

THE **EDIBLE**
SCHOOLYARD
PROJECT

A Workbook for Educators

Student Engagement in Edible Education: A Workbook for Educators

Summary: Student engagement is the degree of attention, interest, curiosity, and positive emotional connections students experience while learning. Keeping students engaged requires educators to be in an on-going state of reflection and observation. This workbook provides educators with a framework for thinking about student engagement in their learning environments, particularly in garden and kitchen classrooms. We, the authors, do not present an exhaustive look at the theories or ideas of student engagement, nor do we promise that you will become an expert by engaging with this workbook. Instead, we aim to provide you with a starting point from which to grow your awareness and tools of student engagement.



A Workbook for Educators

Why Student Engagement?

Oftentimes with experiential education, as in garden and cooking classrooms, students can seem engaged but are completing tasks simply because that is the activity that's been assigned, or students can explicitly resist participating in the lesson. In these situations, it's important for the educator to have the tools and grounding in student engagement practices to shift students into a state of genuine engagement.

Student engagement is what we build from to understand instruction. Acknowledging the ways that your students engage in your classrooms and focusing on how to access student attention, interest, and curiosity sets you up with a strong base to build out your instructional practices.

We hope you, as an educator, will come away from this workbook with:

- A foundational understanding of the pillars and questions that drive notions of student engagement.
- An analysis of your own experiences with student engagement during your time as a student and today as a kitchen and garden educator.
- A clear sense of what area of student engagement you would like to become more skillful in your specific context.
- A personalized plan for how you would like to increase student engagement in your kitchen or garden classroom.
- Tools to work within your organization to collectively reflect on student engagement.

How we want you, as an educator in kitchen and garden classrooms, to use this workbook:

This workbook offers a collection of texts and activities to deepen your understanding of student engagement, as well as tools you can bring into your classroom. You will reflect on your own experiences, interact with texts on student engagement, practice recognizing student engagement, and develop a personalized plan to increase student engagement.



STUDENT ENGAGEMENT WORKBOOK

To complete this workbook, you will need:

1. Something to write with
2. Internet access
3. A notebook to complete reflective prompts.

Review our introduction to the workbook and get acquainted with the sections. The workbook consists of eight sections meant to be completed in sequential order. Each section builds on the last, culminating in creating a student engagement toolbox that you can use in your learning environment.

- Section One: Personal Reflection on Engagement: pages 1 to 2
- Section Two: Your Teaching and Your Students: pages 3 to 5
- Section Three: Texts on Student Engagement: pages 6 to 9
- Section Four: Overview of Student Engagement: pages 10 to 15
- Section Five: Kitchen and Garden Classroom Scenarios: pages 16 to 26
- Section Six: Observing Student Engagement in Your Classroom: pages 27 to 29
- Section Seven: Building Your Instructional Toolbox: pages 30 to 35
- Section Eight: Putting Student Engagement into Practice: pages 36 to 41
- Appendices:
 - Appendix A: Additional Resources: pages 42 to 44
 - Appendix B: Workbook References: pages 45
 - Appendix C: QR Codes and Links for Section Seven: page 46

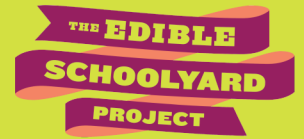
When engaging and learning, it can be helpful to take a personal needs assessment. Do you have everything you need to engage in this workbook? We recommend grabbing a journal to take notes in and something to write with, finding a comfortable place to sit and focus, and taking a couple of deep breaths to prepare your mind for engagement.

Using this workbook with your colleagues:

Sometimes we see professional development as only existing outside our organizations in conferences and workshops. However, at the Edible Schoolyard Project, we believe in building a learning community internally where we share best practices and learn from and with each other. We hope you will use this workbook with your colleagues to build a culture that supports student engagement. On Page V see a scope and sequence for the workbook, which has a section for suggestions on how to use the workbook with colleagues.



STUDENT ENGAGEMENT WORKBOOK



Note: The workbook uses QR codes for various podcasts and readings, which you can access using your mobile device. Open the camera application on your phone and hold the camera over the QR code to access the sites. A link will appear that directs you to the website for the reading or podcast.

