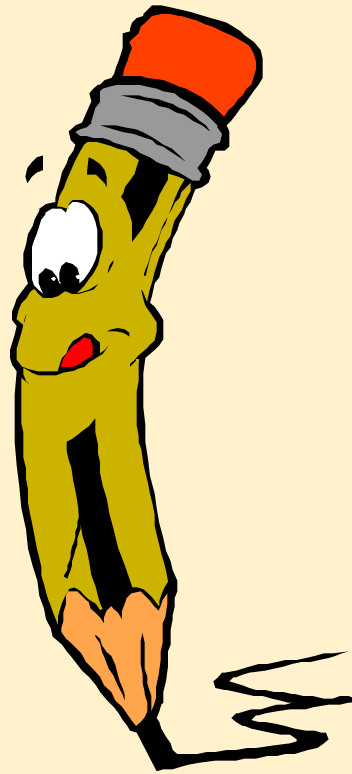


*K Crawford 1999*



# Teaching Tips

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## Attention Grabbers

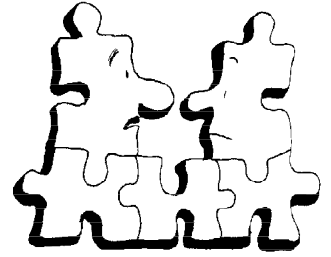
- “Clap once if you can hear my voice, clap twice if you can hear my voice, etc.”
- “If you can hear my voice say ‘What’”
- “Simon Says...”
- turn off the lights
- have a group “secret” signal that is shared at the beginning of the session...when you see the signal, everyone repeats the signal until all are doing it
- sing or rap a familiar song and wait for all to join in



**Tip** *Be cautious in selecting a hand signal (raising your hand or using the “peace symbol” can seem very elementaryish and might “turn off” the delegates.*

# Cliques

- if you see cliques forming, try to break students into random groups or seats (see partners and groups)
- throw in a three minute “get to know” or “team building” activity which will create interaction with other students
- remind students that leaders make it a point to meet new people to build up their “human resource pool” (refer to group dynamics - the opportunities offered by working in groups and putting leadership skills to work)



## Tips

*Practice - Working with a new group offers you the opportunity to put your leadership skills to work!*

*Meet People - It's a great opportunity to be able to work with different types of people. The more people you meet and work with, the more effective you can become. You can also make contacts that could lead to personal or professional gain.*

*Learn from Others - Receiving positive feedback from others will give you the incentive to keep trying and keep growing. Observing the behavior of others can give you more insight into effective interpersonal skills.*

*Learn from Yourself - You have the opportunity to get to know yourself better. How you relate with people will clue you in to your strengths and weaknesses so you can adapt accordingly. You become more effective as time goes on.*

*Get More Done - By contributing to the group's goals, you have the satisfaction of knowing that you have helped accomplish something. As your skills improve, your contribution is greater -- and making a contribution becomes easier.*



# Conflict

Conflict can be good - it is a difference of opinion which can bring about new ideas - it's okay to disagree, but dissenters should agree to disagree and not make it a personal attack - this is a real leadership skill!

• For any conflict to be resolved, you must first handle the emotional aspects. Just as in any “game” there are rules to be followed to de-escalate conflict. Remember to: a) treat the other person with respect; b) understand the other point of view; c) state your own views, needs and feelings: Other possibilities to consider: a) is this the right time to discuss the conflict; b) could there be fewer distractions; c) are you attacking the position or the person?

1. make sure you have developed a well-worded, effective assertive message
2. send the message calmly but firmly and make your need known
3. be silent and give the person a chance to react and respond
4. reflectively listen to defensive response - don't react emotionally or respond to his/her attack--merely restate his/her response
5. repeat steps 2-4 - each time you go back to your message, he/she should be less defensive
6. focus on the solution - after this process has been repeated enough times, the defensiveness should be diminished and the conflict can be addressed.

## Tips

*The key to this process is Selective Listening. Do not escalate the situation by responding emotionally to his/her defensive attack. Keep him/her on the subject of your message until he/she is no longer angry and can be cooperative.*

*Use conflict to introduce/review some leadership tips - the “teachable moment” - a quick lesson in getting along with others requires diplomacy, being a risk taker, be a good listener, be aware of what your body language is saying, what is this communicating about you?, etc.)*

# Directions & Instructions

*“I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.”*

All leaders need to give instructions, directions, relay messages, etc. Good communications skills are constantly being learned, practiced and improved.



