



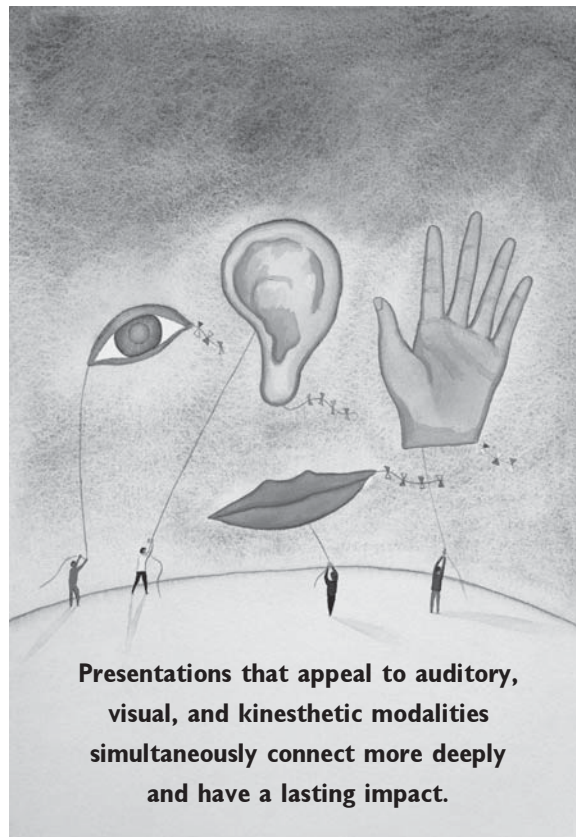
- 2** Prepare: Where's the restroom?
- 3** Generate: Brainstorming
- 4** Incubate: Six hats
- 5** Evaluate: Consensus voting
- 6** Organize: Round-robin interviewing
- 7** Act: Action plan

Engage *all* of the senses

T O I N C R E A S E L E A R N I N G

BY N U S A M A A L

If you really want to engage learners, try taking a multi-sensory approach. Presentations that appeal to auditory, visual, and kinesthetic modalities simultaneously connect more deeply and have a lasting impact. Everyone has a dominant learning style. Much like cross-training works for athletes, developing programming in other styles enhances learning. Learners will get more benefit from exercises, and they'll feel energized along the way.



Presentations that appeal to auditory, visual, and kinesthetic modalities simultaneously connect more deeply and have a lasting impact.

Talk to them. Only 20 to 30% of people are auditory learners, but most people have grown accustomed to auditory teaching because it's the way schools work, with learners listening to and recalling information in sequence. Orderliness appeals to auditory learners. They understand ABCDE, but if you jump to Q and back to F and then to R, it can frustrate their thinking processes.

Show them. While visual learners — representing 20 to 40% of the population —
Continued on Page 8

1 PREPARE

Where's the restroom?

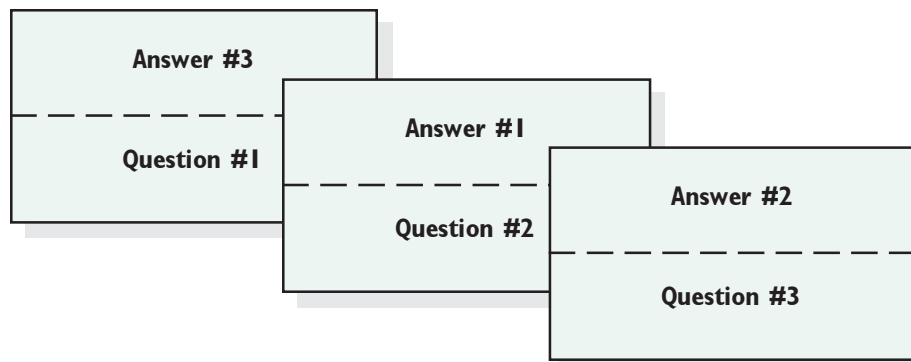
COMMENTS TO FACILITATORS: Participants deserve and need basic information about the logistics of your workshop. They also need an opportunity to meet and greet other participants. This activity addresses both of those needs.

TIME: 15 minutes.

SUPPLIES: Index cards.

Directions

1. Collect information that participants will need to know while they're attending the workshop: the day's schedules, when breaks will occur, location of the bathrooms and telephones, availability of coffee, snacks, objectives of the workshop, handouts, materials for purchase, etc.
2. Place a stack of index cards on the table. Write a question for each piece of information you want to share with participants on the *bottom half* of each card. One question might be, "Where is the women's restroom?"
3. Write the answer on the *top half* of the next card. Your goal is to loop the index cards in such a way that the answers and the questions will ultimately form a chain of dominoes. Put the answer to your last question on the top half of the first card.
4. During the workshop, distribute one card to each participant.
5. Each participant should walk around the room until they find the person who can answer the question on their card.
6. To end this activity, have each person ask his or her question in front of the group and have the appropriate person answer it.