Now that you have read the information about the workbook, it's time to begin! The first section, **Session One: Personal Reflection on Engagement** (pages 1 to 2), asks you to reflect on your own experiences as a student and how they might impact you and your teaching today.

Curriculum Citation: This workbook is free and available to you at no cost. Feel free to download materials and use them with your programs. We ask that you do not use any part of this curriculum if you intend to replicate it for purchase. If you do plan to replicate or adapt any portion of the curriculum online or in print, please use the following citation:

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- Editing and tech support by Russell Sterten, Community Manager, ESY



Peer Learning

Scope and Sequence

Name: _____

Section	Time to complete the activity solo	Time to complete activities with groups	Suggested approach if using this workbook with colleagues
SECTION ONE: Personal Reflection on Engagement	10-20 Minutes		We recommend assigning sections one and two together. Have people complete those sections for themselves and then share their reflections in a short discussion. You can complete these sections individually and begin group work in section three.
SECTION TWO: Your Classroom and Your Students	20-25 Minutes	10-20 minutes solo time and 30 minutes group dialogue	We recommend assigning sections one and two together. Have people complete those sections for themselves and then share their reflections in a short discussion, or begin engaging with this workbook with your colleagues at section three.
SECTION THREE: Texts on Student Engagement	50-90 minutes	30-40 minutes before the meeting if assigning the podcast 30-60 minutes as a large group	<ul style="list-style-type: none"> ○ As a group, fill out the KWQ chart located on page 6 ○ Have a large group (or small group) discussion on the podcast. <ul style="list-style-type: none"> → Select listening to the podcast as a group or individually during or before the meeting. Teachers could listen to one podcast or jigsaw the different texts. → Consider reflecting on the 4A's (on page 9)) in discussion format or providing time for teachers to write their thoughts in the workbook before the discussion. ○ Next, consider breaking up again into small groups (or stay as a large group) and discuss 1-2 ways you plan to continue to reflect on what was brought up in the readings.



Peer Learning

Scope and Sequence

Name: _____

Section	Time to complete the activity solo	Time to complete activities with groups	Suggested approach if using this workbook with colleagues
SECTION FOUR: Overview of Student Engagement	30-40 minutes	30 minutes + 20 minutes group dialogue and share out	<ul style="list-style-type: none"> ○ Consider assigning the reading beforehand or giving people time to read and reflect during a meeting. ○ As a group, consider creating a list of challenges, best practices, goals for student engagement, and questions. Put each on a different chart paper (challenges on one chart paper, best practices on another, so on and so forth) and have people add to the chart paper with post-its. Discuss themes that emerge. ○ Keep the chart paper as a running list that you return to throughout your time engaging with the workbook.
SECTION FIVE: Kitchen and Garden Classroom Scenarios	60-70 minutes	1 hour + 20 minutes group dialogue	<ul style="list-style-type: none"> ○ Discuss the scenarios in small groups, collectively taking notes and answering the questions. ○ Share out in a large group and discuss observations. ○ Then read the analysis section of the document, either in a large group or individually and reflect on what was brought up. ○ Lastly, answer the final reflection questions as a large group: <ul style="list-style-type: none"> → How did it feel reading those scenarios? → Was there something that surprised you? → Did you agree or disagree with the provided analysis? → What would you add or change?
SECTION SIX: Observing Student Engagement in Your Classroom	60-90 minutes	1-2 hours + 30-60 minute group dialogue	<ul style="list-style-type: none"> ○ Consider having teachers observe their classrooms first, using the worksheet, then observe another teachers' class for signs of engagement/disengagement. ○ In a large group, copy the worksheet to the board and create a collaborative chart. Use sticky notes to write down signs of engagement and disengagement—record questions, reactions, and ideas about what could be improved.



Peer Learning

Scope and Sequence

Name: _____

Section	Time to complete the activity solo	Time to complete activities with groups	Suggested approach if using this workbook with colleagues
SECTION SEVEN: Building Your Instructional Toolbox	30-60 minutes	1 hour total: 30 minutes exploring resources, and 30 minutes sharing out	<ul style="list-style-type: none">○ Complete the exercise individually, and then share your findings in a large group.○ Consider asking each person to bring 1-2 strategies they want the group to practice using.○ Use some time to collectively plan an activity using that instructional strategy.
SECTION EIGHT: Putting Student Engagement into Practice	30-40 minutes	30 minutes	<ul style="list-style-type: none">○ Before the meeting, ask participants to review section 8, reviewing the tips for student engagement. Alternatively, you can assign the reading during the meeting and have folks share their thoughts. Consider using the final reflection questions to guide the conversation:<ul style="list-style-type: none">→ What are key takeaways you are walking away with from the workbook?→ What specific ways will you implement instructional changes that support student engagement?→ What do you still want to learn more about?