- be clear in giving directions - use easy to understand terms
- do not give more than three steps at a time; if the steps are difficult, write them down or explain that they are on a handout, etc.
- review directions if they are complex (“John, what’s the very first thing you’re going to do?”)
- give directions, then break into groups - give directions then distribute handouts - give directions then start an activity. Don’t do anything else while you are giving directions!!!

## Tip

*Be sure that the tasks are meaningful and involve such skills as extended decision making, problem solving, investigation, experimental inquire, invention, etc.*



# Disrespect

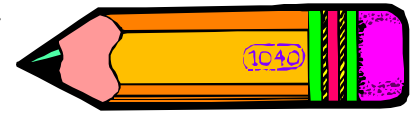
The trainer needs to make an asserted effort to portray him/herself as a co-learner. You are facilitating the workshop and have had some leadership experiences which you want to share; however, disrespect is not acceptable...

- “read” the group before you speak ... anticipate trouble
- ignore problem people at first - if that fails, try intense eye contact
- use humorous exchange with the group and problem people to draw them in
- use the problem people in demonstrations or stand next to them as you speak
- if you are still having trouble, pause, approach and quietly clarify your needs - leave a “face-saving” option of compliant behavior with the problem person

**Tip**

*If the disrespect doesn't stop and the student is verbally disruptive, the student and trainer should step into the hall away from others to problem solve. The trainer should be "pro-active" by asking if he/she has offended the student in some way and what can be done to get along and make the most out of the experiences they'll be sharing.*

# The "Doodler"

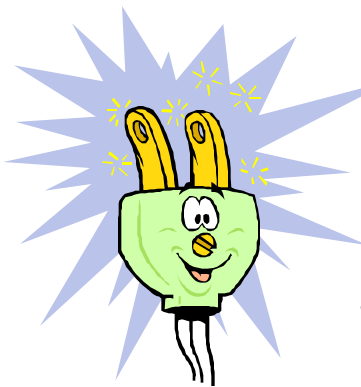


Use strategies which enhance interaction with the trainer, peers and the material being presented:

- require responses that use the hands (make bull horns, moose ears, bug antennae, etc.)
- move room arrangement away from desks, tables, pens & pencils
- throw in a one minute "pick-me-up" activity requiring movement

**Tip**

*Be aware that some folks actually are very interested and right with you even when they "doodle." It isn't necessarily a sign of disinterest, boredom, tuning-out, etc.*



## Helping Students Feel Personally Connected to the Topic

*"I hear and I forget; I see and I remember; I do and I understand."*

- pre-motivation and reflection - "Have you ever....don't you hate it when....how many of you have.....?" etc.
- warm-up activity or anticipatory set to focus the attention, develop positive attitudes and perceptions, and prepare students to think critically.
- build on background knowledge or experience
- communicate clearly the outcomes of the workshop - not what activities they will do, but how they will grow as a result of it (outcomes)
- allow reflection time - although the scenario may not be exactly the same, how can you personally use this information

**Tip**

*Always be enthusiastic and inviting - even when you're not actively teaching...show interest in what is happening at all times. You never know who is watching you!*

