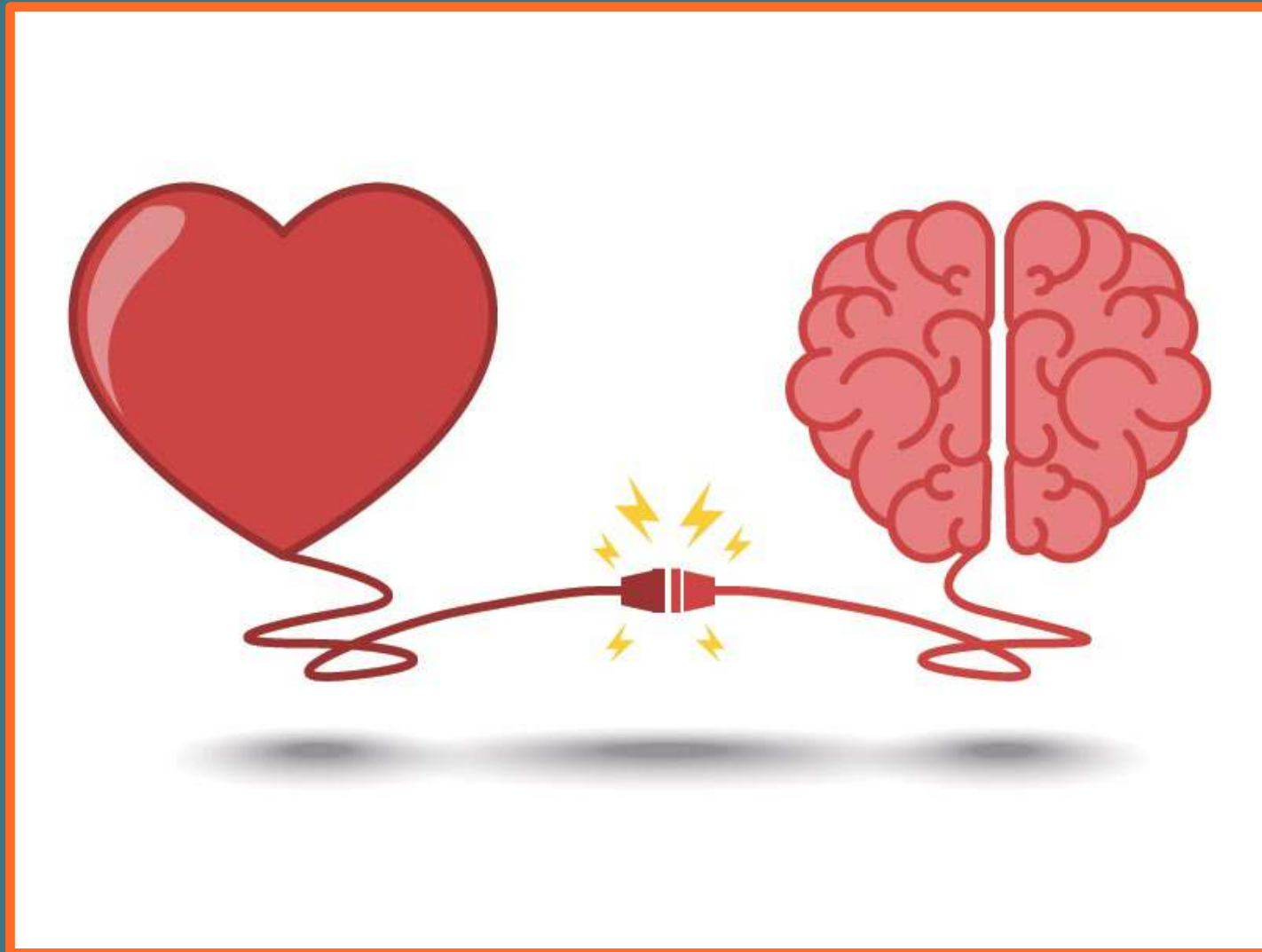


Pre-testing the brain primes it for subsequent learning.

# LEARNING ABOUT LEARNING



# EMOTIONS AND LEARNING



# STRESS ON THE STUDENTS' BRAIN

- Students are being diagnosed with depression, anxiety, ADHD, eating disorders, addictions, and other self-destructive behaviors at an alarming rate.
- Data shows that stress and poverty result in loss of executive function and working memory for students.



# RESPONDING TO STRESS

## Nervous System Response

Fight	Flight	Collapsed/ Shut Down
<u>What We See</u>	<u>What We See</u>	<u>What We See</u>
Yelling	Fidgeting	Absent
Blaming	Avoiding	Hiding
Hitting	Unfocused	Isolated
Throwing	Procrastinating	Zoned out
Aggressive	Running away	Unresponsive
Demanding		Day-dreaming
		Not completing work
<u>What is Underneath</u>	<u>What is Underneath</u>	<u>What is Underneath</u>
Stuck	Buzzing	Numb
Worried	Restless	Void
Fear	Preoccupied	Terrified
Alarmed	Over-doing	Despair
Anxious	Over-stimulated	Hopeless
Grasping	Pulled in many directions	Judged
Pressured		Exhausted
Frightened		Overwhelmed
Feeling unloved		Lost/Missing
		Feeling numb

Revelations In Education

## THE STRESS RESPONSE IN KIDS

FIGHT	FLIGHT	FREEZE
Yelling, Screaming, Using Mean Words	Wanting to Escape, Running Away	Shutting Down, Mind Goes Blank
Hitting, Kicking, Biting, Throwing, Punching	Unfocused, Hard to Pay Attention	Urge to Hide, Isolates Self
Blaming, Deflecting Responsibility, Defensive	Fidgeting, Restlessness, Hyperactive	Verbally Unresponsive, Says, "I don't know" a lot
Demanding, Controlling	Preoccupied, Busy with Everything But the Thing	Difficulty with Completing Tasks
"Oppositional", "Defiant", "Noncompliant"	Procrastinating, Avoidant, Ignores the Situation	Zoned Out, Daydreaming
Moving Towards What Feels Threatening	Moving Away From What Feels Threatening	Unable to Move, Feeling Stuck
Irritable, Angry, Furious, Offended, Aggressive	Anxious, Panicked, Scared, Worried, Overwhelmed	Depressed, Numb, Bored/Apathetic, Helpless

WholeHearted School Counseling

# BIG IDEA



Stress decreases our cognitive resources and impacts our ability to learn.



# EMOTIONS AND LEARNING IT STARTS WITH US



"The most powerful *leadership* tool you have is your own personal example."  
John Wooden



# BIG IDEA



As an educator and a leader, YOU are the broker of relationships.

# CULTIVATING CONNECTIONS



<https://www.youtube.com/watch?v=UQ15cqP-K80&t=1s>

# THE UNCOMMON COMMON POST-IT PALS



Ideas for questions to ask –

- What kind of music do you like?
- What kind of food do you like?
- Where are you in the birth order of your family?
- Where have you traveled?
- What do you do for fun?



1. We both have two dogs.
2. We have both been to both Mexico and Canada.
3. We both have brothers named Brian.

# UNCOMMON COMMONS---

## LET'S SHARE OUT



# BIG IDEA



Emotions either enhance or interfere with learning.

# BIG IDEAS

Emotionally charged events are remembered longer.

Meaning before details.

Priming the brain with modeling.



# BIG IDEA



Connect learning to  
personal experience  
help make it stick.





# ENGAGEMENT AND LEARNING



# TEXT TALK TIME



# PAIR SHARE

- What did you notice about the students' engagement in that clip?
- How did her lesson prioritize emotions and engagement?



# BRAIN BREAK -- WOULD YOU RATHER...?



## WOULD YOU RATHER

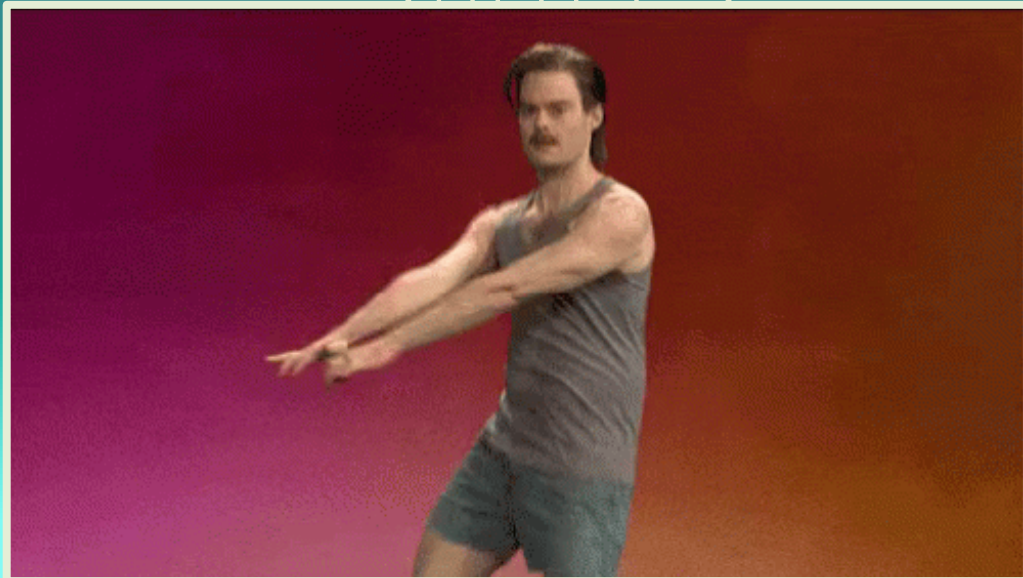
**HALLOWEEN EDITION**



[www.thrivingYOUiversity.com](http://www.thrivingYOUiversity.com)

# WOULD YOU RATHER...

Hold on to your  
tank tops &  
shorts?



Get out your  
sweaters, scarves  
& hoodies?

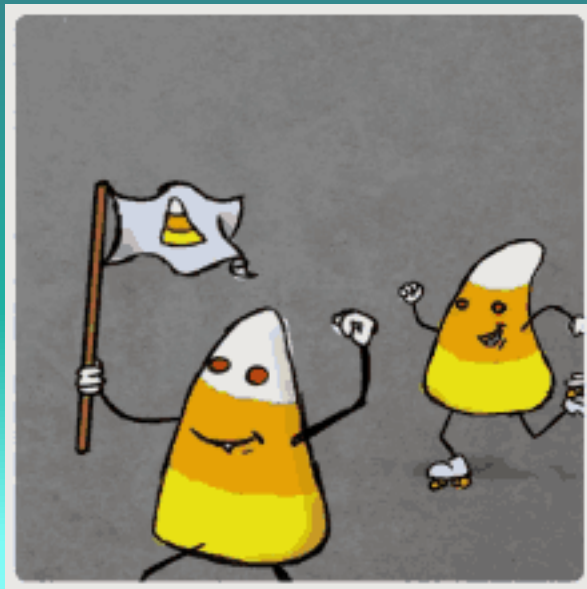


**OR**

# WOULD YOU RATHER...

Eat candy corn?

