

How to be a Story-asker

CIMidwest 17

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**This moment is
greater than
the sum of its parts.**

Shoutout to Bob Patrick

**Building human relationships
is the most
important work
that
we do.**

Bob Patrick

**The purpose of language,
as used in communication
is to put a picture
in the heart and/or mind
of another person.**

It's about the people in the room.

Bob Patrick

Humbling vs. Humiliating

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Haim G. Ginott

“I’ve come to a

frightening conclusion

—

that I

=

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—

in the classroom.

It's MY

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It's MY

daily mood

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As a teacher

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In all situations,

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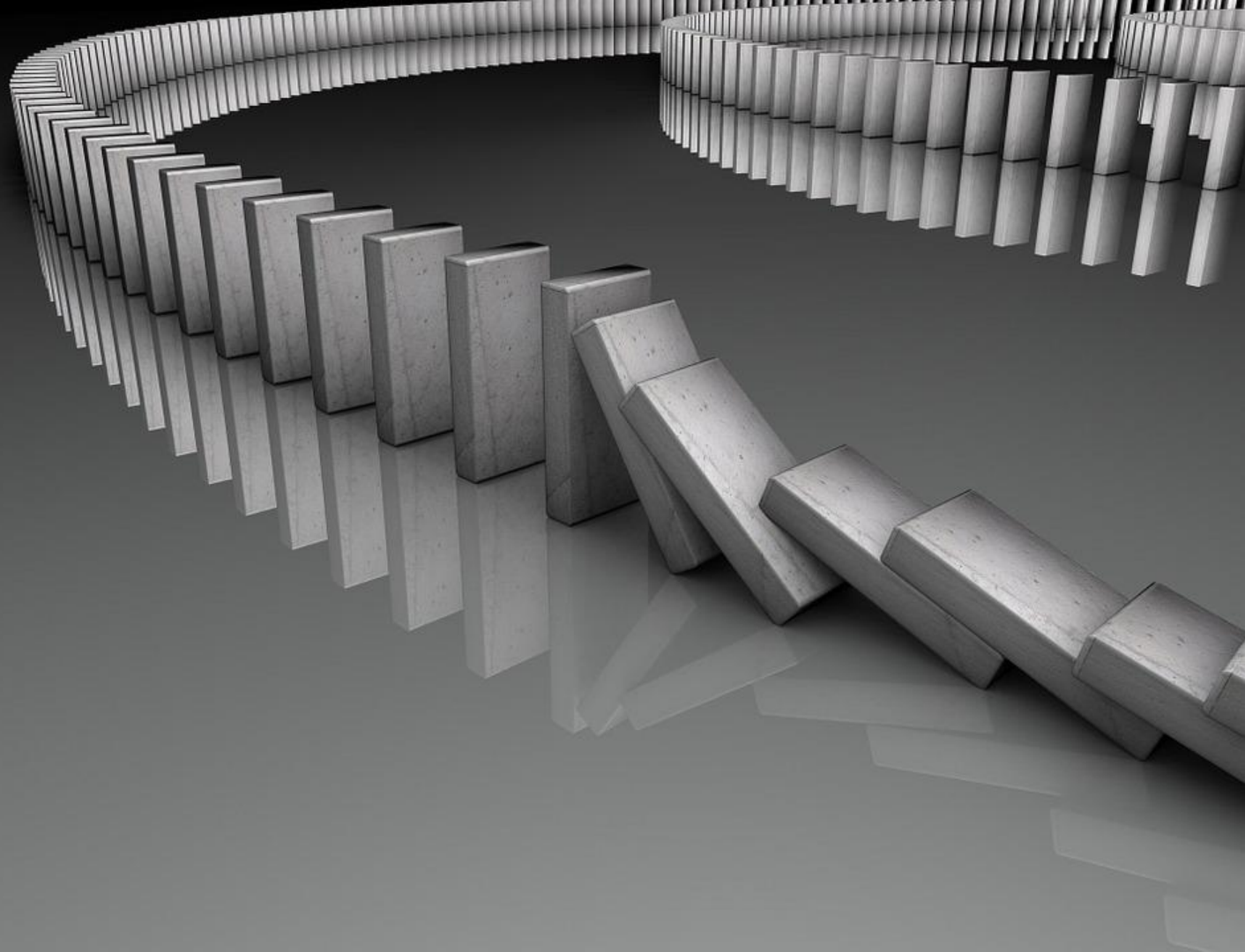
dehumanized.

HAIM G. GINOTT

You have that kind of power.

