

## Freeze Body (Gem 1)

**Freeze Body** is all about initiating student focus. ENVoY tells us that, “The opening of a lesson or whenever we want the class’ attention is a critical time because tone and expectations are established.” Students should be fully focused so that our message can be heard. Two components are needed for this: our body and our voice. Freeze Body is what we do with our *body*; **ABOVE (Pause) whisper** (Gem 2) is what we do with our *voice*.

### How to do it:

Before speaking:

- Silently move to a routine location in front of the class
- Stand still and settle
- Distribute even weight on both feet
- Position toes/feet forward
- Make a brief request (1-4 words) for attention

ENVoY tells us: “Gems 1 and 2 [should] be used together for a faster and more effective result. Gem 1 *initiates* student focus while Gem 2 *maintains* initial focus as the teacher shifts students into the Teaching or Transition Phases.”

### Examples:

- **Small group:** Students gathered at a kidney table or in a small group on the floor can also benefit from this strategy. Wait to call their attention until you are seated, still, and ready to teach.
- **Assembly:** Often students are more excited and active during these times. When you settle in and freeze before calling for attention, your frozen body communicates a change in tone and that something is about to happen.

### See it in action:

- Illustrated video: [tinyurl.com/FreezeBody](http://tinyurl.com/FreezeBody)

### Additional information:

Like many ENVoY skills, the nonverbals of this skill are silently communicating to your students what you want: quiet, calm, and focus. When your body is moving right before or during your call for attention, this can be confusing to students and they may continue doing what they were doing, despite your pleas.

### Links to other skills:

- ABOVE (Pause) whisper (Gem 2)
- Strong Voice (Technique 38)

## **ABOVE (Pause) whisper (Gem 2)**

When getting the class' attention, **Freeze Body** (Gem 1) is what we do with our *body*; **ABOVE (Pause) whisper** (Gem 2) is what we do with our *voice*. The three components of this skill hold equal importance and ensure that students are focused and ready to engage. ENVoY tells us that, "teachers who pause and whisper frequently during delivery of content keep students focused." Practice listening to the ebb and flow of your class' volume; you always want to request attention when volume is decreasing.

### **How to do it:**

Choose a brief word, phrase, or sound to get the class' initial attention ("Class, class," "Track me," a non-verbal, such as a raised hand or bell/chime).

Then:

- Ensure you are in **Freeze Body (Gem 1)**
- Listen for the dip in the class' volume
- Briefly request attention just *above* the class' volume
- Using a frozen hand gesture, *pause* with a still body
- At 3-4 seconds, call the name(s) of the students not yet focused
- When students are ready, resume speaking with at least one *whispered* sentence

### **Examples:**

- **During seatwork:** You realize that the same problem is giving multiple students trouble. You decide that a quick whole class re-teach is necessary. You ready yourself and your materials, and when you are ready, call for the class' attention.
- **Discussion:** Students are in a "turn-and-talk" and you want to call them back for a whole class discussion. As they are talking, listen for the dip in their volume, and then call them back together.

### **See it in action:**

- Illustrated video: [tinyurl.com/AbovePauseWhisper](http://tinyurl.com/AbovePauseWhisper)

### **Additional information:**

To make this skill even more effective, ENVoY tells us to do the following with the whisper: "elongate your sentences, slow your voice down, and give it a soft timbre. You will put the class in a more listening mode."

### **Links to other skills (ENVoY or TLaC):**

- Freeze Body (Gem 1)
- Strong Voice (Technique 38)

Adapted from Grinder (2016) and Lemov (2010)

## **Raise Your Hand to Speak Out (Gem 3)**

When teaching, the teacher should decide how he wants students to engage/answer (3 Modes listed below). This limits confusion on the part of the students about how they are to participate and interact during a lesson or portion of a lesson.

