

Effectively Engaging: Classroom Strategies for Maximizing Student Participation

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Learning Objectives

- ❑ To identify three strategies to engage students
- ❑ Describe challenges associated with common engagement strategies
- ❑ Discuss additional ways to engage participants to maximize participation

STRATEGY 1:

Making Students Feel Comfortable

- Initial interactions are *very important*
- Important to make a connection from the beginning, as they enter the classroom
- Welcoming body language



Making Students Feel Comfortable

- Ask and remember their names and use them often
- Engage in casual conversation
- Give attention equally

Challenges

- If the facilitator does not feel well, it can be difficult to be welcoming and enthusiastic
- Students that are shy and uncommunicative
- Some participants do not want to be there

STRATEGY 2: Establishing “Buy In”

Buy-in is crucial on two levels:

- “Buy in” to the facilitator
- “Buy in” to the group

Significance of “Buy In”

- ❖ Participant “Buy in” is crucial to engagement
- This only can occur if the facilitator also buys in to message
- Students must perceive that facilitator is knowledgeable of the material, respects their opinion, listens to them, answers their questions respectfully

“Buy In” to the Facilitator

- Facilitator/Participant connection – positive, safe and caring environment
- Facilitator’s enthusiasm and passion for the message
- Facilitator helps participants establish a connection between the lessons and real life

“Buy In” to Group

- Vital to maintain a respectful classroom environment
- Students must feel welcomed by and connected to the other students in the class
- Important to treat each student fairly and equally

Challenges

- Participants have difficulty with comprehension of the material
- Language/cultural barriers
- Learning/reading deficiency

STRATEGY 3:

Maintaining Attention

- Humor – makes facilitators more relatable, breaks ice, fosters positive environment
- Enthusiasm and high energy; delivery style (tone, animation, body language)
- Classroom management – relaxed yet structured environment

Maintaining Attention

- Physical arrangement of classroom space
- Engage participants in role plays and other classroom activities, monitor group and individual work
- Be organized to avoid distractive movements and delays

Challenges

- Students with behavioral/developmental challenges
- Facilitator and student fatigue
- Facilitator's inability to conceal feelings of frustration/irritation/impatience with low performing students
- Scripted curriculum and restrictions of a replication program

Additional Considerations

- Use positive feedback and encouragement often
- Establish and communicate clear and consistent expectations
- Discipline is best if done in private and some children even prefer praise in private
- Be mindful of humiliating or judging students publicly

Resources Used

- Ares, N. & Gorrell, J. (2002). Middle school students' understanding of meaningful learning and engaging classroom activities. *Journal of Research in Childhood Education, 16* (2), 263-277
- Golub, J.N. (2011). Voices from the middle. *National Council of Teachers of English, 19* (2), 47-48.
- Raphael, L.M., Pressley, M., & Mohan, L. 2008. Engaging instruction in middle school classrooms: An observational study of nine teachers. *The Elementary School Journal, 109* (1), 61-81

Additional Resources

- National Education Association (NEA) Resources. (2012). How humor affects learning [Video webcast]. In *Using humor in the classroom*. Retrieved from <http://www.nea.org/tools/52165.htm>

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The Knowledge Exchange: Students, Teachers & the Classroom Culture

- Motivate the Student
- Inspire the Teacher
- Cultivate the Culture

Third Annual Teen Pregnancy Prevention
Grantee Conference, *Ready, Set, Sustain:
Continuing Our Success*

National Harbor, MD • May 20-22, 2013

By: Leah Toussaint
Lead Educator
OIC of South Florida

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OBJECTIVES

Learning Objective 1: Work collaboratively with fellow Educators to understand youth culture and identity.



Learning Objective 2: Learn and practice strategies to improve communication with students.

Learning Objective 3: Develop individualized plan for cultivating classroom culture.

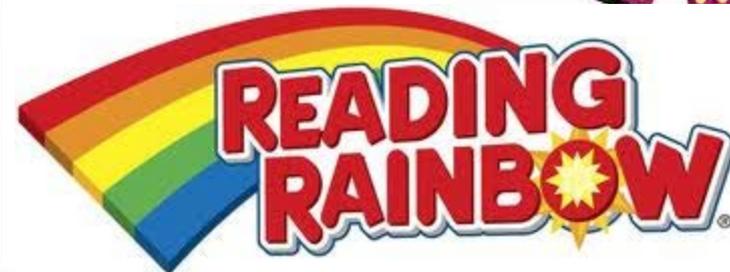
FIRST THINGS FIRST

- Facilitator
- Teacher
- Trainer
- Educator
- Tutor
- Coach



IN
WHICH
DECADE
DID THIS
SHOW
BECOME
POPULAR
?