Section One: Personal Reflection on Engagement

Summary: When thinking about ways to improve student engagement, it can be helpful to start with a question about your personal experiences, reflecting on what it was like for you when you were a student. In this section, you will respond to questions about a time when you were deeply engaged in learning.

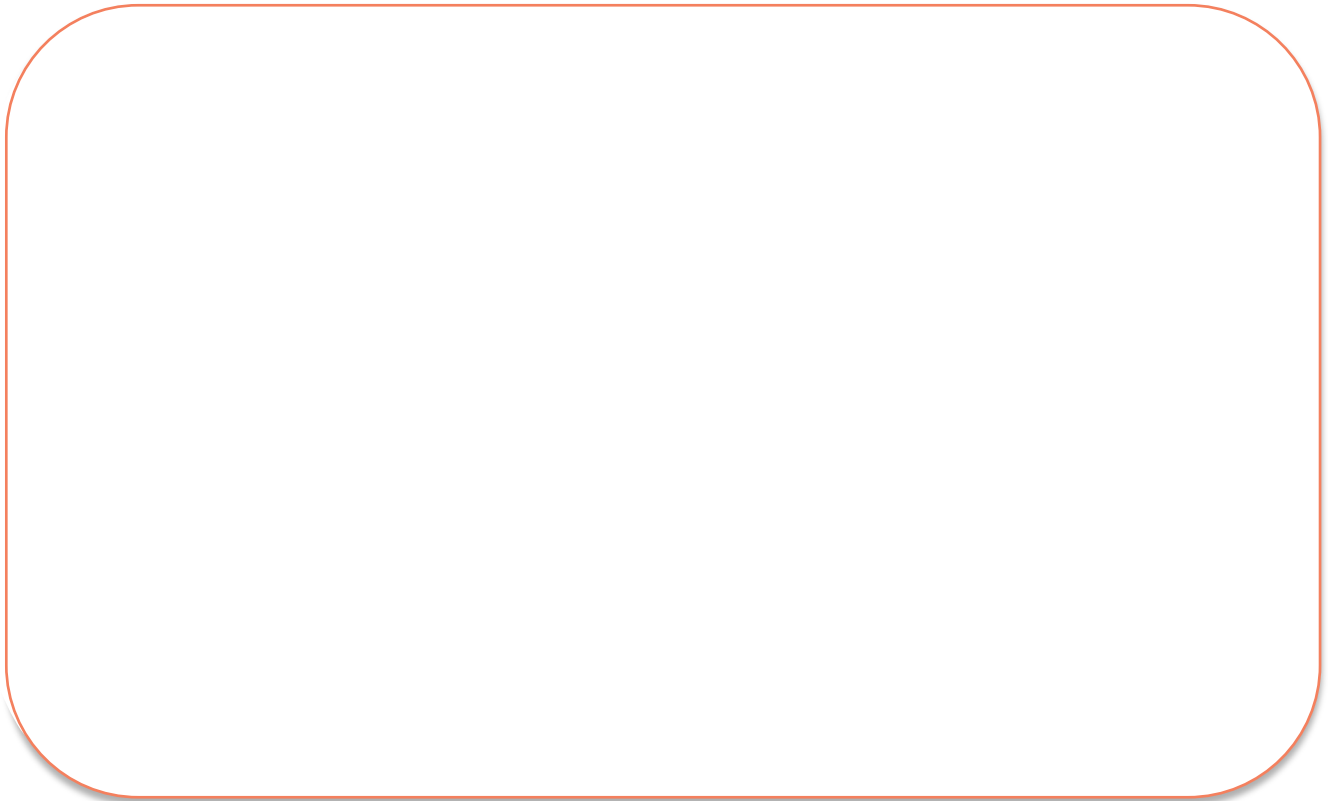
Time: 10-20 Minutes

REFLECT: The following guiding questions are prompted multiple times throughout this workbook. It can be helpful to take some time to write down your thoughts on these questions and circle back to them as you move through the contents of this workbook.

