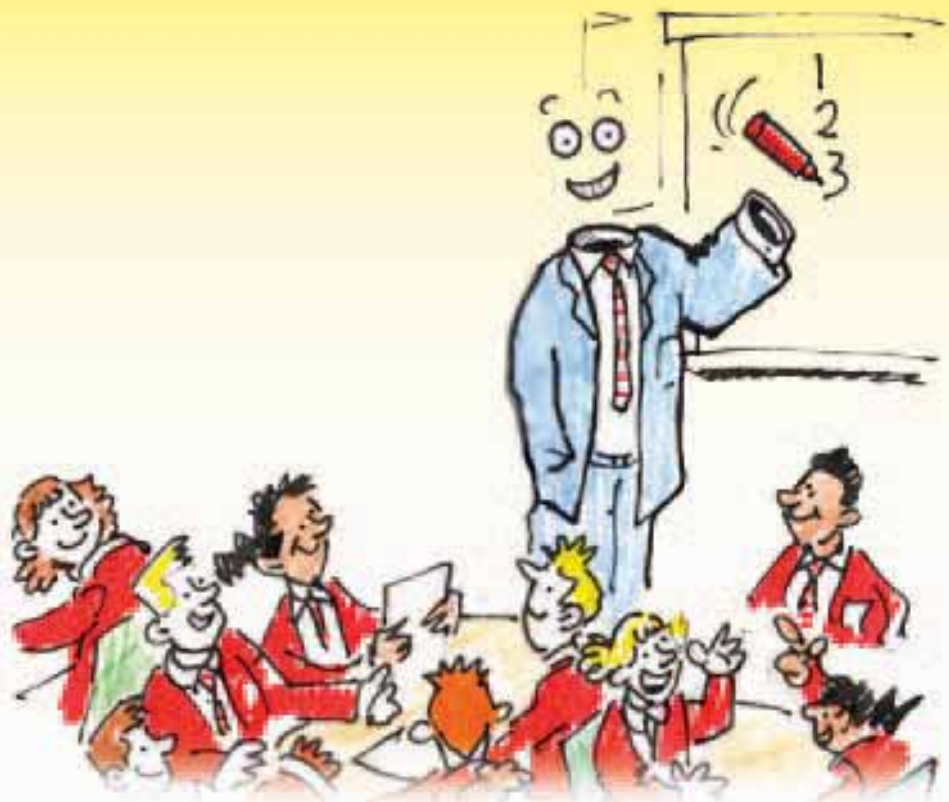


INVISIBLE TEACHING

^{ish}
101 ways to create
energy, openness and
focus in the classroom



Dave Keeling and David Hodgson

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Intro

We recently explained to a colleague the ideas behind *Invisible Teaching*.

‘I can see it on the shelves already,’ he announced enthusiastically.

‘Oops’ we replied. ‘That sort of defeats the object.’

Or does it?

What we are trying to say is this. Not everyone who saunters past this book will be able to see it. It will appear invisible to them based on how they view themselves, their job and the world they inhabit.

If you want to work more and play less, you will *not* see it.

If you love your subject and yet hate kids, you will *not* see it.

If you only have eyes for Dan Brown’s latest, histrionic, Masonic, monastic mystery then you will *not* see it.

But if your desire is to challenge yourself, to put your students first, to prepare them for the world in which they will live and work by blazing a trail as a first rate example of what a twenty-first century learner should look like, then not only will you see it but you will pick up this book, return home and immediately begin reading it.

Congratulations, you have passed the first test. Welcome to *Invisible Teaching*. You’re in. Game on!

This book is not about doing things harder or necessarily better, but it is definitely about doing something different. In order to shift from a place of comfort, so that we can continue to evolve and grow, there is a need for all of us to challenge ourselves to do something different.

INVISIBLE TEACHING

Our children are comfortable, they have been spoon-fed their entire educational lives, but instead of being well-nourished and hungry for more there is a tendency for most students to leave apathetically fat; stuffed full of information that will do them little good when they leave the education system and with the firm belief that if they sit still for long enough, somehow someone or something will sort them out.