Eat popcorn?



**OR**



# WOULD YOU RATHER...

Spend the night  
in a spooky

Spend the night in  
a haunted house?



**OR**



# WOULD YOU RATHER...

Have a pumpkin  
spice latte?

Have a hot spiced  
apple cider?



**OR**





# WOULD YOU RATHER...

Watch a scary  
Halloween movie?



Watch a funny  
Halloween movie?



**OR**

# WOULD YOU RATHER...

Bob for apples?

Carve a pumpkin?



**OR**



# WOULD YOU RATHER...

Got to a costume party?

Stay home and feed trick-or-treaters?



OR

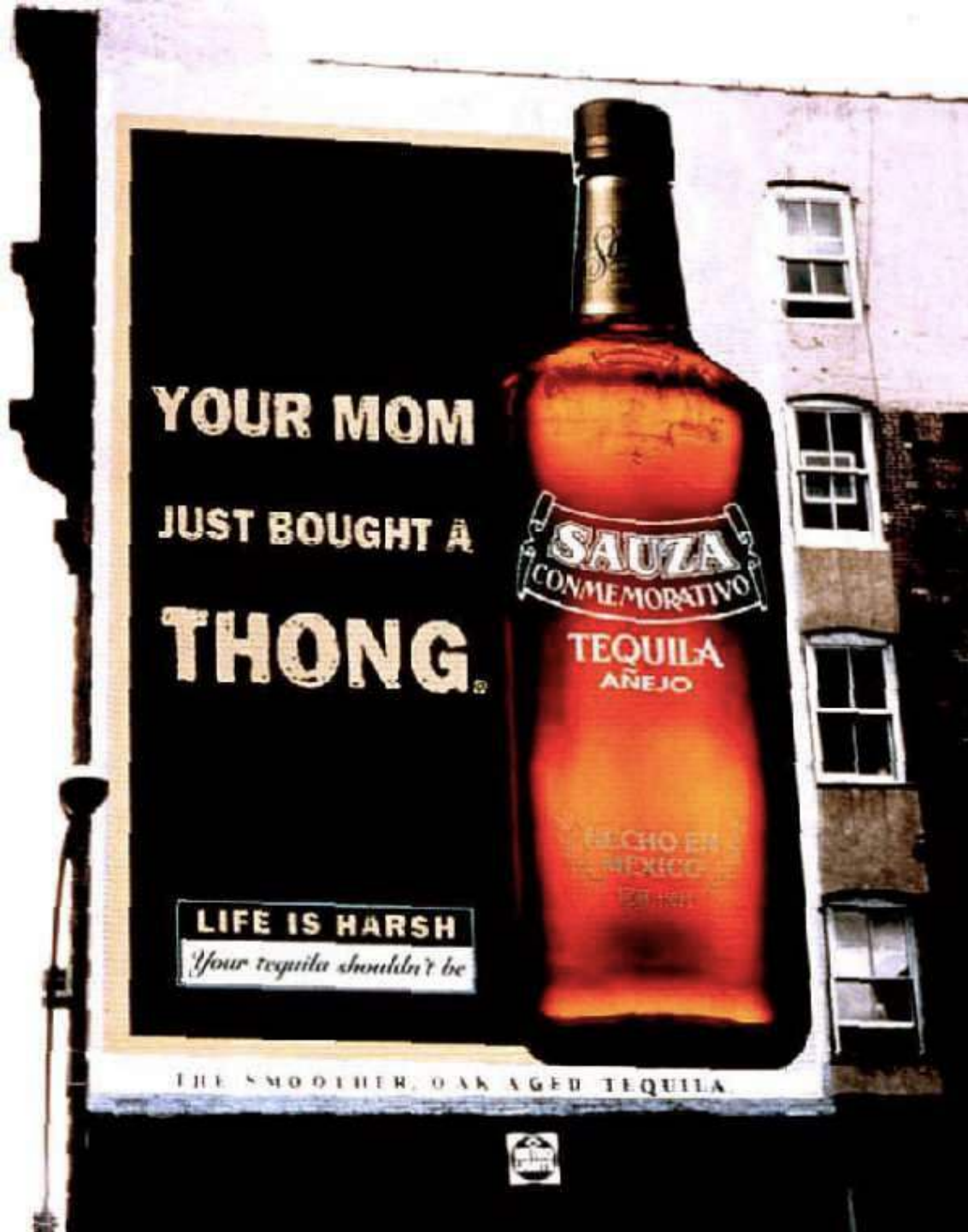


# LET'S TAKE A LUNCH BREAK! 😊



We don't pay  
attention to  
boring things.

-- John Medina, Brain Rules



# GRABBING OUR ATTENTION AND OUR INTEREST



# THE 10-MINUTE RULE

- The average attention span is ten minutes.
- Find a way to get and hold attention for ten minutes. Then do it again.



# GETTING ATTENTION STRATEGIES



ATTENTION  
GRABBER

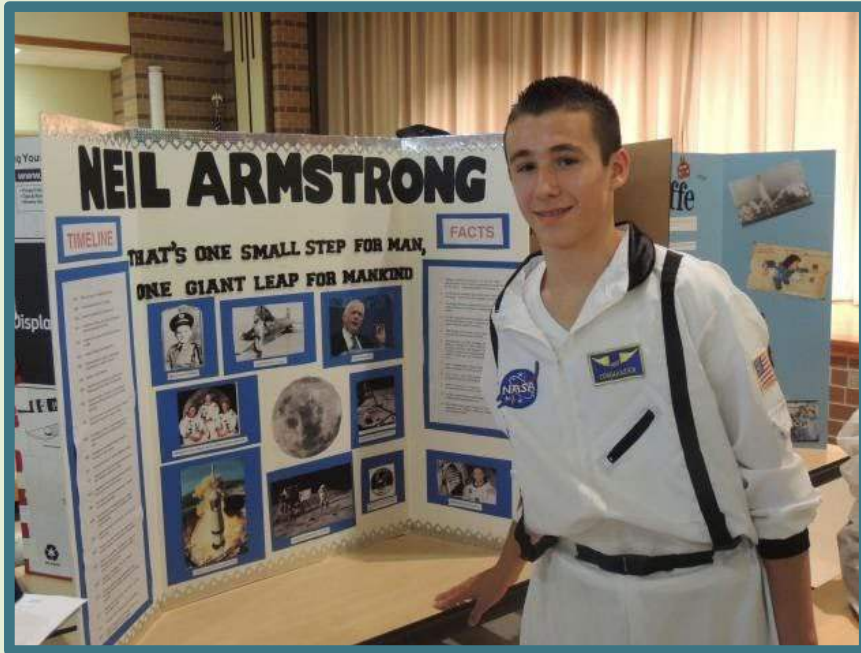
- Create a hook
- Get 'em curious
- Use prediction
- Pause and chunk
- Brain & Body Breaks
- Redirect activities



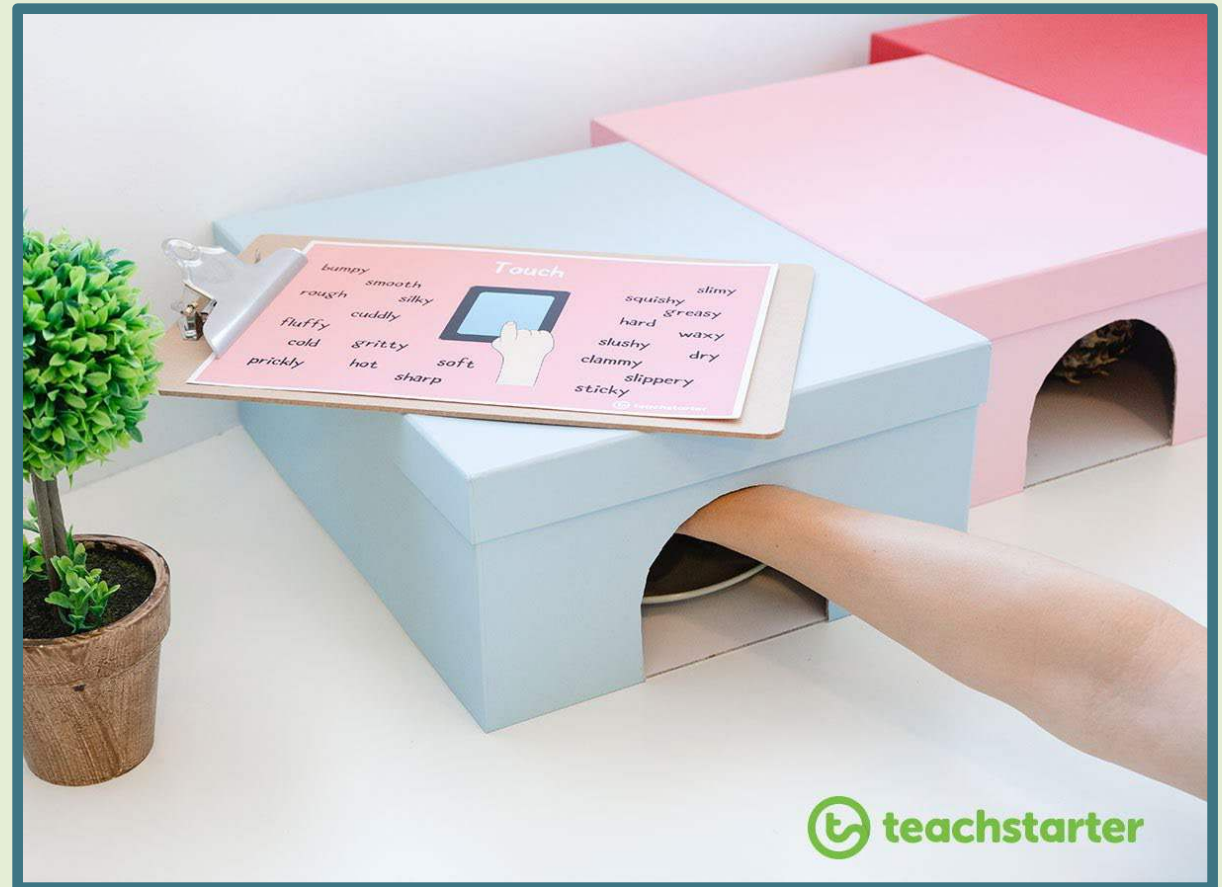
# TEACHERS IN COSTUMES



# STUDENTS IN COSTUMES



# ADD A LITTLE MYSTERY



 teachstarter

# BIG IDEA



We have to be aware of something before it can grab our attention.