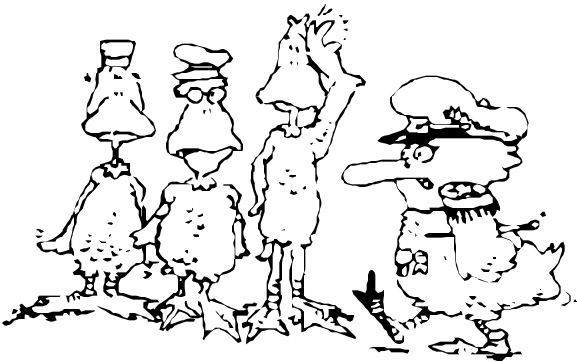
# Groups & Partners

- line up by: birthday, last 4 digits of phone number, first name alphabetically, height (do this silently for creative problem solving)
- count off using: one-two-three-etc.; M A S C ; Fee-Fi-Fo-Fum; etc. (depending on the number of groups you want)
- count off to complete a sentence (“My School Is Awesome,” “Be A Sharp Leader,” etc.)
- group by grade or region
- hand out different colored pieces of paper
- use simple puzzles - pre-cut different color paper into different puzzles (you should know the number of folks in your group ahead of time for this, but you can cut a few less than you think you need, then just cut a puzzle piece or two in half to add more pieces quickly) - can tape to back and have groups find each other without talking, then have them assemble the puzzle - the puzzle may then have a task written on it that the group has to solve, etc. You can also use store-bought puzzles (dollar store) and put numbers on the backs of the different pieces.
- have assorted candy - give out three lollipops to form a group, three jolly ranchers, etc. (with this method, it is easy to throw out the candy around the room in different quantities - two, three, four of a kind, etc.)
- find three (four, five, etc.) people you don’t know
- write animal names on cards - have students draw cards from a bag and then make the sound of the animal to find his/her group or partner (or use theme ideas - circus items, athletic equipment, crayon colors, etc.)



## Tips

- Give all instructions before you assign groups...as soon as delegates are thinking about what group they are in and who is in their group, you have lost their attention!
- Be sure to plan the amount of time that it takes to move into groups and get settled. Remember, dividing into groups can double as an energizer activity!



# Questioning for Quality Thinking

During debriefing, be sure that you have quality, serious time...be sure to look at quality question and thinking opportunities. Be sure to cue delegates to open ended thinking - there is more than one correct answer for almost all leadership opportunities.

- recall questions tend to just ask for facts...who, what, where, when, how - spitting back facts doesn't demonstrate the real learning
- comparison questions extend the thinking (how is x similar/different from y). Follow up by asking "why," or "how do you know," "do you agree?" "will you give me an example?"
- have delegates identify relationships and patterns. Try using the think-pair-share strategy to allow individual thinking time, discussion with a partner, and then open up for class discussion.
- ask someone to identify a main idea, key concept or issue. Restate in a different way. "Unpack the thinking" by describing how you arrived at your answer.
- infer ("what conclusions might be drawn from..."); predict ("what might happen if..."); elaborate ("what ideas/details can you add?"); establish criteria ("what criteria would you use to judge/evaluate?"); verify ("what evidence supports...how might we prove or confirm...?")
- play the "devil's advocate - require delegates to defend their reasoning against different points of view
- survey the class - how many people agree/disagree/etc. (a good use of thumbs up/down)

*Always allow for wait time - provide a least 10 seconds after a question and a response. Count to yourself - yes it will seem like an eternity, but it allows time for students to collect thoughts.*

## **Tips**

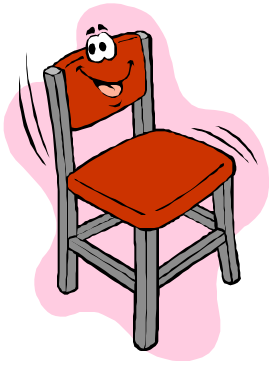
*During debriefing, you want to reach beyond a simple knowledge level - go for the comprehension (describe, interpret, arrange, clarify, etc.) and application (why, how, solve, organize, etc.) level.*

# Quick "Pick-Me-Ups"



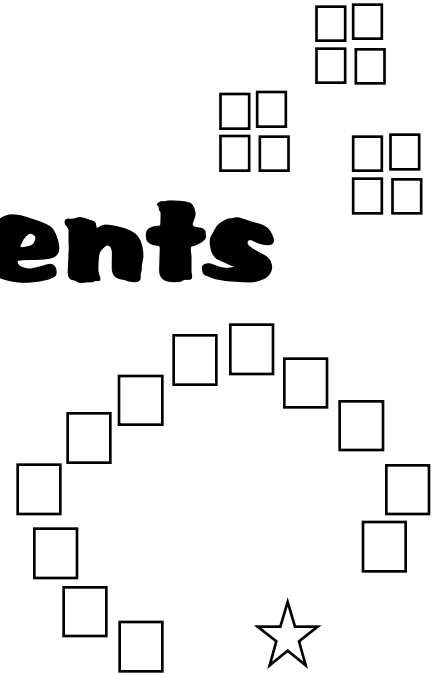
- two minute relay races (from here to there, carry on a spoon - cotton ball, water, ping-pong ball; blow a feather from here to there; etc.)
- human machine or "Dr. Seuss" do-nothing machine - one person stands up and makes a repetitive, simple motion; next person "connects" and makes a different motion, and so on (for variety, add a "sound" person after every third or fourth moving part).
- whip questions via ball toss - wake up that sleepy group, throw a bean bag or fuzz ball at someone and ask them to give a response within 20 seconds, then toss it to another person (questions might reflect personal interests such as favorite song, best time of year, etc.)
- have questions that require a thumbs up/down/to the side, etc.

