



Top 20 Teachers and Students Know How to See Things Differently

Category: Creating a Culture of Learning

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Creating a Culture of Learning

Duration: Full workshop – 1.5 hours

Desired Outcomes:

Participants will...

- Realize that the results they get are often connected to how they see things.
- Understand and utilize the Frame to be more effective in achieving desired results.
- Be aware of how blame and the need to be right minimize their effectiveness and how maintaining curiosity enhances their effectiveness.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in this Binder:

- Attendee Handouts:
 - Workshop Agenda
 - Attendee Notes
 - Activity Packet: Top 20 Teachers Know How to See Things Differently
 - Certificate of Completion
 - 3-2-1 Evaluation Form
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Understanding the Frame
2. Responses When Not Getting Desired Results
3. Three Kinds of Right
4. Seeing Things Differently

Subtopics:

1. Understanding the Frame

- a. Defining the Frame
- b. Examples of the Frame

2. Responses When Not Getting Desired Results

- a. Bottom 80 Responses
- b. Top 20 Responses

3. Three Kinds of Right

- a. R = R
- b. R = W
- c. R = R+

4. Seeing Things Differently

- a. Create a Crisis
- b. Ask Someone Else
- c. Change Roles
- d. Say "Maybe"



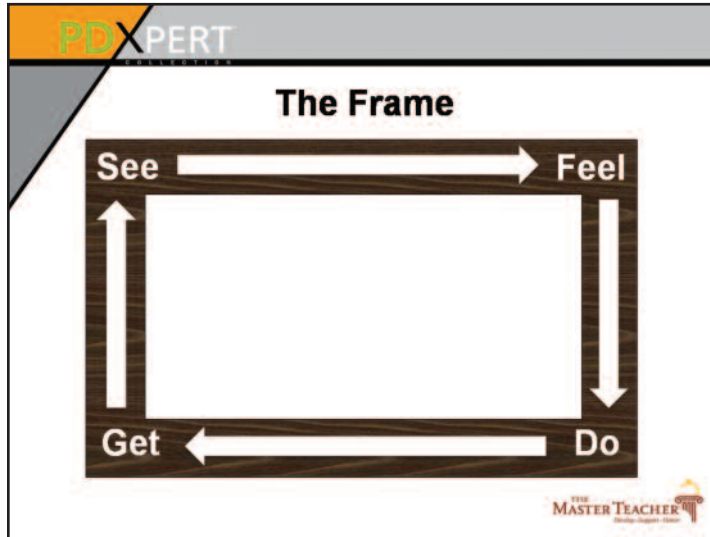
Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, while non-bold print times show the approximate amount of time a video, reflection, or discussion will take within that topic.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-5	10
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	5	
Topic 1 – Understanding the Frame		
	6-14	10
Activity – How Many Fs?	7	(4)
“My Teacher Hates Me” Video Clip	11	(1:20)
“Lanesboro Family Reunion” Video Clip	14	(2:33)
Topic 2 – Responses When Not Getting Desired Results		
	15-24	25
“Blame and Curiosity” Video Clip	17	(5:10)
Discussion Point – What Impact Do I Have on My Students’ Curiosity?	20	(5)
“Black Hills Family Reunion” Video Clip	21	(2:12)
Discussion Point – Being Right and Being Curious	22	(5)
Break		
Topic 3 – Three Kinds of Right		
	25-32	13
“Pig” Video Clip	26	(0:43)
“Squinting Girl” Video Clip	30	(1:07)
Discussion Point – Times I Thought I Was Right	32	(3)
Topic 4 – Seeing Things Differently		
	33-44	20
“The Megan Story” Video Clip	34	(10:32)
Reflection – Reframing a Situation	42-44	(7)
Closing Thoughts		
	45-53	12
Discussion Point – Session Take-Aways	45	(4)
Activity – Action Plan	50	(5)
Total of 1 hour and 30 minutes (not including break)		

Helpful Tip! This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 10



Note: This slide requires multiple clicks of the mouse to advance through the speaking points.

If we want to be effective, there are times when we need to see things differently. In fact, one reason why we sometimes aren't effective is because of how we're seeing.

Top 20s are able to see things differently, because they use the Frame. The Frame begins with how we "see" things, how we think about something, our beliefs, or our point of view. (Click to display the first speaking point.)

The Frame suggests that how we "see" things influences how we "feel." (Click to display the second speaking point.)

How we "feel" influences what we "do": our behavior or actions. (Click to display the third speaking point.)

What we "do" influences what we "get," or the results and outcomes. (Click to display the fourth speaking point.)

And typically what we "get" tends to reinforce how we "see." (Click to display the fifth speaking point.)

Top 20s know that what they get out of life or a situation has a lot to do with how they're seeing it. They know that if they aren't getting the results they want, they need to see differently or see more than they're currently seeing.

Let's take a look at a few examples. In this first example, Willow is a student who sees her teacher in a certain way.

Advance to the next slide to play the "My Teacher Hates Me" video clip.

Slide 22

Right	Curious
• Argue my point	• Believe in many ways
• Prove I'm right	• Value others' opinions
• Defensive	• Want others to share
• Arrogant	• Humble
• Don't listen	• Listen
• Don't ask questions	• Ask questions
• Close minded	• Open minded

Discussion Point: Being Right and Being Curious

Allow 5 minutes for discussion.

Divide participants into two groups.

We've been focusing on the need to be right and curious.

Imagine going to a faculty meeting where a certain topic is going to be discussed. The people at the tables on this half of the room are going to discuss how they would think or act if they were going to this meeting and needed to be right about the topic. How do you operate when you need to be right?

The people in the other half of the room are going to the same meeting, but they are curious about the topic. Talk about how you operate when you're curious.

Give the groups 2 minutes to discuss the prompts at their tables.

After 2 minutes, ask the groups to share their responses. List them on a flip chart in two categories: **Right** and **Curious**. If the groups don't include them, add "Don't ask questions" and "Don't listen" to the Right column and add "Ask questions" and "Listen" to the Curious column.

Here are some common responses people have had when they need to be right or are curious.

Click twice to display the examples of Right and Curious.

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. Identify situations in which our faculty could use the Frame.

2. Identify situations in which your students could use the Frame.

3. What are we doing that has a positive impact on our students' curiosity? What are we doing that has a negative impact on our students' curiosity?

4. What can we do to help our students see things differently?

5. How might we share important concepts from this lesson with our students' parents?