WHICH ONE DOES NOT BELONG?

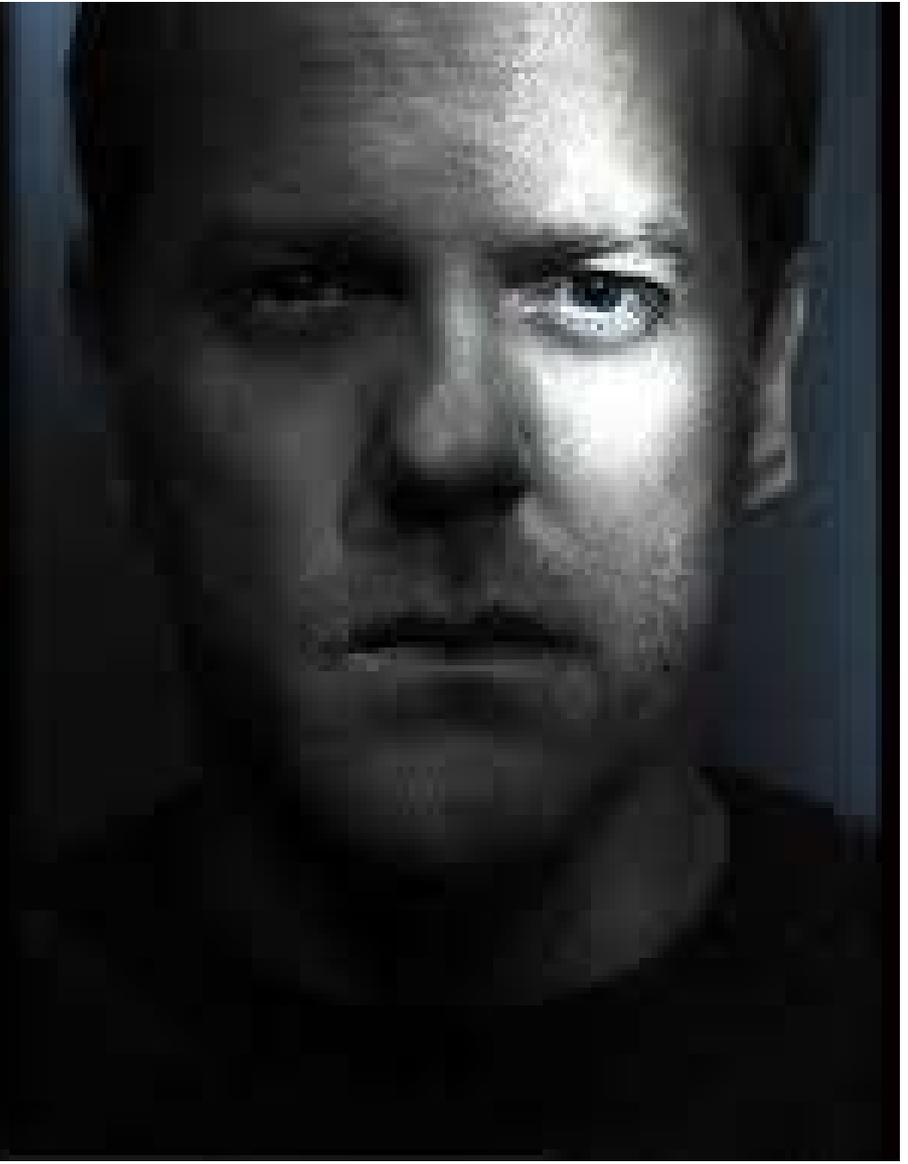


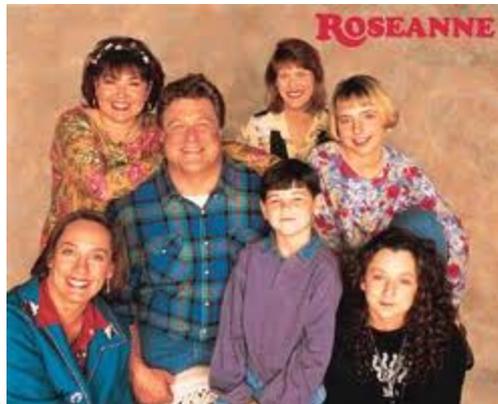
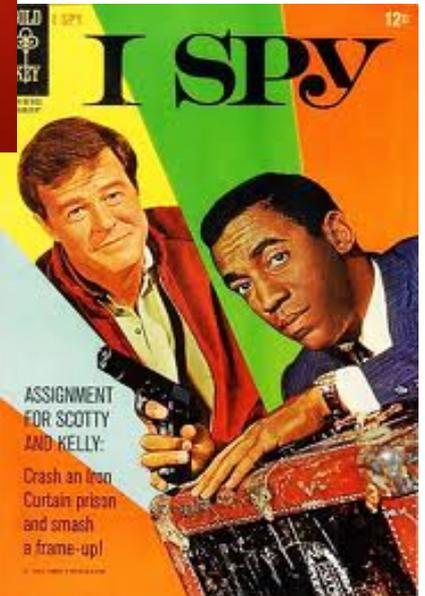
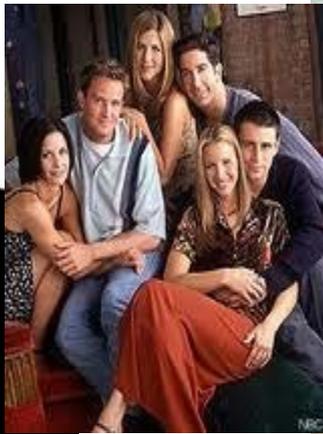