We believe that this book encourages both students and teachers alike to engage with and develop three key areas: *energy*, *openness* and *focus*. The formula for engagement, according to leading paediatric neurologist Dr Andrew Curran is as follows. We need to feel understood; if we feel understood, our self-esteem soars. If our self-esteem soars, our confidence grows. If our confidence grows we will engage. Conversely, if we do not feel understood our self-esteem plummets, our confidence goes, we disengage and we are potentially lost forever.

We want to take you through a process of engagement, to blend the qualities of energy, openness and focus and bring this all together and discover that special moment – the moment of *flow*. You know when it has happened. You feel it and you may even catch a glimpse of it; a moment, a brief flicker of light, a spark of joy, a ray of hope in the eyes of your students.

This is the moment when something magical happens – the transformation of invisible to visible.

This is the moment when you are no longer simply working for a living but discovering the capacity to guide, support, enthuse, inform, inspire and impact the minds of your students. You are no longer just a teacher – you have become so much more.

The word *enthusiasm* literally means ‘the god within’ and, without any reference to religion, it still invokes the feeling of spirit, and that is what we want to see when we are work-

Intro

ing with others. We want to spot the light behind the eyes, the signs that they are actively engaged in their own life and love of learning rather than passively waiting for something more interesting to come along.

Allowing the principles of invisible teaching to permeate throughout your work will encourage your students to become the learners they need to be in a world that is rapidly changing. Qualifications may be the down payment or deposit for a good life, but the real currency of this century is flexibility, adaptability and versatility.

In a world full of change the learners will inherit the earth, while the knowers will find themselves beautifully equipped to deal with a world that no longer exists.

Eric Hoffer

Change is not merely necessary for life, it is life.

Alvin Toffler

One thing you will need for this book to work for you is courage. To be a true twenty-first century teacher you will be required to be more courageous than your students and your colleagues because invisible teaching can only truly be effective if we summon up the bravery to do something new. It will at times feel uncertain, scary and uncomfortable. But growing up always has been.

As Derren Brown said recently, 'Courage is not the absence of fear but the mastery of it.'

15 Flog the Unfloggable



Time: 10 mins

Additional Resources: none

Students are given the opportunity to think on their feet and use their imaginative powers to influence the group

Split the students into pairs. The task is to come to the front whereupon the teacher will present you with a new product (written on a piece of paper – you won't be required to manufacture a working prototype). They then have sixty seconds to sell this new product to the group. The more ridiculous the product, the more the students will be required to act and think fast.

Give it a go now and try to think of ways you could flog these products:

Cheesy Beer

Leather Socks

Savoury Fruit

Pretend Friend

Rubber House

Edible Car

Encourage the students to think of the products' USP (unique selling point). What are its positives? Could its worst feature be its best? Is there anything like it out there already?

Can they come up with an inventive tagline to promote it? Looking for the positives in any given situation is a tremendous skill and worth developing.

Activities for Students



This activity allows students to cut loose and try as hard as they can to make divergent links in a bid to win over an audience – something they will all be required to do many times over when they leave school.

30 Potato, Tights and a Balloon



Time: 10 mins

Additional Resources: a potato, a pair of tights and a balloon (per team)

Students practise energy, openness and focus in this daft game to develop the type of purposeless skill in which the British usually excel

The game involves swinging a potato dangling between the legs from a pair of tights tied around the waist. Two teams have to race a balloon across the room without using their hands or feet. Depending on the surface, cheap footballs (smaller size) or small boxes may be more suitable than balloons.

This game could be varied but in essence it is meant to be fun. Just the introduction to this game, ‘Today we’re going to play a game involving ladies tights, a potato and a balloon’ will intrigue even the most battle-weary group of students. Afterwards, the props for this activity can be passed on to your local MP who will be able to use them for a different game.

31 The Roll of the Dice



Time: 5 mins

Additional Resources: a dice

Students learn to summarise their learning following the roll of a dice

This activity is best undertaken at the start or end of a session.

