

# Engaging Pedagogy

## Classroom Shared Agreements

Classroom shared agreements reflect the students' shared understanding of how they wish to be treated and will treat one another. These agreements should connect to the school's shared vision and schoolwide norms. Prominently displayed in the classroom, these agreements reinforce the priority for SEL instruction and help build classroom community.

**Here are some suggestions for developing and sustaining classroom shared norms:**

- **Include students in writing the norms.**
- **Make sure all students feel comfortable agreeing to the norms.**
- **Revisit classroom shared agreements frequently; for example, to set the tone before a lesson, or as a reflection and self-assessment tool following a lesson or activity.**

We can use these agreements to set personal and small group goals and to reflect on progress using a variety of strategies over time.

*For Teachers with More than one Class:*

Teachers with more than one class may want to develop different agreements for each class. These can be written on a flip chart and "flipped" for each class period or posted on the walls. Alternately, the teacher may create a universal social contract using themes collected from all classes and ask each class for ratification.

## PROTOCOL: Generating Classroom Shared Agreements

This may be facilitated during a 45-minute activity to keep the students' engagement level high and to promote true reflection on these important agreements that they'll use each day.

### **Step 1: Create Purpose**

Introduce classroom shared agreements and discuss their purpose using the following turn and talk to your partner and whole-class questions. (After pairs discuss a question, signal for attention, restate the question, and briefly share out as a class.)

- Explain: One of the most important parts of being a learner in this classroom is making sure we take care of each other so everyone can learn. That means creating a classroom that feels safe and supportive.
- Ask students to discuss: Why is it important that we create a classroom where everyone feels safe and supported? Turn and talk to your partner.
- **CHART students' responses**

## Step 2: Share Expectations

In pairs and as a class, discuss how the students want to be treated by others and, accordingly, how they might treat others this year.

- How do you want your classmates to treat you this year so you can feel safe and supported?
- Everyone wants to be treated well, and for this to happen everyone needs to agree to treat others well. What are some ways we can agree to treat others well in our class?
- **CHART students' responses**



## Step 3: Brainstorm Ideas

Based on students' answers in Step 2, brainstorm ideas for classroom shared agreements. Record students' ideas for how they will treat others this year, using their own words. As a class (or, for young students, take the lead, as necessary), group similar ideas, and narrow their brainstorm to five to seven statements that capture what students have identified. After the lesson, make a large poster with the classroom shared agreements, leaving space for students to add their signatures.

## Step 4: Establish Ownership

Review the classroom shared agreements poster using the questions that follow:

“We made these agreements about how we want to treat each other in our class this year. [Read the agreements.] Does this capture what we talked about? [Make minor adjustments, if necessary.]”

- What might it look like when we follow this agreement today? What would people in our class see, hear and experience?”
- If you realize that, for whatever reason, you are not following an agreement, what might you do?
- If you notice that someone else is not following an agreement, and it's getting in the way of your learning, what might you do?

Once they have made any final adjustments, to the agreements, the teacher and students should individually sign the poster and hang it prominently in the classroom:

“We will post our classroom shared agreements and use them regularly as a daily reminder of how we want to treat others and be treated this year. By signing them, we are all saying that we will try our best to live by them and that even if we make mistakes we will keep trying. We will check in with each other regularly to see how we are doing.”

## Optional Step 5: Engage Others in Your Agreements

Some classrooms invite each visitor to read their classroom shared agreements and then add their signature if they agree to follow these during their visit.

## Energy and Calm: Brain Breaks and Focused-Attention Practices

### **BRAIN BREAKS**

A brain break is a short period of time when we change up the dull routine of incoming information that arrives via predictable, tedious, well-worn roadways. Our brains are wired for novelty. We know this because we pay attention to every stimulus in our environment that feels threatening or out of the ordinary. This has always been a wonderful advantage. In fact, our survival as a species depended on this aspect of brain development.

When we take a brain break, it refreshes our thinking and helps us discover another solution to a problem or see a situation through a different lens. During these few minutes, the brain moves away from learning, memorizing, and problem solving. The brain break actually helps to incubate and process new information.

