



# Top 20 Teachers and Students Keep Stupid in the Box

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 feelings or beliefs that they are stupid is a major cause of students disengaging in school.
- Understand five causes of students feeling or believing they are stupid.
- Identify strategies for minimizing the negative impact *Stupid* has on students.

**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 Keep Stupid in the Box
  - 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. What Is *Stupid* and Why Does It Exist?
2. Five Causes of *Stupid*
3. Keeping *Stupid* in the Box

### Subtopics:

- 1. What Is *Stupid* and Why Does It Exist?**
  - a. *Stupid* as a Game Changer
  - b. When Do We Feel Stupid?
  - c. *Stupid* and the Equal Sign
  - d. Student Responses to Feeling Stupid
- 2. Five Causes of *Stupid***
  - a. Called
  - b. Comparison
  - c. Confusion
  - d. Can't
  - e. Certain Situations
- 3. Keeping *Stupid* in the Box**
  - a. Initiate Professional Conversations
  - b. Teach Students That *Stupid* Doesn't Exist
  - c. Make *Stupid* Part of the Curriculum
  - d. Practice the Scripts
  - e. Use a "Stupid" Box

## Presentation Outline



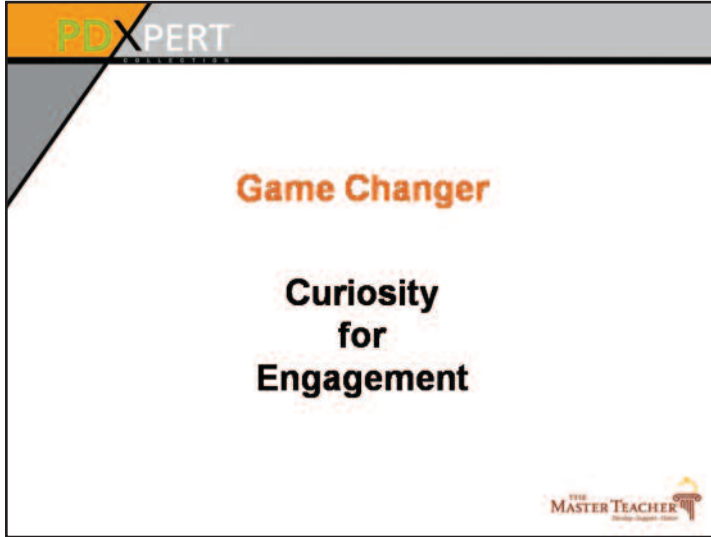
This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, while non-bold print times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

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	<b>1-5</b>	<b>10</b>
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	5	
<b>Topic 1: What Is <i>Stupid</i> and Why Does It Exist?</b>	<b>6-17</b>	<b>20</b>
“Feeling Stupid” Video Clip	8	(1:02)
“The Equal Sign” Video Clip	10	(2:20)
<b>Activity:</b> Making the Equal Sign	12	(1)
<b>Discussion Point:</b> Student Reactions to Feeling Stupid	16	(3)
<b>Topic 2: Five Causes of <i>Stupid</i></b>	<b>18-83</b>	<b>50</b>
“Nonverbals” Video Clip	22	(2:04)
<b>Discussion Point:</b> What Are My Nonverbals?	23	(3)
<b>Activity:</b> Making the Unequal Sign	25	(1)
<b>Discussion Point:</b> Making Comparison Part of Our Curriculum	32	(4)
“Mountain of Learning” Video Clip	37	(1:03)
“Responding to Confusion” Video Clip	43	(1:09)
<b>Discussion Point:</b> Responding to and Celebrating Confusion	44-45	(8)
Break		
“Mariah’s Friends” Video Clip	68	(1:56)
<b>Discussion Point:</b> Situations in Which Students Feel Stupid	71	(4)
<b>Topic 3: Keeping <i>Stupid</i> in the Box</b>	<b>84-96</b>	<b>10</b>
<b>Discussion Point:</b> Keeping <i>Stupid</i> in the Box	84	(6)
<b>Closing Thoughts</b>	<b>97-104</b>	<b>10</b>
<b>Discussion Point:</b> Session Take-Aways	97	(5)
<b>Activity:</b> Action Plan	101	(4)