Use hooks to engage students in learning.

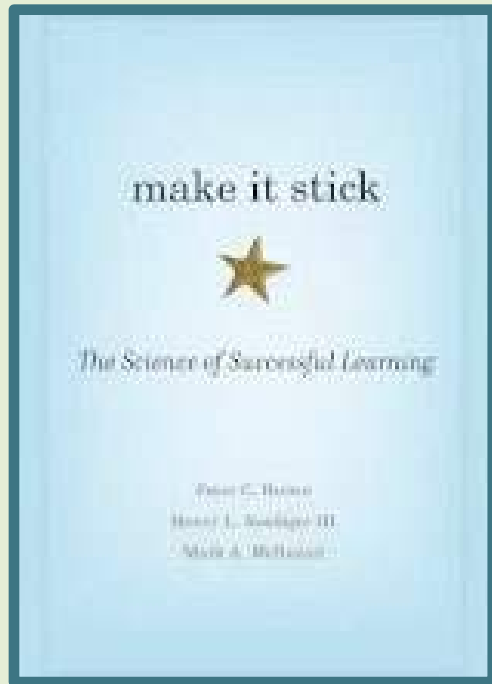


# BIG IDEA



Messages that grab our attention are connected to memory, interest, and awareness.

# THE SCIENCE OF LEARNING



“We are poor judges of when we are learning well and when we are not. When the going is harder and slower and it doesn't feel productive, we are drawn to strategies that feel more fruitful, unaware that the gains from these strategies are often temporary.”

-- *Make It Stick*

# RETRIEVAL PRACTICE



<https://www.youtube.com/watch?v=2k52Vfon5oY>

# RETRIEVAL PRACTICE

Retrieval practice is a learning strategy where we focus on getting information OUT of students' minds.

Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.

Retrieval practice is a powerful tool for improving learning without more technology, money, or class time.





# RETRIEVAL PRACTICE CHALLENGE GRID

Insert challenge	Insert challenge	Insert challenge	Insert challenge	Insert challenge
Insert challenge	Insert challenge	Insert challenge	Insert challenge	Insert challenge
Insert challenge	Insert challenge	Insert challenge	Insert challenge	Insert challenge
Insert challenge	Insert challenge	Insert challenge	Insert challenge	Insert challenge
<b>One Point</b> (last lesson)	<b>Two Points</b> (last week)	<b>Three Points</b> (two weeks ago)	<b>Four Points</b> (three weeks ago)	

# RETRIEVAL QUIZ SAMPLES

## Retrieval Practice Challenge Grid – What's Your Score?

Which pair of valves prevents blood from flowing back into the ventricles?	Name two organs that belong to the digestive system.	Name a vessel that is part of the systemic circulation.	What is the main function of the axial skeleton?
The connective tissue that is softer than bone and has a gel like matrix is the...	Muscles used in endurance activities are typically called ___ fibers (color)	A fracture where a bone is broken into multiple pieces is called a ___ fracture.	Blood in the pulmonary veins is... Oxygenated/Deoxygenated?
The muscle action of moving a limb away from the midline of the body is called ___.	What is the name for the most posterior bone of the cranium?	Name 3 muscles of the face.	How many thoracic vertebrae are there?

Last week (1 point)

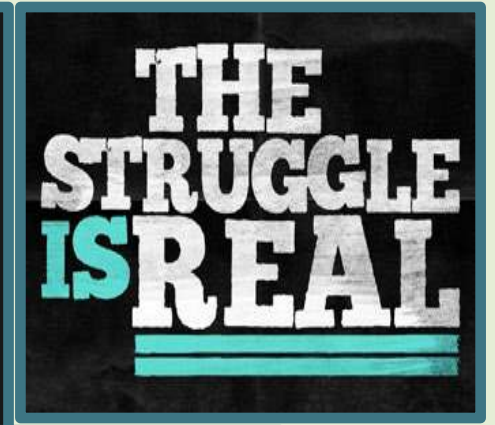
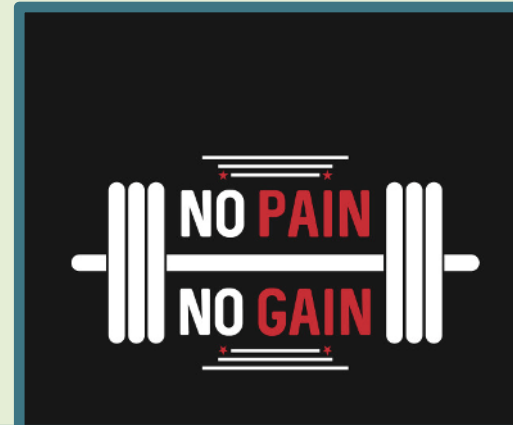
Last unit (2 points)

More than 1 Unit Ago  
(3 points)

What is coronary heart disease and what risk factors may increase the risk of developing coronary heart disease?	Can you give the different components of the blood and explain their structure and their function?	Can you define the processes of diffusion, osmosis and active transport?	Can you explain the structure of arteries, veins and capillaries and how this relates to their function?
Why do large organisms need a transport system?	Can you draw and label a bacterial and yeast cell?	How does clotting work?	Can you explain the cardiac cycle?
Why is clotting necessary?	Can you explain how the heart rate changes during exercise and under the influence of adrenaline?	Can you draw a sketch diagram of the heart and label the vessels entering and leaving it?	Can you compare and contrast the parts of animal, plant, bacterial and yeast cells?
Last lesson (1)	Two weeks ago (2)	Last month (3)	Way back (4)

# THE STRUGGLE IS REAL... AND IT HELPS LEARNING!!

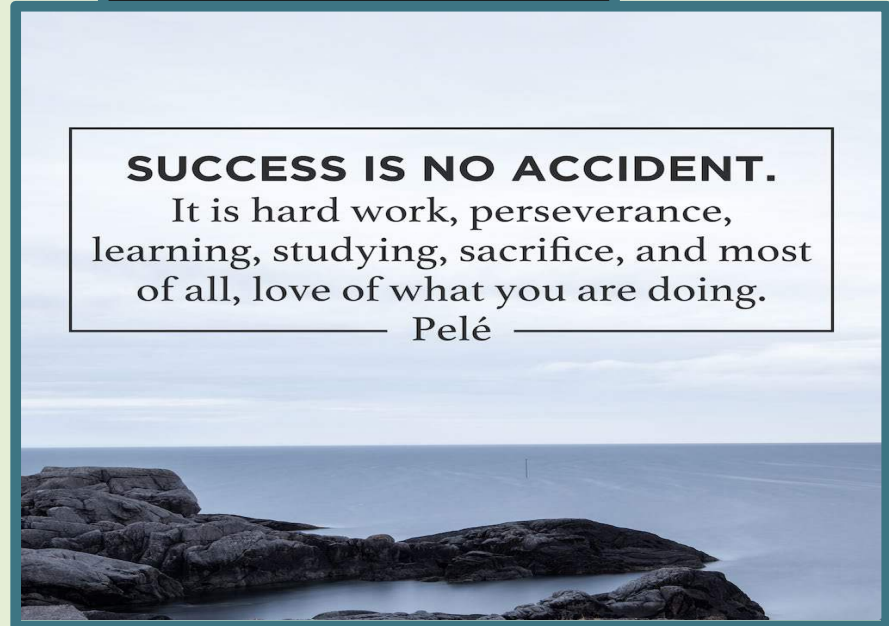
- Just like exercise, learning works the same way; “no pain, no gain.”
- Contrary to popular belief, when information comes to mind easily and feels fluent, it’s easy to forget; just because it was easy to learn, doesn’t mean we’ll remember it.
- The more difficult the retrieval practice, the better it is for long-term learning.



**SUCCESS IS NO ACCIDENT.**

It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing.

— Pelé —



# SPEED DATING TRIO TALK

- Explain why it is so important for us to be spark champions.
- What are the 5 SEL Competencies & why does SEL have to start with the adults?
- Explain the difference between growth and fixed mindset.
- Explain why belonging is so important to learning and give an example of how to build it.
- Describe how “hooks” can spark students’ curiosity and engagement.
- Describe Retrieval Practice.

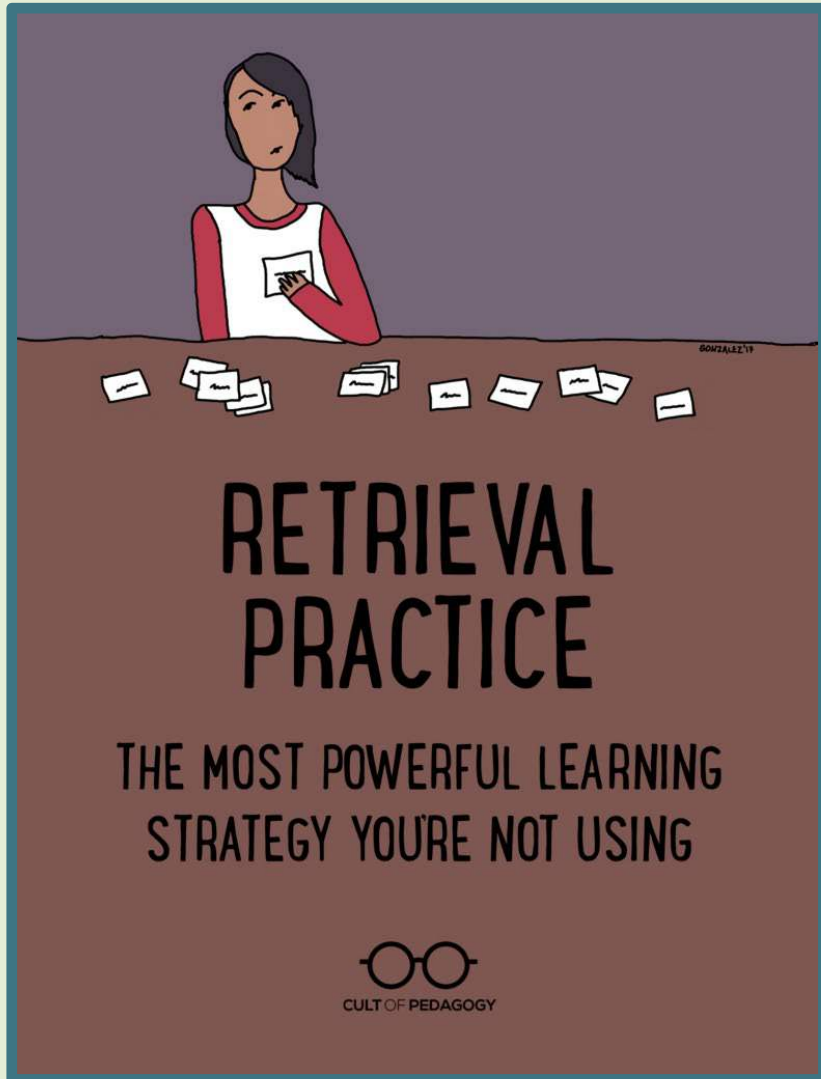


# BIG IDEAS



Lower the stakes.  
Teach each other.  
Retrieve.

