

## Workshop Plan

WORKSHOP NAME: First Impressions Count	PHASE: One August 2015
Facilitators: Cheryl Kennedy & Christine Boyko-Head	
WORKSHOP DESCRIPTION: Participants will recognize the significance of first impressions to the creation of a positive respectful learning community. They will practice community building activities, discuss the stages of community building, and explore how maintaining good impressions, rapport and a sense of belonging throughout the semester primes the brain for learning. This energetic session includes community building activities that can be adapted to diverse learning platforms such as large classes and online.	
REQUIRED MATERIALS: Eight 10 feet sections of rope tied in a knot Coloured pieces of construction paper Pastels, markers, crayons	
REQUIRED TECHNOLOGIES:  Computer and projector Wifi access	
BRIDGE: 10 min Raccoon Circles  <u>Materials:</u> Rope, directions on slips of paper or on the screen  <u>Procedure:</u> 1. Play music as students enter the room 2. As participants come in the room ask them to do the activity on the screen, or give them a handout with the task: <i>As soon as you enter our classroom, think about and write down a time when first impressions mattered in your life.</i> 3. Once the class begins, give participants 2 minutes to think of something. 4. Form 8 groups with the rope. If the class is larger get more ropes, if the class is smaller use fewer ropes. 5. When the music stops, or when you hear a focus word in the song a group member will have one minute to tell their first impression story.	

6. Play the song through twice (unless it is Stairway to Heaven) and then end the game.

Debriefing: 1. This activity introduces the topic of first impressions.

2. Gives students a task to perform and provides time for latecomers to enter and not disrupt the lesson

3. Gets people to mingle and talk to each other

4. Establishes a routine for beginning of each class that prepares them to focus and attend

OUTCOME(S):

**Recognize** the significance of first impressions to the creation of a positive respectful learning environment within diverse teaching platforms and programs of study

**Identify** the stages of community building and their relationship to classroom management issues

**Summarize** neuroscience research as a framework for initiating, maintaining and sustaining a sense of belonging in the classroom

**Contribute** to the creation of a collaborative learning environment by practicing community building activities and discussions

**Reflect** on the first impression you want to make as an educator and how you are going to do that

PREASSESSMENT: 10 min Paralyzing Moments

Materials: Construction paper cut into quarters,  
Pastels, markers, crayons.

Procedure: 1. On the screen or a handout: Draw a symbol or image representing a paralyzing moment when you were a student. Only reveal what you comfortable and ready to share. Add a slogan, mantra statement or phrase to your symbol/image that expresses the essence of the experience.

2. Use the Raccoon Circle or a Think Pair Share to show the image and slogan. Restrict your conversation to the slogan only.

Debrief:

Determines what learners already know about bad teaching

Continues to build community through sharing

Illustrates how different modalities can be used to communicate

Using visuals and only a slogan illustrates how personal reflection/experience can be presented in a safe way without compromising the individual. The visual and slogan can be as detailed or vague as the person needs them to be.

PARTICIPATORY LEARNING

TIME	INSTRUCTOR	LEARNER	RESOURCES
Prior to start & 5 min	Pre-Class Task	Individual reflection/Raccoon Circles	Directions Music Rope
2 min	Class Objectives		PPT slide
2min  2min		Draw Paralyzing Moment  Class showing, TPS or hand in to instructor	Directions Paper Crayons, markers, pastels
15 min	Name Game	Entire class If large classes, break them into groups of 12	
5min		Brainstorming of significance of activity	
5min	Explain/review Multiple Intelligence Theory	Reflect on personal MI strategies for Name Game	MI diagram on PPT slide
5min  5min	Illustrate stages of community building: Forming, Conforming, Deforming, Transforming. Link Glasser's theory of community to these stages	  Discuss how these stages were represented in the game – how people felt during each stage.	Info graph or video of this

15min (rotate after 6 min)		Share ideas on how you will form community in your classroom Share ideas on how you will proactively address the deforming stage	Poster paper markers
10 min	Neuroscience in Education	Reflect on what felt satisfying, positive etc.	Infograph
0min		Online find or create an image of a Crystallizing Moment. Respond to at least two	PPT slide available online Posted online
10min		Web Toss: What did you get from the workshop What will you give to others	Yarn

81min Time for discussion or for overage in some of the areas.

