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Two-for-One Teaching: Connecting Instruction to Student Values

By Lauren Porosoff and Jonathan Weinstein

Study Guide

This study guide is a companion to the book *Two-for-One Teaching: Connecting Instruction to Student Values* by Lauren Porosoff and Jonathan Weinstein. *Two-for-One Teaching* provides readers with a guide to leveraging academic work as a method of providing opportunities for students to discover and pursue the values that matter to them.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts.

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Chapter 1

Creating a Culture of Willingness

1. What is the difference between *wanting* to do something and being *willing* to do something? How do you see this distinction playing out in your work as an educator?
2. What is *values work* and why should educators embrace it? Be sure to describe the four ways it challenges students.
3. Please explain the different types of relevancy and the significance of utilizing relevant tasks. What qualities does an academic task need to possess in order to have a certain type of relevancy? How do students interact with tasks of differing relevancy?
4. What three questions can someone ask about a learning task in order to measure its relevancy?
5. What three techniques can an educator utilize to keep students psychologically present? Why would an educator use these strategies?
6. Why should an educator strive to give students feedback that is empowering? Describe the process of giving empowering feedback.

Chapter 2

Using the Science of Empowerment

1. Please define *flexible context sensitivity* and *functional coherence*. What do these terms mean for students? How are they important?
2. What is CBS and how is it connected to values work? How are these things related to flexible context sensitivity and functional coherence?
3. Please describe the process of evoking free choice during values work. Why is it important that students freely choose their values? Furthermore, does evoking free choice mean that educators can't intervene when student struggle? Why or why not?
4. What role does language play in the construction of values? How should an educator utilize language to empower students to develop values? What role does Relational Frame Theory have in this process?
5. What is *behavioral momentum* and how is it related to developing values consistency? How should an educator develop behavioral momentum in students?

6. What challenges exist that are likely to disempower students at school? How can educators fight this disempowerment?

Chapter 3

Protocols to Prepare for Learning

1. Please describe five strategies educators can use to encourage students to pursue values-based learning from the very beginning of the unit.
2. What strategy can educators use in order to help students connect the new unit to past interests?
3. Describe a protocol that educators can use to encourage students to develop strong and meaningful learning partnerships. How would you implement this protocol?
4. Please describe the Intention Icons activity. When and why does this activity apply?
5. How would an educator help students both model positive behaviors for their peers while staying open to learning positive behaviors from their peers? Are there any strategies that are useful in this case?

Chapter 4

Protocols to Explore New Material

1. What are the three primary purposes of assigned texts? What do the authors think of this conception of the use of texts in the classroom? According to the authors, how should educators think differently about assigned texts?
2. How does the process of annotation improve comprehension of a text? How might students be encouraged to connect annotation to their values? What strategy might help students connect their annotations to their values?
3. What effects can doubt and discomfort have on students' work? How would you challenge students to both persist in spite of these emotions and think about class materials creatively?
4. Please describe a protocol that encourages students to both listen deeply to a partner and appreciate their ideas and experiences.
5. How would educators encourage deep listening and appreciation in group discussions?

6. How should an educator assist students in interacting with new settings? What are the benefits of doing so?

Chapter 5

Protocols to Review the Material

1. Why is it important that students review material? What do they gain from this process and what are the dangers of a poor review process?
2. What protocol assists students in using their emotions to frame their review and increase their awareness of values? How is this protocol implemented?
3. Explain the Review Tournament protocol. What are its primary goals and when should it be used?
4. Explain a protocol that encourages students to become aware of how the things they've learned have influenced their thinking.
5. How could educators encourage students to extend their learning on a topic while maintaining a focus on values? What value is there in encouraging students to study independently?
6. Is it possible to connect learning and the review process to student displays of appreciation for one another? How so?

Chapter 6

Protocols to Create Work Product

1. Please explain both *simulated* and *approximated* real-world work. What are the differences between the two? Please provide examples of each.
2. Why should students create a prototype of a product? How would they create and analyze this prototype?
3. Which protocol helps students pick a topic that matters to them, as opposed to picking a topic that is easy or comfortable? How is this protocol implemented? What are its primary goals?
4. How can writing prompts promote students' personal and imaginative thinking? how would you use writing prompts this way?
5. What is an exemplar study? Why should students go through these studies when creating their own work products? How do exemplar studies build values?
6. Describe a protocol that will ensure that student group work progresses smoothly.

Chapter 7

Protocols to Refine Work Product

1. Please define *adaptive peak*. How does an adaptive peak affect a student's ability to refine work?
2. What role do rubrics play in the revision process? How might students use their assignment's rubric to make values-based revisions?
3. With the number of revision strategies students are likely to know, how should they choose which to use? How should educators assist in that process?
4. What are the dangers of equating feedback with judgment? How should educators encourage students to both offer and receive positive, effective feedback?
5. Which protocol helps students see editing as an act of kindness and consideration toward their audience? Explain this protocol's implementation.
6. Describe how students should decide whether their work is finished. How is this process values-based?

Chapter 8

Protocols to Reflect on Learning

1. Describe the importance of dedicated reflection time. What activities do students commonly engage in during reflection? Do these activities leave any room for students to define *doing well* on their own terms?
2. Explain the Concentric Self-Portrait protocol. What are its primary goals, and how does it encourage students to reflect on their actions and plan for the future?
3. What effect do self-judging thoughts frequently have on students during feedback and reflection? What strategy might help students step back from their judgments?
4. How might you encourage students to recognize the positive impacts that their classmates have on them? Describe the classroom strategy you would use to do this.
5. What protocol encourages students to envision how they can use their work as raw material for future projects? Provide a classroom example.
6. What is an academic portfolio and how is one normally constructed? What protocol results in creating academic portfolios that are values-centered?