3 Modes:

- **Mode 1: Teacher Only One Talking (TOOT):** ENVoY tells us that, “this mode is most often used when wanting to cover more content while maintaining high control.”
- **Mode 2: Speak Out (SO):** Students may speak freely. This mode can generate lots of student enthusiasm, but can be harder to control.
- **Mode 3: Raise Your Hand (RYH):** This mode falls somewhere in between Mode 1 and Mode 2.

**How to do it:**

1. Ahead of time, decide the mode in which you want your students to participate
2. Model the format immediately when you begin speaking:
  - a. **TOOT:** Hand(s) gesturing to self or resting on chest, other hand out with palm down (“Today, we are going to learn about the general that lead the Union army during the Civil War.”)
  - b. **SO:** Hands out and palms up, inviting student participation (“What’s the name of the general that lead the Union during the Civil War?”)
  - c. **RYH:** Teacher raises hand (“Raise your hand if you can share something you remember about the Underground Railroad.”)
3. As students shift into the desired mode, you can drop the verbal cue. If students continue in the desired mode, you can also drop the non-verbal cue.

**Note:** If students begin to shift out of the desired mode (moving to **SO** vs. **RYH**), the teacher can re-establish expectations with a non-verbal cue (teacher raising hand).

**Examples:**

- **Verbal students:** When working with students who tend to speak out of turn or process things out loud. This sets the expectation for them (and the rest of the group) about the format in which they should participate.

**See it in action:**

- Elementary: [tinyurl.com/RYHSO](http://tinyurl.com/RYHSO)

**Additional information:** See ENVoY text, p. 24 for four additional modes that may benefit Auditory and Kinesthetic learners.

## **Exit Directions (Gem 4)**

The purpose of **Exit Directions** is to visually display what you want students to do during the Seatwork phase of the lesson. This empowers students to work more independently, and not rely on the teacher for the information they need (“Should I use markers or colored pencils?” “Where do I put this when I’m done?”). Then, the teacher can spend more time assisting students during Seatwork, and less time answering procedural questions.

### **How to do it:**

Give students the directions for Seatwork orally. During or after the oral delivery, display Exit Directions, and then ask if there are any questions. If a student question relates to something the teacher missed, or is important for the class, the teacher can add it to the Exit Directions.

**Teacher:** “Please complete pg. 43 in your workbook. You may skip Exercise 3. When you are done, please tear out pg. 43 and put it in the turn-in bin. Then you may work on your daily writing prompt. If you finish that, you may read silently.”

### **Exit Directions (written on board):**

1. Workbook, pg. 43 → skip Exercise 3.
2. Tear out → turn-in bin
3. Writing prompt: Would you rather be a lion or a shark?
4. Read to self (silent)

**Teacher:** “Any questions before we begin?”

### **Examples:**

- **Multiple classrooms:** Familiarize yourself with how each teacher uses Exit Directions. You could laminate your own 8.5x11 version of their format (or use a small whiteboard) so students you are working with can have their own Exit Directions at their desk.
- **Questions answered in Exit Directions:** Gesture silently toward the Exit Directions until the student finds the answer. This builds independence and lessens reliance on the teacher for routine information.
- **Non-compliant students:** Some students may be resistant, or complain about the assigned tasks. Simply gesturing to the board silently with a kind smile until they comply helps to diffuse the situation, and helps prevent any sort of verbal exchange or argument, preserving the relationship.

### **See it in action:**

- Illustrated video: [tinyurl.com/ExitDirections](http://tinyurl.com/ExitDirections)

### **Links to other skills (ENVoY or TLaC):**

- Most Important Twenty Seconds (Gem 5)

Adapted from Grinder (2016) and Lemov (2010)

## **Most Important Twenty Seconds (Gem 5)**

The purpose of **Most Important Twenty Second**, or **MITs**, is to ensure that your students are on task, focused, and productive during their transition to the Seatwork phase of the lesson. Often, as educators, we want to rush and help students right away. By using MITs, more students will be likely to go ON task independently without distraction from movement or verbal interruptions.

### **How to do it:**

1. After you review the Exit Directions, release your students for work time with a verbal or non-verbal signal (“You may begin,” ring a chime/bell, etc.).
2. **Most Important Twenty Seconds:** Freeze your body and scan the room until students are ON task. Some days this will be shorter; other days it will be longer. If students raise their hand for help, non-verbally gesture to them that you will be there in a moment.
3. Once students are ON task, slowly move to help students individually.

### **Examples:**

- **Reading group (elementary):** Once you release students to whisper read their books, wait until they are all reading and engaged in their texts, before leaning in to listen to students read, and help them decode words.

### **See it in action:**

- Illustrated video (Part 1): [tinyurl.com/MITS-part-1](http://tinyurl.com/MITS-part-1)
- Illustrated video (Part 2): [tinyurl.com/MITS-part-2](http://tinyurl.com/MITS-part-2)

### **Additional information:**

Your stillness during MITs models how concentrated and engaged you want your students to be in their work. It non-verbally communicates to them that you have confidence in their abilities and that you believe they can do it independently.

### **Links to other skills (ENVoY or TLaC):**

- Exit Directions (Gem 4)
- Wait Time (Technique 25)

## **Influence Approach (Gem 6)**

ENVoY is a program of student *management*, not student *discipline*. The **Influence Approach** is a strategy to manage students who are OFF task. Often, educators can get into power struggles with students who are OFF task. By using the Influence Approach (versus a Power Approach, see below), educators can maintain relationships with students and separate the student from their behavior.

### **How to do it:**

#### *POWER Approach*

1. Approaches from the front
2. Has eyes on student's face
3. Isn't breathing/breathing high
4. Is close to the student
5. Uses more verbal redirect

#### *INFLUENCE Approach*

- Approaches from the side
- Has eyes on student's work
- Is breathing/breathing low
- Is farther from the student
- Uses non-verbal redirect
- Speech is brief and quiet

### **Examples:**

- **As much influence as possible:** During Seatwork, only engage with students verbally if you have to. Otherwise, use only non-verbals. If you must speak, use a private voice, and keep it only about the work.

### **See it in action:**

- Illustrated video: [tinyurl.com/InfluenceApproach](http://tinyurl.com/InfluenceApproach)

### **Additional information:**

This skill helps the educator understand *how* to approach a student who is OFF task. The Influence Approach is meant to be used hand-in-hand with Gem 7: OFF/Neutral/ON, which helps the educator determine *how long* to stay with the student.

### **Links to other skills (ENVoY or TLaC):**

- OFF/Neutral/ON (Gem 7)
- Strong Voice (Technique 38)

## OFF/Neutral/ON (Gem 7)

**OFF/Neutral/ON** is all about maintaining student productivity and building student independence with the least amount of intervention possible. Often, it is used hand-in-hand with **Gem 6: The Influence Approach**.

*Consider this common scenario:* Students are in Seatwork, and a few students are OFF task. The teacher is pin balling between them trying to shift them ON task. When the teacher intervenes, these students don't actually go ON task; they simply hold their breath, shift to Neutral until the teacher leaves, and then go back OFF task.

### **How to do it:**

This nuanced skill takes some experimenting, but here is one way:

- Approach students using **The Influence Approach (Gem 6)**
- Stay with them, lean in/down, keeping your eyes on their work until they shift to Neutral
- Sway back when they go ON task, but remain with student
- If student goes back OFF task, lean in again
- All the while, continue scanning the room
- Continue until you know they will stay ON task
- Slowly leave their side

### **Examples:**

- **One-on-one support:** Try combining Gems 6 and 7 while standing near your student, as opposed to sitting next to them. This will help build their independence.
- **Small group:** You are sitting on the floor with 5 students in a semi-circle. Students are working, and one is beginning to daydream and look out the window. Get her attention with Influence (a quiet tap on her worksheet, a hand gesture for her to look back at her work, etc.). Hold your gesture (i.e. pointing at her work) until she shifts to Neutral. Once she's turned around, add a gentle nod, and give her a thumbs-up when she's back ON task. Disengage, and scan to your other students.

### **See it in action:**

- Illustrated video: [tinyurl.com/OffNeutralOn](http://tinyurl.com/OffNeutralOn)

### **Links to other skills:**

- Influence Approach (Gem 6)
- Wait Time (Technique 25)

## No Opt Out (Technique 1)

The key idea to **No Opt Out** is that, “a sequence that begins with a student unable (or unwilling) to answer a question should end with that student giving the right answer as often as possible, even if it’s only to repeat the correct answer.” Using No Opt Out helps students hear themselves get the answer right, after just getting it wrong, and reinforces your high expectations that, “I don’t know” is not an acceptable answer.

### How to do it:

There are four formats of No Opt Out presented in Teach Like a Champion. Here is Format 2, where another student provides the answer and the initial student repeats the answer.

*Students are looking for the subject in the sentence, “My mother is not happy.”*

Teacher: What’s the subject, James?

James: *Happy.*

Teacher: Who can tell James what the subject of the sentence is?

Student 2: *Mother.*

Teacher: Good. Now you, James. What’s the subject?

James: The subject is *mother.*

Teacher: Yes, the subject is *mother.*

### Examples:

- **Small group:** You are teaching a reading group and a student gets stuck on decoding a word in the text. Call on another student to read the word, then return to the original student to read the word. You could go so far as to have them repeat the word three times (with correct pronunciation), and then have them start reading from the beginning of the sentence, so they can read the word in context.

### See it in action:

- 10<sup>th</sup> grade math: [tinyurl.com/NoOptOut1](http://tinyurl.com/NoOptOut1)
- Middle school math: [tinyurl.com/NoOptOut2](http://tinyurl.com/NoOptOut2)

### Additional information:

The format you choose for No Opt Out is less important in this technique. What’s most important is coming back to that original student who could not answer the question at first, and ensuring that before you move on, they answer correctly.

### Links to other skills:

- Right It Right (Technique 2)
- Stretch It (Technique 3)
- Format Matters (Technique 4)

## **Name the Steps (Technique 13)**

At its core, **Name the Steps** takes complex tasks and breaks them down step by step for students. Teach Like a Champion tell us: “Champion teachers Name the Steps by habit...the five steps to combining sentences with the same subject, the four steps to regrouping, the six parts of a great literary response.” After learning the steps and following them over and over, students then begin to follow the sequence on their own, forgetting their were even steps at all.

### **How to do it:**

- 1. Identify the steps.** Show and teach your students the steps, but keep them to seven or less. Otherwise, the process becomes too complex. This scaffolding allows students to use the steps on any similar problem.
- 2. Make them “sticky.”** If possible, name the steps once you’ve identified them. The more memorable they are, the more likely they are to stick in your student’s minds. You could even use a rhyme, chant, song, or acronym.
- 3. Build the steps.** Giving your students the right steps to rounding to the nearest ten, for example, is good. Having them help you build the steps once they’ve tried a few example problems makes them even more memorable.
- 4. Use two stairways.** Once students know the steps, you can begin to ask them questions having to do with the *process* (“What’s the next step?”) and the *problem* (“What is the noun in this sentence?”) and switch back and forth (your Teach Like a Champion text has a great example on pgs. 81-82).

### **Examples:**

- **Coming in and getting to work:** There are students in every class who have a hard time going from the doorway of the classroom to their desk. This is a great non-academic opportunity to use Name the Steps. Break down “get ready for the day” into a sequence of small steps: **1)** Come in quietly **2)** Hang up coat and backpack **3)** Hand in homework **4)** Sit at desk **5)** Do morning work **6)** Read-to-self

### **Additional Information**

A great way to make Name the Steps come to life is for them to live as anchor charts in your room. As step three tells us, building the steps with your students makes them even more memorable.