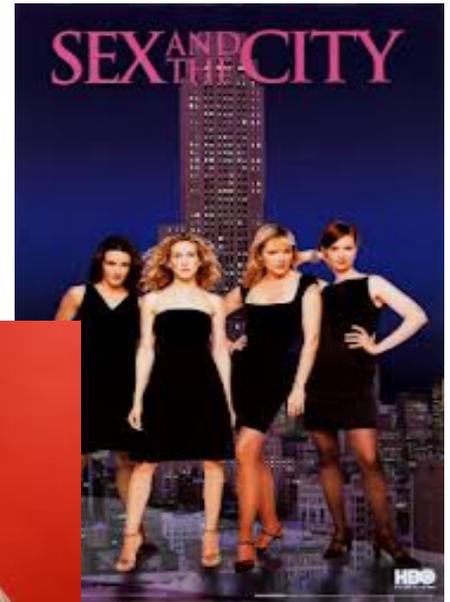
NAME
THIS
SHOW
?



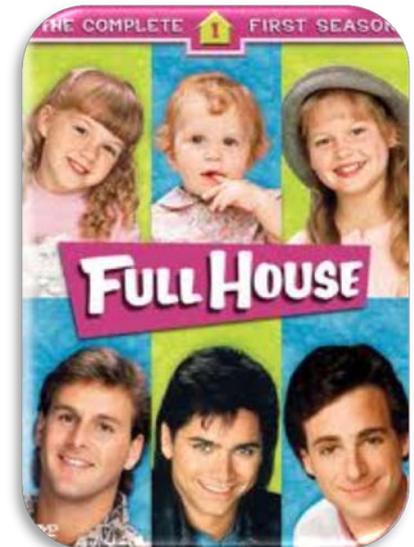
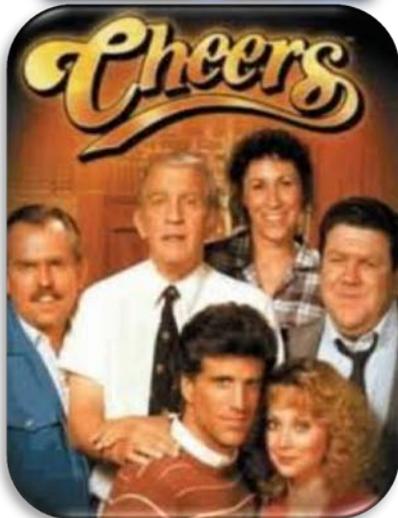
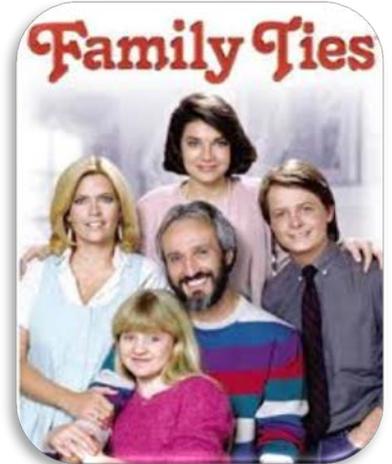
NAME THIS
FAMOUS
FEDERAL
AGENT?