- **What does engagement mean and look like to you?**
- **What is student engagement?**
- **What are the strategies to support student engagement?**

WRITE: Reflect on an experience as a student when you were engaged. Can you remember what you were doing? What were you learning? How did you feel?

Take Some time now to reflect on what you think made that engagement possible? What was the teacher doing? What was the learning environment?

A large, empty rounded rectangle with a thin orange border, intended for student reflection on the questions above.

READ: Our experiences as students inform our teaching practices. We bring those positive and negative experiences with us into the learning environment, and they can shape our instructional practices. Because of this, it is essential to reflect on our early educational experiences to better understand their influence on our current beliefs, practices, and areas of resistance in the classroom.

For the next section, titled **Section Three: Your Classroom and Your Students** (page 3 to 5), you will continue your reflections by thinking about your current teaching experiences, your students, and your goals for student engagement.

NOTE: To complete this workbook with your colleagues, see the **Workbook Scope and Sequence** on page V for more details.



Section Two: Your Teaching and Your Students

Summary: This activity asks you to reflect on how you feel about your teaching. Take some time to answer the questions. Consider what excites you about teaching in the kitchen or garden and how you want your students to feel in those spaces.

Time: 20-25 Minutes

WRITE: Take some time to finish the following phrases or jot down words, ideas, and images that the phrases evoke for you.

I love teaching kitchen/garden education because.../I am interested in teaching kitchen/garden education because...

I love when my students feel/experience/are...

ANSWER: Visualize a good teaching day in your kitchen or garden classroom. What is happening in your kitchen or garden? What are students doing? What are *you* doing? How do *you* feel? How do you think your students feel?

Now think back to a challenging teaching day. What was happening? What was challenging? How were you feeling that day? How do you think your students were feeling?

READ: Now that you have taken some time to do some personal reflections, we want you to hold these reflections in your mind as you learn about some of the theories and ideas of student engagement. We won't explicitly return to these reflections in the activities of this workbook. However, we encourage you to glance back at them as you move through this workbook. Think about what these reflections might be telling you about student engagement. How might these experiences and motivations inform how you improve your practice?

The following sections, titled **Section Three: Texts on Student Engagement** (pages 6 to 9) and **Section Four: Overview of Student Engagement** (pages 10 to 15), will introduce you to concepts, ideas, and theories that undergird student engagement. You will engage with some readings and podcasts and conduct a close read of the texts. At the end of the activities, you will write out some of your goals for increasing engagement in your kitchen/garden learning environment. If you have thoughts now, feel free to add them here:



Section Three: “Texts” on Student Engagement

Summary: How do we engage students effectively? What does student engagement look like to you? In this activity, you will first assess your prior knowledge and then listen to a couple podcasts to deepen your understanding of student engagement.

Time: 50-90 minutes

DO: Before you engage in the readings, take some time to think about what you know about student engagement, what you want to learn, and questions you may have. Feel free to complete the following chart:

KWQ Chart

What do you already <i>know</i> about student engagement?	What do you <i>want</i> to learn and know?	What are you confused about? What questions do you have?

In the next set of activities, read the following texts and listen to a couple podcasts on student engagement. We recommend reading or listening to them in the order they are listed. Utilize the **4 A's structure** (located on page 9) to as a means of engaging deeply with the content presented in the podcasts.

LISTEN: [Podcast: Unpacking Student Engagement](#). From the Center for Professional Education of Teachers at Teachers College Columbia. *Running time 33.42 minutes*



QR code to access podcast from your mobile device

Summary: *The need to engage — and re-engage — students has never been more present. This week, we're delving into the crucial role student engagement plays in building 21st-century skills, how engagement practices have been impacted by the pandemic and suggestions for approaching engagement in the new school year. Running time 33:42.*

1. **LISTEN:** [Intellectual Student Engagement](#). *Running time 40:16*



QR code to access podcast from your mobile device

Summary: *Dr. Yolanda Sealey-Ruiz returns to share her insight on engaging scholars at all levels. Designing authentic and engaging instruction is challenging, but essential — when done well, intellectual engagement creates a ripple effect that helps develop students' creative and critical thinking skills. How can you capture, retain, and maintain engagement in your classroom?*

OPTIONAL READ: [Nine Strategies for Promoting Student Engagement](#)

Summary: This resource is a blog post from edweek.org that discusses strategies for student engagement.