**Tip** *Plan a "pick-me-up" as part of the session after delegates have been sitting for a while...if prepared ahead of time, it can incorporate review questions, stretching ideas, etc.*



# Room Arrangements

- linear rows reinforce the perception of students as isolated elements rather than members of a cohesive whole
- consider groupings of desks into stations of four or five
- try a semi circle or circle (but watch eye contact for the folks closest to the sides of the speaker)



## Tips

*Some things to ponder*

- *lots of folks are more comfortable sitting where they have a table rather than just a chair...will you need table space for writing or other activities....will you be moving a lot....does the speaker need to move around and between the students.?*
- *Rotate the “front” of the classroom at some point during the day. Sitting in the same classroom with the same focal point for the entire day gets old.*

# Team Teaching

- If you are not the trainer actively speaking to the group or leading a discussion, “fade out” of the direct line of vision, otherwise you can become a distraction. Even when you “fade out” be sure that you are actively listening to what is going on, you may be needed!
- When you are not teaching, but are still actively listening, you may want to quickly check your notes to be sure you are on schedule. You can put your notes on a chair and simply squat down and look at them. Remember, you should NEVER hold and read from your outline or notes.
- Be sure to practice your workshop with your partner(s). Watch each other to check that you can be clearly understood (don’t mumble or let your voice trail off), that your body language reflects the enthusiasm for the subject matter, that you are looking at the delegates, etc. Stop bad habits immediately!



## Tips

- *make students feel important and invited*
- *establish parameters to give structure*
- *use student-centered instruction (rule of thumb - 12 minute attention span!)*





# Visuals

## Do....

- use multiple colors (background paper, markers, accent paper, etc.)
- make the print large
- use guidelines to keep lettering straight
- focus on the most important information
- have lettering go from left to right

## Don't....

- use use yellow, pink, light orange markers (except to highlight)
- use multiple colors for one word or sentence
- use vertical or diagonal writing
- cram all of the information on one visual
- get overly cute or busy
- let the product overwhelm the process

*(Do's and Don'ts modified from Marcy Leonard, Wilde Lake High School)*

## Tip

*Consider using a spray adhesive on your paper to make it stick - faster and easier than tape...also, if you add parts to a visual, consider using velcro*

*\*See detailed separate handout on visual aides for teaching.*

# Volunteering



## No volunteers ???

- evaluate your questions, directions, etc. Was the question or direction clear or did you sound inviting? Is your question a simple “recall” of something obvious? Many questions emphasize a passive recall of information previously learned. consider reorienting your questioning process emphasizing questions that will elicit students’ ability to apply, synthesize, analyze and evaluate.
- are you using students’ names as you interact with them to help reinforce a positive relationship with each student?
- allow for wait time (this is the uncomfortable silence a teacher feels as he/she counts silently to 10)
- use the “teachable moment” - leaders will take a chance, be a risk taker, no answer is wrong, etc.

## Tips

### *Dominating students or Students calling out*

- have index cards handy - give the student a card to write his/her response to you...explain that you want to give others time to think without hearing leading responses
- ask students to give a visual cue when he/she has a response - explain that you are waiting for several visual cues before beginning the discussion
- use the “teachable moment” - a good leader is also a good listener; the key to being a good listener is to stop talking long enough to hear what others are saying, etc.



*Always consider how your behavior will reflect on your partners and our organization.*

*Never forget individuals...even when dealing with the group as a whole.*

*Always be honest with yourself and with your partners about personal limitations. Do not over-extend or commit yourself!*

**Notes:**