24

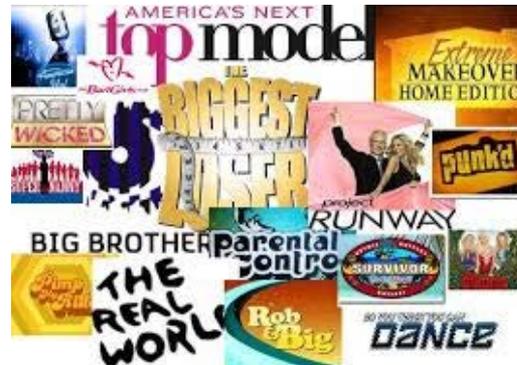
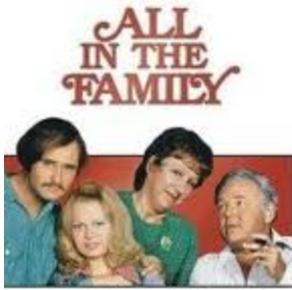




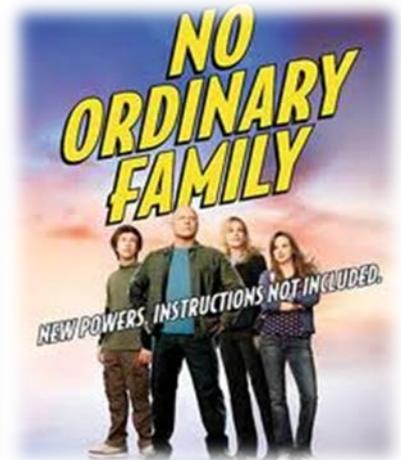
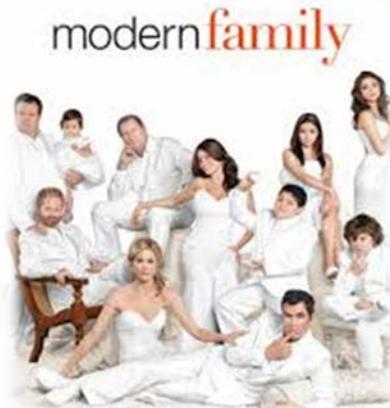
Overwhelmed Yet?



Just a Couple More



Finally



PRINT THE NAMES OF ALL THE
SHOWS YOU CAN RECALL FROM THE
LAST THREE (3) SLIDES

MEMORY RECALL

Memory Lane

How many shows were you able to recall?

What could the presenter do (before or after) to aid in memory recall?

Engaging the Inevitably Distracted, Multi-Tasking, Frontal Lobe Developing Adolescent



ADOLESCENT BRAIN



Parietal Lobe

- Sensation
- Reading

Frontal Lobe Prefrontal Cortex

- Movement
- Thinking initiation
- Impulsivity
- Reasoning
- Judgment
- Behavior (Emotions)
- Memory
- Speaking