### **Links to other skills:**

- Break It Down (Technique 16)

## Break It Down (Technique 16)

**Break It Down** is a reactive strategy used in the moment when a student answers incorrectly. Your goal when using Break It Down is to provide a cue to build a bridge from the student's current level of knowledge, to the knowledge needed to answer the question, all while not giving the answer away. Teach Like a Champion tells us, "...you want to provide the smallest hint possible and still enable your student to get to the correct answer successfully. This will cause your student to apply what she knows to the greatest degree possible."

### How to do it/Examples:

There are many ways to Break It Down. Teach Like a Champion offers these six cues as a starting point:

- **Provide an example:** "If you get a blank stare when you asked for the definition of a prime number, you might say, '7 is one,' or '7 is one and so is 11.' You could use non-examples as well: "7 is one, but 8 is not."
- **Provide context:** Say students are stumped by the part of speech of the word *ancient*. You could use the word in context. "I hope nobody ever calls me *ancient*...maybe in, like 2080, you could call me *ancient*, but that would be the only time it was acceptable."
- **Provide a rule:** Perhaps a student incorrectly guesses that the word *sister* is a verb. You could say, "A verb is an action or state of being. Is *sister* an action or a state of being?"
- **Provide the missing (or first) step:** If a student gets stuck on how to start subtracting two 3-digit numbers, you could cue, "When we subtract two 3-digit numbers, we always start in the ones place. What two numbers are in the ones place?"
- **Rollback:** This is repeating a student's answer back to the student. Often, when we hear our own error, we recognize them. If a student answers, "George Washington was the President during the Civil War." You could cue by repeating the answer back, with some emphasis on *George Washington*.
- **Eliminate false choices:** Going back to the example of a student guessing that *sister* was a verb. You could say, "Let's look at our options. If it were a verb, it would be showing action. Is *mother* an action? What about an adjective? Is it telling what kind or how many of some noun?"

### See it in action:

- 5<sup>th</sup> grade reading (Rollback): [tinyurl.com/BreakItDown1](http://tinyurl.com/BreakItDown1)

### Additional information:

If your student is really stuck, you have to know when to pivot to another strategy, like "No Opt Out" ("Who can tell Ashrita what the verb is in this sentence?").

### Links to other skills:

- No Opt Out (Technique 1)

Adapted from Grinder (2016) and Lemov (2010)

## **At Bats (Technique 19)**

**At Bats** is all about practice, practice, practice. Once students have moved to independent practice, have them do it again, and again. This is how the material will take root and muscle memory will begin to set in.

### **How to do it:**

*Teach Like a Champion* offers these key points:

- **Go until they can do it on their own.** By the do of independent practice, students should be able to solve problems to the standard they'll be accountable for, and entirely on their own.
- **Use multiple variations and formats.** Students should be able to solve questions in multiple formats and a significant number of plausible variations and variable.
- **Grab opportunities for enrichment and differentiation.** As some students demonstrate mastery faster than others, be sure to have bonus problems ready for them to push them to the next level.

### **Examples:**

- **Math:** Students are studying money, and are learning how to count coins and bills. Once you notice students are having success, give students a bag of play coins and bills, and a list of 10-20 amounts to build and show. The next day, show your students different coin and bill combinations and ask them to write the amount (*multiple variations and formats*).
- **Grammar:** Once students learn to classify a sentence, have them do it again and again. For students who are quickly moving to mastery, have examples ready with the next part of speech that they can start working on. For students that need extra support, have examples ready that just practice one part of speech that they can practice again and again.

### **Links to other skills:**

- Right It Right (Technique 2)
- Do It Again (Technique 39)

## **Wait Time (Technique 25)**

Teach Like a Champion tells us that **Wait Time** is when you, “delay a few quick seconds after you finish asking a question and before you ask a student to begin answering it.” This extra time allows students to really think about what you’ve asked them, and rewards student effort, rather than speed.

### **How to do it/Examples:**

There is no one prescribed way or amount of time to make Wait Time successful. But, you can enhance your use of Wait Time by narrating it. This narration, “provides guidance to [your] students about what they should be doing with [their time] to be most productive.”