# RETRIEVAL PRACTICE— WHY



- Strengthens neural pathways
- Interrupts forgetting
- Our memory for that information is strengthened and forgetting is less likely to occur

# WAYS TO ENGAGE IN RETRIEVAL PRACTICE

## RETRIEVAL PRACTICE

When we teach something once, then want to do more to help students learn it better, instead of just reviewing the content, we're better off giving something like a quiz. In other words, if we do more asking students to pull concepts out of their brains, rather than continually trying to put concepts in, they will actually learn better.

Retrieval practice is **NOT THE SAME AS ASSESSMENT**. Although it can look like testing, it is a **learning strategy**, not a tool for measuring or grading students.

## USING IT WELL

### WHAT IT LOOKS LIKE

- Think-pair-share
- Low-stakes quizzes
- Flashcards
- Brain dumps

#### Include Feedback

Tell students if they got the answer right or wrong.

#### Space Your Practice

Rather than doing retrieval all at once, spread practices out over time.

#### Match Practice to Assessment

If you will assess for basic recall of facts, retrieve with those. If you will require higher-order thinking on tests, include higher-order questions during retrieval.



CULT OF PEDAGOGY



- Flash cards
- Regular self-quizzing
- Students creating questions for quizzes
- Challenge Board
- Linking to meaningful information/experience
- Think-Pair-Share
- Notes in own words (versus copied)
- Rehearsing
- Writing prompts—fill in blanks, word/phrase answers



THRIVING  
YOUiversity  
empowering individuals & organizations to thrive

# EXIT/ENTRY SLIPS FOR RETREIVAL PRACTICE


## TWITTER EXIT TICKET

Can you sum up today's lesson in 140 characters or less?



 Today's Tweet  
@ \_\_\_\_\_

# \_\_\_\_\_ #

 Today's Tweet  
@ \_\_\_\_\_

# \_\_\_\_\_ #

## EXIT TICKET

The most important thing I learned today was... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

An example of this is... \_\_\_\_\_

## EXIT TICKET

If today's lesson were a song, the title of it would be... \_\_\_\_\_  
\_\_\_\_\_

because... \_\_\_\_\_

Summarize today's lesson in EXACTLY 10 words.

## Classroom Exit Slip

3

Things I Learned Today ...

2

Things I Found Interesting ...

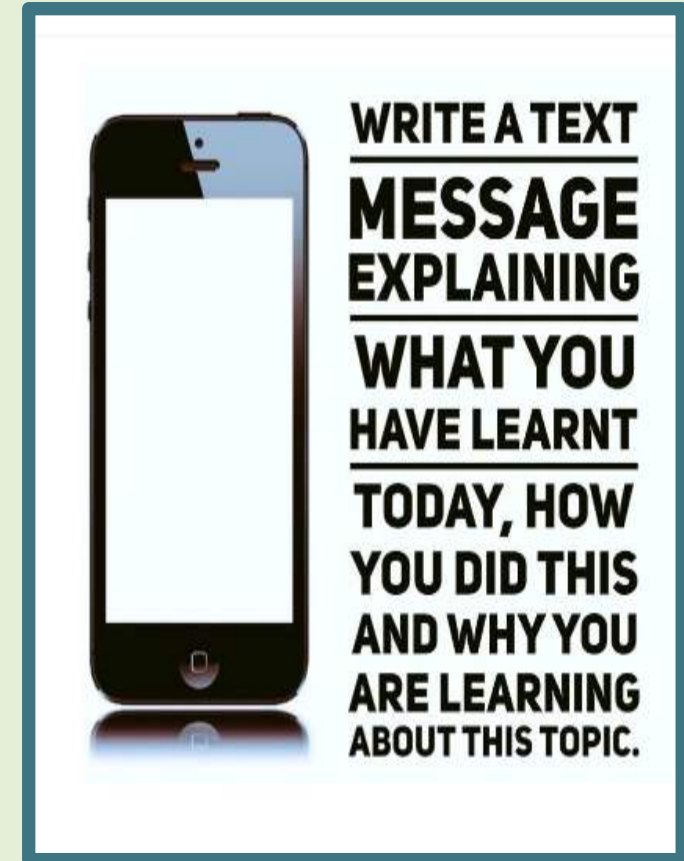
1

Question I Still Have ...

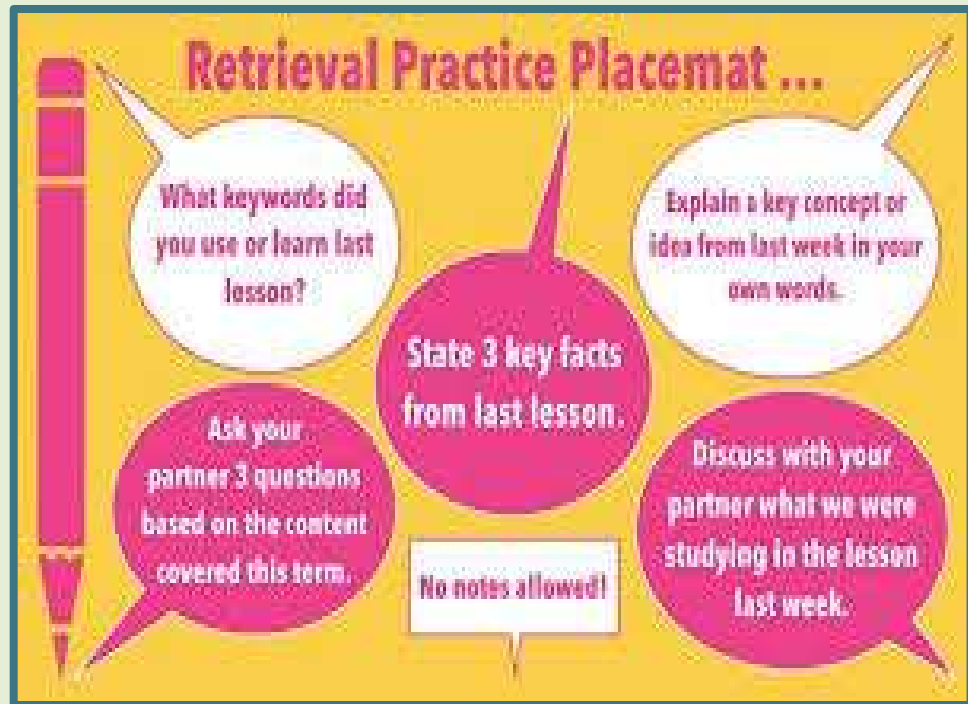


# RETRIEVAL PRACTICE STRATEGY— ENTRY AND EXIT TICKET PROMPTS

- Two things I remember from yesterday's lesson are:
- Two things I remember from today's lesson are:
- If I could ask my teacher to explain something in more detail about today's lesson, it would be...
- If I had to explain \_\_\_\_\_ from yesterday's lesson to someone who missed class, I would say:
- Help the teacher write a question for a quiz on today's learning:
- Draw a picture that represents what we learned today.
- Yesterday's lesson made me think of:



# RETRIEVAL PRACTICE SUMMARY



- Use retrieval practice as a learning strategy, not as an assessment tool.
- Use retrieval practice frequently, as often as possible. Practice makes perfect!
- Encourage metacognition by including feedback (right/wrong feedback, explanation feedback, etc.).
- Use retrieval practice a few days or weeks after a lesson or study session. Space it out.

# RETRIEVAL PRACTICE SUMMARY



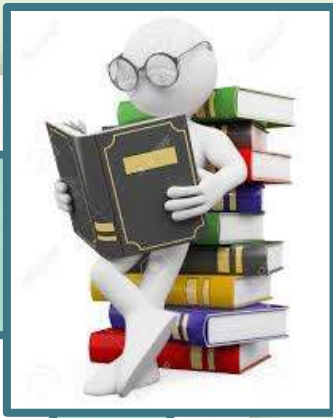
- Use a variety of question types: fact-based, conceptual, and higher order.
- Use a variety of strategies to implement frequent retrieval practice: clickers, flash cards, online quizzes, quick writing prompts, etc.
- Encourage metacognition by including feedback (right/wrong feedback, explanation feedback, etc.).
- Examine your teaching and studying strategies: Do they focus on getting information “in” or “out?” Is learning challenging, or is learning easy and “fluent?”

# LET'S GO GROCERY SHOPPING!



# FRAMILY GROUP

- What is retrieval practice and what are some examples of this strategy?
- What insights do you have about retrieval practice?
- How are you already using this strategy? How would you like to?



# YOUR GROCERY LIST NO NOTES



SHOPPING LIST



# LEARNING PEGS



















1. Sun
2. Eyes
3. Triangle
4. Square
5. Fingers
6. Pick Up Sticks
7. 7-up
8. Octopus
9. Innings In a Baseball Game
10. Hen (Squat)
11. Goalposts
12. A Dozen Eggs
13. Black Cat
14. Valentines Heart
15. Tennis
16. Drivers License
17. 17 Magazine
18. Graduation
19. 19-inch TV
20. 20 bucks in my pocket
21. Black Jack

# LEARNING PEGS—

# WHY DO THEY WORK?

- The Peg systems improve your memory by creating a filing cabinet in your mind.
- They work by associating information you already know well (the numbers 1 through 20) with the new facts you want to remember.
- A "peg" is just a mental hook on which you hang the information. This hook acts as a reminder to help you mentally retrieve information.
- In other words, because you will never forget how to count from 1 to 20, associating information with those numbers creates a mental filing system for the information.