2 GENERATE

Brainstorming

COMMENTS TO FACILITATOR: Brainstorming is a method for tapping the resources of the entire group. Through brainstorming, a group strives for quantity of ideas, not quality. To ensure that that happens, the facilitator asks participants at the beginning to refrain from evaluating or criticizing ideas when they are announced.

TIME: 30 minutes.

SUPPLIES: Sticky notepaper, pens, pencils, chart paper, marking pen.

PREPARATION: Post chart paper on a wall where it can be seen clearly by all participants. Distribute sticky notepaper and writing tools.

Directions

1. Identify the topic. Write the topic on chart paper or a chalkboard at the front of the room.
2. Ask each participant to silently write as many issues, concerns, and problems for that topic as they can, using a separate sticky note for each idea. Allow five minutes of thinking/writing time.
3. In sequence, each participant shares one idea aloud with the group. Write each issue, concern, or problem on the chart paper.
4. If an idea is unclear, allow participants to ask for clarification. The participant who suggested the issue, concern, or problem should rewrite the idea on another sticky note, using language that is more clear to everyone.
5. When the group runs out of ideas, use prompts to elicit more suggestions. If more are suggested, add those to the list on the chart paper.
6. With the group's permission, the facilitator should then organize the suggestions into larger categories of concern.
7. The facilitator should address how those concerns will be included in the sessions.

3 INCUBATE

Six hats

COMMENTS TO THE FACILITATOR: This activity is especially helpful to groups that want to reflect on a future event or proposed change.

TIME: 50 minutes.

SUPPLIES: To dramatize the different role that each person has in this activity, consider buying inexpensive plastic hats in six different colors or creating simple home-made hats from colored construction paper.

PREPARATION: The facilitator should ensure that participants in this process understand the central question, preferably by writing the question on a large sheet of poster paper and posting it so that it is visible to all participants. Select a recorder who will take notes of ideas that are recommended by the various “hats.”

Directions

1. Assign one color hat to six different individuals or sub-groups of the larger group. If the group is large enough that sub-groups are necessary, each sub-group should work independently and select one person to report its findings to the larger group. *Time: 5 minutes.*
2. Each color hat will focus on looking at the question through the lens of their particular hat. *Time: 10 minutes.*
 - **WHITE HAT = DATA.** What does research say? How effective has this activity been in and under what specific circumstances? How much would it cost to implement?
 - **YELLOW HAT = SUNSHINE.** What are the positive aspects of this idea? What good will come out of it? Who will benefit as a result of this?
 - **BLACK HAT = CAUTION.** What are the downsides to this idea? Who will be hurt as a result of implementing this?
 - **RED HAT = EMOTION.** How will people react to this idea? Who will be upset by this?
 - **GREEN HAT = GROWTH.** What will we learn as a result of this? What are some of the new ways of thinking that we might learn? How will we change and grow as a staff as a result of this?
 - **BLUE HAT = PROCESS.** What information will the staff, the board, and the community need in order to understand this? Who could put the process together? How will we introduce this idea to the staff and other stakeholders?
3. After each individual or group has had time to reflect upon the questions, each “hat” should report its findings to the entire group. The recorder should make notes of the findings. *Time: 30 minutes.*

Adapted from *Reflective Practice to Improve Schools* by Jennifer York-Barr, William Sommers, Gail S. Ghere, and Jo Montie (Thousand Oaks, CA: Corwin Press, 2001). Note: This idea was originally proposed in *Lateral Thinking* by Edward deBono (New York: Harper & Row, 1970).

4

EVALUATE

Consensus voting

The facilitator asks individuals to react to a proposal by raising the number of fingers that correspond to their position.



5: I'm all for the idea. I can be a leader.



4: I'm for the idea. I can provide support.



3: I'm not sure but I am willing to trust the group's opinion.



2: I'm not sure. I need more discussion.



1: I can't support it at this time. I need more information.



0: No. I need an alternative I can support.

Source: *Keys to Successful Meetings* by Stephanie Hirsh, Ann Delehant, and Sherry Sparks (Oxford, OH: NSDC, 1994).

5 ORGANIZE

Round-robin interviewing

COMMENTS TO THE FACILITATOR: Use this activity during a workshop to encourage teachers to share what they are learning during the session.

Directions

1. Divide a group into pairs. Each pair will have an interviewer and an interviewee.
2. The interviewer will question the other person and make notes from the responses. *Time: 5 minutes.*
3. Reverse the process, with the interviewee becoming the interviewer. *Time: 5 minutes.*
4. *(Optional)* During a public presentation of what has been learned, the interviewers share with the group what his/her interviewee learned.





Action plan

COMMENTS TO FACILITATOR: Before the session ends, invite participants to commit to their next steps. Ask participants to post their plans on a wall where everyone can read them.

GOAL:

MEASURES OF SUCCESS:

WHAT WILL WE DO?

HOW WILL WE DO THIS?

WHO WILL DO THIS?