Here are some examples:

- “I’m waiting for more hands.”
- “I’ll wait for 10 hands to be in the air before I call on someone.”
- “I’m waiting for someone who can connect this to another play, ideally *Macbeth*.”
- “I’ll give you the time you need. This one is tricky.”
- “I see people going back to the chapter to see if they can find the scene. That seems like a great idea.”
- “I’m looking for someone who’s pointing to the place in the passage where you can find the answer.”

### **See it in action:**

- 8<sup>th</sup> grade reading: [tinyurl.com/WaitTime1](http://tinyurl.com/WaitTime1)

### **Additional information:**

Teach Like a Champion tells us, “The point is that top teachers use their narration of the interim period during their wait time to incent and reinforce the specific behaviors that will be most productive to their students during that time. They are teaching even when they are waiting.”

### **Links to other skills:**

- MITS (Gem 5)
- No Opt Out (Technique 1)

## **Entry Routine (Technique 28)**

Teach Like and Champion tells us, “The first routine that affects classroom culture is the one for how students enter...**Entry Routine** is about making a habit out of what’s efficient, productive, and scholarly after the greeting and as students take their seats and class begins. “

### **How to do it:**

These key points will help to maximize the effectiveness of the Entry Routine:

- When students enter the classroom, their work for the day (or at minimum their *Do Now*) should be waiting for them to pick up at a table as they enter. Focus your time on setting behavioral expectations and building relationships during this time.
- Assign seats. Students should not waste time milling around and deciding where to sit. This just wastes time and energy.
- Students should place homework in the same place every day without prompting. Have a spot and make it accessible and visible.
- The *Do Now* (Technique 29) should be in the same place every day. On the board, in the packet, or on student’s desks.

### **Examples:**

- In whichever room you start your day, help that teacher in setting and reinforcing those high expectations for the Entry Routine, and thereby, the day.
- If possible, you can help ensure that the Do Now is in the proper place (at the table to be picked up, on student’s desks, etc.)
- The students with whom you work may benefit from a visual Entry Routine made just for them (like a checklist), to help them remember what they need to do upon entering the classroom.

### **See it in action:**

- Kindergarten: [tinyurl.com/EntryRoutine](http://tinyurl.com/EntryRoutine)

### **Links to other skills:**

- Do Now (Technique 29)
- Threshold (Technique 41)

## **SLANT (Technique 32)**

**SLANT** is all about ensuring the bodies of students are ready for learning. Teach Like a Champion tell us, “No matter how great the lesson, if students aren’t alert, sitting up, and actively listening, teaching them is like pouring water into a leaky bucket. [These] behaviors and skills...help students concentrate, focus, and learn.”

### **How to do it:**

SLANT is an acronym for:

**Sit up:** Straight and tall, feet on the floor.

**Listen:** Actively following along when others are speaking.

**Ask and answer questions:** Ready to question and interact with others.

**Nod your head:** Signal that you understand what is being said.

**Track the speaker:** Looking at another when they are speaking.

Whenever students are seated at school (at their desks, at their carpet spots, at a kidney table), you should expect that they are sitting in SLANT. More than simply a body posture, SLANT can become a way of being in the classroom.

### **Examples:**

- **Small group:** If you are teaching a small group, and students are transitioning to meet you (on the carpet, at a kidney table), expect that when they arrive, they immediately sit in SLANT and stay that way until your first direction. If they are not showing slant, make them *Do It Again* (Technique 39) until they do it right.

### **See it in action:**

- Montage: [tinyurl.com/SLANT1](http://tinyurl.com/SLANT1)

### **Additional information:**

To minimize the disruption to teaching and learning in correcting and reinforcing SLANT in the classroom, you may want to develop (or adopt from a teacher you work with) nonverbal signals to remind students of SLANT. A few examples:

- Hands folded in front of you = Sit up
- Pointing to your eyes with two fingers = Track the speaker

### **Links to other skills:**

- Tight Transitions (Technique 30)
- Do It Again (Technique 39)
- Positive Framing (Technique 43)

## **Strong Voice (Technique 38)**

**Strong Voice** isn't about how loud you can make your voice; it's about how you use your verbal and nonverbal communication with students take and maintain control of the classroom.