~ Memory Pegs ~

1. Sun		11. Goal posts	
2. Eyes		12. Eggs	
3. Triangle		13. Black Cat	
4. Square		14. Valentine's Day	
5. Fingers		15. Tennis	
6. Sticks		16. Drive	
7. 7-Up		17. Magazine	
8. Octopus		18. Vote	
9. Baseball		19. TV	
10. Hen		20. Glasses (20/20vision)	

Adapted from Quantum Learning Network Handout



THRIVING  
YOUiversity

empowering individuals & organizations to thrive



# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE

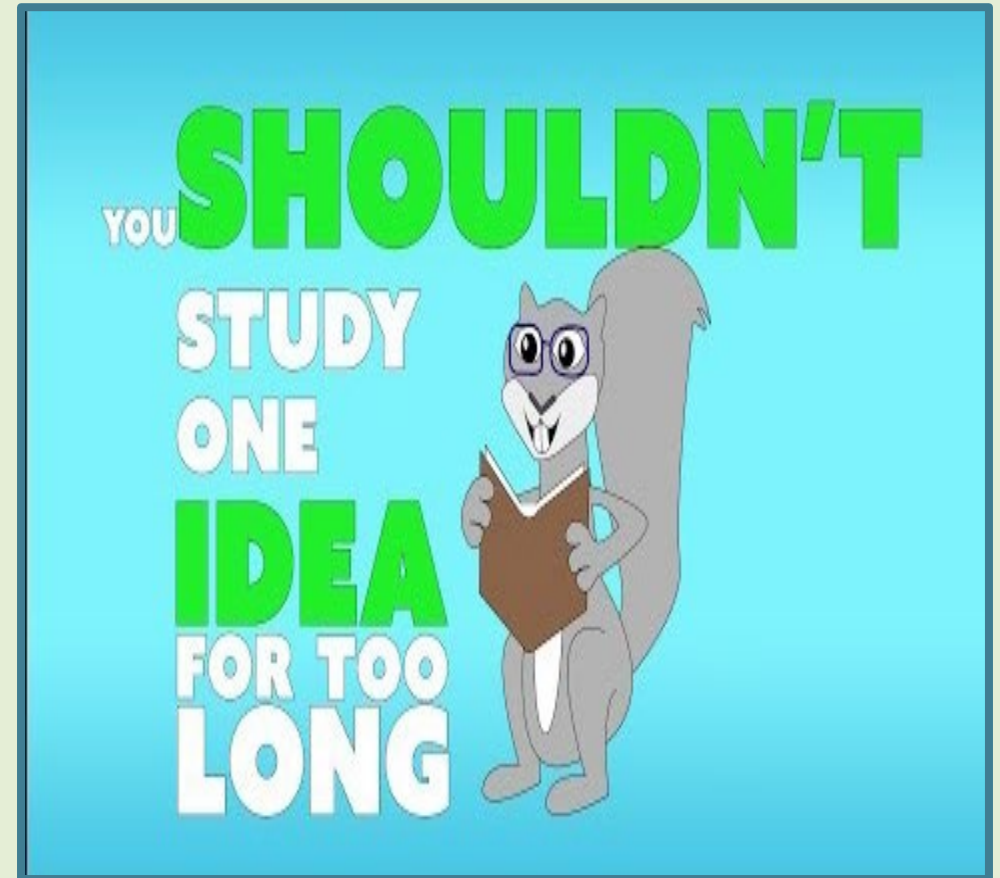


# THOUGHT & JOT

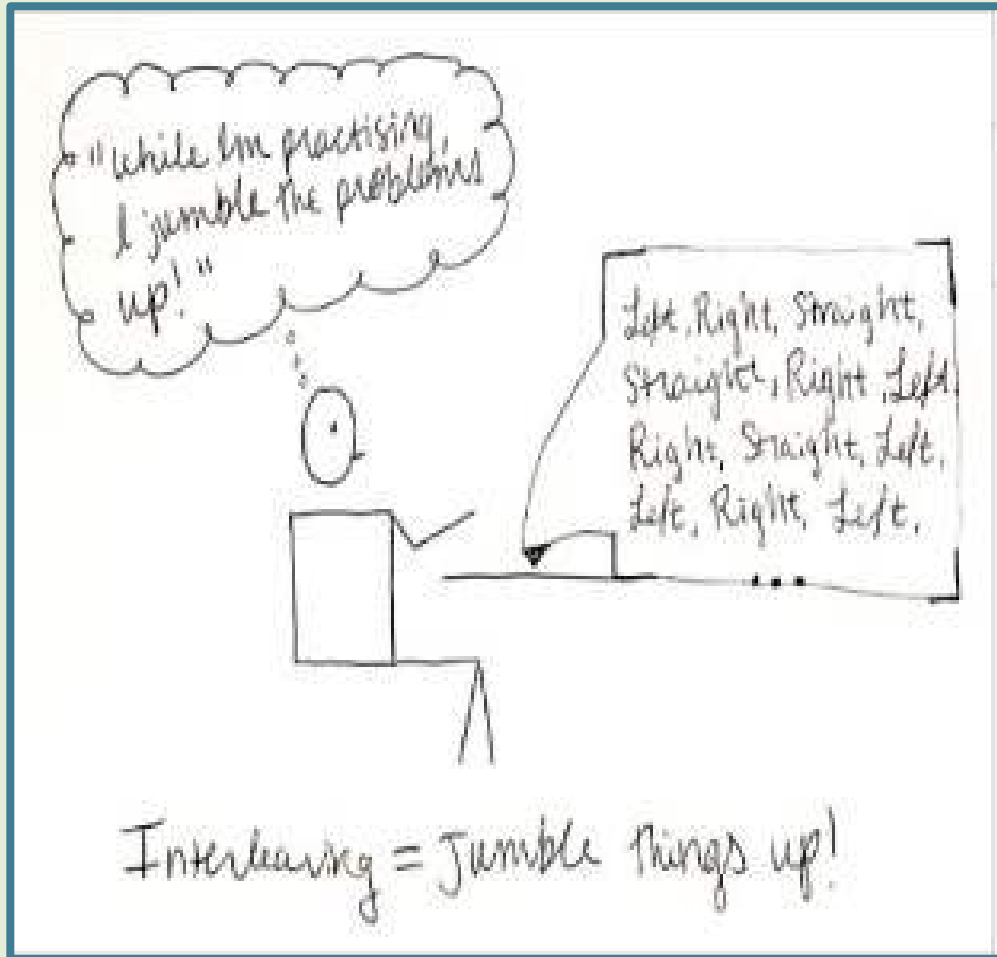
# BLOCK PRACTICE

Block practice is when same problem types are given where students practice recently taught material (think drill and kill).

Block practice is ineffective in preparing students for exams and real-world application.



# INTERLEAVING PRACTICE

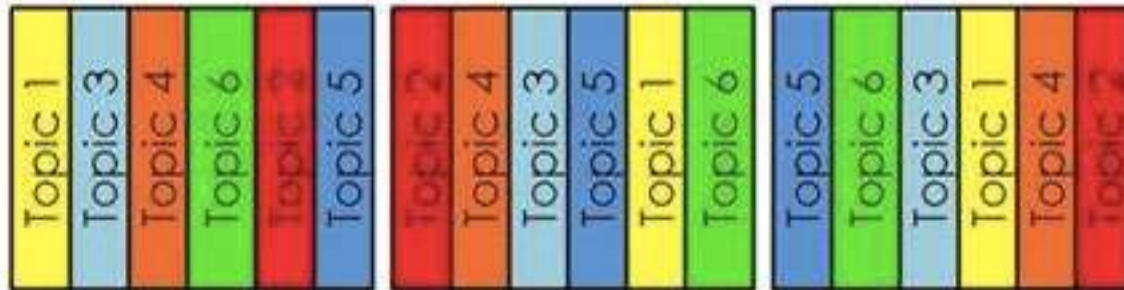


Whereas blocking involves practicing one skill at a time before the next (for example, “skill A” before “skill B” and so on, forming the pattern “AAABBBCCC”).

In interleaving one mixes, or interleaves, practice on several related skills together (forming for example the pattern “ABCABCABC”).

# THE INTERLEAVING EFFECT

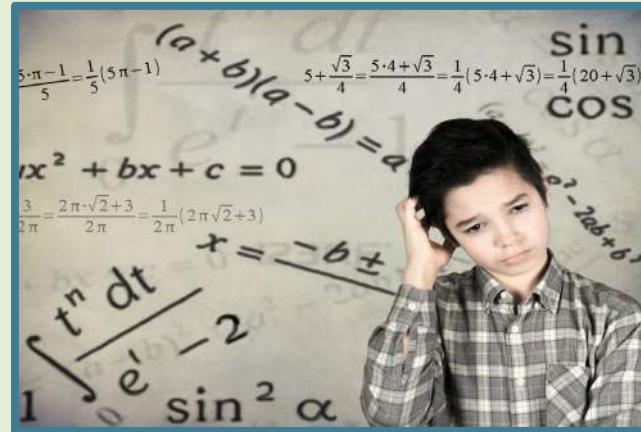
Blocking vs interleaving



# THE INTERLEAVING EFFECT— STUDENT LEARNING IN THE CLASSROOM

When the test was one day later, scores were 25% better for problems trained with interleaving;

at one month later, the interleaving advantage grew to 76%.



# INTERLEAVING— WHY DOES IT WORK?

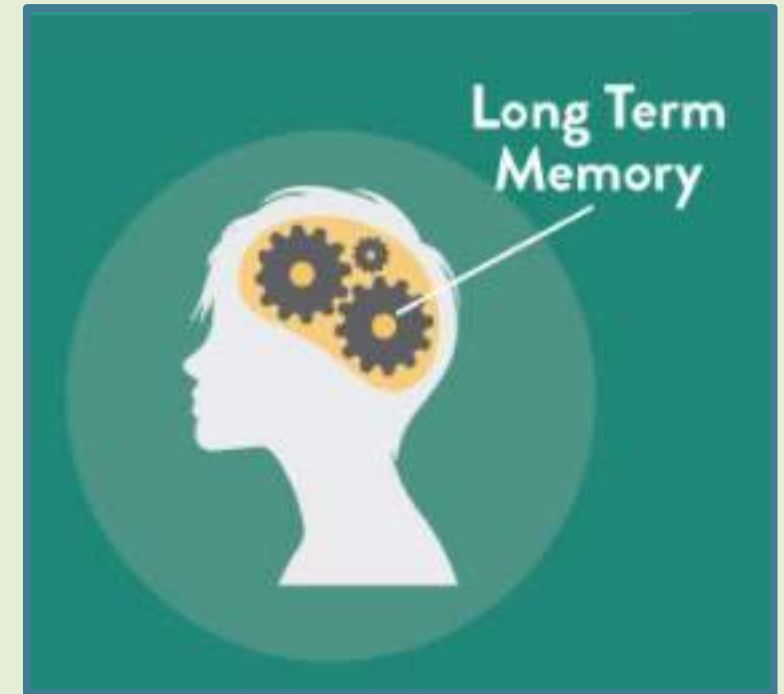
## THE SCIENCE OF SUCCESSFUL LEARNING



- One prominent explanation is that it improves the brain's ability to tell apart, or discriminate, between concepts.
- With blocking, once you know what solution to use, or movement to execute, the hard part is over.
- With interleaving, each practice attempt is different from the last, so rote responses don't work. Instead, your brain must continuously focus on searching for different solutions.
- That process can improve your ability to learn critical features of skills and concepts, which then better enables you to select and execute the correct response.

