

Quick Consolidation: Engage for Maintenance and Stress

All learning is state dependent, so if your students are in poor states for learning (such as apathy, boredom, frustration, anger, or distrust), you're wasting their time and yours. Too much and too little stress is ineffective for learning. Once you become more purposeful about maintaining healthy student states and managing stress, you'll have more time in your classroom because you'll spend less time reteaching and more time celebrating the learning. With this firmly in mind, answer the following reflection questions on what you've learned about engaging for maintenance and stress.

1. After reading this chapter, how has your perception of your role changed in terms of maintaining students' engagement and helping them manage their stress?
2. What are some ways that using quick attention-getting activities can change students' arousal states?
3. How does achieving arousal impact students' level of engagement?
4. Why is it important to put students in a state of moderate stress (as opposed to trying to eliminate it)? What are some indicators that students are feeling over-stressed?
5. What are some ways you can adapt the strategies in this chapter for engagement and stress management to fit your specific teaching style and curriculum?