### **How to do it/Examples:**

There are five principals of Strong Voice:

- **Economy of Language:** Use fewer words, not more. When you need directions followed, use only the words that students need to know. Teach Like a Champion tells us, "When you need to be all business, be clear and crisp. And then stop talking."
- **Do Not Talk Over:** When you are teaching or giving instructions, your voice is the most important in the room. Teach Like a Champion tells us, "Controlling who has the floor is the mark of your authority and a necessity to your teaching." You can even interrupt yourself, for example, if students are not fully attending to what you are saying. "2<sup>nd</sup> graders, please take out..." Cut yourself off and wait until there is silence. Then start again and finish your directions. This tells them that what you have to say is important and should not be ignored.
- **Do Not Engage:** Teach Like a Champion tells us, "Once you have set the topic of conversation, avoid engaging in other topics until you have...resolved the topic." For example, you may say to a student, "Jordyn, please stop touching Madeline's papers." Jordyn may respond by saying, "It wasn't me!" Stay on message. "I asked you to stop touching Madeline's papers." Do Not Engage allows you to maintain authority and tells students that you cannot be swayed from the topic you set.
- **Square Up/Stand Still:** This is all about your nonverbal communication, and, "showing with your body that you are committed to each request." When you want to communicate that you are serious about what you are saying, "Turn, with two feet and two shoulders, to face the object of your words directly. Make sure your eye contact is direct. Stand up straight and lean in close." If you are about to give directions, stand still and don't do anything else.
- **Quiet Power:** When you want control, talk slower and quieter, even though it may go against all your instincts, especially when your students are ramping up their volume and off-task behavior. This will tell them that you are poised and calm, and not frazzled by their behavior.

### **See it in action:**

- 7<sup>th</sup> grade English: [tinyurl.com/StrongVoice1](http://tinyurl.com/StrongVoice1)

### **Links to other skills:**

- Freeze Body (Gem 1)
- ABOVE (pause) whisper (Gem 2)

## **Do It Again (Technique 39)**

When students get lots of practice, it helps them improve, even at routine tasks like transitioning to reading groups or lining up for lunch. Expecting students to do things, “right, or better, or perfect,” Teach Like a Champion tells us, is the key idea to **Do It Again**. This technique also serves as a simple and natural consequence.

### **How to do it:**

Having students Do It Again is simple: If they don’t do something just how you expect them to, have them do it again until they do (this is especially true for transitions). Here is more on the effectiveness of Do It Again:

1. *It shortens the feedback loop.* The shorter the time between action and consequence, the more associated the two will be in the mind of a student, and the more likely it is to change their behavior.
2. *It sets a standard of excellence, not just compliance.* The technique also works for when students do something acceptably, but could do it better. Refrains of, “that was good; but I want great” or “In this class, we do everything as well as we can, including lining up,” helps a teacher establish a standard of excellence for everything in their class.
3. *There is no administrative follow up.* The consequence of Do It Again is done as soon as students meet the expectation.
4. *There is group accountability.* When two students talk during a transition, the whole class is made to Do It Again. Teach Like a Champion says, “It builds incentives for individuals to behave positively since it makes them accountable to their peers as well as their teacher.”
5. *It ends with success.* Do It Again ends with everyone getting it right, so the lasting memory is of success, not failure.
6. *There are logical consequences.* Having students stay in from recess, for example, when they failed to line up for lunch properly may not connect the dots of why they need to line up a certain way.
7. *It is reusable.* You can have students Do It Again as many times as they need to until their actions meet the expectation.

### **See it in action:**

- 2<sup>nd</sup> grade reading: [tinyurl.com/DoItAgain2](http://tinyurl.com/DoItAgain2)

### **Additional information:**

- Keep Do It Again positive (when possible), reinforcing the narrative of “good, better, best.”
- You don’t have to wait for the routine to end. If students get halfway through a sloppy transition, stop them, and have them start from scratch.