ANSWER: Take some time to reflect on the podcasts (and optional reading if completed) and answer the following questions.

Closing Question One: What are the components of student engagement? And how do they resonate with you and the needs of your kitchen/garden classroom?

Closing Question Two: How do you want to improve your practices around student engagement? What will you take back with you to your learning environment? Think back on the free-write from the end of section two. Include some of those initial ways you want to increase student engagement here.

READ: For the next section, titled **Section Four: Overview of Student Engagement** (pages 10-15), you will continue some reading on student engagement. This section digs deeper into the pillars of student engagement by posing questions for you to consider.

NOTE: To complete this workbook with your colleagues, see the **Workbook Scope and Sequence** on page V for more details.



4 A's Worksheet

Name _____

Summary: The 4's stand for Agree, Align, Argue, and Aspire. As you are reviewing the text (articles, blogs, podcasts, etc), highlight key terms and ideas. Use the 4 A's worksheet to take notes.

What do you **Agree** with from the text? What did you like about it?

What elements of the text do you feel **Align** with your values and teaching practices? What felt useful from the text?

What would you **Argue** with in the text? What might you change or add?

What do you **Aspire** to from the text? What from the text would you like to integrate into your teaching practice in the kitchen/garden?



Section Four

Overview of Student Engagement

Summary: For this section, you will reflect on the podcasts from section three and identify some examples of student engagement from your own teaching.

Time: 30-40 minutes

DO: Read the **Student Engagement Reading** (page 12 to 15) that frames the three primary questions of student engagement. After you complete the reading, take some time to answer the following questions:

1. How does the reading compare with your previous understanding of student engagement?

2. What are some best practices of student engagement, according to the reading?

Write down examples from your kitchen/garden classroom where the three pillars/questions of student engagement are present.

3. What are some best practices of student engagement, according to the reading?

READ: For the next section, titled **Kitchen and Garden Scenarios**, you will apply your knowledge of student engagement to some common kitchen and garden scenarios. Keep the three questions and your main takeaways in your mind as you read and analyze the situations presented.

NOTE: To complete this workbook with your colleagues, see the **Workbook Scope and Sequence** on page V for more details.



Student Engagement Reading

Student engagement can be a complex term to define. On the one hand, sometimes rule-following and concession can be incorrectly interpreted as engagement. On the flipside, "disruptive behavior" and disobedience can be seen as students' unwillingness or disinterest in learning. Both are potential misconceptions. The podcasts you listened to helped to clarify the concept of student engagement in terms of the three pillars of academic, intellectual, and social-emotional engagement. This reading frames and explores those three pillars of student engagement within a set of three questions:

- **Academic** - *Do students have what they need to complete the tasks that are being asked of them (Keeping in mind students' different ways of processing and expressing information)?*
- **Intellectual** - *Are students interested in and curious about the subject?*
- **Social-Emotional** - *Do students feel safe, supported, and seen enough to engage?*

The next section of the reading dives deeper into these three pillars and provides tips on what to look for and how to increase engagement for each pillar.

Academic Student Engagement

Ask yourself: Do the students in my kitchen or garden classroom have what they need to complete the tasks I ask of them?

Ensuring that students have all the information and tools they need facilitates engagement with the content you are teaching. We all process and share information differently, so it is vital to provide students with optional supports and choices for how to learn and share.

Cues of Student Engagement

Check that students are focused, attentive, and energetic in the kitchen and garden classroom. Are students participating in interactive activities? Do they respond readily to questions? How do students appear? Do they look lost or distracted? Do they appear frustrated, disengaged, or discouraged?

