

The Condition of Fun & Excitement is characterized by being intellectually engaged and emotionally involved in our schoolwork. When students believe they have a voice they are 41% more likely to report Engagement.

Connect the Dots

***Action School** has many initiatives and frameworks they are working to implement. Most teachers are well versed in the district's goals and learning objectives. However, students seem to be disconnected and do not always know why or how these initiatives and frameworks connect to them as learners.*



What would it take for students to better understand the “why” behind school goals and initiatives? Think about the term “active learning.” In what ways are students responsible for their active learning? How can you help build the “why” for students so they are more actively engaged in their own learning?

Where Did the Fun Go?

*Teachers at **No Fun School** recognize that the last few years have been quite stressful for staff and students. They would like to bring back a more fun and exciting feeling on campus and in class, but they are so worn out and already feel stretched so thin. There is also a worry that if they are seen as having too much fun, they might be judged as not being rigorous enough or taking the extreme challenges of catching students up from lost learning seriously enough.*



What would it take to address the many challenges being faced in school AND create time and space to revive some fun and excitement? How can rigorous learning co-exist with fun and excitement to create dynamic instruction and intellectual interest? How do you embrace academic rigor within an engaging and nurturing learning environment?

Things are Not Always as They Appear

*Some students in your class rarely speak up or ask questions. During student conferences at **Seemingly Sluggish Academy**, these students share that they are concentrating and do not have any questions. Their work demonstrates their understanding, they articulate their knowledge well when asked, and they complete their homework assignments.*



Even though these students are checking all the boxes, how could you help them to be more engaged? How do you know if students are behaviorally, cognitively, and emotionally engaged? How does engagement look different for introverts and extroverts? What strategies do you use to help all types of learners to be highly engaged?