### **Links to other skills:**

- Tight Transitions (Technique 30)
- Positive Framing (Technique 43)

Adapted from Grinder (2016) and Lemov (2010)

## **Emotional Constancy (Technique 47)**

The emotions of your students will always fluctuate. Having **Emotional Constancy** – controlling your own emotions – will enable you to be the, “emotional rudder” for your students and a model to them for how to behave and act. Teach Like a Champion tells us to, “tie your emotions to student achievement, not your own moods, or the emotions of the students you teach.”

### **How to do it:**

There are many ways to show Emotional Constancy. Think about these points when deciding how to modulate your emotions in the classroom:

- **Choose your words carefully:** Replace phrases like, “I’m disappointed in you,” with phrases like, “I expect better of you,” or, “The expectation in this class is that you give your best.” Teach Like a Champion tells us this will take the, “teacher’s personal emotions out of the equation and focus the conversation on what kids did or didn’t do rather than what the teacher felt. The latter factor is, in the end, almost irrelevant.”
- **Stay in control:** This is a great way to earn student’s trust. Know that, “success is in the long run about a student’s consistent relationship with productive behaviors. The affect...require[d] is productive, respectful, and orderly, and [the] goal when emotions run hot is to deescalate.”

### **Examples:**

- **Student blurting:** One of your students is continually blurting things out in the middle a lesson as opposed to raising his hand. As opposed to telling them to “stop” over and over, offer them a calm choice, free of judgment: “In this classroom, we raise our hands to speak. You can quietly raise your hand, or you can choose a check. It’s up to you.”
- **Reaction to test score:** You know that the score one of your students earned on a recent test likely will make them upset (it wasn’t as high as they hoped). So, when you hand it back to them, offer a compliment on one or two questions they really did well on. Don’t dwell on the score.

### **See it in action:**

- 3<sup>rd</sup> grade writing: [tinyurl.com/EmotionalConstancy](http://tinyurl.com/EmotionalConstancy)

### **Links to other skills:**

- Strong Voice (Technique 38)
- Warm/Strict (Technique 45)
- Explain Everything (Technique 48)

## Normalize Error (Technique 49)

The key idea of **Normalize Error**, Teach Like a Champion tells us, is that, “getting it wrong and then getting it right is one of the fundamental processes for schooling. Respond to both parts of this sequence, the wrong and the right, as completely normal.”

### How to do it:

- **Wrong Answers** (*Don't chasten; don't excuse*): Don't chasten students when they get it wrong (“No, we already talked about this. You have to flip the sign, Reuben.”) And, don't make excuses for students who get it wrong (“Oh, that's okay, Charlise. That was a really hard one.”)
- **Right Answers:** (*Don't flatter; don't fuss*): Be careful when praising right answers. Praise can quickly be diluted when overused. In most cases, “when a student gets an answer correct, acknowledge that the student has done the work correctly or has worked hard; then move on.”

### Examples:

- **Responding to a wrong answer:** “Let's try that again, Noah. What's the first thing we have to do?” Or, “What's the first thing we have to do in solving this kind of problem, Noah?”
- **Responding to a right answer:** “That's right, Noah. Nice work.” If the answer is truly exceptional, make note of it, but don't dwell on it (“Such an insightful answer, Carla. Awesome!”)

### See it in action:

- Kindergarten: [tinyurl.com/NormalizeError](http://tinyurl.com/NormalizeError)

### Additional information:

- **Wrong Answers:** Teach Like a Champion tells us, “When and if you do name an answer as wrong, do so quickly and simply (‘not quite’) and keep moving.
- **Right Answers:** Don't praise students for being “smart.” Recent social science research has told us that this disincentivizes them to try, for fear of getting something wrong, and not seeming “smart” anymore.

### Links to other skills:

- Positive Framing (Technique 43)
- Precise Praise (Technique 44)