

Quiz
Chapter 3 – Attention

Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower
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I. Brain Research

The authors make the case that, prior to learning and applying many attention moves, a teacher would do well to base instructional practices on guidelines emerging from brain research, especially those having to do with what grabs and holds attention in a learner. Identify five characteristics of a learner or learning experience that can influence attention and give an example of how a teacher might shape instruction to address each of those.

II. Matching:

The continuum of attention moves is divided into five categories. These categories indicate what attention moves a teacher would consciously and strategically choose based on the desired climate and the current attentional state of the students.

- a. Match the messages below to the categories.

Attention Move

___ 1. Desisting

___ 2. Alerting

___ 3. Enlisting

___ 4. Acknowledging

___ 5. Winning

Purpose or message of this move

a. to keep a group awake and on their toes

b. to attract students' voluntary involvement

c. to positively focus attention on the teacher

d. to validate a student's feelings or source of distraction

e. to send a "get with it" message

- b. Choose one or two attention moves from each category (*The Skillful Teacher* p. 24) and give an example of how it could achieve the purpose defined by its' category.



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III. Agree or Disagree:

Consider the following statements. Take a position (agree or disagree) and defend your position based on information from the text.

A D 1. It's more effective to use attention moves at the "Winning" end of the continuum.

A D 2. Sarcasm is not endorsed by the authors because it damages relationships.

A D 3. An "I-Message" is when I tell students what I want them to do.

A D 4. Alerting moves have a "get with it" message embedded.

IV. Attention Situations: Consider each of the following situations and:

- a) Define what the move means,
- b) Identify in which of the 5 attention move categories it belongs,
- c) Describe exactly what you would do in the situation described.

1. You are presenting new information to your class. Wes has gotten up three times to sharpen his pencil. You decide to send him an "**I-Message**." What would you say?

a) Define:

b) Identify category:

c) Describe action:



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IV. Attention Situations, continued:

2. It is after lunch and your entire class is a little sleepy while watching a DVD clip on ocean life. You even see a couple of heads nodding off. You decide to “**startle**” the class. What exactly would you do?
 - a) Define:

 - b) Identify category:

 - c) Describe action:

3. You are reviewing material for an upcoming test with the entire class. Tell how you might use both “**random order**” and “**equal opportunity**” to maintain students' attention.
 - a) Define:

 - b) Identify category:

 - c) Describe action:



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V. Close Confusers

Some of the Attention moves seem very similar or are more easily confused. This section challenges you to analyze these sometimes subtle but significant distinctions in order to use them most effectively.

1. "Flattery" is in the Desisting category. "Praise" is in the Winning category.

How are they different?

Generate an example of each.

Under what circumstances might you choose one over the other?

When would each be a good match?

2. How would you explain the difference between "equal opportunity" and "random order" to someone who thought they were the same?
3. Why do the authors not endorse the use of sarcasm to gain or maintain student attention?
4. Explain the difference between "proximity" in Desisting and "circulation" in Alerting?



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VI. Choose Your Attention Move:

Consider each situation and match your response based on the student, situation, or objective. Be prepared to explain each choice.

1. You're teaching a particularly difficult section of a high school class. You are asking questions of individual students and at the same time you want to maintain the attention of the rest of the class. A good choice of attention move would be:

Choice: Wait Time Voice Variety Unison Circulation

Reason:

2. It's the last period of the day on a particularly hot day. Students have been working hard and they are tired. A good choice of attention move would be:

Choice: Startle Challenge Acknowledging Encouragement

Reason:

3. Students are just completing a small group activity where they have been talking to one another. You want to get the attention of the whole group before you move on to another activity. A good choice of attention move would be:

Choice: Voice Variety Signal General Verbal Desist Order

Reason:

4. You're getting ready to read aloud a selection from a novel students will be reading. A good choice of attention move would be:

Choice: Pre-Alert Dramatizing Threaten Eye-Contact

Reason:

5. In the middle of your lesson, students from another class are having a field day on the playground right outside your windows. A good choice of attention move would be:

Choice: Order Remind Incomplete Sentences Freedom from Distraction

Reason:

