

Quantum Learning Implementation and Study Guide

**Designed for teachers taking or completing
the Quantum Learning for Teachers course
and using the text: *Quantum Learning &
Instructional Leadership in Practice***

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Introduction

Welcome

Welcome to Quantum Learning implementation using the text, *Quantum Learning & Instructional Leadership in Practice*, as a resource tool. This text is used with the participant manual received in your Quantum Learning for Teachers training and this implementation guide. The only other important resource you will need is your positive attitude and willingness to engage in continuous improvement as you continue to grow in the most important profession on earth.

This implementation and study guide will help set you up for success by providing a formal process for implementation that is logical and designed to keep you moving forward at a reasonable and comfortable pace. You will receive valuable reinforcement and discover powerful insights and enhancements that will motivate and open up new possibilities.

The Training Process

The training process starts by having teachers and administrators begin training in the basic Quantum Learning course. Ideally the principal and any assistant principals will be trained in the two-day Quantum Learning and Leadership course where they will learn how to be effective in their leadership for implementation of Quantum Learning. The teachers will be trained in the five-day Quantum Learning for Teachers course. If the administration does not have an opportunity to attend a Quantum Learning and Leadership two-day course, they should attend the five-day course with teachers.

Immediately following the Quantum Learning for Teachers course, Quantum Learning teacher implementation teams are formed composed of three to eight members. We will refer to these **Quantum Learning Implementation** teams as “**QLI**” teams. These QLI teams should include teachers of similar grade levels and similar curricular responsibility when possible. Teams meet every ten to twenty instructional school days, where they follow the format of the implementation and study guide step by step. These teams provide an opportunity to explore the curriculum at a deeper level, to formalize the implementation process, to confer with and get valuable information from colleagues regarding the implementation process, and to receive encouragement and positive feedback.

Once the QLI teams have begun the process of implementation, it is recommended that reinforcement days be scheduled with Quantum Learning Network (QLN). Reinforcement days are facilitated by trained QLN staff and are carefully customized to fit the needs of the teachers at a particular school. They may include reinforcement of curriculum from the basic five-day Quantum Learning for Teachers course, the presentation of new material to motivate and enhance the curriculum, new ideas for teachers at an advanced level of mastery, individual coaching in classrooms for teachers who are implementing Quantum Learning, or a combination of these reinforcement strategies.

Another very effective option is to schedule a Quantum Learning for Students (QLS) program. These programs are highly customized to fit the needs of a particular student population. Trained QLN facilitators present Quantum Learning curriculum directly to students. These programs are motivating and empowering for students, and the modeling of the curriculum for teachers is effective for training and enhancing the momentum of the implementation process.

The training and implementation process never ends. Once teachers finish with the text, *Quantum Learning & Instructional Leadership in Practice*, the team selects another QLN resource and follows a similar pattern of implementation and reinforcement. Many excellent resources are available and additional resources are in constant production at QLN.

Participating in the five-day basic training presented by trained QLN facilitators allows teachers to experience proper modeling of the curriculum and helps to establish a strong base of understanding for proper implementation. There are two different models of training resulting in two somewhat different approaches to implementation. The two models include:

Full five-day training:

This is a training received in a single five day block covering all five levels in the basic Quantum Learning for Teachers course.

Segmented five-day training:

In this model the trainings are spread over a longer period of time. It may be that participants receive training one day at a time spread out over an entire year. They may receive the level-one training and then two months later receive level two. This pattern would continue until teachers are trained in all five levels. *Implementation is ongoing throughout this training model.* There are other variations of segmented trainings. For example, a teacher may receive two or three levels in one block and then later receive the other two.

In both models the process of implementation begins immediately after training. If the training is a segmented model and you have received level one, implementation of level-one teacher moves and curriculum should begin right away, and QLI teams should be set up as soon as possible. In some cases the next Quantum Learning for Teachers training may be months away. This should not deter the implementation process. At times your group may move ahead of the moves being demonstrated in the trainings. This can work to your advantage. You will discover that exploring moves and curriculum before a training allows you to see with new eyes. You will discover distinctions in the presentation and the use of moves that you would not discern otherwise. Do not hesitate to explore and experiment with the moves.

Implementation Tools

There are three tools necessary for effective implementation of Quantum Learning using this model. These include the participant manual received in your training, the text, and this implementation and study guide.

The Participant Manual

Your participant manual is an important asset for implementing Quantum Learning. It has many presentations done by a trained Quantum Learning facilitator anchored to it. As you review pages you created in the training it will help you recall the presentation and the modeling of particular moves and curriculum. It will be a resource for locating moves you wish to implement in your classroom based on what you experienced in the training.

The Text: *Quantum Learning & Instructional Leadership in Practice*

It is not expected that you would be able to implement all of the teacher moves and curriculum just from having seen them modeled one time. Many of the moves require access to the content in writing so teachers can review, study, and prepare effective presentations. This is true for moves like brain bulletins, Home Court Advantage, PAGES, EELDRC, effective state management, the Brain Preferences Survey, organizing and presenting a strong character development strategy, etc. The text used in conjunction with the manual and the implementation and study guide provides you with everything you need for effective implementation and also presents many enhancements and curricular options.

The Implementation and Study Guide

This resource helps you manage and formalize your implementation. It provides a format for progress and is also a valuable resource for review and study of particular moves and Quantum Learning curriculum. It presents a Quantum Learning model for implementation and includes discussion questions and references to other Quantum Learning resources.

The guide is divided into four sections which include this introduction, the QLI Team Guide, Catalog of Teacher Moves, and the Quantum Learning Implementation (QLI) Notes. Use the Catalog of Teacher Moves to locate resources on particular moves. In addition to being referenced to your manual and text, some of the moves are also referenced to special notes located in the QLI Notes section following the Catalog of Teacher Moves. These are numbered for easy access. The QLI Team Guide is your step-by-step manual for QLI team meetings and for implementation of moves between meetings.

Getting Started

The implementation process begins by selecting two or three teacher moves from the training for immediate implementation. Many of the moves are easy to implement and do not require further study for implementation. Please do not decide you are going to implement 25 new moves your first day back following the training. Implementation of Quantum Learning is about small, steady improvements throughout the professional life of an educator. Having said that, please do not be afraid to jump in. You can witness improved results in your teaching almost immediately with Quantum Learning.

The next step is to meet with your QLI team and follow the steps presented in this implementation and study guide. ***You should read and study Chapter One (pages 1-9) in the text before the first meeting of the QLI team.*** If it is not possible to meet with even one other educator, you should follow the implementation plan presented in this guide and stay committed to continuous improvement. You can easily adapt the material. Perhaps you are the only person in your building trained in Quantum Learning. Your diligence and example in implementing Quantum Learning may have a positive effect well beyond what you can imagine. As you model and use this powerful curriculum and methodology you may set in motion changes in your educational community that will upgrade the effectiveness of teaching for years to come. When other educators witness your success, they may want to get training and perhaps a QLI team will be formed in the future.

The Structure of *Quantum Learning & Instructional Leadership in Practice*

It is helpful to the process of implementation to create an overarching organization of the Quantum Learning curriculum. In the broadest sense we can divide the curriculum into four educational connections or broad areas of focus which include the context, cognitive, character and classroom connections. The entire Quantum Learning curriculum can easily be categorized using these four distinctions.

The Context Connection

The context connection includes curriculum that sets proper and empowering context for both teachers and students. The context connection includes such important elements as motivation, confidence, self-efficacy, positive environments, positive classroom climates, positive mental attitudes, and your own passion for the profession. It focuses on the teacher moves that help us stay resourceful as educators, and explores strategies that enhance student resourcefulness.

The Cognitive Connection

The cognitive connection is curriculum relating to the scientific information that teachers should know about the brain and how learning actually occurs, allowing them to be conversant with parents, students, and other educators, and to make wise decisions related to effective teaching methodology. At Quantum Learning Network (QLN) we hold to a

philosophy that teachers should know the why behind all teacher moves recommended in the Quantum Learning curriculum and implemented in the classroom. In other words, what do we know from neuroscience, biochemistry, and cognitive science that supports the implementation of specific teacher moves and strategies, and supports the creation of brain-considerate classrooms.

The Character Connection

Guiding students in the building of strong character is an important responsibility of the educational community. To accomplish significant observable and measurable gains in this important connection requires leadership, clarity, and efficient, time-considerate strategy. The Quantum Learning approach is powerful in helping teachers impact the building of strong character with life-long results that help set students up for success in their educational journey and upgrade their quality-of-life potential.

The Classroom Connection

The classroom connection includes curriculum pertaining to teacher methodology and effective classroom practice. It includes a large repertoire of effective teacher moves related to classroom management, instructional strategies, student state management strategies, and effective learning skills and tools for students. The moves and strategies, once implemented properly, will empower the teacher to be more effective with their time and energy, and will empower students to be more capable and motivated.

One advantage of holding these four connections in mind as study and implementation occurs is the opportunity it gives to gain a sense of balance or imbalance. For example, a teacher may feel the context and character connections are areas of strength, but may desire to improve in the cognitive and classroom connections. Our goal is to become strong in all four educational connections.

One important aspect of Quantum Learning is the large repertoire of effective teacher moves. In order to help organize such a large menu of moves and strategies, the curriculum is organized into curricular categories of specific moves and curriculum. These categories are more specific than the overarching four connections. The curricular categories include:

Foundation Moves
Atmosphere Moves
Design Moves
Environment Moves
Presentation Moves
Facilitation Moves

Two categories of specific types of curriculum are also included:

Life Skills Curriculum
Learning Skills Curriculum

The QLT participant manual allows the teachers to easily organize their notebooks using these categories. This is accomplished using the tabs found at the back of the notebook and the headings in the black band at the top of your manual pages. Notice that the headings on the pages correspond with the headings on the tabs, allowing you to easily reorganize your manual using the curricular categories listed above. Organizing your notebook in this fashion is usually done at the completion of the five-day training. Some teachers prefer to leave their notebook organized in the order the material was presented in levels one to five of the training. This is also a viable option.

In developing each of our four educational connections, we use moves and curriculum from each of the curricular categories. For example, building strength in the context connection may entail atmosphere moves, effective design moves for the delivery of content, good presentation and facilitation moves, supporting environment moves, and specific Quantum Learning life skills curriculum. These moves and specific curriculum are what we use to build and strengthen the four educational connections.

Organizing the QLI team

If an entire school staff has been trained in Quantum Learning, the initial forming of QLI teams can be done in a staff meeting. Allow staff members to break into teams, select a team leader, plan a schedule for meetings, and set a time for their Step One meeting (the first formal meeting of the QLI team). Make sure all teachers have the three tools for implementation (participant manual, text, QLI guide).

The QLI guide is organized into a series of “step meetings.” The team moves through the step meetings in a sequential order. The Step One meeting should be scheduled as soon as possible to get the process started and set the implementation model in place. A Step One meeting can be done at the same time the teams are organized if teachers have read Chapter One of their text. If there is only a small cadre of teachers implementing Quantum Learning at a particular site, arrange an organizational and Step One meeting for the teachers involved.

We recommend that each team have a team leader who will take charge of reminding team members of meetings and will take the lead in keeping the meetings productive and on schedule. A minimum of one hour of productive time should be planned for each meeting. QLI team meetings should be scheduled about fifteen to twenty instructional school days apart to allow for proper implementation and to establish an effective reinforcement and motivational cycle. More than one meeting may be scheduled for each step, allowing the team to move forward at a comfortable pace. Do not move to the next step until the QLI team feels ready.

Step Meeting Format

The step meetings all follow the same general format which includes the following elements:

Opening

What Works

Quantum Learning Exploration

Burning Shares

Digging In

Stepping Up

Team Moves

Solo Moves

Preview

Homefun

Each of these elements will become clear in the Step One meeting description that follows.

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STEP ONE

Remember to have Chapter One, *Leadership and Motivation*, already read before this meeting (pages 1–9).

Introduction

The purpose of the Step One meeting is to get started with the formal implementation process. The first two chapters of the text are staging chapters, meaning they set the stage for the proper implementation. The first chapter establishes classroom leadership as an essential ingredient. A working definition is presented with important distinctions. The definition presents the three basic elements of leadership: positive modeling, positive motivation, and the implementation of specific initiatives. Many distinctions are discussed to create clarity between leadership and regular classroom practice.

Quantum Learning is a large repertoire of effective teacher moves and the orchestration of those moves in the classroom, and a second large repertoire of learning and life skills, and the why behind it all. When these elements are working together there is a shift in the way we teach and in the way students learn. There is a shift in the way we see ourselves as educators and in the way students view themselves as learners. Confidence builds, character strengthens, and self-efficacy is enhanced. Students begin using the best learning practices to enhance their ability to encode memory. Getting this shift is a major objective of Quantum Learning. Getting this shift to occur in your classroom requires leadership, making leadership an essential element in the formula for successful implementation.

Opening

The team leader has upbeat music playing at a moderate volume before team members enter the room, and welcomes each teacher with a smile and a positive attitude. If possible some peripherals are displayed that create anchors to the Quantum Learning curriculum. An opening tradition is established. The team can allow the group to help create this tradition or use one of their own choosing. At QLN the team leader says “Let’s bring it in,” and the group raises one arm and then brings it down in front of their body to a horizontal position with a finger snap. This tradition is quick and effective.

The team leader welcomes the members of the team and expresses excitement about the implementation of Quantum Learning. The team then moves immediately to “What Works.”

What Works

The What Works discussion is part of every QLI step meeting. The team leader asks the question, “What works?” The team discusses Quantum Learning teacher moves they have already implemented. This is a sharing time providing precious application input from colleagues. The team leader can ask questions that reveal the specifics of implementation. For example, the team leader might ask: How did you introduce that move to students? When did you start the move? How did students respond? Did it work the first time? Did you have to adapt it to your particular student group? Why did it work? What is the benefit of this move? How hard was it to implement? Will you continue this move?

As many team members as possible should share as time permits. If team members have not yet had an opportunity to implement teacher moves with students, discuss teacher moves and strategies discovered in the Quantum Learning training that team members know work from their previous classroom experience. Team members can also share moves they intend to implement as soon as they have the opportunity. The participant manual can be used to help remind members of moves they want to implement. The catalog of moves located on pages 1.15 and 1.16 in the manual are helpful for this. The Catalog of Teacher Moves in this guide (p. 23) is also valuable for reminders about particular moves and also for locating resources related to the moves.

Although this activity is called “What Works,” the team should also consider and examine carefully “What is not working.” Perhaps a team member has tried implementing a move and does not feel success with the move yet. The team can give valuable feedback and make suggestions that will help make implementation successful.

Quantum Learning Exploration

Burning Shares Members share what they experienced and learned in Chapter One that would fall into the category of a burning share. This should be the most valuable strategy or insight from the chapter.

Digging In This section includes items to be discussed and things to be done by the team.

1. Locate the definition of leadership on page 1 of your text. Have a team member read this definition aloud for the group. Discuss how this definition has application

to the classroom and why leadership is so essential to the implementation process.

2. Look at Figure 1.1 located on page 4 of your text. Discuss how this diagram applies to classroom leadership.
3. Discuss the difference between pull and push motivation, coming up with examples of each. Why do we want pull motivation in the classroom?
4. What is durable motivation and how do we establish it in the classroom?
5. If you have finished all five levels in the Quantum Learning for Teachers course, turn to page 5.12 titled *Crafting My Big Picture: The Big Questions* in your participant manual. Review these questions and share some of the responses written during the QLT training. How might this be used with students? (See note # 8 in the QLI Notes) If this page was not completed during the five-day training, use the questions as discussion questions in the whole group and then do this as a homefun assignment before the next QLI team step meeting.

Stepping Up

Team Moves

The team selects one or two easy-to-implement moves from the Quantum Learning curriculum that the entire team will implement. Everyone agrees to implement these moves and come prepared with feedback at the next QLI meeting. The moves can be any moves presented in the QLT training. The catalog of moves on pages 1.15 and 1.16 of the participant manual may be helpful in the selection of moves. It is normal and good strategy to implement easy moves first. The Catalog of Teacher Moves (p. 23 in this guide) can be used to find resources.

Solo Moves

Each member may select one or two moves for implementation in addition to the team moves. They should implement these moves and come prepared to give feedback at the next step meeting. Do not try to run faster than you are able. Focusing on just a few moves is the best plan.

Preview

The team previews Chapter Two of the text, *The Context Connection: Context for Teachers and Administrators*. This is a five-minute timed event. Team members first look at the titles and sub-titles for the entire chapter and then begin reading the Catalogue of Educational Moves beginning on page 27 of the text. If team members finish this catalogue of moves and still have time remaining they may go back and read interesting sections of the chapter that caught their eye. Team members are encouraged to write and highlight in their text.

Homefun

Implement the team and solo moves chosen in the QLI Step One team meeting, and come prepared to share information with colleagues.

Read and study Chapter Two of the text, *The Context Connection: Context for Teachers and Administrators* (pages 11–30), and come prepared to share and discuss. Create a content map of the chapter and come prepared to share it.

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STEP TWO

Remember to have Chapter Two, *The Context Connection: Context for Teachers and Administrators*, already read before this meeting (pages 11–30).

Opening Remember to keep the atmosphere upbeat with positive attitude, excitement, music and the opening tradition already established. Welcome members of the team.

What Works Allow sharing of moves and strategies being implemented by team members. Ask questions that reveal the process of implementation. See What Works in the Step One meeting for suggestions.

Quantum Learning Exploration

Burning Shares Team members briefly share their most important insights from their reading and study of Chapter Two. Share content maps of Chapter Two.

Digging In **Discuss the following items in the team.**

1. Discuss the challenges of staying resourceful and motivated as a professional educator. Explore the thinking and moves team members can use to stay resourceful. Include in the discussion such things as:
 - The importance of the profession
 - A giving profession (educational charity and grace)
 - Making the main event the main event
 - Personal and systemic victories
 - A focus on the rewards of success
 - Focus on the blessings of the profession
 - Keep your balance
 - Positive self-coaching
 - School politics
 - Books that renew energy and passion
 - Green and growing – continuous improvement
 - High professional standards

2. Explore how the bicycle analogy with its focus on personal and systemic victories might be valuable for students. What suggestions do team members have for adapting this analogy for specific grade levels or populations of students? How might this analogy set an effective context for the implementation of Quantum Learning moves in the character and classroom connections?

Stepping Up

Team Moves

Each team member should create and use positive self-coaching as a team move. Time can be taken during this step meeting for the creating of the scripts if time permits. If time does not permit, members should write their script and practice using it as a homefun activity.

The team may select an additional move as a team move.

Solo Moves

Team members select an additional move or two, or continue working on moves in the process of implementation.

Preview

The team previews Chapter Three of the text, *The Cognitive Connection*, beginning on page 31. This is done the same way it was done in Step One. It is a five-minute timed event. Team members first look at the titles and subtitles for the entire chapter and then begin reading the Catalogue of Educational Moves beginning on page 63 of the text. If team members finish this catalogue of moves and still have time remaining they may go back and read interesting sections of the chapter that caught their eye. Team members are encouraged to write and highlight in their text.

Homefun

Implement the team and solo moves chosen in the QLI Step Two team meeting, and come prepared to share information with colleagues.

Read and study Chapter Three of your text, *The Cognitive Connection*, and come prepared to share and discuss. Create a content map of the chapter that you can share with your team members. Prepare to give a burning share.

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STEP THREE

Remember to have Chapter Three, *The Cognitive Connection*, already read before this meeting (pages 31–66).

Opening The atmosphere is upbeat and positive. Welcome members of the team.

What Works Allow sharing of moves and strategies being implemented by team members. Ask questions that reveal the process of implementation.

Quantum Learning Exploration

Burning Shares Team members briefly share their thinking about ideas and moves from their reading and study of Chapter Three. Share content maps of Chapter Three.

Digging In Because of the amount of material in Chapter Three it may be helpful to break this step into two meetings.

1. Discuss what material in Chapter Three would be valuable for students to know. Be specific. Explore ways to present this content to team members' specific population of students. Consider what parts of this content could be learned by having students create diagrams and pictures.
2. What are moves that we can make as professional educators to create an enriched environment for students? What are moves that students can make?

Stepping Up

Team Moves The team selects a brain bulletin to share with students and a second move that will help create an enriched environment. Review the catalog of moves at the end of the chapter to help with the selection of moves.

Solo Moves	Team members select an additional move or two, or continue working on moves in the process of implementation.
Preview	Team members do a timed five-minute preview of Chapter Four, <i>The Context Connection: Context for Students</i> . Follow the established pattern for this preview. (See Step One)
Homefun	<p>Implement the team and solo moves chosen in the QLI Step Three meeting, and come prepared to share your experience with colleagues.</p> <p>Read and study Chapter Four of your text, <i>The Context Connection: Context for Students</i>, and come prepared to share and discuss. Create a content map of the chapter that you can share with your team members. Prepare to give a burning share.</p>

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STEP FOUR

Remember to have Chapter Four, *The Context Connection: Context for Students*, already read before this meeting (pages 67–87).

Opening The atmosphere is upbeat and positive. Team members welcome each other to the meeting.

What Works Team members share moves and strategies being implemented and their experiences with the implementation process. Team members help each other with the implementation process by making suggestions and sharing distinctions related to their own implementation experience.

Quantum Learning Exploration

Burning Shares Team members briefly share their best thinking about ideas and moves from reading and study of Chapter Four. Share content maps of Chapter Four.

Digging In Any of the steps in this guide can be broken into more than one meeting depending on the preference of the team.

1. Discuss and share specific moves teachers can use to create effective context for students.
2. What moves can teachers make to establish strong rapport with students? Share personal experience and strategies.
3. Discuss what moves a teacher can make to create effective environments. Take a tour to examine some classroom environments if possible. Discover what works and explore possible opportunities for upgrades.

Stepping Up

Team Moves

Team members select a team move related to building strong context. Review the catalog of moves at the end of the chapter to help with the selection of this move.

Solo Moves

Team members select an additional move or two related to context to implement in their classroom.

Preview

Team members do a timed five-minute preview of Chapter Five, *The Character Connection* (pages 89–130). Follow the established pattern for this preview. (See Step One)

Homefun

Implement the team and solo moves chosen in the QLI Step Four meeting, and come prepared to share your experience with colleagues.

Read and study Chapter Five of your text, *The Character Connection*, and come prepared to share and discuss. Create a content map of the chapter that you can share with your team members. Prepare to give a burning share.

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STEP FIVE

Remember to have Chapter Five, *The Character Connection*, already read before this meeting (pages 89–130).

Opening The atmosphere is upbeat and positive. Team members welcome each other to the meeting. The meeting starts with the established opening tradition.

What Works Team members share moves and strategies being implemented and discuss their experiences with the implementation process. Team members help each other with the implementation process by making suggestions and sharing distinctions related to their own implementation experience.

Quantum Learning Exploration

Burning Shares Team members briefly share their best insights from reading and study of Chapter Five. Share content maps of Chapter Five.

Digging In The team may elect to break Step Five into two meetings.

1. How important is character education? Discuss this question in the team.
2. Discuss the role of the The Line, The Gold Coin of Respect, and overarching principles like the Gems of Excellence or the Eight Keys of Excellence in building a strong character education program. How can we incorporate these into our already busy schedule?
3. Share ideas that team members have used to help build character. What stories or examples have been successful?
4. Working together as a team, develop a plan for a strong character education program.

Stepping Up

Team Moves	Team members select a team character-building move. Review the catalog of moves at the end of the chapter to help with the selection of this move.
Solo Moves	Team members select an additional move or two related to building character to implement in their classroom.
Preview	Team members do a timed five-minute preview of Chapter Six, <i>The Classroom Connection</i> (pages 131–172). Follow the established pattern for this preview. (See Step One)
Homefun	<p>Implement the team and solo moves chosen in the QLI Step Five meeting, and come prepared to share your experience with colleagues.</p> <p>Read and study Chapter Six of your text, <i>The Classroom Connection</i>, and come prepared to share and discuss. Create a content map of the chapter that you can share with your team members. Prepare to give a burning share.</p>

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STEP SIX

Remember to have Chapter Six, *The Classroom Connection*, already read before this meeting (pages 131–172).

Opening The atmosphere is upbeat and positive. Team members welcome each other to the meeting. The meeting starts with the established opening tradition.

What Works Team members share moves and strategies being implemented and discuss their experiences with the implementation process. Team members help each other with the implementation process by making suggestions and sharing distinctions related to their own implementation experience.

Quantum Learning Exploration

Burning Shares Team members briefly share their thinking about ideas and moves from their reading and study of Chapter Six. Share content maps of Chapter Six.

Digging In Because of the extensive number of teacher moves in Chapter Six, it is recommended that teachers dedicate more than one meeting to this step.

1. Discuss how the four elements of the Connected Quartet can be implemented into your instruction.
2. Explore the relationship between the Connected Quartet and EELDRC found on pages 2.16–2.22 of your manual.
3. Develop a lesson using the EELDRC lesson design frame and receive feedback on the design from team members.
4. Discuss the reinforcement protocol 10-24-7. How can this be implemented as a regular part of instruction.

What reinforcement moves can be used most effectively?

5. The SLANT model is located on page 1.17 of your manual. Compare this to the ALERT model found in your text. Which model would be most helpful for your particular student population?
6. What effective state management moves are being used by team members? What moves might be implemented to upgrade the level of effective state management.
7. Review as a team the PAGES strategy for expository reading and discuss how it can be implemented with your students.
8. Measure brain preferences in the team using the Brain Preferences Survey. Share the results and discuss how these preferences affect teaching. Discuss how the survey can be used with students, and how the data may support teaching and learning.

Stepping Up

Team Moves

Team members select one or two classroom connection moves for team implementation.

Solo Moves

Team members select an additional classroom connection move or two for implementation.

Preview

It is expected that the team will spend more than one meeting on Step Six. Once Step Six has been completed the team should select another Quantum Learning resource to continue the process of implementation. The team decides what to preview for their next meeting.

Homefun

Implement the team and solo moves chosen in the QLI Step Six meeting, and come prepared to share your experience with colleagues at your next Step Six meeting.

Once you finish with Step Six, read and study the resource the team has selected for continuous improvement. Create a content map of the material that you can share with your team members. Prepare to give a burning share.

Catalog of Teacher Moves

10-24-7 Reinforcement	Text 139-140; Manual 3.08
10-48-7 Reinforcement	Text 140
Acknowledge Every Effort	Text 104-105, 155-156, Manual 1.12
Acknowledgements	Text 104-105, 155-156
Active Listening	Text 79-80
Adjust	Text 146-147, 162
Adjust (ALERT)	Text 146-147, 162
Adjust Physiology	Text 162
ALERT	Text 146-162
Alpha State	Manual 3.6; Text 34; QLI Note #1
Analogy	Text 149, 116-118
Anchor Music	Text 82, Manual 1.20-1.23
Apologies (Rapport)	Text 79
Balance	Text 28
Baroque Music	Text 81
Be Inclusive (Inclusive Language)	Manual 3.24; Text 73, 79-80
Be Specific	Manual 3.25
Behavior Conference	Manual 5.10
Belonging	Text 73-76, 86-87; Manual 2.09
Beyond Boundaries	QLI Note #2
Big me – Big you	Text 77, 79, 87; Manual 4.22
Big Picture	Text 158, 159
Brain Bulletins	Text 31-65, QLI Note #3
Brain Preferences Survey	Text 137-139, 177-188
Breaks	QLI Note #4
Bridging (Rapport)	Text 79-80; Manual 4.21
Butterfly Analogy	Text 116-118, Manual 5.19-5.20
Callback	Text 153
Celebrations	Text 160-161
Challenges	Text 154
Check Your Neighbor	QLI Note #5
Checking Questions	Text 40, 160
Choice Talk	Text 101-105, 160
Chunking	Text 134-135, 143, 149, 159; Manual 1.28
Circuit Learning	Text 143, 196; Manual 1.14, 4.04, 4.10-4.11
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Inclusive Language	Text 73, 79-80; Manual 3.24
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Quantum Learning Implementation Notes (QLI Notes)

#1. Alpha State

You can read about alpha brainwave state on page 34 of your text and will find a format for accessing alpha state on page 3.6 of your manual. Alpha state can be described as a relaxed, alert, focused state. It is valuable in the classroom, and teaching students how to access it is helpful. The steps on page 3.6 include:

1. Sit up: Students should sit up in a comfortable position.
2. Take a deep breath in and out: Students take a deep cleansing breath to help them relax and release tension in their bodies. You may want them to do this several times depending on their state.
3. Close your eyes and roll them up: This move can become a physical anchor for alpha state. Rolling the eyes up is what is called a visual accessing cue, and helps students imagine their peaceful place.
4. Students think of their peaceful place: They go to their peaceful place in their imagination. This may last for as long as a full minute.
5. Look down and open your eyes: Students open their eyes and hold the relaxed, alert state created in their peaceful place.

This process assumes that students already have taken time to create their peaceful place. The peaceful place functions as an effective anchor for accessing alpha brainwave state and empowers students to get relaxed, alert and focused quickly.

Creating a peaceful place can be done in the classroom with a whole classroom of students. Begin by describing the elements of a peaceful place and maybe give them examples. They can be located in the clouds, in a special room, in the mountains, on or under the water, etc. Let the students use their imagination.

The teacher acts as a facilitator and guides students in the process, establishing that it is a place of comfort, relaxation, and safety. They may imagine sounds such as the sound of water or birds chirping. It must be a place of solitude. It belongs to them and nobody can take it from them. When they are there, they are safe, comfortable, focused, and alert. Remind them several times about the importance of being alert in this place in order to anchor the proper brainwave state to the peaceful place.

The peaceful place is not a place to rest or sleep. They should not access this place lying in their bed at night just before they sleep. If they do this they may habituate the wrong

behavior and their peaceful place will not function for the purpose it is intended. If they want to have a special place to help them fall asleep at night, it should be a different place, and the anchor of rolling the eyes up must be replaced with a different physical anchor.

#2. Beyond Boundaries (Group Juggling)

Beyond Boundaries is an activity that ends with a debrief that allows the group to consider such ideas as teamwork, communication, synergy, thinking outside the box, and the idea that sometimes we are limited only by our own beliefs. Below is a possible implementation plan for this activity.

Step 1:

Ask for six volunteers to come to the front of the room. Encourage the participants to watch and listen carefully. Ask the volunteers to stand in a circle facing in, at about elbows length apart from one another. Ask for one person to be the “Object Meister”. This person is in charge of the object.

The next task in this activity is to establish a pattern. One way to establish a pattern is for everyone in the team to raise his or her hand. When the object is tossed to them they lower their hand.

The Object Meister will toss the ball to someone with a raised hand. The person who receives the object drops their hand and throws the object to anyone else in the circle who has their hand raised. This continues until every person has received the object once. The pattern has now been established.

Use upbeat music while they practice their pattern and play this music any time they are passing objects in their teams. Have them pause.

Step 2:

As the teams go through their patterns again, add another object and ask them to repeat the pattern with both objects, one thrown right after the other. Continue to add objects until they are handling five objects simultaneously. When all teams have their five objects and have done the pattern a few times have them pause and return the objects to the Object Meister.

Step 3:

Introduce the two rules:

- 1. Same Order**
- 2. Same Pattern**

Same order means the objects must be thrown in the same order they were introduced to the team. Same pattern means the team members must maintain the same pattern originally established for tossing objects in the team.

Step 4:

Let students know they are now ready to move to the next level. Have each team select a timer. This individual will measure the amount of time needed to make one complete round with all the objects. The timer also participates in the regular pattern established by the team. Remind them of the two rules. Do several rounds and have the timers report their results after each round. Have students throw up their hands and keep them up each time they complete a round. This allows you to see when everyone has completed the round and helps the timer know when the round is finished.

Step 5:

Challenge your students to cut their time in half. Remind them of the two rules. The objective is to move the five objects through the established pattern in the shortest amount of time possible. Allow them to have some time to come up with a strategy.

Once they have substantially cut their time, challenge them to cut their time in half again. They will find unique ways of accomplishing the task without violating the two rules. Some groups may struggle. Do not help them. Let them break their own paradigm about what they can accomplish.

Step 6:

Congratulate your students on their performance. Discuss with them what they experienced and how it applies to life. Focus on such topics as teamwork, communication, synergy, thinking outside the box, comfort zone, and the idea that sometimes we are limited by our own thinking.

#3. Brain Bulletins

Students generally enjoy learning about the brain and are interested in knowing how to increase their ability to learn based on what we know from neuroscience and cognitive science. A brain bulletin is a mini lesson or a full lesson on some aspect of the brain and learning. Students tend to be more willing to use effective learning strategy when they know the why behind the methods being taught.

To prepare brain bulletins study Chapter Three in the text. Break it into workable chunks and prepare lessons based on the grade level of your students. Have them draw many pictures of the content using color. Use frequent recaps and other reinforcement moves. The following eight chunks might be helpful:

- Brainwave States
- Picturing and Comprehension
- Brain Plasticity
- The Synapse
- Hebb's Postulate
- Memory
- The Adolescent Brain

- Environment

#4. Breaks

Breaks are an important part of managing state and allowing students to restore their energy for focus. Even one- or two-minute breaks can allow students to maintain the focus necessary to encode memory. Breaks can be organized to include specific activity. For example, having students stand and do stretches and other movements is effective. Free breaks are also helpful if managed with proper parameters. Students should not just sit during a break, but should be on their feet and moving their bodies.

#5. Check Your Neighbor

This is a quick move used as a state change. It involves telling your students to check their neighbor. It might sound like: “Check your neighbor to see if they used two colors in their learning diagram,” or “Check your neighbor to see if they look resourceful.”

#6. Clock-Face Memory

Clock face is a location mnemonic using the concept of a clock face. It can be combined with narrative chains, motions, rhyming, and other mnemonics. The teacher presents content and attaches it to locations on an imaginary clock face. For example, the classroom floor might represent the clock face and the teacher shows the students the location of 1 o’clock, 5 o’clock, 11 o’clock, etc., and then rehearses these locations with students. The teacher can then present content at each of these clock-face locations. The teacher might teach from the location or the students might go to the location to learn. Circuit learning is used for continuous review of what has been learned. Students do any motions attached to the content and rehearse the content out loud in unison.

#7. Comfort Zone

This move involves teaching students about the concept of comfort zone. It can be effectively done by telling them a humorous story of something that happened to you and then introduce the concept of comfort zone attaching the concept to the story. Allow other students to share “comfort zone stories” in small groups or in the large group by sharing a situation that moved them out of their comfort zone.

Teach students that there are times when learning must occur outside the comfort zone. This is frequently true when we present in front of others, learn a new skill, or have to work cooperatively with others we do not know. The purpose of discussing comfort zone with students is to help them know they are not alone in sometimes feeling challenged by their comfort zone and to help them view it more objectively. It is also helpful for eliciting support when students are asked to step out of their comfort zone.

#8. Crafting the Big Picture

This move involves answering the five big questions located on page 5.12 of your manual. It involves revisiting these questions to get the big picture from time to time. This is also a valuable move for students. Design four or five questions appropriate for your grade level that help students craft their own big picture. Below are some sample questions:

- What do I believe about myself as a learner?
- What attitudes and beliefs will support me as a student?
- What will I do to be a successful student?
- How will I help others be successful?
- How will my teacher see me as a student?
- Why is learning important to me?

#9. EELDRC

EELDRC is a lesson design frame that is effective for designing brain-considerate instruction and for enhancing the memory encoding and recall ability of students. It should be used in conjunction with the Connected Quartet (text pages 131-145) and the Success Model found on page 1.28 of your manual. Review the EELDRC pages in your manual (pages 2.16-2.22). The steps include:

- **Enroll**
- **Experience**
- **Learn and Label**
- **Demonstrate**
- **Reinforce**
- **Celebrate**

The enroll and experience steps are frequently done at the same time, meaning that you will be enrolling students as you tap into their experience or give them an experience related to the instruction. These steps mean that as you are planning your lesson you are thinking about what you can do to enroll students and how you can tap into experience to which all students can relate. When possible you will actually involve students in an experience to which all students can relate.

The learn-and-label step is where we incorporate such things as chunking, diversification of teaching methodology, state management, and many other effective teaching strategies. This is where the introduction of new content occurs. We might see students doing callbacks, creating learning diagrams, working with a neighbor, writing, doing content motions, creating content maps, preparing presentations, etc.

Remember that the demonstrate step is not a teacher demonstration. A teacher demonstration would be part of a learn-and-label step. The demonstrate step refers to a student demonstration. It is a step where the students show themselves that they have learned the content. Perhaps they will work a math problem on their own, draw a picture,

write a definition, or explain what has been taught to a neighbor. We do this to be certain they are engaging in the proper cognitive activity to encode memory. This is a very different cognitive process compared to watching someone do a demonstration.

The reinforce step includes continuous reinforcement during the lesson as well as a possible homefun assignment. We should incorporate the 10-24-7 protocol in our reinforcement strategy. This means that the content must be revisited the next day and also throughout the next seven days.

The celebration step also occurs throughout the lesson. It means that we maintain joy and wonder for learning, and keep the motivation and excitement at appropriate levels for effective learning. The celebration occurs inside the student and is orchestrated by the professional educator.

Although the steps in the EELDRC lesson design frame are listed in a sequential order in your manual, do not think of them as steps that you accomplish and then finish. Think of them as weaving together throughout the lesson. It is true that you would always start a lesson with an enroll and an experience step, but following this, they begin to weave. For example you might start with enroll and experience and then move to learn-and-label, but then weave in some reinforcement and celebration. You might toss in a dash of enroll and then add in some more learn-and-label followed by a demonstration step. You might think of these elements of the model as faucets. Once you turn them on you leave them on and weave them together throughout the lesson.

The EELDRC lesson design frame is recommended for all grade levels including elementary to graduate school. Teachers use the same frame at all levels to design lessons appropriate for their content and grade level.

#10. Eight Keys Stories

These are stories related to the Eight Keys of Excellence that are collected and then shared with students. The move also incorporates the idea that students collect, create, and share stories related to the Eight Keys of Excellence. One of the best sources for stories is the book, *The 8 Keys of Excellence: Principles to Live By*, written by Bobbi DePorter and available from Quantum Learning Network (QLN.com)

If you are not using the Eight Keys of Excellence in your school, the principle is the same. Collect stories and examples to support your overarching principles.

#11. Eleanor Roosevelt Example

Eleanor Roosevelt was an orphan and stated in her autobiography that she was homely as a teenager. She had very low self-esteem and confidence. She was an introvert and lived in fear. She felt she did not belong to anyone. As she continued her journey through life she gained her confidence. Towards the end of her life, she made this statement: “Nobody can make me feel inferior without my permission.”

Helping students learn that they make choices in everything they do is the pathway to ownership and a strong internal locus of control.

#12. Experience Before Label

Experience Before Label is one of the five tenets of Quantum Learning, but it can also be viewed as a specific teacher move. It means students experience content before they attach symbolic language to new learning. For example, they may experience a math situation and encounter and solve a problem before they learn the label. Students may experience centrifugal force before they attach the word to the concept.

It is not expected that we always teach using experience before label, but that we watch for opportunities to use the principle, and when we discover an opportunity to use it, we take it. Having an awareness of this powerful principle during our lesson planning will allow us to build more experience before label into our lessons.

#13. Four-part Apology

The Four-part Apology is an effective tool for helping students learn a proper way to apologize and is designed to assist students in taking ownership. The apology includes the following steps:

- **Acknowledge**
- **Apologize**
- **Make It Right**
- **Recommit**

There is no such thing as a sincere apology without an acknowledgement. Getting this acknowledgement from students can sometimes be a difficult task. Be tenacious about this step. It might sound like, “I acknowledge I took your pen out of your backpack without your permission. I apologize. What can I do to make it right?”

It is here that the person receiving the apology can take an opportunity to respond. Teacher coaching may be necessary. Once it is agreed what will make it right, the student giving the apology moves to the recommit step. It is called recommit because a commitment is already implied in the acknowledge and apologize steps, but this is not enough. It must be stated. It might sound like, “I agree I will not go in your backpack without your permission.”

It is effective to use short skits to teach this skill and to let students practice the apology with a partner. Your students can do their own skits and demonstrate a good four-part apology. The apology should be upbeat and positive and an acknowledgement should follow for the person giving the apology.

#14. High Fives, etc.

This move can be used as a state change, a celebration, and can reinforce numbers in your content. For example, if you have just covered three important points in your content you might have students stand and repeat the three points and then give three people a high three.

#15. Influencing Behavior Through Action (IBA)

Good state facilitation is one of the most effective ways to manage both attention and behavior. IBA means the teacher watches student state very carefully and continually directs and redirects student focus and energy. This is accomplished with a series of tasks that are well defined and short in length. For example, a teacher might have students stand and repeat back the two terms, sit and draw a picture of both meanings, turn to a neighbor and explain the difference between the terms, stand for a recap of all five new terms in the lesson. Students are so busy and involved in the lesson that there is not time for misbehavior. IBA can also involve time targeting. This means that many of the tasks are timed including instruction from the teacher. It might sound something like this, “I am now going to explain the proper way to create your time line. This will take three minutes and forty-one seconds.” Following this the teacher may say, “When I say time line groups we will get all of our supplies ready and get into our groups. Take your time. You have one minute and twelve seconds. Time line groups.” The teacher times the students.

When using time targets, the teacher must be tenacious about getting what is indicated in the instructions with students. If not, it may be necessary to put everything back and try again.

#16. Juggling

Juggling is a fun and useful activity for teaching students that effort creates ability. It can be used during short breaks to help revitalize energy and activate the brain through a cross-the-midline activity. To teach students the skill of juggling, use the elements of the Success Model including chunking, VAK Teaching, and reinforcement. Use upbeat music while students practice. You can order juggling scarves from QLN, use plastic grocery sacks, or purchase tulle (fine netting) from a fabric store and create your own juggling scarves in different colors. Below are some sample steps for training students:

1. Have students begin using one scarf and saying the words toss–catch. They should cross the midline with one hand and catch with the other hand in a downward motion. Having them work in pairs is a good idea. Keep it fun and upbeat.
2. The next chunk is to have them use two scarves and do toss–toss–catch–catch. It is important they toss a scarf with one hand and catch with the other in a downward motion. Have partners watch carefully to be sure catching is

happening in this manner, and that the juggler is not following with the tossing hand to catch the scarf.

3. Students juggle two scarves with one hand. Have them say the words toss–toss–toss–toss. ... Have them switch hands.
4. Using three scarves students will now toss and have their partner catch. This is done with one shared set of scarves. The juggler says the words toss–toss–toss throwing the scarves in the correct order. The first scarf out front in the hand holding two scarves gets to go first. The scarf in the other hand that is by itself gets to go second followed by the last scarf. Allow students to switch back and forth so the catcher becomes the tosser and the tosser becomes the catcher.
5. Have students practice juggling three scarves. Include lots of encouragement and celebration.

As students begin to get good at juggling, it can be used as an analogy for teaching that effort creates ability. Later, when the student is struggling with a difficult new math concept, you can remind them about the juggling and let them know that learning the math is like learning to juggle. Effort creates ability.

#17. KEG

Keg is an effective classroom management tool for giving clear directions and helping students habituate proper behavior. It also helps the teacher communicate with the necessary clarity to help students carry out instructions the first time. When used properly it holds students accountable for staying on task and completing tasks according to established parameters.

The three elements of KEG:

- **Know**
- **Explain**
- **Get**

The first principle of KEG is **know**. Simply stated this means that before you start your directions and instruction know what you want. Have a clear picture in your mind. The extent to which you know what the outcome looks like, sounds like, and feels like is the extent to which you'll be able to communicate it clearly and get the results you want.

This move is like planning a garden before you actually start putting the seeds in the ground. Or getting the plans for a building completed before you start construction. In the classroom it requires that we take just a moment to stop and think. This may sound simple, but it may require a very conscious effort if this move is going to happen in the marathon of classroom demand.

The next principle of KEG is **explain**. Once you clearly know the look, sound and feel of the outcome, explain it to your students. It is important that you use a consistent signal phrase for this. It is also very helpful to use a physical anchor. The use of the anchor and signal phrase causes students to immediately connect into their existing training about this process.

One very useful prop is a picture frame. For example, while holding up your frame you say, “I see something inside this frame. Please take what’s in my head and put it into yours.” This signal phrase and the anchor of the frame lets the students know they must get the same vision of the outcome you have. Once they are trained in KEG, their response becomes habituated. We also want to use the Principles of Powerful Communication. These can be found on pages 3.21-3.26 of your manual. These principles include:

- **Elicit the Image**
- **Direct the Focus**
- **Be Inclusive**
- **Be Specific**

The directions might sound something like this:

“When I say ‘groups’, students move safely to the place where their group meets. Group scribes are coming up front to get a piece of chart paper and a container of markers. We all hear some noise in the room, but we can still hear the music. We all begin working in our groups to continue the project from yesterday. Everybody is on task.”

The final step in KEG is **get**. This means to be sure you get what you want and get and give feedback. You must be tenacious about getting what you have described in your instructions. You may have to stop and start again or pause and remind students what is in the frame. Once students know that when you use the KEG communication you will insist on the results described in the frame, they will become trained to “follow the frame.”

#18. Kiss Your Brain (Hug Your Brain)

This is a quick move where younger students kiss their hand and then touch it to their head in an animated motion. It is a state change and fun for students. The hug your brain move involves putting both hands on your head and giving a squeeze as if to hug your brain.

#19. Let It Go

The brain likes clean beginnings and clean endings. A Let-it-go is an ending tradition in the form of an action that designates the end of an activity or segment of instruction. It could be a special movement, something students say, or other tradition. A whoa clap works well as a Let-it-go tradition.

#20. Line Charts

A line chart is a poster created by students designed to reinforce the concept of living above the line. Students work in small groups and are given a large piece of chart paper or newsprint. They draw a bold line across the middle to represent the line. Working together they write or draw actions and behaviors that are below and above the line. These charts are displayed in the classroom. A teacher might have only one of these charts up in the classroom at a time, switching it weekly and drawing attention to it sometime during the week. Students may make their charts suitable for framing.

#21. Math Fact Strategies

The strategy used for visual spelling described on page 4.33 of your manual is also effective for learning math facts. To stamp math facts into visual memory we fold the paper in half instead of four segments. Use two colors and write the fact in one section in one color and the answer in the second section with the other color. You do not need the equal sign. For example, the student could write 6×8 in the first section in one color and write 48 in the other section with the second color.

Follow the same steps as outlined for the spelling, including saying it backwards. This would sound like “48 equals 8×6 . It is helpful to use this process with families of facts, like all the sixes. Then move to another family. This method is especially powerful when combined with the following mnemonic.

There is a mnemonic structure that is very powerful for learning math facts, and it is already well established in the schema of your students. It is called a “home location mnemonic”. Here is how it works.

1. Run math facts by families on colored paper so each family is on a different color. For example, maybe your sixes are on pink and your sevens are on blue. Each fact is cut out so that the entire fact is on a small piece of paper about one to two inches long. Small sticky notes also work well for this process. Students can create their own set of “sticky facts” by writing the fact on the note.
2. Students take the sticky facts home and attach them to objects in their home location mnemonic keeping families of facts together. For example, all the pink facts might be kitchen facts and the blue facts might be bedroom facts. The students actually attach (stick or tape) the facts to objects. For example $6 \times 4 = 24$ might be the toaster fact, and $6 \times 7 = 42$ might be the cat dish fact, and $6 \times 6 = 36$ might be the refrigerator fact. The objects will be different for different students depending on what is in their kitchen, but all pink facts are in the kitchen.

3. Students work at home to review each of the facts each night, or certain fact families on certain days. Parents are encouraged to help. The student is attaching the fact to something in their schema.
4. Students are tested on the facts at school. Once it is well established they know the facts, they remove the facts they know from the objects at home. They continue until all facts are removed from all the objects. If later it is discovered that a fact has been forgotten, they put the fact back on the object.

If this mnemonic is used in tandem with the visual learning method it is helpful to maintain the same colors for families. This means that instead of working on white paper, the students would be folding and writing on strips of paper that match the colors in their home location mnemonic. If students will be using these strategies over more than one grade level, it is very helpful for teachers to keep the colors of the math fact families consistent.

These methods create more than one neural pathway to the fact. We are creating a color pathway, a home location pathway, a grouping or fact family pathway, and a visual memory pathway. A teacher could choose to include a taste pathway by having students experience a certain taste for each family. For example you might have peppermint facts, sugar facts, salty facts, lemon facts, etc. The same thing could be done with smells. Different kinds of soap can work for smells. Learning facts might become the most exciting part of math.

#22. Open The Front Door

Open The Front Door (OTFD) is a communication tool designed to help students learn to be clear in their communication. It includes the following steps:

O	Open	Observation
T	The	Thought
F	Front	Feeling
D	Door	Desire

The student begins by stating their observation, what they are thinking, how they feel and what they want or desire. It might sound something like this, “I observe that you went into my backpack and took out my new pen. I was thinking you might be stealing it or just thought you could borrow it without asking. I am upset and I want my pen back and I want you to leave my stuff alone.”

Have students make up skits so they can demonstrate the OTFD skill. You can easily use this in conjunction with the Four-part Apology. Coach students as necessary.

#23. Overview Menu

An overview menu is a list of items on the agenda for students. It gives students the big picture of what they will be doing. Having this big picture can assist many students in the organization of their schema as they learn. Give the items on the menu interesting names and present the menu with excitement and fanfare.

#24. Please Pause

Please pause is an anchoring phrase indicating to students that they should immediately halt what they are doing and focus their attention on the teacher. It is a polite and comfortable way to get their attention. The teacher must insist on their attention when they hear the phrase. It is okay to repeat it one time as a courtesy to students who might be in the middle of a sentence or were too distracted with what they were doing to hear it, but then the teacher should wait for attention. Never begin any instruction until you have the complete attention of your students. The goal is to anchor this phrase to the action you desire.

#25. Power Pegs (Mnemonics)

You can find the power pegs on page 3.02 of your manual. The concept is to establish a list of pegs and then use them to memorize items using picturing. For example, if your first peg is sun, then you would form a picture of what you are memorizing in relation to the peg sun. If the item you are memorizing for number one is legislature, then get a picture connecting legislature and sun together. If the second item is judges, then connect eyes and judges together. The more humorous or outrageous your picture, the better. The brain responds well to novelty. The second you form the picture it is memorized! It does not matter what pegs you teach to students, but once they have them they should be permanent and can be used over and over again.

The pegs we use in the QLT training include:

- | | | | |
|-------------|---------------|---------------|----------------------------|
| 1. Sun | 7. 7-up | 13. Black Cat | 18. Graduation
or Vote |
| 2. Eyes | 8. Octopus | 14. Heart | 19. Television |
| 3. Triangle | 9. Baseball | 15. Tennis | 20. 20-bucks or
Glasses |
| 4. Square | 10. Hen | 16. Driving | |
| 5. Fingers | 11. Goal Post | 17. Magazine | |
| 6. Sticks | 12. Eggs | | |

The best way to teach power pegs is to demonstrate for students. Once they see how it works they will be very motivated to learn the process. Have students come up with a list of twenty common objects and memorize them using your pegs. Then demonstrate your ability to recall the items. Allow a student to quiz you and let them mix them up. If they give you the number, you give them the object. If they give you the object, you can tell them what number it is. You will be surprised how easy this is. Practice it on your own, and when you feel confident with the process teach it to your students.

#26. Respect for Ideas

Respect for Ideas is a move that involves students standing to give respect for an important idea. The purpose for this move is to alert the hippocampus of the brain that this idea should be encoded into long-term memory during sleep states. We are attaching extra emphasis to important concepts we want students to learn. Respect for ideas by standing is only one of many moves a teacher might use. The idea is to do something special that puts emphasis on the idea to enhance the probability it will transfer to long-term memory.

#27. Rewards of Success

This means we train students to focus on the rewards of success instead of the penalties of failure. Read pages 26-27 in your text. Focusing on the rewards of success can be supported by goal setting, affirmations, positive self-coaching, opening traditions, and the positive mental attitude that permeates the classroom atmosphere.

#28. Seeing Tens

In the SuperCamp programs we train our facilitators to see tens on the foreheads of the students. The ten is a number that relates to the potential of that student. This is done to remind us that the potential of each student is actually unlimited. There is no end to the possibilities for that student if their potential can be properly unlocked and developed. You can learn more about seeing tens on page 4.19 of your manual.

#29. SLANT

SLANT is a model used as a tool to help students understand their own responsibility for learning. It helps them maintain a resourceful state and encourages them to be more active in their learning. The manual page for SLANT is 1.17. The elements of SLANT include the following:

1. **Sit up:** Students should always pay attention to their posture. Their physiology should promote good attention and learning. Have students demonstrate their worst physiology for learning while pretending to be interested and attentive. They will immediately get a sense of the incongruence. Students should sit up in a comfortable position.
2. **Lean and Look:** Students can be taught to lean toward the instruction with their bodies. Help them notice that since they were very small children, when they were very focused on something they had a tendency to lean toward it. This leaning can become an anchor for focus. They should also learn to stay visually cued to the instruction. The visual channel is a powerful modality for helping direct cognitive attention.
3. **Ask:** This step is about moving their brains to inquiry during instruction. When this happens, numerous centers in the brain become activated. We also

teach students that it is their responsibility to ask questions when they do not understand what is being taught.

4. **Nod:** Students should be taught that it is their responsibility to give a small nod of their head when an important point is made in instruction. Teach them that this is not optional, but is required. This nod sends a message to two brains: the student's brain and the teacher's brain. Practice this nod with your students. You can read more about this nod on page 148 of your text.
5. **Talk to Your Teacher:** We teach students that they should communicate with their teacher about their learning and about things in their lives that could affect their learning. This is a student responsibility and might be necessary in order for a professional educator to know how to direct effort to maximize potential.

Another model similar to SLANT, but perhaps more effective with older students is called ALERT. You can read about ALERT in your text on pages 146-150.

#30. Slim-n-Bil (Multiple Intelligences)

Slim-n-Bil is an acronym designed to help with remembering the eight intelligences identified by Dr. Howard Gardner. There are a couple moves related to this curriculum. One is for the teacher to become more aware of these eight intelligences in an effort to acknowledge them more with students and to incorporate them more frequently in classroom instruction.

It is also helpful to introduce students to these intelligences. You can use the Slim-n-Bil acronym. Make up a story about Slim-n-Bil and share it with your students or have students create a skit. Help students understand that we are all different and it takes all these intelligences to make the world work. The eight intelligences in the order of the Slim-n-Bil acronym are:

Spatial	Musical	Intrapersonal
Linguistic	Natural	Logical-mathematical
Interpersonal	Bodily-kinesthetic	

Your manual pages on the eight intelligences are 5.02-5.03

#31. Strolling Cap

A strolling cap is similar to a recap, but is worn when you are reviewing material that was introduced several days or even a month ago. The cap is used for strolling down memory lane. Find yourself a very unusual hat for this, and one that suggests going into the past.

#32. Table Claps

A table clap consists of a pattern of slapping a table or desk with both hands and clapping the hands. For example, students might table clap the following pattern: Clap–slap–clap–slap–clap–slap–slap. This tradition can be used as an anchor for opening questions or some other regular activity in the classroom. It is an excellent state change.

#33. Time Warnings

This move refers to the courtesy of a teacher giving students time warnings when they are working on a task. For example, a teacher might say, “Five minutes left.” They might then give a two-minute warning and then a thirty-second warning.

#34. Virtual Field Trips

A virtual field trip is a field trip taken with the imagination. These are useful for setting the stage for certain kinds of instruction and can help promote resourceful states. The idea is to actually take the student to a particular setting in their imagination, making it as real as possible.

#35. Watch Your Neighbor

This move encourages students to support each other in their learning. Students are reminded to keep an eye on their neighbor to be sure they stay resourceful. Students sometimes turn to their neighbor and say to them, “I am watching you.”

#36. Whoa Clap

The whoa clap is a special clap used as an opening or closing tradition. It is done by extending one arm up and out in front and the other arm down and back and then bringing them together to clap the hands while making a whoa sound.