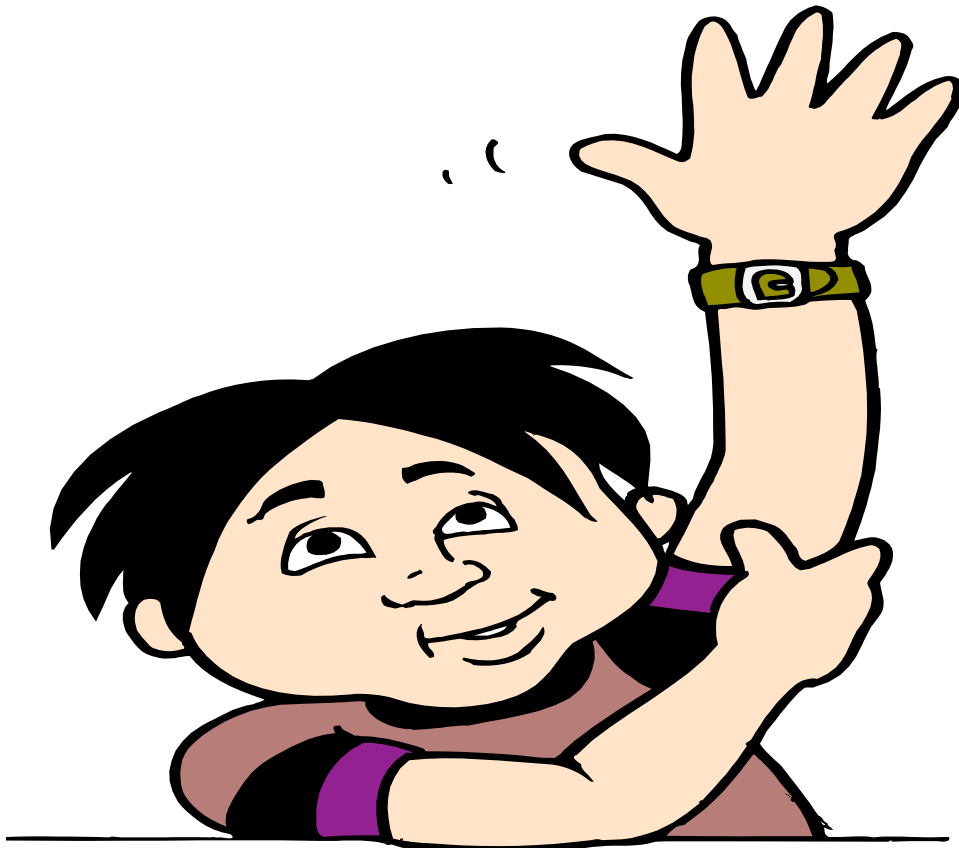


Four or Five of the Seven Gems of ENVoY



Presented by John K. McLandress
As adapted with permission from several of
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ENVoY's Key Concept:

ENVoY is an acronym for Educational, Non-Verbal, Yardsticks. An envoy is like an ambassador who can both explain and interpret a culture, both to its own members and those new to that culture (Grinder, 1993).

Essential knowledge and rationale for this workshop:

We learn:

- **10% of what we read,**
- **20% of what we hear,**
- **30% of what we see,**
- **50% of what see and hear,**
- **70% of what we say,**
- **90% of what we say and do**

(Deporter, 1992)

It is essential, that as teachers, we give students fair and consistent boundaries, while at the same time, maintaining and preserving relationships. A majority of our students are motivated to learn and behave when we operate from a base of INFLUENCE.

Today we will:

- Learn, practice and reflect upon various ENVoY skills.
- Rehearse both “Least Recommended” and “Most Recommended” ENVoY techniques
- Help ourselves learn how to turn an OFF day into an ON one.

ENVoY:
“The Seven Gems”
Essential Questions

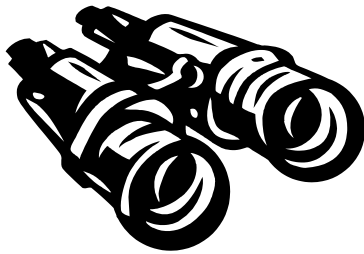
- How can a teacher use some of the Seven Gems to improve student performance?