WHEN WILL THIS BE DONE?

REFLECTIONS ON ACTION

Tools For Schools

ISSN 0276-928X

Tools For Schools is published five times a year (August, October, December, February and April) by the National Staff Development Council, 5995 Fairfield Road, #4, Oxford, OH 45056, for \$49 of standard and comprehensive membership fees. Periodicals postage paid at Wheelersburg, OH 45694.

MAIN BUSINESS OFFICE

5995 Fairfield Road, #4, Oxford, OH 45056
 (513) 523-6029
 (800) 727-7288
 (513) 523-0638 (fax)
 E-mail: NSDCoffice@aol.com
 Web site: www.nsd.org

Editor: Joan Richardson

Designer: Sue Chevalier

NSDC STAFF

Executive director

Dennis Sparks (SparksNSDC@aol.com)

Deputy executive director

Stephanie Hirsh (NSDCHirsh@aol.com)

Director of publications

Joan Richardson (NSDCJoan@aol.com)

Director of special projects

Joellen Killion (NSDCKillio@aol.com)

Distinguished senior fellow

Hayes Mizell (HMizell@msn.com)

Business manager

Leslie Miller (NSDCLeslie@aol.com)

BOARD OF TRUSTEES

Deborah Childs-Bowen, president (2006)

Karen Dyer (2007)

Cindy Harrison, past president (2005)

Gale Hulme (2005)

Sharon Jackson (2006)

Charles Mason (2007)

Sue McAdamis (2006)

Bill Sommers, president-elect (2007)

COPYING/REPRINT POLICY

NSDC members may make up to 30 copies of individual *Tools For Schools* articles. Each copy must include a full citation of the source. For information regarding other requests to copy or reprint articles from NSDC publications, please see www.nsd.org/library/publications/permpolicy.cfm for more details as well as a form that can be used to submit a request. All requests should be faxed to Joan Richardson, (313) 824-5062. Please allow two weeks for a response. No e-mail requests will be accepted.

BACK COPIES

Back copies of *Tools For Schools* and *Results* are available for \$3 per copy. Member and bulk discounts apply. To order, contact NSDC's main business office.

Postmaster: Send address changes to the National Staff Development Council, 5995 Fairfield Road, #4, Oxford, OH 45056.

Engage *all* of the senses

Continued from Page 1

appreciate images, charts, and diagrams, their perspective and recall can be interrupted when the graphic is removed, as is common in PowerPoint or slide presentations. To remedy this, speakers create a graphic wall by physically securing images to the wall with one image leading to the next in sequence. Studies have shown that hand-drawn, imperfect graphics are more appealing than perfect, computer-generated ones so go ahead and use your doodles. Photos, particularly close-ups, can evoke emotional empathy, but speakers should be judicious in their use to avoid shutting down circuit breakers of emotional-intimacy tolerance.

Let them participate. Kinesthetic learners need movement and action. They like practical applications and process information best from hands-on, team activities and animation, including changing seats and moving around. The kinesthetic modality is the farthest from language. Kinesthetic learners relate to family (groups, belonging), friends (interaction, dialogue), and fun (colors, boldness, changes).

To balance your presentations so that they engage all types of learners, try this sequence:

1. Prepare. Identify and qualify yourself to establish credibility and integrity. Tell the audience what you expect them to think, feel, and do in the session. Be truthful: body language reflects falsehood, and inconsistency undermines your message.

2. Generate. Ask questions and encourage group interaction to uncover the audience's issues and problems. Use the brainstorming principle that there are no wrong

questions or answers. Then focus on content and new ideas.

3. Incubate. Allow time for reflection. Give participants alone time to write down personal applications or schedule breaks during which content can be absorbed individually. Humor plays a role in presentations, too. It creates instant incubation by breaking people out of their dominant learning modes.

4. Evaluate. Assess what is useful and what is not, what works and what can be tried. Consider the various domains of culture and personality.

5. Organize. Direct learning and engagement. Use groups or pairs and then change them to modulate between learning styles.

6. Act. Involve the group in planning next steps and implementation of new ideas.

Teachers are broad-bandwidth, two-way broadcasters. To create meaningful presentations, span different learning modalities. And remember this paradox: Communication is a repetitive act; speaking is an act of listening; and teaching is an act of learning.

This article was originally published as "Learning via multisensory engagement," by Nusa Maal, *Association Management*, November 2004. Reprinted with permission, American Society of Association Executives, Washington, D.C. Copyright November 2004.

Nusa Maal, SenseSmart Consulting International, 8315 N. Brook Lane, Suite 1007, Bethesda, MD 20814, (301) 652-8464, fax (888) 228-6323, e-mail: nusa@sensesmart.com.

NATIONAL STAFF DEVELOPMENT COUNCIL

Member Services

5995 Fairfield Road, #4

Oxford, OH 45056

Membership info: (800) 727-7288

Periodicals
Postage
PAID
at
Wheelersburg, OH
45694