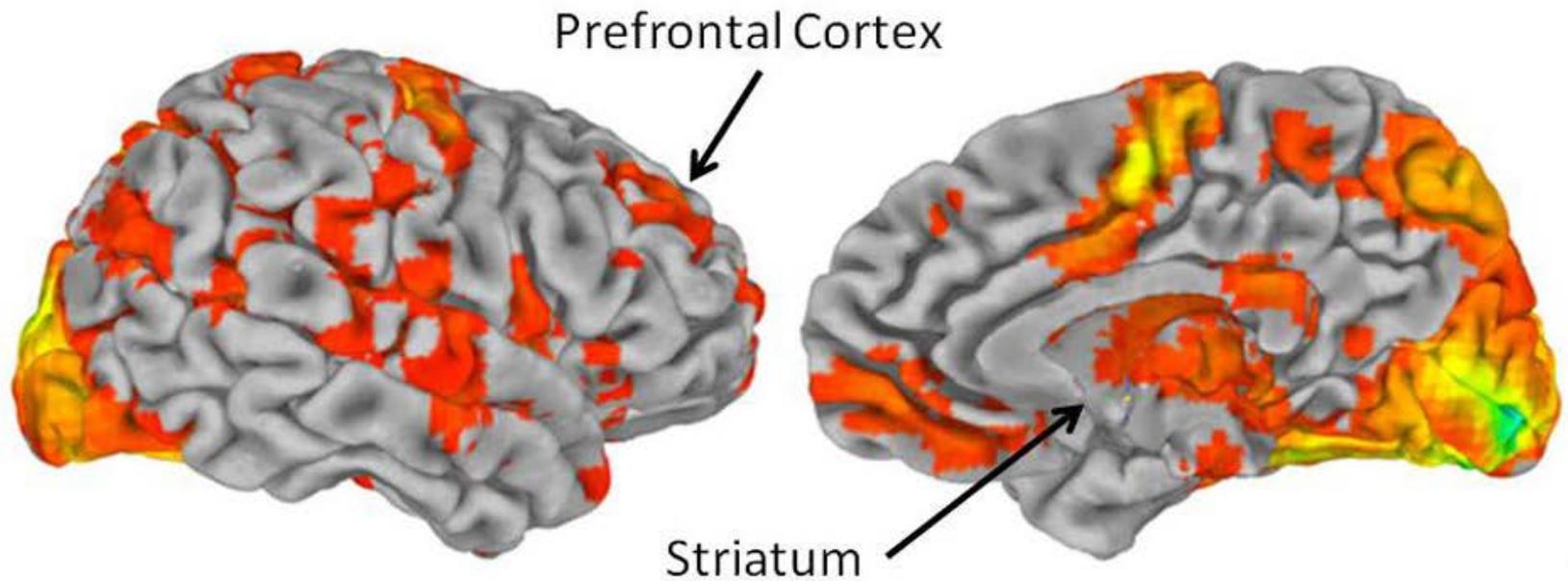


Occipital
Lobe

Cerebellum

Brain Stem

CONTROL VS. IMPULSE



Credit: Beatriz Luna

Implications