- Why is using influence a better approach than using power?

- What Gems can I use to maintain my relationships with students?

The Role of Classroom Management in Education

The act of teaching has two basic points of focus - a sort of educational binoculars.



Focus 1: curriculum

Focus 2:
classroom
management

*ENVoY addresses the **MANAGEMENT** focus of the binoculars.*

*Ideally, we want to spend **10 percent** of our time managing and **90 percent** of our time teaching.*

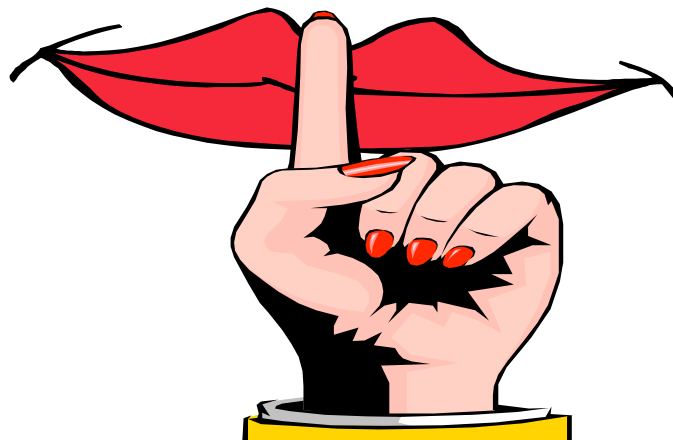
Two Fundamental Principles of ENVoY Management

- **The systematic use of non-verbal signals is the essence of masterful communication.**

Research shows us that 82 percent of all teacher communications in the classroom are non-verbal messages (Miller, NEA, 1981).



- **The single, most powerful non-verbal skill is... THE PAUSE.**



ENVoY Breaks Learners into Three Categories

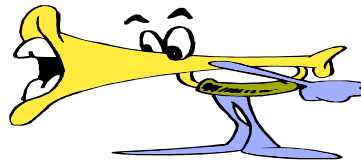
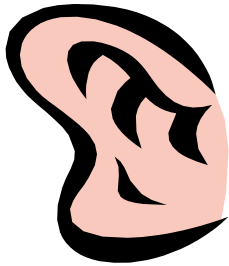
Visual

Classic “good student” reader



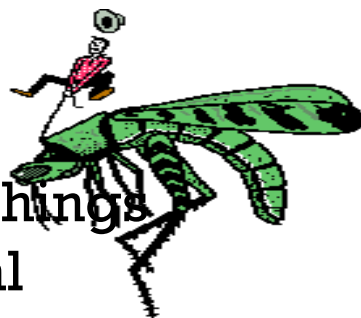
Auditory

Learns by speaking - loves sounds



Kinesthetic

Needs to move or touch things
- attracted to the unusual



Skill: Freeze Body (p. 15)

Phase of the Lesson: Getting Their Attention

Rationale: Teachers often ask students to be still and attentive when the teacher is still moving. This lack of congruency sends confusing messages and students are less likely to respond appropriately. When your verbal matches your non-verbal this = a clear message.

Technique:

- Give brief oral messages
- Stand still
- Be at front of the room
- Hands at sides, middle or combined- 90°
- Weight evenly distributed on both feet
- Toes pointed forward
- Breathing relaxed and deep

Notes:

Freeze Body (p. 15)

Phase of the Lesson: Getting Their Attention



- Brief oral directions
- Stand still
- Be at the front of the room
- Hands to your sides, middle or combined 90 degree angle
- Weight evenly distributed
- Toes pointed forward
- Breathing deeply and relaxed

Skill: ABOVE (Pause) Whisper

(p. 18)

Phase of the lesson: Getting their Attention

Rationale: Teachers want to be able to get their students ready to listen in a manner that is quiet, receptive and productive.