Recommended classroom activities:

#### The Junk Bag

I always carry a bag of household objects containing markers, scrap paper, and anything that one would find in a junk drawer -- for example, a can opener or a pair of shoelaces. Pick any object out of the junk bag and ask students to come up with two ways this object could be reinvented for other uses. They can write or draw their responses. Once students have drawn or written about an invention, they can walk the room for one minute sharing and comparing.

#### Squiggle Story

On a blank sheet of paper, whiteboard, or Promethean Board, draw one squiggly line. Give students one minute to stand and draw with their opposite hand, turning the line into a picture or design of their choice.

#### Opposite Sides

Movement is critical to learning. Have students stand and blink with the right eye while snapping the fingers of their left hand. Repeat this with the left eye and right hand. Students could also face one another and tap the right foot once, left foot twice, and right foot three times, building speed they alternate toe tapping with their partner.

#### Symbolic Alphabet

Sing the alphabet with names of objects rather than the letters.

#### Mental Math

Give a set of three instructions, counting the sequence to a partner for 30 seconds. Example: Count by two until 20, then count by three until 50, finishing with seven until 80. Switch and give the other partner another set of numbers to count.

#### Invisible Pictures

Have a student draw a picture in the air while their partner guesses what it is. You could give them categories such as foods, places, or other ways to narrow the guessing.

#### Story Starters

A student or teacher begins a story for one minute, either individually or with a partner. The students then complete or continue it with a silly ending.

#### Rock Scissors Paper Math

With the traditional game, the last call-out is "math." With that call, students lay out one, two, three, or four fingers in the palm of their hand. The best of three wins.

## FOCUSED-ATTENTION PRACTICES

A focused-attention practice is a brain exercise for quieting the thousands of thoughts that distract and frustrate us each day. When the mind is quiet and focused, we are able to be present with a specific sound, sight, or taste. Research repeatedly shows that quieting our minds ignites our parasympathetic nervous system, reducing heart rate and blood pressure while enhancing our coping strategies to effectively handle the day-to-day challenges that keep coming. Our thinking improves and our emotions begin to regulate so that we can approach an experience with variable options.

Recommended classroom activities:

### 1. Breathing

Use the breath as a focus point. Have students place one hand close to their nose (not touching) and one hand on their belly. As they breathe in, have them feel their bellies expand. As they exhale, they can feel the warm air hit their hand. Students will focus on this breath for only one minute. Let them know that it's OK when thoughts sometimes come into the mind uninvited. Tell them to exhale that thought away.

### 2. Colors

Visualize colors while focusing on the breath. Inhale a deep green, and exhale a smoky gray. Have the students imagine the colors as swirling and alive with each inhale. If a student is de-escalating from an angry moment, the color red is a great color to exhale.

### 3. Movement

For younger children, direct students to stand and, as they inhale, lift an arm or leg and wiggle it, exhaling it back to its original position. For younger grades beginning these focused-attention practices, it's good to include an inhale and exhale with any type of movement.

### 4. The Deep-Dive Breath

We inhale for four counts, hold for four, and exhale slowly for four counts. You can increase the holding of breath by a few seconds once the students find the rhythm of the exercise.

### 5. Energizing Breath

We pant like a dog with our mouths open and our tongues out for 30 seconds, continuing for another 30 seconds with our mouths closed as we take short belly breaths with one hand on the belly. We typically take three energizing pant breaths per second. After a full minute, the students return to four regular deep inhales and exhales.

### 6. Sound

The use of sound is very powerful for engaging a calm response. In the three classrooms where I teach, we use rain sticks, bells, chimes, and music. There are many websites that provide music for focus, relaxation, and visualization.

### 7. Rise and Fall

As we breathe in and out through our noses, we can lie on the floor and place an object on our stomachs, enhancing our focus by watching the rising and falling of our bellies. When we are focused and paying attention to our thoughts, feelings and choices, we have a much greater opportunity to change those thoughts and feelings that are not serving us well in life and in school. When we grasp this awareness, we see and feel the difference!