SCARF

Keys to Engagement

by

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Take a moment and write down:

What were you considering as you were arriving?
What did you feel as you walked in the room?
Did you notice who is attending with you?
Did you think about where you would sit?
What else in the environment is something that grabs your attention?
Materials

Parking Lot—Stickies
Notes Sheet-Brain Stickies
Dry Erase Board
   Markers, Color Pencils

Article-SCARF: a brain-based model for collaborating with and influencing others
Introduction
Two Protocols during the presentation

Check for Comprehension

Drawing you Back

finish ideas

ATTENTION
Today we are working with the brain, which uses filters that are effected by five stimuli, and have been found to be (once recognized) to change a person social-emotional behavior and lead to successful outcomes.
Retention?

Adult Education Learners Vote with their FEET
What do we know about the mind?
Our brain has two main directives: To stay \textbf{safe} and to stay \textbf{happy}.
Our brains are hardwired to keep us alive.

Our cultural values program our brain on how to interpret the world around us. This programming tells us what is a threat and what is safe.
I think her affective filter is up today.
Gate Keepers
SCARF Introduction

S—Status
C—Certainty
A—Autonomy
R—Relatedness
F—Fairness
Fairness

No Accommodations

Accommodations
The First Gate Keeper
The Reptilian Region

1. Oldest part of our brain
2. Doesn’t think – REACTS
3. Function is to keep our body alive
4. Constantly scanning surroundings for threats
The Second Gate Keeper
Our EMOTIONAL brain, **guard dog**

1. Helps us learn from experience,
2. manage emotions, and
3. remembers **Fight or flight**
The Third Gate Keeper
The Neocortex Region

• Oversees thinking and memory
• Slow in processing information
• Endless capacity to learn and rewire itself
Opening the Gates and appeasing the Gate Keepers
Let’s explore the mind

1) I need several volunteers to participate
   a) Come to the front of the room
   b) Gather in a circle

2) The rest of the participants need a way to keep notes. Make sure you can see the details of the circle. Be able to see each person’s face action, and reactions that is in the circle.
Getting to the Neocortex
Positive Feedback
Learning/leading opportunities
Public Acknowledgement

Clear Expectations
Realistic Goal Setting
Create steps to help complete a task

Provide Clear Choices
Delegation of work
Self-Responsibility
Empowerment

Clear rules, transparent requirements, openness and candidness

Welcoming environment, Friendly Gestures, socializing, mentoring learners

Negative Feedback
High Stakes Assessments
Public criticism

Lack of transparency
Dishonesty
Unpredictability

Hovering instruction or Micromanagement
Consistent controlling

Unequal treatment, Unclear rules and expectations and guidelines, lack of communication

Fostering internal competition, having favorites, prohibiting socialization
Status 😞

Threats

- People with titles
- (deemed authoritative)—Sage on the Stage
- People who have all the answers
- People who make snide comments
- People who are negative
Rewards

• Telling my story

• Know my importance

• Sharing what I am learning

• Being asked to lead an activity (creating an expertise)

• People who are positive
Certainty

Threats

• Never knowing where to go in the building (ie the class is)

• Not understanding the lesson directions-complicated

• Not being in the “know”

• Not understanding role
Certainty 😄

Rewards: • know exactly where things are

• really understand what I am learning and my teacher checks-in

• Align work with goals and outcomes

• Break activities into small steps

• Engage in “What If” Scenarios & Keeping people in the know
Autonomy

Threats

• Not having a choice
• Feeling forced to do an activity
• Feeling stuck
• Dictate timelines and information
• Measure activities and not results
Rewards

- Having choices—have many activities in a lesson that can show same outcome
- Allow learners to have control of their classroom
- Allow learners to pick their schedule
- Supported in making choices
- Being able to share wants
Relational

Threats

• Working alone only (in some cases this includes distance learning)

• Not understanding how the lesson and activities are used in daily life

• Not sharing ideas or populating ideas through engagement

• Teacher (the sage on the stage)
Rewards

• Buddy up—mentoring
• Allow opportunities for learners to collaboration
• Use cooperative activities
• Cross pollinate ideas with other learners
• Make values and purpose explicit
• Make connections and relationships visible
Fairness 😖

Threats

- Different information is shared with learners
- No transparency
- No consistency
- Allow only certain people to do activities
- Engage with only a few learners in class
Fairness

Rewards

• Increase transparency
• Establish clear expectations
• Implement teamwork
• Encourage decision making
• Clear up confusion early
• Share information with the entire class
• Tell them, tell them again, and tell them one more time
Our Brain on Stories

65%
On a post it note, please respond to one or more of the following phrases *(or create your own)* and **explain your thinking**

• I changed my attitude about....
• I became more aware of...
• I was surprised that...
• I felt...
• I related to...
• I empathized with....
• I will...
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