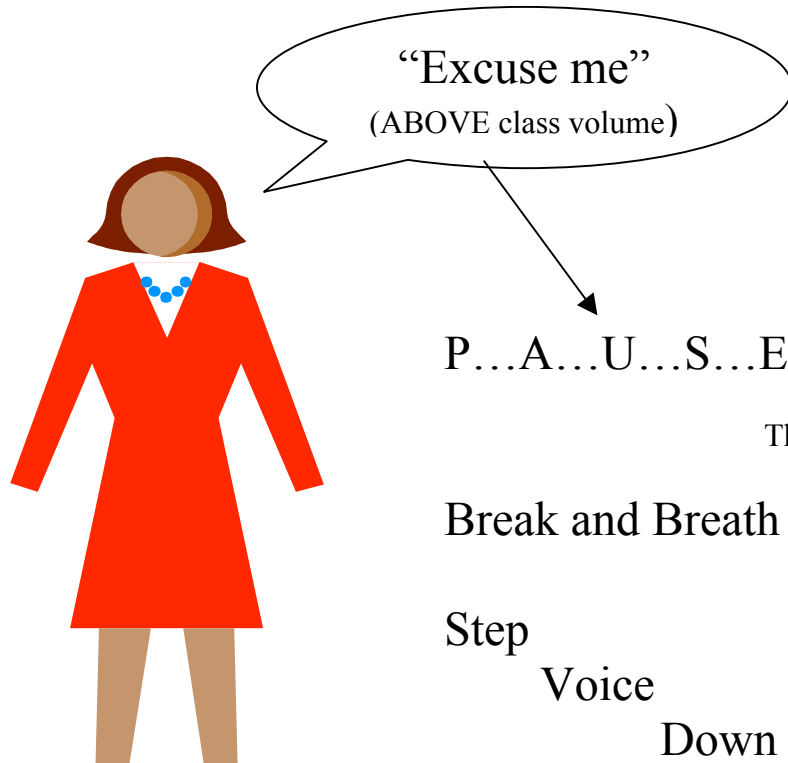
Technique:

- Freeze body at the front of the room
- Say, "Class" or "Excuse me", slightly above the class volume
- Pause, Break & Breathe
- Drop to a whisper ... "Today we are going to ..."

Notes:

Above (Pause) Whisper

Phase of lesson: Getting Their Attention



Teacher in Freeze Body

Or

Step down voice to a Whisper
"Today we are..."

Skill: Exit Directions (p. 28)

Phase of the Lesson: Transition

Rationale: When we orally give direction, we inadvertently shackle our students to us because we are the only ones with the accurate information. Visual information empowers people because they are independent of the source of information.

Technique:

- Visually display the assignment
- Include what to do with it when completed
- Add what to do next

Example of Visual Exit Directions

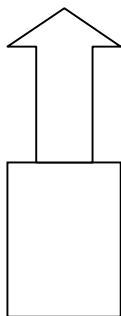
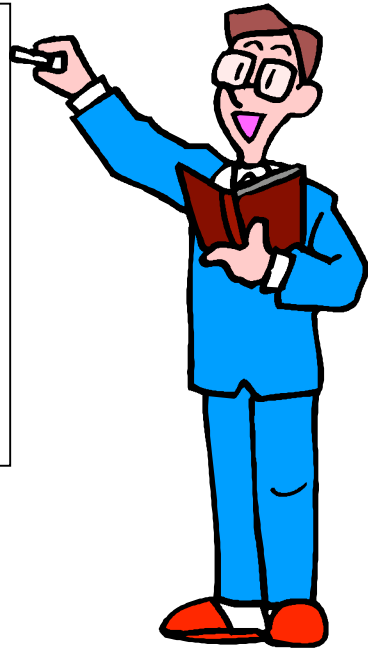
1. Do math page 18
2. Turn it in to the In Box
3. Study for spelling test and get your paper ready

Notes:

Skill: Exit Directions (p. 28)

Phase of Lesson: Transition

1. Write first draft of paragraph – (Assignment)
2. Have your partner proof read it. - (Assignment)
3. Hand in your work at the front desk -(What to do)
4. Complete 3-2-1 slip (What next)
5. Turn in to the basket at 9:30 (Status Check)



Overhead Projector

Skill: Power vs. Influence

(p. 38)

Phase of the Lesson: Seat work

Rationale: When redirecting students, teachers often find themselves engaged in power struggles. Using influence instead of power preserves the relationship.