# INTERLEAVING— WHY DOES IT WORK?

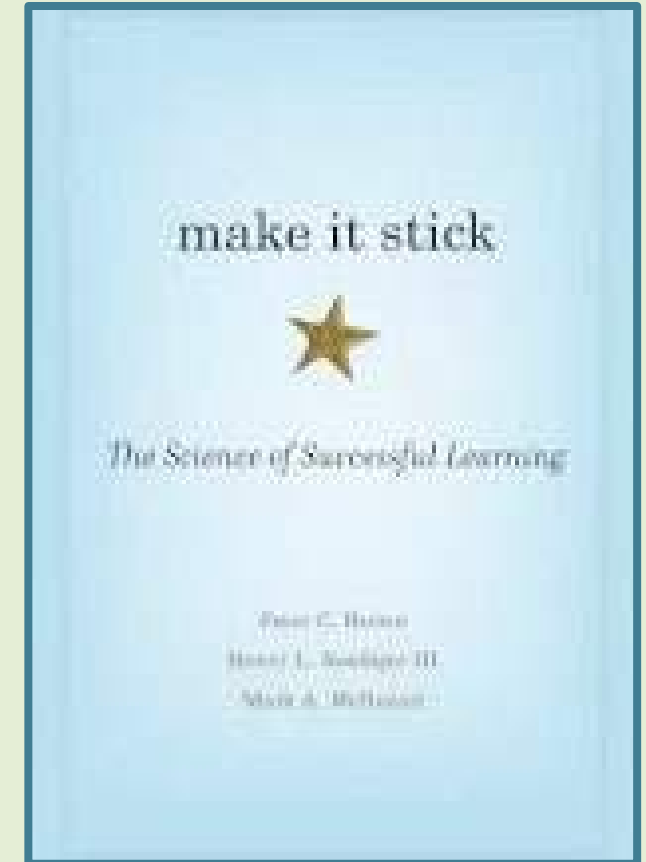
- A second explanation is that interleaving strengthens memory associations.
- With blocking, a single strategy, temporarily held in short-term memory, is sufficient. That's not the case with interleaving—the correct solution changes from one practice attempt to the next.
- As a result, your brain is continually engaged at retrieving different responses and bringing them into short-term memory.
- Repeating that process can reinforce neural connections between different tasks and correct responses, which enhances learning.



# RETRIEVAL & INTERLEAVING FEELS MORE DIFFICULT

“When you space out practice at a task and get a little rusty between sessions, or you interleave the practice of two or more subjects, retrieval is harder and feels less productive, but the effort produces longer lasting learning and enables more versatile application of it in later settings.”

-- *Make It Stick*





# BIG IDEA



We typically focus on getting information into students' brains –instead, let's shift the focus to getting information OUT of students' brains.

# PAIR SHARE

- What insights do you have about learning pegs and/or interleaving?
- How are you already using these strategies?
- How would you like to?



# BRAIN BREAK: BACK-TO-BACK LEARNING PEGS W/PARTNERS



## POWER PEGS

1. sun 	11. goal 
2. eyes 	12. eggs 
3. triangle 	13. black cat 
4. floor 	14. heart 
5. fingers 	15. tennis 
6. sticks 	16. driving 
7. 7-up 	17. magazine 
8. octopus 	18. graduation 
9. baseball 	19. inch TV 
10. hen 	20. bucks 

26

# EMPOWERMENT AND LEARNING



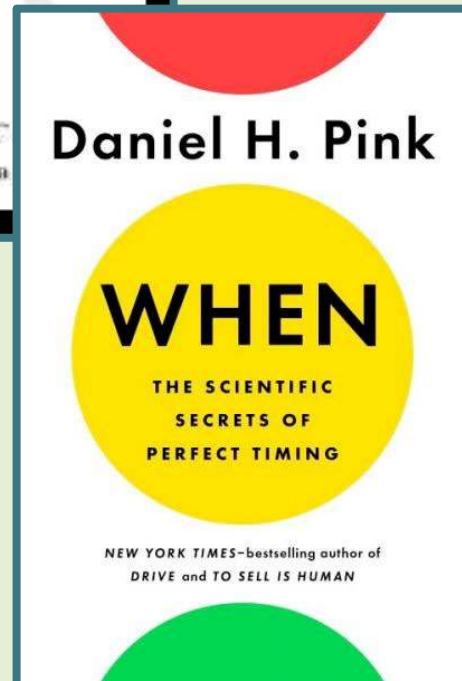
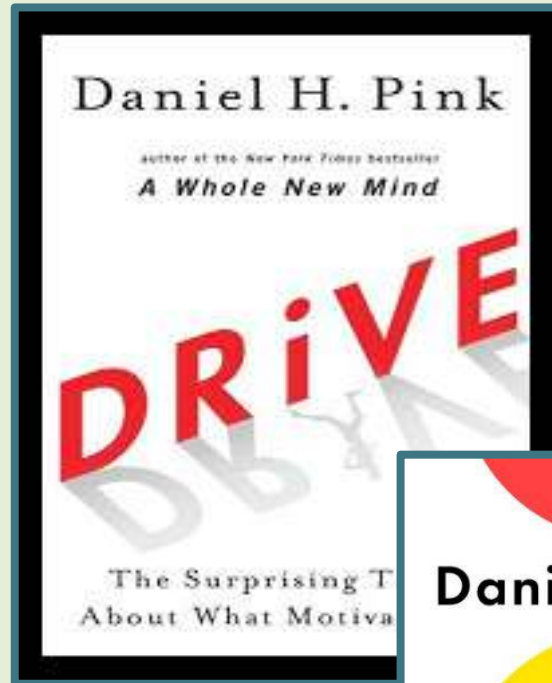
# THOUGHT TO PONDER

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.”

--Brian Herbert



# MOTIVATING KIDS TO LEARN



“When kids say, well, WHY are we doing this, we often dismiss that as an annoying question when in fact it’s actually a pretty darn good question and we need to be able to answer it. Not to placate the kids, but because there is a rich body of evidence showing that when people know WHY they’re doing something, they do it better.”

--Daniel Pink

# POWERFUL LEARNING HARVARD STUDY BY MEHTA & FINE

**"CONTENT  
WITHOUT  
PURPOSE  
IS ONLY  
TRIVIA!"**

— Howard Crosby

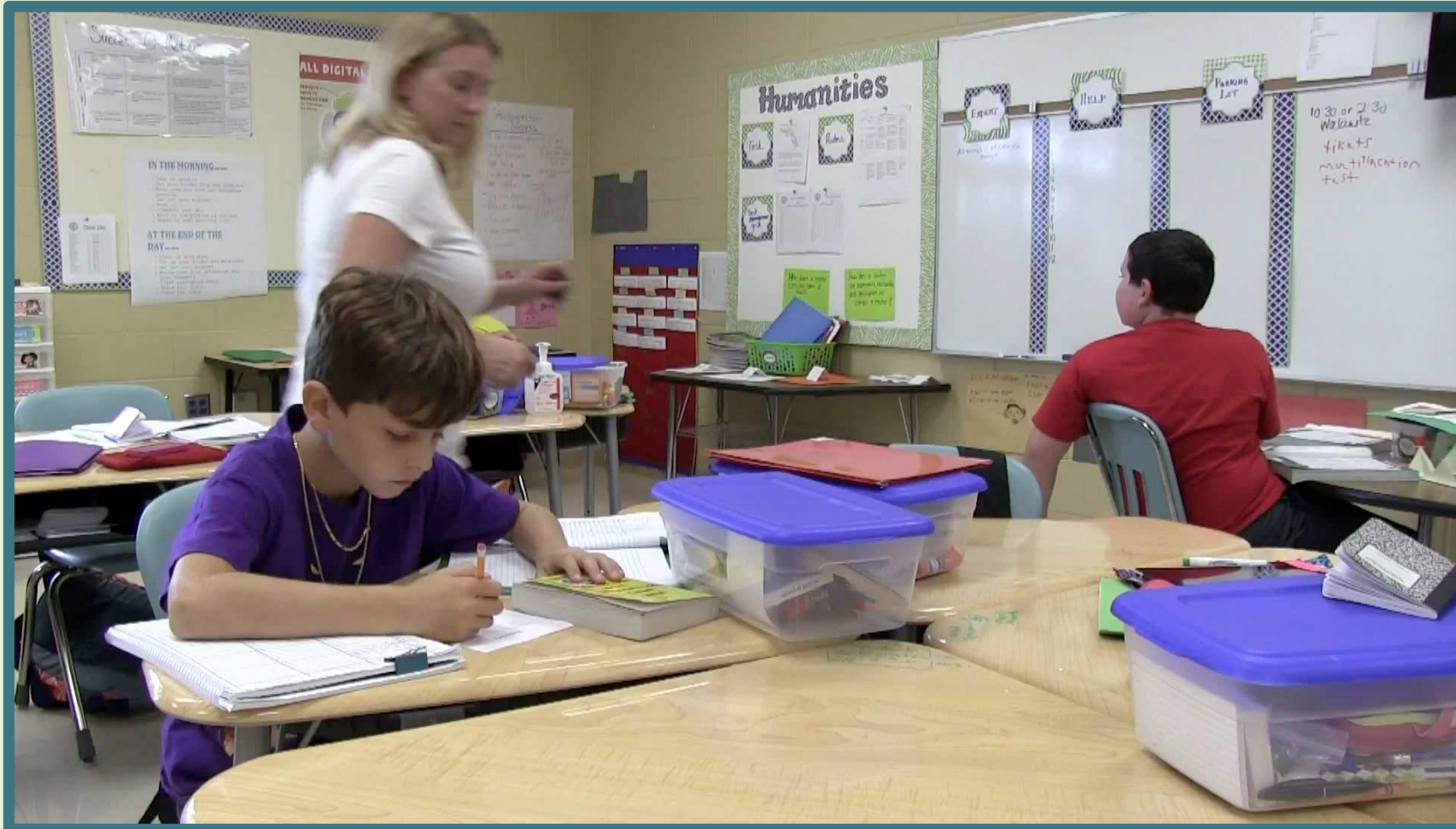
Bringing global education into the 21st century  
through authentic learning



- The most powerful core classes were those in which the **teacher organizes the learning around the production of an authentic experience.**
- The most effective teachers were not the ones who taught the most content, but rather the ones **who helped students acquire the mindset of someone in the discipline.**
- Student choice matters. **When students get to engage in learning through a topic that appeals to them, engagement increases.**



# AUTHENTIC LEARNING





# PAIR SHARE

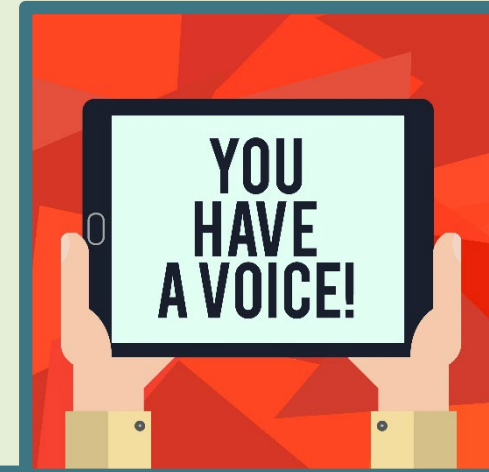
- What struck you about the authentic learning that was taking place in the video?
- What ideas do you have for engaging students in authentic learning to boost student empowerment and learning?



