Please sit with a group and discuss whether you agree or disagree with this quote:

“If you write a good lesson plan, classroom management is not important.”

Told to a group of teachers by a leader of professional development in a district far, far away.
Who Am I?

Everett Hill

US PE Teacher
Student/Honor Council Advisor
Grade Level Lead
Practitioner of Non-Verbal Communication as trained by Michael Grinder
ENVoY and Group Wizardry
WARNING: I am going to attempt to teach you over 15 years of practice in 45 minutes....good luck.
If you have questions, ask them at any time.
2 views from the same set of binoculars
The 7% Rule

In the 1960’s, Professor Albert Mehrabian completed research stating that only:

7% of communication is verbal

38% is tone of voice

55% is body language

FYI - the research was limited in scope

*UCLA Research Study
The point?

Non-Verbal Communication is Important
Seven Gems of ENVoY

Employing Non-Verbal Yardsticks
Management not Discipline
Benefits of Increasing your Non-Verbal Use

Consistency in the Classroom - especially on hard days

ELL Students know what to expect

Increased on-task time

Decreased behavior issues

Relationships maintained

Teacher comfort
Not an Exact Science

This is not an exact science.

You must remain consistent, but DO NOT COPY ME.

Practice 1 skill at a time and focus on improvement.

Develop your skills over time.

If you have further questions, feel free to ask…..
#1 Getting Student’s Attention

Freeze Body - A position of High Expectations

Standing Still

Be in the front of the room (teaching spot)

Toes pointed straight ahead

Weight equally distributed on both feet

Hands at side or stomach (parallel to ground)

Give oral directions that are brief
Voice Tone

Friendly or “flight attendant” voice:

Voice raises in tone at the end of the statement

Command or “pilot” voice:

Voice drops in tone at the end of the statement
#2 Getting Their Attention

Above, Pause, Whisper

- Break in with your voice ABOVE the collective volume (pilot)
- P A U S E (remain still and don’t say anything until it is quiet)
- Whisper (drop your voice to the level of a whisper - flight attendant)
#3 Teaching

Raise Your Hand vs. Speak Out

Non-Verbals cues for verbal instructions

  Teacher is the only one talking (hand to chest or palm down to class)

  Raise your Hand (verbal, non-verbal, and momentum)

  Speak Out (verbal, non-verbal, and momentum)

*Teach skills first.
#4 Transition to Seatwork

Exit Directions - Visual

- Write out exactly what you want done
- Post it where students can see it
- Refer to it
- Clarify if necessary
EXAMPLE: Please sit with a group and discuss whether you agree or disagree with this quote:

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#5 Transition to Seatwork

Most Important Twenty Seconds (MITS)

Once the exit directions have been given.

Freeze Body and wait 20 seconds while modelling high expectations.

Break and breathe, slowly move to help students.
#6 Seatwork (Reinforcement)

OFF/Neutral/ON

The student is OFF TASK

Teacher approaches - student holds breath, attempts to gain eye contact

If not re-directed, goes back OFF TASK

Combine with a non-verbal strategy to move to ON TASK

DO NOT MAKE EYE CONTACT (hypnotize)
#7 Seatwork (Reinforcement)

Influence Approach

Approach from the side

Look at the students’ work

Teacher breathes LOW.

Teacher is farther from the student.

Teacher waits until the student is ON TASK.

Slowly back away
Resources to View

Prezi on the 7 Gems

Jacki Brickman Consulting - 7 Gems

Michael Grinder and Associates Website - Minnesota Research

Michael Grinder YouTube Feed