Technique:

- Approach student from the side
- Avoid eye contact
- Breathe low
- Use non-verbal cues to manage
- Manage from the greatest distance possible

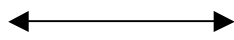
Notes:

Skill: Influence Approach

Phase of Lesson: Seatwork

Teacher avoids eye contact

Looking down



Or to the side

(Pointing or looking at the work)



Teacher is breathing low.

Teacher approaches student from the side.



Manage the student, non-verbally, from a distance whenever possible with eyes or gestures.

Skill: Frozen Hand Gesture

Phase of the Lesson: Teaching, Release, or Seat Work

Technique:

- Use so people will not interrupt when speaker is talking
- Put your palm down pointing at the person or group
- No eye contact
- Keep your hand still when speaker is talking
- When asking for input, turn your palm up and use an approachable voice and stance

Notes:

Skill: Visual Points

Phase of Lesson: Seatwork

Technique

Two Visual Points

- Eye to eye
- For positive interaction or praise
- The student is the focus
- Close is good.

Three Visual Points

- Teacher eye to a 3rd point
- Look to a visual or rules*
- For negative interactions:
 - The more negative the farther away one should be
 - Sit or stand side by side

*Rules on the wall become the third visual point
It makes the rules “The bad guy over there.”

Notes:

Skill: Decontaminating the Classroom

Phase of Lesson: All

Technique

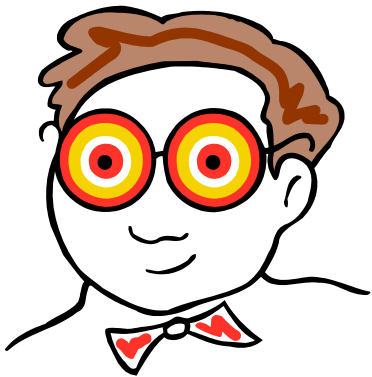
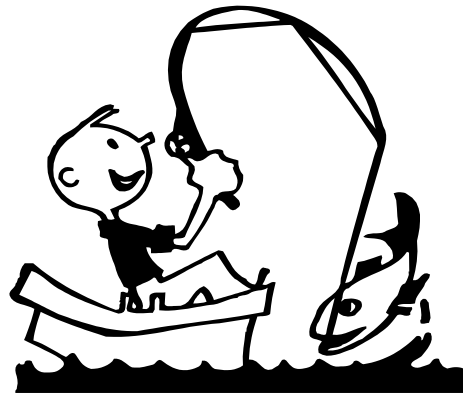
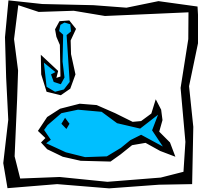
Rationale: When the teacher shows the same concept or behavior from a consistent location, the student knows what to expect when the teacher moves to a particular location. This creates predictability for the student and helps maintain a sense of calmness.

Some different “Spots” to have in the classroom:

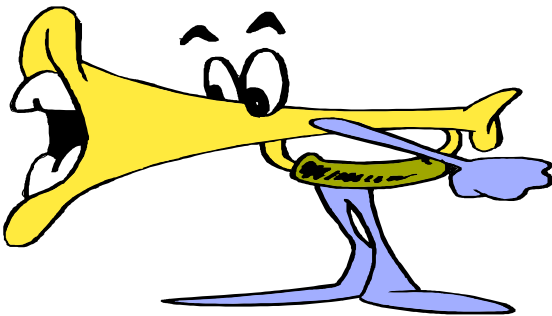
- Teaching curriculum
- Getting their attention
- Discipline
- Group and individual spots should be separate
- Personal story/joke
- Student story

Notes:

Avoiding the Hooks



Eye contact



Talking