# EMPOWER STUDENT CHOICE

When possible, provide students with a choice of:

- content (this aspect of the topic or that) and/or
- social conditions (alone or with a partner) and/or
- learning process (research online, watch this documentary, or conduct an interview) and/or
- way to demonstrate learning (verbal, written, video, etc.)



# GOOGLE'S 20% TIME



- Google's "20% Time" was a policy that every Google employee spend 20% of their time (the equivalent of a full workday each week) working on ideas and projects that interest that employee.
- As a result, 50% of all Google's products by 2009 originated from the 20% free time, including Gmail.



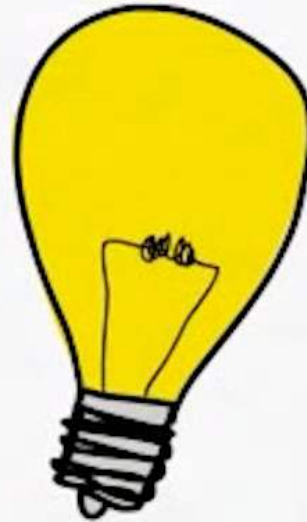
# AKA– PURPOSE/PASSION/GENIUS PROJECT

Your project must be problem/solution oriented

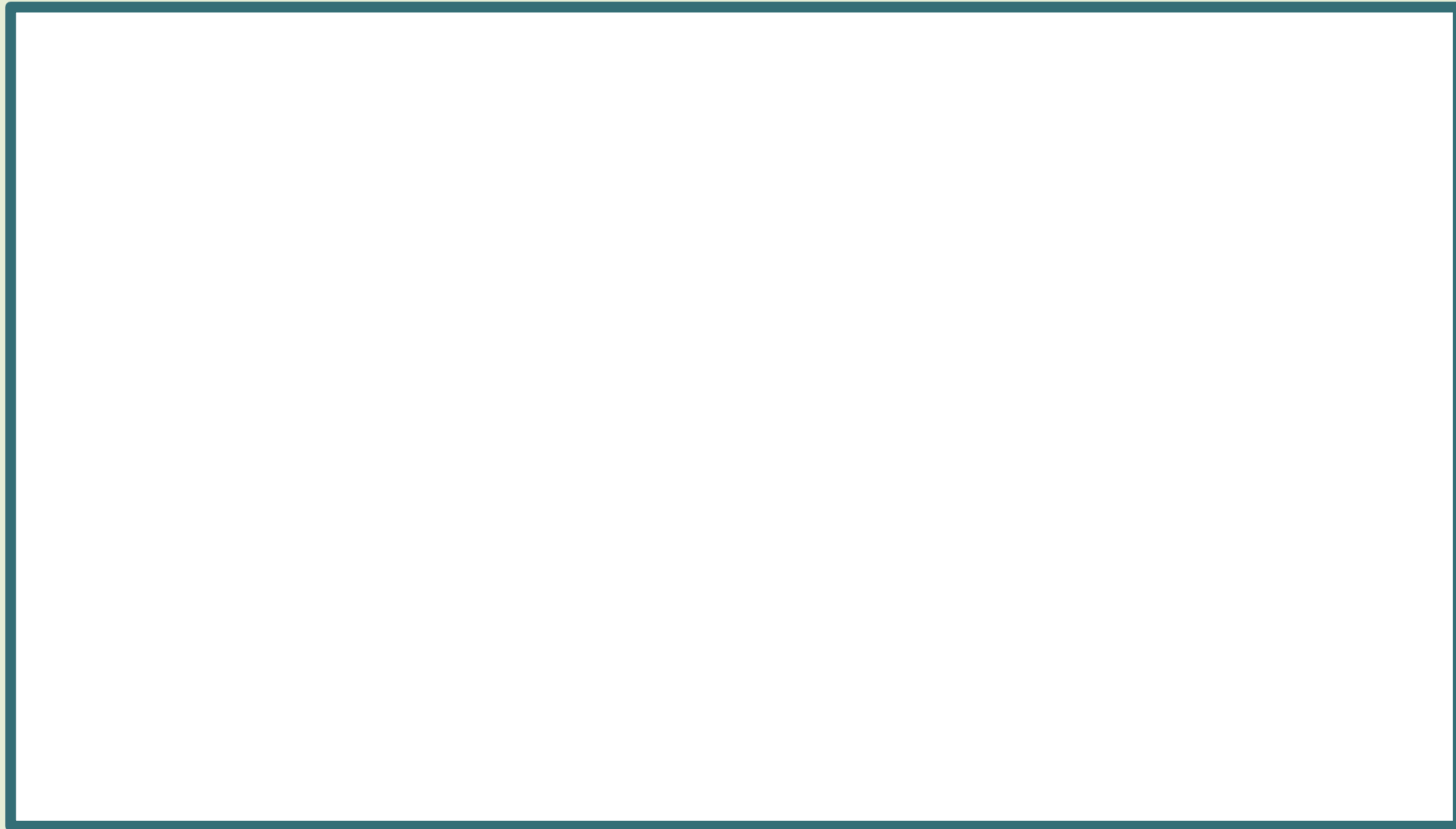


- Your problem must be complex (*can't be answered with a quick Google search*)
- You must share your findings with the class through a presentation and hopefully with a LARGER audience
- You must be able to answer the "So what?" question. Why is your project important? Hopefully, it will benefit others in some way.

# 20% TIME IN ACTION – 2<sup>ND</sup> GRADE



# 20% TIME IN ACTION --HS



# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



# THOUGHT & JOT

# SHARE YOUR ENTHUSIASM

“Passion tells students that you care about what you do and that you’re connecting with them. Passion gets students curious, excited, and even inspired. And passion can’t be faked.

(Students can pick up non-verbal cues from their teachers’ facial muscles in under 50 milliseconds!)

...That leaves you with one choice: be excited to come to work every day. Good teachers find ways to get more interested in what they are teaching and to make things more interesting for their students.”

--Eric Jensen, *Engaging Students With Poverty in Mind*







# MAKING MATH COOL



<https://www.youtube.com/watch?v=b3X1S3T7udY>

# FRAMILY GROUP

- What struck you as you listened to the kids talk about their 20Time projects?
- How would you like to implement something like this?
- How did the math teacher model his passion for math?
- How did he empower student choice, voice, and engagement?



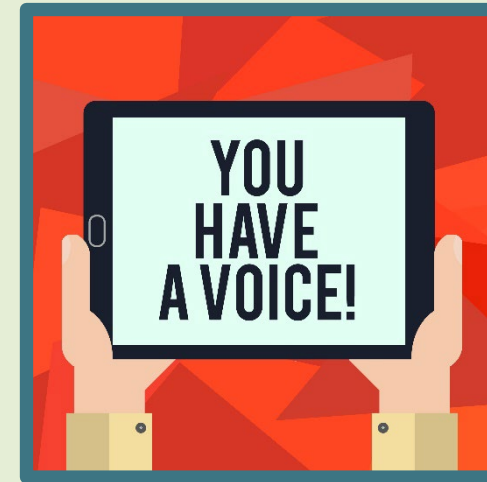
**LET'S TAKE A BREAK!** 😊



# EMPOWER BELONGING AND STUDENT VOICE

Ideas for empowering student voice:

- Student surveys about...
  - their interests
  - their learning styles
  - my teaching practice
- Have students assess their own learning
- Prioritize oracy in the classroom



# DISCUSSION GUIDELINES

- Always respect each other's ideas.
- Be prepared to change your mind.
- Come to a shared agreement.
- Clarify, challenge, summarize, and build on each other's ideas.
- Invite someone to contribute by asking a question.
- Show proof of listening.

"If you don't show proof of listening, that means the person who's talking doesn't feel like they have the proper respect, and they don't feel like they're important in the discussion."


# DISCUSSION FRAMES – EMPOWERING STUDENT VOICE

TO ENCOURAGE OTHERS TO PARTICIPATE	TO ASK FOR CLARIFICATION	TO BUILD ON OTHER STUDENTS' POINTS	TO DISAGREE WITH OTHER STUDENTS' IDEAS
What do you think about...?	I'm sorry, I'm not sure I've understood what you've said.	That's an interesting point. I was thinking...	I'm not sure I agree with that because...
I'd like to know your point of view on...	Can I just check your meaning?	Have you thought about...?	I have another way of looking at it, which is...
(Name), what do you think about what I've said?	Am I right in thinking you mean...?	I agree with you and this links to what I was thinking about...	It's interesting you make that point, because I had a different way...
Have you got any other ideas we haven't said already?	Would you mind going over that again so I can get it straight in my mind?	I see what you mean. I hadn't thought about that, so now...	I hear what you're saying, but based on (evidence), I believe ...

# FLIP FRAME CONVERSATIONS

**FLIP  
FRAME  
CONVERSATIONS**

Prioritizing oracy in the classroom to empower student voice. This pdf contains a flip chart for each student and a table topper for each desk or binder.

 ThrivngYOUiversity

**EXPRESSING AN OPINION**

- I think\_\_\_\_\_.
- I believe\_\_\_\_\_.
- In my opinion\_\_\_\_\_.

**CONVERSATION INVITATIONS**

- What did you think about\_\_\_\_\_?
- Did you agree or disagree?
- What questions do you have?

**COMPLIMENTING A TEAM MEMBER**

- I like the way you\_\_\_\_\_.
- Now I understand more clearly.
- Thank you for explaining\_\_\_\_\_.

**DISAGREEING POLITELY**

- I have another way of looking at it.
- Could I suggest another idea?
- That's good! How about this?

**SUPPORT REQUESTS**

- I need help with\_\_\_\_\_.
- I'd like to know more about\_\_\_\_\_.
- I don't understand\_\_\_\_\_.

**COLLABORATIVE SHARING**

- We discussed that\_\_\_\_\_.
- Our group talked about\_\_\_\_\_.
- We noted that\_\_\_\_\_.

**IDEA GENERATOR**

- What if we\_\_\_\_\_?
- What would happen if we\_\_\_\_\_?
- Let's try\_\_\_\_\_.