Bob Patrick

**The purpose of language,
as used in communication
is to put a picture
in the heart and/or mind
of another person.**





We speak slowly and clearly so that students:

1. Hear the language.
2. Recognize the language.
3. Understand the MESSAGE.
4. Feel / See the MESSAGE.



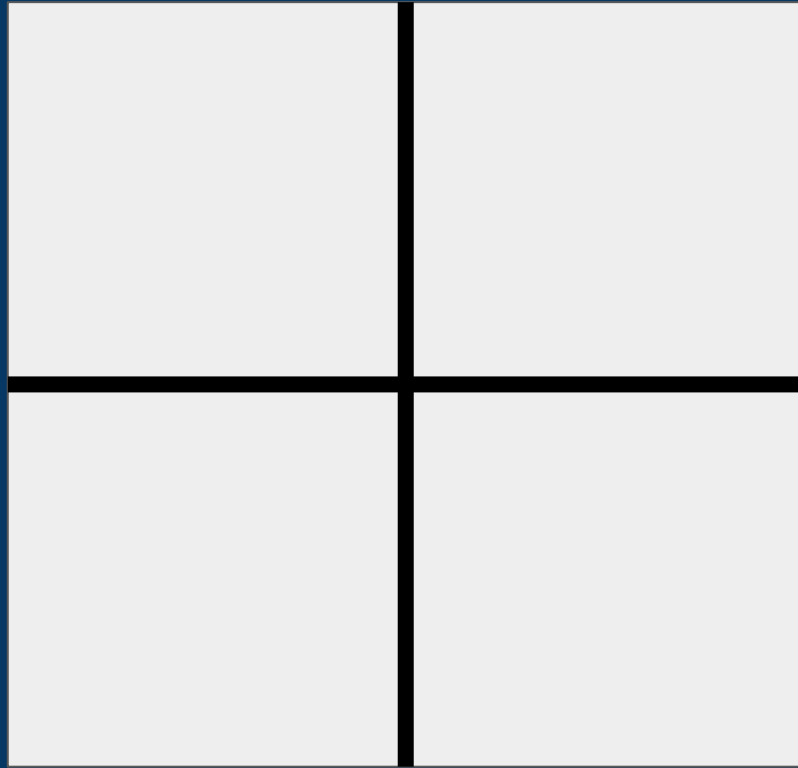
**Building human relationships
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important work
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Bob Patrick

Compelling

Compelling Comprehensible

Compelling
Comprehensible
Connected



Places:
Ripon

Places:
Ripon

People:
Grant Boulanger

Places:
Ripon

People:
Grant Boulanger

Things:
Ipad

Places:
Ripon

People:
Grant Boulanger

Things:
Ipad

Who? What? Where?
Una persona

When? Why? How?
Es interesante.

High Frequency and/ or Interesting

Super Seven (Dr. Terry Waltz) + 1

Location.....is located.....

Existence.....There is.....

Possession.....tiene.....

Identity.....is.....

Preference.....likes/prefers.....

Motion.....goes.....

Volition.....wants to.....

Emotion.....is/feels.....

High-frequency

and/or

Interesting

Dances

Buys

Drinks

Thinks

Sees

Plays

Eats

Feels

Looks at

Reads

Throws

Says

Falls

Starts

Follows

Yells

Ends

Takes a picture

Runs

Grabs/Takes/Steals

Admires

Interact via a Storyline Groups

1. Elicit responses/Make statements.

- Slowly, clearly
- Check for understanding.

has--doesn't have

In your opinion/do you think that

1. Elicit responses/Make statements.
2. Elicit responses *AND* honor the answers.
 - Nod and smile.
 - Repeat the response in a sentence.

What does he have?

In your opinion/do you think that?

1. Elicit responses/Make statements.
2. Elicit responses *AND* honor the answers.
3. Choose an answer to be the fact in the story.
 - The teacher chooses.
 - The “judge” chooses.
 - The class votes.

1. Elicit responses/Make statements.
2. Elicit responses *AND* honor the answers.
3. Choose an answer to be the fact in the story.
 - The teacher chooses.
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 - The class votes.
4. “NO WAY”!

1. Elicit responses/Make statements.
2. Elicit responses AND honor the answers.
3. Choose an answer to be the fact in the story.
 - The teacher chooses.
 - The “judge” chooses.
 - The class votes.
4. “NO WAY”!
5. Ask a variety of questions! (“circle” yes/no either/or, question word)

Interact via a Storyline

has--doesn't have

wants--doesn't want

goes--doesn't go

Interact via a Storyline

Using Both Elements of CI:

Auditory and Visual

(Shoutout to Haiyun Lu)

Interact by asking questions!

Get the details!

Interact via a Storyline

because you are:

Comprehensible, Compelling

Caring

(Shoutout to Bob Patrick!)