In groups students are asked to summarise a subject, topic or lesson in the number of sentences determined by the roll of the dice. Each group throws the dice separately. The dice definitely adds to the excitement of this activity.

This technique works well following group discussions when tables can summarise their discussion following the roll of the dice.

32 Sitting Up Dead Lions



Time: 5 mins

Additional Resources: none

Students explore relaxed and calm energy in a quiet game which can bond teacher and students

Calm down a group with this challenge. Ask everyone to be perfectly still and quiet. Then offer a prize to anyone who doesn't smile or laugh in the next two minutes. You then try to make everyone laugh by pretending to trip over, looking very closely at a child's face whilst pulling a silly expression,

74 Friends Reunited



Time: every 10 mins

Additional Resources: none

Students get to information-date their mates and focus on learning

Get the students to learn kinaesthetically by requesting that every ten minutes they must move to the next seat in a clockwise motion and then share what they have learnt during the lesson.

In a typical fifty-minute lesson the students will have to review the content five times, which is more than enough to strengthen the synaptic connections in the brain and lay down clear neural pathways for future use.

75 Chewing Gum Stretch



Time: 5 mins

Additional Resources: none (not even chewing gum, before you panic)

Students get to do a physical warm-up using the chewing gum of their choice

Here is a brilliant energiser that was given to me by my best mate Ryan Philpott while he was working with the National Youth Theatre.

Ask the students to stand up. Get them to imagine they are chewing a big piece of gum. Encourage them to really enjoy

Activities for Students

chewing and moving it around in their mouth. Then suggest they blow bubbles with it – the bigger the better until it bursts. Now propose they bite the chewing gum between their teeth and pull outwards as far as they can, maybe wrapping it around all of their fingers. Then they should take the gum out of their mouth and begin to stretch it in all directions. Ask them to pull it apart as far as it will go and then see if they can get their left leg over the top, then the right leg. Now suggest they roll it up into a ball and throw it to the ground by their feet. They should stand on the gum and then try to lift up their right leg and then their left. Remind them that it is really sticky and strong.

You get the idea – you can play around with this concept all day as long as it enables the students to have a good stretch and a good laugh. See what else you can do with the gum to create more sticky situations.

This is a wonderfully creative way to get students to stretch and physically warm themselves up without realising it.



“Invisible Teaching focuses on a vital but mysterious area of classroom practice: how can you change the atmosphere in a classroom to suit your needs? Outstanding teachers often make these transition phases look easy, but more often than not for most mere mortals it’s more luck than judgement. This book provides more than 100 simple but effective techniques to turn this mysterious art into a science.”

“All the techniques I’ve tried have done exactly what they’re supposed to: provided great entertainment, stimulated creative thinking and helped me reshape the learning atmosphere in the classroom.”

Bob Pritchard, Science Teacher, Woodchurch High School

A book of new fast, fun activities, requiring little or no set-up, that increase the energy, openness and focus of students (and teachers) and promote a positive and focused classroom atmosphere.

This practical book of 101ish tried and tested activities will boost performance levels in the classroom by tapping into the secrets of invisible teaching. Easy to follow and deliver, the activities personalise learning, encourage creativity, inspire students, develop emotional intelligence and better communication, build rapport, support effective classroom management and ignite a passion for learning.

*“I love this book – Dave and David’s enthusiasm leaps off every page and is infectious – I challenge you not to be leaping out of your seat to get on the Energy Escalator or play Sweet Russian Roulette. *Invisible Teaching* deserves to be a big hit with teachers everywhere.”*

Clare Smale, Inspired2learn, trainer, coach and former teacher



Dave Keeling has been a professional actor for 15 years and a ‘stand-up’ educationalist for 12 years working the length and breadth of the country with teachers, pupils and parents.



David Hodgson is a training consultant working to motivate teachers and teenagers across the UK. He has worked with many schools as well as organisations such as Orange, Walkers Crisps, the NHS, the Institute of Careers Guidance and Association of Graduate Careers Services.



Also available

Learn how to use the activities in this book with Dave Keeling and David Hodgson’s **Invisible Teaching Training DVD**. ISBN: 978-184590742-6

Education



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