**Cut, laminate, or just tape to your student's desk. You may also hole punch to place in a binder\*.**

\* Ensure hole punch marks align with your notebook.

# BIG IDEA



Talk moves provide a structure for belonging, engagement, and empowerment.



# BUILDING PERSPECTIVE THROUGH MEANINGFUL DISCUSSIONS



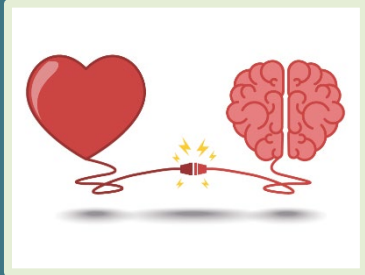
<https://www.youtube.com/watch?v=TkghOJgSTlg>

# FRAMILY GROUP

- What stands out to you about that video and what are your thoughts about the importance of having meaningful discussions in class?
- What level of engagement and empowerment did you see with the students in the clip?
- How are the teachers you support currently doing this in their practice?
- How would you like them to?



# MAKE LEARNING STICK – A RECAP



- Emotions matter.



- Engagement matters.



- Empowerment matters.

# TO BE MORE EFFECTIVE, GET MORE REFLECTIVE



# THOUGHT & JOT

“One of the key characteristics of **turnaround teachers** is what they intentionally choose to notice and see.

Turnaround teachers are always on the lookout for “sparks” -- they notice them, cultivate them, and speak to the sparks they see in others.

Turnaround teachers want to light fires within they young people they work with, not fill buckets with memorized meaningless information.

Lighting fires with your most difficult students begins with sparks.”

-- Michael McKnight



# QUALITIES OF A TURNAROUND TEACHER

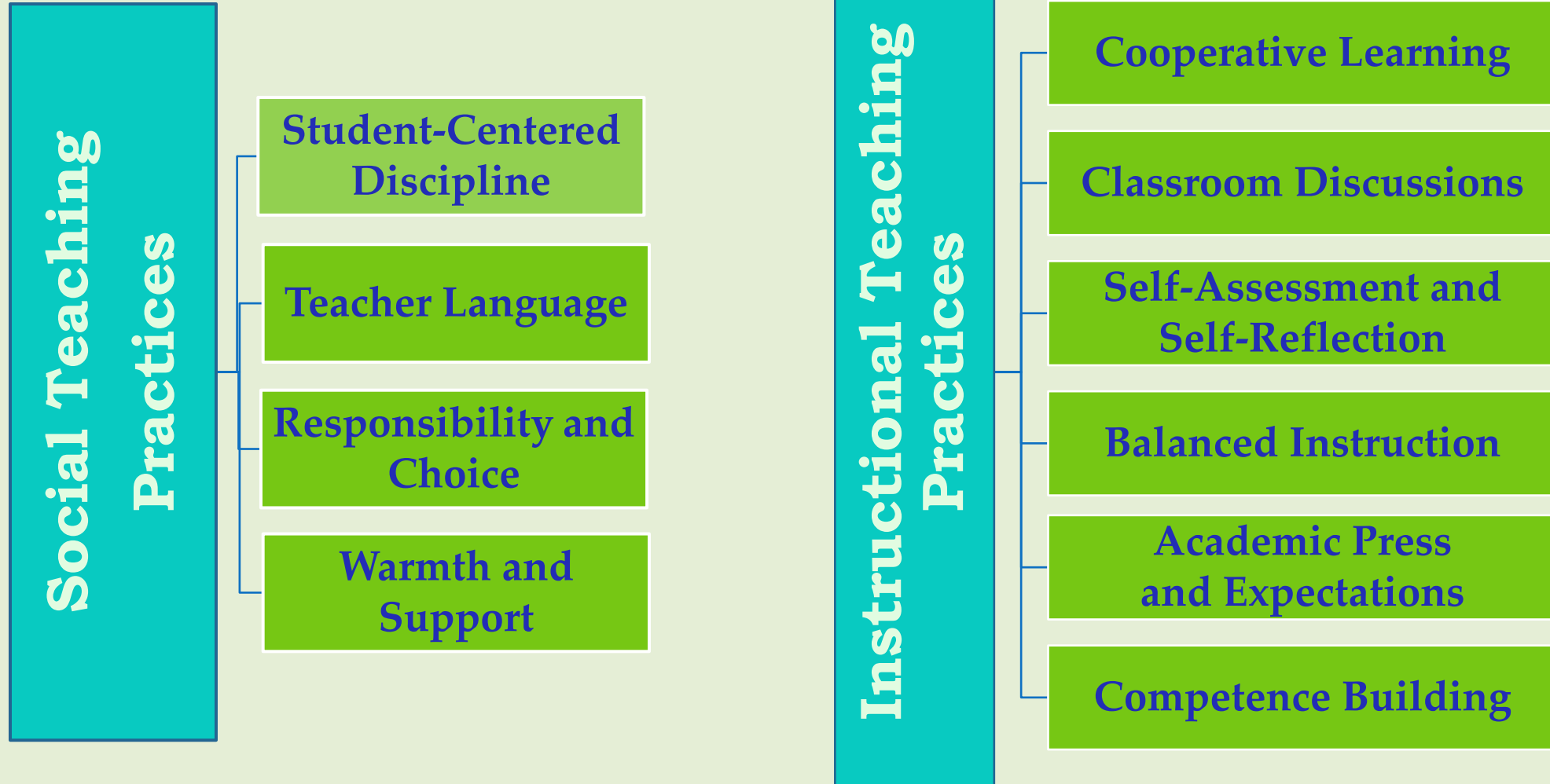


- Caring Relationships
- High Expectations
- Opportunities for Student Participation and Contribution

# NEED ALL THREE TO MAKE THE MAGIC HAPPEN



# 10 TEACHING PRACTICES THAT STRENGTHEN SEL





# REFLECTING ON TURNAROUND TEACHING & 10 TP

## RELATIONSHIPS:

- Which am I more focused on -- the kids that I'm serving or the task that I'm giving them?
- How am I cultivating a safe environment in my classroom where students feel like they belong and can take appropriate risks?
- What space and structures have I created to allow students to build relationships with each other (broker of relationships)?



10 TP: 1, 2, 4,

# REFLECTING ON TURNAROUND TEACHING & 10 TP

## EXPECTATIONS:

- How am I challenging my students (academic press) while giving them warmth and support?
- How am I teaching, modeling, and setting expectations for SEL skills as well as academic skills?
- How do I respond when my colleagues express low expectations of our students?
- How do I demonstrate to students that I believe in them? How do I demonstrate my belief to colleagues? To parents? To the community?



10 TP: 4 and 9

# REFLECTING ON TURNAROUND TEACHING & 10 TP

## STUDENT VOICE & CHOICE:

- How am I offering students voice, responsibility and choice in their assignments & demonstration of learning?
- How am I giving students an opportunity to learn from and teach peers?
- How am I creating opportunities for students to engage in self-assessment and reflection?
- How am I igniting and nurturing my students' sparks?



10 TP: 3, 5, 6, 7,

# FRAMILY GROUP IN HALVES

- What ahas do you have when thinking about the 10 Teaching Practices, and the 3 qualities of turnaround teachers-- caring relationships, high expectations, student voice and choice?
- How will you use what you've learned today to ignite students' sparks and make their learning stick?
- How will you share the importance of sparks with your team?
- How will you share the importance of sparks with parents?



# SITE PLANNING TIME

- What will you do this month to ignite sparks and make learning stick with students and staff?
- What will you do this month to TEACH staff about igniting sparks and making learning stick?

### Empowering Students

Focus of what you want to share (i.e. circles, community builders, strategies for embedding SEL in content, etc):

How do you plan on using this with your students?

How much time will you have and how often will you use the practice?

**STORY** - As you know, students want to know 'the why' behind what they are learning. Share with them why you believe the practice/strategy that they are going to participate in is important. This is best done by sharing a story of a time that this practice or strategy really helped you. With that in mind, what story will you share?

**SELF** - Let them experience it. How will you engage them in the strategy or practice? Jot down a few notes of how you will facilitate the practice or strategy.

### Empowering Staff Template

Focus of what you want to share:

Where will you share it and how much time will you have?

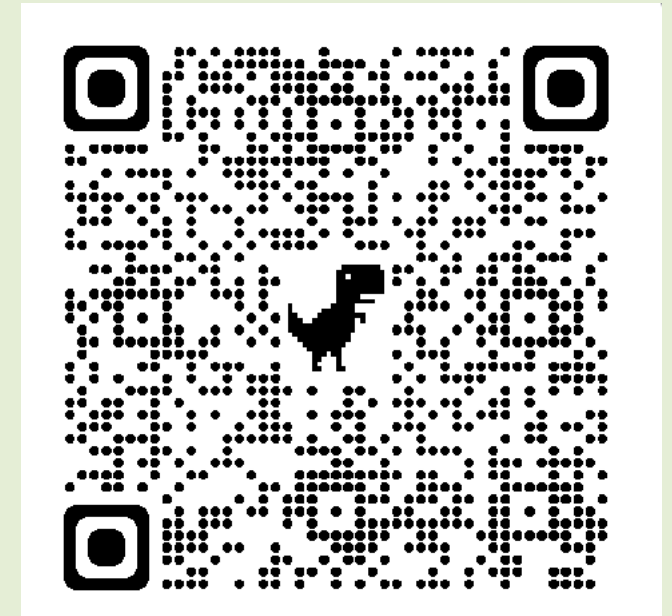
**STORY** - This is where you share your why. People connect best with story. They want to know how whatever you are sharing positively impacted your life in hopes that it will do the same for them. With this in mind, discuss how your professional and personal life have benefited from the practice you are planning to share.

**STATS** - Share the research. The data behind SEL is extremely important in validating the work. Share just enough so that your colleagues know this isn't 'fluffy' or opinion based, but is steeped in evidence and has been shown to be effective.

**SEL** Let them experience it. Social Emotional Learning starts with the adults. Adults must experience first hand how good it feels to build relationships with colleagues, develop a growth mindset, practice a focused attention practice when stressed before they can ever be asked to share it with students. Even if you only have 10 minutes to share in a meeting, figure out a way to give them a 5 minute version of the practice you want to share.



# FEEDBACK FORMS



# BE A SPARK CHAMPION



[https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)

# CLOSING CIRCLE -- 5 As

In 5-10 words, share  
one of these:

- A-ha moment
- Affirmation
- Appreciation
- Apology
- Action





# INFLUENCE. INSPIRE. IGNITE. BE THE CHANGE.



How do you change  
the world?  
One room at a  
time.

Which room?  
The one you are in.

--Peter Block