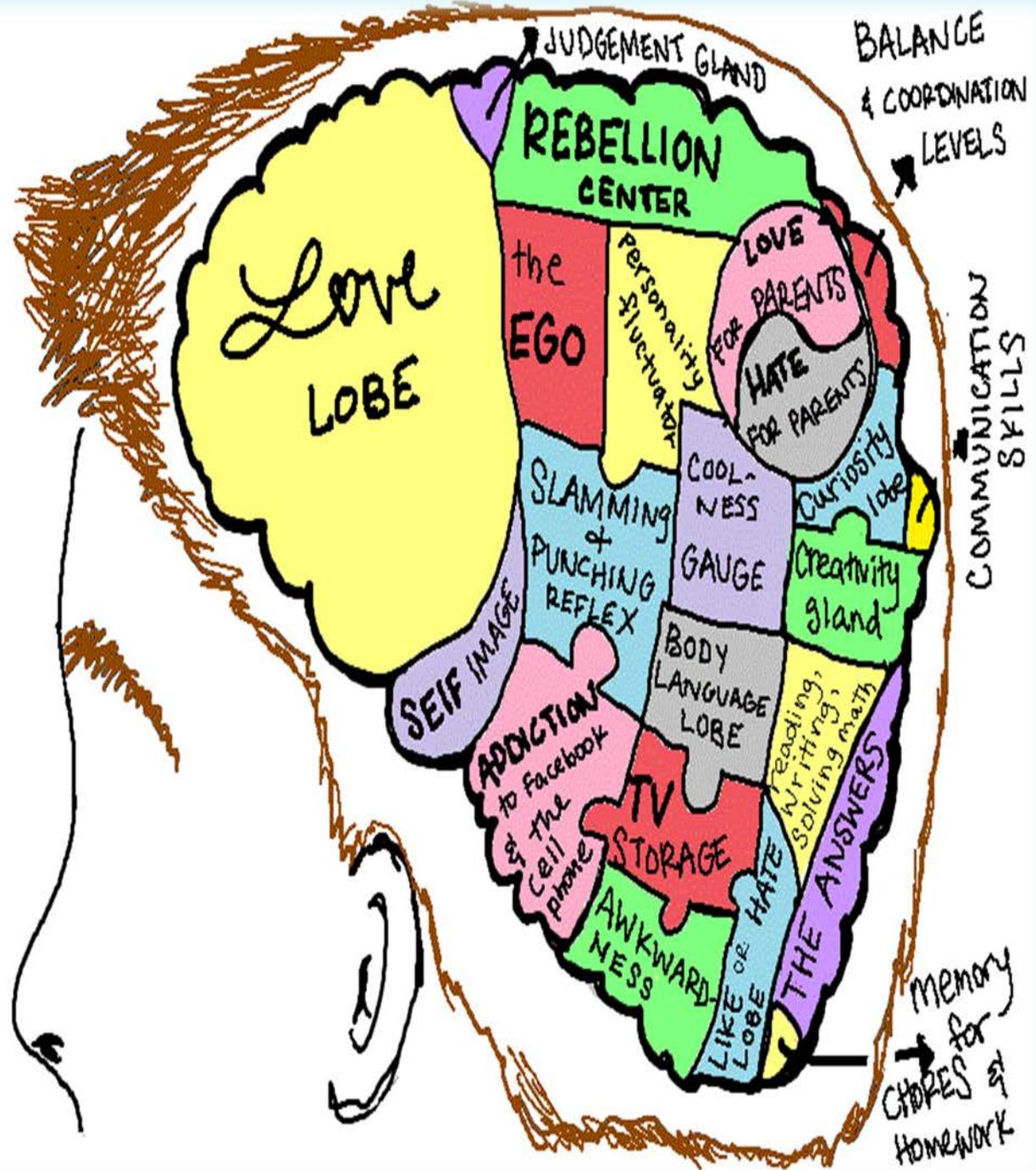
Discuss with a neighbor the implications of the staggered development of the human brain on adolescent behavior in the classroom.

