

Reboot Lesson Plan: Quadrants of Engagement

Class:	Topic: Creating learning-aware classrooms	Date:
Teacher:		Time: 50 mins
Learning aims/objectives: <ul style="list-style-type: none"> • Students develop awareness of the process of learning and engagement, and the keys for learning success. • Students develop awareness of the barriers (external and motivational) that impede their engagement and the importance of managing learning anxiety. 		
Learning/inquiry questions: <ul style="list-style-type: none"> • How do we get what we want in life? What happens to us when we choose to give up? 		
'Learning how to learn' meta-skills focus: FOCUS: Enhance awareness of the impact of our emotional states on our focus and engagement. EXPLORE: Using movement and questions regarding the emotional states, thoughts and behaviours in each quadrant explore personal responses to learning opportunities. Provide exploring questions: how does it feel, when does it feel, where does it feel like, how would you respond to, etc. LINK: Encourage students to link the emotional states and engagement choices with life experiences and school		
Hook (emotionally engaging: visual, narrative, question etc.)		
Curiosity link: What do you want to do or achieve in life right now? What are the secrets to being successful at achieving what you want to do? Students enter room with quadrant set up on the floor sparking curiosity. All students remain standing in the quadrants to discuss the inquiry questions. Personalise answers (things in and outside of school).		
Line (10-12 minute learning segments in kinaesthetic, visual and auditory forms)		
15 minutes: Explain the quadrants of learning using the metaphor of learning how to write the alphabet. Starting in the Learning Zone and then moving into Mastery. Ask about the feelings that the students have had or see in younger students who are learning something for the first time. Discuss the challenges and relate to current subject matter or skills development that are challenging. Introduce the Line of Opportunity and the beliefs, confidence and emotional skills required to step over it to start to learn. Discuss the feelings and thoughts when people move into the Trying Zone or Survival Zone. How does it feel to be there? Emphasis that we have all made the choice to move into (and sometimes stay in) those zones.		
10 minutes: Have students move into the zone that they think they would be in if they faced each of the challenges below: <ul style="list-style-type: none"> - make peanut butter toast - cook a 4 course meal in 2 hours for 10 people - receive \$50 and dropped off in rural India for 4 weeks - study Chinese for 2 terms and present 3-minute talk in Chinese 		

- sing a solo at assembly
- look after the kindergarten class for 3 hours on your own
- study advanced geometry
- sew a shirt and wear it to school
- do an assessment in a course that you are failing or having problems with
- be in a class with people that have bullied you
- go to work experience on your own with people you have never met

5 minutes: each of us is different and respond differently to challenges depending on our past experience and how confident we feel in our abilities.

Sinker (summary and reflection)

5 minutes: Discussion around 'Which quadrant are you in right now concerning the goal that you want to achieve? Do you need help or support to master your goal?' You can achieve the goals you set out to do but sometimes we all need help and support. How can we help you achieve your goals?

How can I ensure each student will leave smiling? With the reassurance of help and support.

Materials/Resources	Homework	Notes
Tape, laminated quadrant names	Nil	

Quadrants of Engagement

All learning requires a sense of safety, space, trust and connection.

Though it can be fun, learning is a risky business. When we learn we enter into the **realm of the unknown**. Sociologist Brene Brennan (2012) describes the **vulnerability, uncertainty, risk and emotional exposure** that engaging in learning incites, particularly in front of our peers. Persevering through this vulnerability and possible anxiety takes a particular form of resilience, referred to as “**shame resilience**”, **which is built through positive learning experiences and trusted support**.

Recognition of the importance of effort to develop skills and success, termed a **growth mindset** by Carol Dweck (2006), provides the **optimism and calm determination** to face new challenges. Such a mindset allows individuals to step, above the *Line of Opportunity* as described in the Engagement Zones framework shown below. When we step into the **Learning Zone**, we face new material with slow, deliberate actions focused on the details. Some find this invigorating and exciting, in others it invokes a sense of self-doubt, anxiety or dread. This is much **dependent on our learning history**, past successes and **the topic matter** involved. With tenacity and time we may **gain mastery over the material and delight** in the resulting sense of accomplishment. Stepping into the **Mastery Zone** we can view both the **big picture** and detail simultaneously and our responses are automated and natural. Mastery **feels comfortable** and is **fundamental to develop a positive image of ourselves as learners**.

Those happily engaged in life and learning live in an endless cycle moving between the Learning

Self-doubt, exceedingly difficult tasks, stress, exhaustion or a lack of support drive us below the *Line of Opportunity*. The **Survival** and the **Trying Zones** are overwhelmingly stressful. In **Survival mode our only priority is self-preservation** and we **avoid risk taking** to engage with new learning material. The walls go up and we respond in **fight** (angry and defiant) or **flight** (avoidant and/or in denial). Alternatively those in the **Trying Zone** are **slowly burning themselves out**, desperately investing energy for a positive outcome but unable to gain traction. Trying feels like **hard, endless and hopeless work**.

Reboot creates **self-aware** and **self-responsible** learners who are able to **manage themselves to engage successfully in life and learning**. The Reboot tools create a calm, stable environment with relationships that provide **emotional and physical safety** enabling students to explore new concepts and move slowly to the **Mastery Zone**.

Reboot Engagement Zones

<p style="text-align: center;">Mastery Zone</p> <p>Sense of accomplishment, joy Automated and natural responses Ease and comfort with material Able to think and do quickly Optimistic, positive, relaxed Sense of pride and self-worth Focused on the big picture “Can I help you?” “This is great/that was cool.” “What’s next?”</p> <p style="text-align: right;">The Line of</p>	<p style="text-align: center;">Learning Zone</p> <p>Uncertainty, questioning Curious, vulnerable, excited Slow and thorough Focused on the details Careful and thoughtful Tiring, anxious Seeks help “Is this right?” “I’m not sure how to do this.” “Can you please show me how to?”</p> <p style="text-align: left;">Opportunity</p>
<p style="text-align: center;">Survival Zone</p> <p>Angry, defiant Exhausted, empty Scared, depressed, suspicious Can’t seem to get started Hopeless, easily distracted Burnt out “You think I’m stupid!” “I give up.” “This is boring/crap/dumb/stupid etc.” “I’ve done this before.”</p>	<p style="text-align: center;">Trying Zone</p> <p>Impatient, anxious, irritable Trying hard, stuck, no traction Hopeless, exhausted, no clarity Frustrated, stressed, in denial Confusion, overwhelm Compulsive/perfectionistic “I’ve got so much to do.” “I just can’t understand it!” “I wish I was finished.” “I don’t know what to do.”</p>

Source: Modified from Dennison, P & G, 2007