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#### **KEEPING STUDENTS ENGAGED IN LEARNING**

Part 1: Why do students disengage?

- 1. The Principle: Trying is Natural
- 2. What happens to the inner life of students between K-12?

What is School? More than anything else, school is a social event

in which students are compared and judged.

- 3. The Disengagement Process: Disengagement means NOT TRYING.
  - A. Disengagement stems from Atelophobia: the fear of imperfection...of not being enough.
  - B. Atelophobia stems from Comparison and Judgment.
  - C. Comparison and Judgment develop THE Disengagement Beliefs:
    - (1) I'm not good enough.

(2) I'm not smart enough.

- D. THE Disengagement Beliefs are activated by:
  - (1) OPOs = Other Peoples' Opinions (Teachers, Classmates, Parents)
  - (2) Content = Hard or Confusing
  - (3) Processes
  - (4) Outcomes or Results
  - (5) Mistakes and Failure

### Part 2: Creating a Culture of Learning: The ESSENTIALS

## 1. Fostering Relationships That Make Connections and Enhance Belonging

1. The Question: What processes am I using with students and how are they causing students to engage or

disengage?

2. The Principle: "Connections and belonging prime the brain for learning." Dr. David Walsh

3. Practice 4-at-the-Door: 1. Name-Name

2. Eve-Eve

3. Hand-Hand

4. Heart-Heart

# 2. Helping Students Learn from Mistakes and Failure and Move Outside Their Comfort Zone

1. The Question: What do students believe about themselves from experiencing mistakes and failure?

2. The Principle: Messages → Beliefs

What are the messages?

What is the belief? "I'm not good enough."

3. Bottom 80 responses to mistakes: A. Deny/Hide C. Justify

B. Blame D. Dwell

Top 20 responses to mistakes: Own and Learn

- 4. (Comfort Zone) → Mistakes/Failure → Big Learning
  - Fear of OPOs: "Other people's opinions of me are none of my business...unless they are in my best interest."
  - Fear of Failure: "Failure is an event, not a person."
- 5. **ACT**: Awareness of my belief about myself as a mistake maker.

What belief have I formed about myself that has come from making mistakes or failing?

## **C**onscious **C**hoice:

A. How do I want to respond when I make a mistake?

Script: "Oops! Look what I just did. Wonder what I can learn from this?" What's my Script?

what's my script:

B. How do I want to respond to others when they make a mistake?

Script: "Hmmm...what can you learn from this?"

What's my Script?

Talk about mistakes we make: "I want to talk about this and have you help me learn

everything I can from this mistake."

6. Celebrate Mistakes and Failure: Students need to experience a positive emotion when they make a mistake or fail.

The Question: How can we celebrate mistakes or failure with our students?

## 7. Teacher Tips:

- A. Share with your students examples of your Bottom 80 responses to mistakes and a Top 20 response when you learned a lesson from a mistake.
- B. Decide with your students how you want to respond to mistakes. Is there a script that you would want the students to use?
- C. Post signs: "OPOs are none of my business." "Failure is an Event, not a Person."

Henry Link: "While one person hesitates while he feels inferior, the other is busy making mistakes and becoming superior."

Thomas Edison: "Many of life's failures are people who did not realize how close they were to success when they gave up."

Mamie McCullough: "Success is failure with the dirt brushed off."

### 3. Telling Students the Secret about Confusion

- 1. The Question: What do students think, believe, feel or do when they are confused?
- 2. The Principle: Everything we know or can do today we were once confused about.
- 3. The Secret: Confusion is a natural and necessary part of ALL learning.
- 4. Mountain of Learning: "I don't get it." → Confusion → "AHA, I get it."

Steeper Parts of the Mountain:

- (1) What parts of my curriculum are likely to be more difficult and confusing for students?
- (2) How can I introduce these parts so students will stay on the Mountain and not believe that they are stupid?
- 5. Confusion Rocks: Celebrate Confusion

Celebrate: Connect a positive emotion to the experience of confusion.

What can we do at our school to celebrate confusion?

## 4. Assure That ALL Students Know That They Have Intelligence

- 1. The Question: What percentage of students at your school know that they are intelligent?
- 2. The Principle: All students are intelligent.
- 3. The Glen Story: Who is your Glen?
- 4. Wendy Soderman -- IDEAL School: "Schools determine **which** kids are smart.

My school determines **how** kids are smart."

- 5. Dr. Howard Gardner: Multiple Intelligences
  - Linguistic intelligence ("word smart")
  - Logical-mathematical intelligence ("number/reasoning smart")
  - Spatial intelligence ("picture smart")
  - Bodily-Kinesthetic intelligence ("body smart")
  - Musical intelligence ("music smart")
  - Interpersonal intelligence ("people smart")
  - Intrapersonal intelligence ("self-smart")
  - Naturalist intelligence ("nature smart")
- 6. Teacher Tips: How can I help my students know that they have intelligence?
  - A. Wahsoleya (wah-so-lay-a) = "I have intelligence."

    B. Practice the script: "I am smart. I just don't understand \_\_\_\_\_ yet."

    "I am smart. I'm just confused about \_\_\_\_."

    "I am smart. I just can't ."

## **Top 20s Practice Kaizen: Continual Improvement**

Regarding keeping students engaged in learning:	
Continue: What am I doin	g that I want to continue doing?
Start: What am I not doin	g that I want to start doing?
Stop: What am I doing tha	at I want to stop doing?
Top 20 Curriculum:	Top 20 K-6 Smart Board or Power Point Curriculum Top 20 TLC Grades 3-6 Curriculum Top 20 Teens Grades 7-12 Curriculum
Top 20 Books:  Top 20 Teens: The Best-kept Thinking, Learning and Communicating Secrets of Successful Teenagers Top 20 Teachers: The Revolution in American Education Top 20 Parents: Raising Happy, Responsible and Emotionally Healthy Children Why Students Disengage in American Schools and What We Can Do about It Rebalanced Thinking, Rebalanced Living: Developing Your Inner Life through Social-Emotional Learning	

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