POST-ASSESSMENT: 0min Online Crystallizing Moment as a Student

Post the task: Draw or find an image that represents a crystallizing moment you had as a student that has stayed with you. Add a slogan, mantra statement or phrase to your symbol/image that expresses the essence of the experience. Post this on the discussion board by Sunday 11:59pm. Look at everyone's images and slogan and select one or two you can relate to and respond. Then select one or two that you can't relate to but it resonates with you and respond.

SUMMARY/CLOSURE 10min Yarn Toss

Materials:

Yarn

Procedures:

Stand in a circle

Instructor begins and holding an end of yarn, says what she/he has gotten/learned in the session. She says a student's name and tosses the yarnball to that student while holding her end. The student catches the ball, says what they got/learned and then holding their portion calls a name and throws the ball to that person. Repeat.

To wind up the ball, reverse the order and now say what you will give based on the lesson.

Debriefing:

Adaptable (content, size, object, purpose, ability) Circle can be yarn being passed while in their seats.  
Maintains class connection in a physical way  
Gauges their learning and group dynamics  
Encourages reflection on a low level, but can demonstrate higher order thinking

Resources:

Armstrong, T. ( ). *Multiple Intelligences in the classroom*. Alexandria Virginia: Association for Supervision and Curriculum Development.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Levine, D. (2003). *Building classroom communities: Strategies for developing a culture of caring*. Bloomington IN: National Education Service.

Jump right into

Name Game: Adjective Name Game with Gesture. Form a chant with the names and gestures, then break the circle by wandering through the space while continuing the chant.

Debriefing: What did we do? So what is the significance? Now what will you do in your classroom?

What:	The steps
So what:	Illustrates the multiple purposes of the activity such as Building community by getting to know names Reinforcing different multiple intelligences Illustrating the stages of community building: Forming, Conforming, Deforming, Transforming
	Discuss the implications of each stage to learning and classroom management



Now what community building ideas do you have for your first day of class environment? Have large sheets of paper in 5 areas of the room Brainstorm a list of community building ideas, routines and rituals

Work in 5 groups for 3 min.

Then form groups by matching colours, birth months, shoe type/size etc.  
(*illustrating how to switch things up in a fun way*) Brainstorm more ideas

Share: ideas (also discuss how we mixed groups so more people get to know and work with each other)

## Environment

Activity: Definition of community: individually people look through magazines and pick images, words, symbols that represent community. Place on a wall. From that selection each person selects two images (making sure one is not their own) to form another mural of community. Discuss the images. Discuss how the individual activity became stronger by the collective sharing. How is this a metaphor what learning?

Hands of belonging activity: make a hand out of coloured paper. For each digit write a community you belong to. In the palm area write what belonging to that community gives you emotionally, physically, socially etc. Each person shares their hand (if large class only report out about one community finger) and the group makes a mural/banner of hands.

From either activity we can then tease out William Glasser's theory of community:

Belonging (sharing, cooperating, acceptance

Personal (em)powerment (achieving, accomplishing, recognizing, being respected, feeling competent

Personal freedom (making choices, being given responsibility, independence

Fun (laughing, playing, experimenting, creating, engaging in healthy relationships  
(*The Quality of School, 1990*)

Discussion of classroom contracts, small group contracts.

## Mindset

How do we move students from Dependent learners to Independent learners?

How might the emotional needs of a community apply to education?

Research linking engagement to student achievement

Brain research

Diagrams of fixed mindset vs academic mindset, Cycle graph, etc.

from *Culturally responsive teaching and the brain*. Zaretta Hammond. 2015