Total of 1 hours and 30 minutes  
(not including suggested break between slides 52 & 53)

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

Slide 7



*Curiosity is a major cause of student engagement. If students are curious, they will be engaged. However, one of the big challenges we experience with 21<sup>st</sup> century students is disengagement. How do we engage disengaged students? The best way, of course, would be to keep them from disengaging in the first place. Although there are many reasons for students to disengage, a major cause is their feeling or believing that they are stupid. Stupid takes a bit on curiosity.*

*If we can prevent students from feeling stupid—if we can “keep Stupid in the box”—then we can keep students engaged. So this topic is really a “game changer.” It will make a major difference on how students experience school. If they feel stupid in school, they will disengage. If the feeling of stupid is minimized, they will engage. So let’s examine how Stupid gets out of the box and what we might do about that.*

*Paul is going to share his personal example of feeling stupid.*

Advance to the next slide to play the “Feeling Stupid” video clip.

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## Slide 12



### Activity: Making the Equal Sign

Allow 1 minute for this activity.

Note: Participants will need index cards and markers for this activity. This slide requires multiple clicks of the mouse to advance through the speaking points.

*The Equal Sign means "I am."* Click to display the speaking point. *Say this with me:*  
*"The Equal Sign means I am."*

Place an Equal Sign after each participant's example and have the group say together: "Because I [Situation], it means I am stupid." For example, "Because I don't understand poetry, it means I am stupid."

*Again, if we didn't pull out the Equal Sign, we would simply have these real experiences. They would have nothing to do with being stupid. Until we deem something to be stupid, Stupid doesn't exist.*

On one side of their index card, have participants make a large Equal Sign. After everyone has completed this step, ask them to hold up their Equal Sign, and say: *When we pull out our Equal Sign and deem something as stupid, what happens?*

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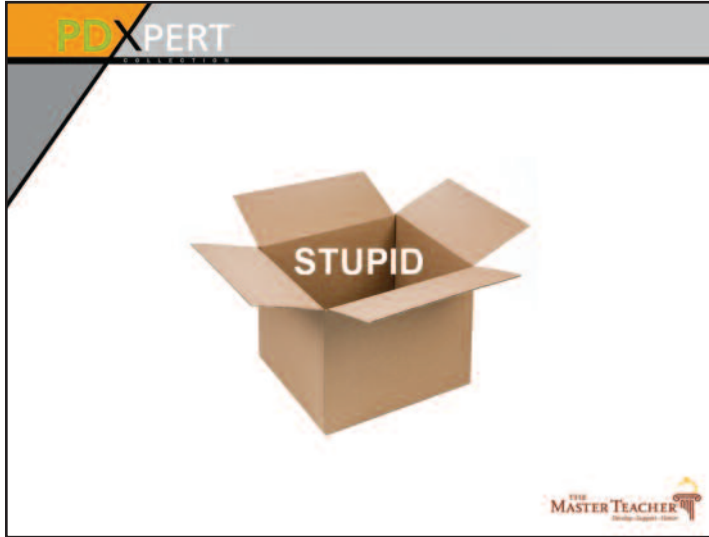
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### Slide 13



*Then Stupid comes out of the box.*

*We would like for that never to happen for our students. As teachers, our job is to do what we can so Stupid never gets out of the box or, if it does, to figure out ways to put it back in the box.*

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## “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. How can we get the essential points of this lesson to our students so they can use their own power to keep Stupid in the box for themselves and each other?

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2. Is there anything we could implement schoolwide regarding our students' feeling stupid to enhance our overall culture of learning?

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3. How might we share this lesson with parents so that they keep Stupid in the box at home?

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