- Slow development of the prefrontal cortex.
- Accelerated development of the parietal lobe
- Accelerated development of the ventral striatum

FRONTLINE's "Inside the Teenage Brain" Dr. Jay Giedd, National Institute of Mental Health, Bethesda, Md.

The Development of the Corpus Callosum in the Healthy Human Brain
Eileen Luders, Paul M. Thompson, and Arthur W. Toga

THE AVERAGE TEENAGE BRAIN



Generation "Y", "Millennials" & "Me"

Which characteristics have you used to describe this current generation?

Consider This

“Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.”

--Socrates born circa 470 BC, Athens, Greece

Generational Perspective

- Technologically Savvy
- Multi-taskers
- Global
- Creative
- Cynical
- Impressionable

Global Youth



Engaging Minds

A CHANGE
IN
BEHAVIOR
BEGINS
WITH A
CHANGE
IN THE
HEART.

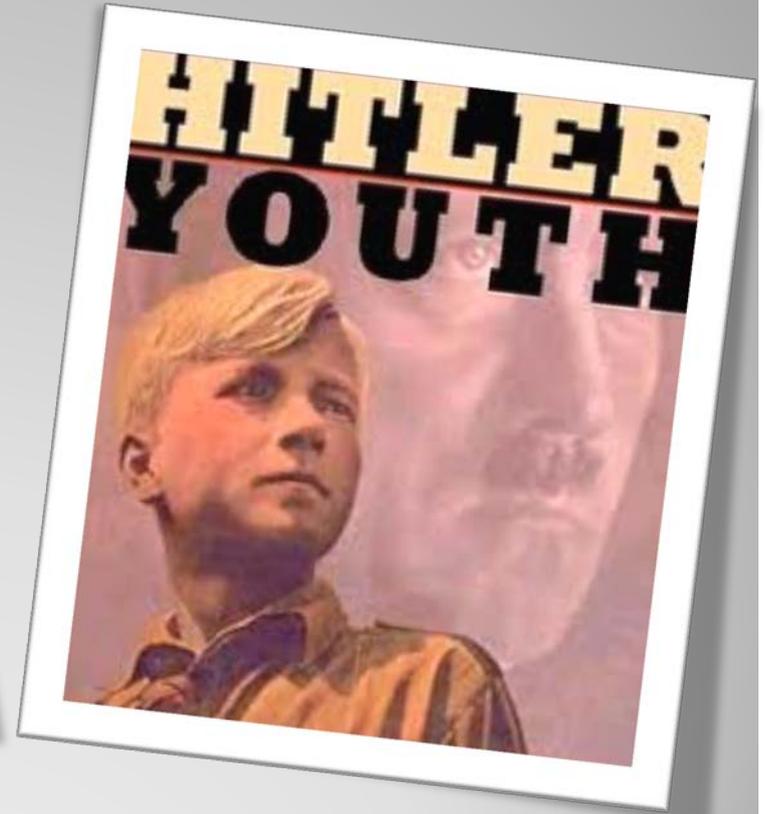


**A change in the heart is the
harvest of seeds sown to
challenge the mind.--LT**

OPPORTUNITY



CRISIS



YOUTH ENGAGEMENT

Headlines:
Breaking News Activity



1. Choose a headline from your table that solicits the greatest emotional response (anger, rage, delight, etc...)
2. Write one sentence to explain your response.
3. Name 3 careers associated with your headline.

Extra! Extra! Read All About It!

CULTIVATING CLASSROOM CULTURE

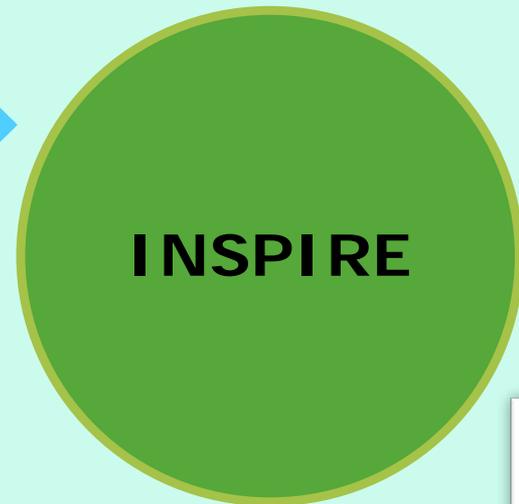
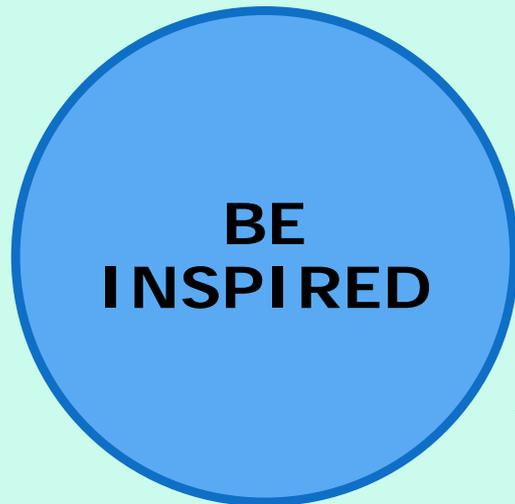
Groups:

Please list these attributes of an Educator/Facilitator in order of importance for creating the optimal learning environment.

- Passionate
- Knowledgeable
- Patient
- Caring/Concerned
- Authoritative
- Perceptive
- Optimistic

CULTIVATING CLASSROOM CULTURE

Please list the behaviors, activities, actions, or perceptions that an Educator might use that correlates to the attributes on the Post-Its around the room.



YOUNG DIARY CONFESSIONS

"Everything I do or say is never good enough." -- N.M.

"No one understands the pain I feel, why I do the things I do, why I am the way I am?" --Anonymous

My friends think I am strong, but I am so fragile inside.-- D.C.

All I ever wanted was to just be happy. -- D.Y.

"Sometimes it feels like no one cares. I just want to die. It hurts too much to fake a smile. " --B.Y.

Nearly 1 in 6 high school students has seriously considered suicide, and 1 in 12 has attempted it.

Centers for Disease Control and Prevention YRBS, 2012

Relational Forces : The Engine





1.

*Drive for Reliable
Relationships*

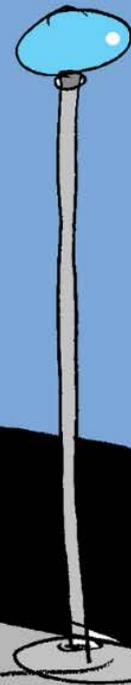
2.

Strengthening of Peer Socialization



*I've got hundreds
of Facebook
friends I've
never met.*

*When I was
young we called
them imaginary
friends.*





3.

The Quest for Importance & Social Status

Social-Booster.net



Facebook Likes
Facebook Votes
Facebook Subscribers
Facebook Photo Likes
Facebook Comments
Facebook Shares