Tips to Increase Engagement

Provide students with tools to assist them in focusing on the content in the kitchen or garden. Consider the following strategies:

- **Incorporate movement:** Using movement to illustrate concepts can help students connect muscle memory to class content. It can also appeal to kinesthetic learners who learn best through hands-on experiences.
- **Provide options for learning and expressing ideas:** Each student may have different strengths and needs around processing and expressing ideas. Give students choices, such as presenting instructions in written and verbal forms and allow students to record, write, draw, show or speak their ideas. These types of differentiation make it possible for more students to engage with the lesson.
- **Scaffold student learning with worksheets, visual aids, and recorded instructions:** Some students may require more support to complete a task. Offering various levels of optional support can provide more students with the tools they need to engage effectively.
- **Help students meet their basic needs of food, rest, and feeling like they belong:** Engagement cannot happen when a student is hungry, tired, or unsafe. Providing students with a warm, welcoming, and compassionate environment to have a snack, take a break, and share how they feel can facilitate engagement.

Intellectual Student Engagement

Ask yourself: Are students interested in and curious about the subject?

Activating students' curiosity is foundational to student engagement. Students come to the classroom with their backgrounds, experiences, and interests, and they may not all connect to the material in the same way. Allowing student curiosity to drive learning, connecting content to students' backgrounds, and putting in the time to make the content feel exciting are all ways to address intellectual engagement.

Cues of Student Engagement

Check that your students ask questions, participate in discussions or activities, and show an interest in learning more. Are students making connections between the kitchen/garden content and their lived experiences? Is their interest in the subject driving their learning? Are students answering questions robotically and unenthusiastically? Are they preoccupied with grades or evaluations over the content itself?

Tips to Increase Engagement

To foster curiosity, consider the following strategies:

- **Provide opportunities for students to choose what to study or investigate:** Allowing student choice in the kitchen/garden classroom can help them connect to the content and select topics that authentically interest and inspire them.
- **Learn about students' backgrounds and connect class materials to their lived experiences:** Students come to the kitchen or garden with prior knowledge and experience. Drawing from that knowledge and experience empowers students and makes the information relevant and engaging.
- **Identify opportunities for students to drive their own learning:** While it can be tempting to guide students' activities and investigations, giving them the chance to take on leadership through student-led projects can give students agency and increase engagement.
- **Use hooks and interactive activities to capture students' interest:** Creating active, fun, and creative activities can pique students' curiosity or engagement in a topic.

Social Emotional Student Engagement

Ask yourself: Do students feel safe, supported, and seen enough to engage?

For students to engage academically and intellectually, they need to establish the necessary trust with their teachers and peers. To set the stage for student learning, it is essential to create a caring classroom environment where discipline is restorative, and each student feels seen and respected.

Cues of Student Engagement

Check that your students feel comfortable sharing about themselves in class, expressing how they feel, and interacting with their peers. Are students talking to you outside of class? Are they comfortable sharing details about their lives and do they demonstrate their emotions freely in the classroom? Are students sullen or withdrawn? Are they withholding from or distrusting of you and/or their classmates?

Tips to Increase Engagement

Help students feel that they are accepted as their whole selves. Consider using some of the following strategies:

- **Establish class agreements:** It is important to set agreements as a class so that students can co-construct norms of the kitchen/garden that will allow them to feel safe to engage. Consider setting agreements at your first meeting with a group of students.
- **Practice restorative circles to build a class culture and resolve conflict:** Restorative circles are an alternative to disciplinary measures like suspension or expulsion that allow students and teachers to work through conflict and harm while giving everyone a voice. They also can be a space for informal connection and trust-building.
- **Incorporate discussions of social-emotional learning into lessons:** Supporting students through managing emotions and navigating relationships when those topics come up shows students that their feelings and emotional needs matter and creates a sense of safety so students can engage academically and intellectually.
- **Include family and community members in class activities:** Showing interest in students' families and communities outside the kitchen/garden classroom demonstrates a genuine interest in who they are as people and can facilitate emotional safety. Not to mention, families can have a lot to offer around the subject of food, plants, and recipes!

Closing: Student engagement is essential for deep and meaningful learning to occur. Engagement may look different across students, and your strategies to build engagement may shift and change depending on your kitchen or garden, your students, the content, and your own needs and interests. Whether you have been consciously focused on engagement for years or are just beginning to build awareness, the need to notice, grow, and learn is ongoing.



Section Five: Kitchen and Garden Classroom Scenarios

Summary: Cultivating student engagement requires the ability to recognize when students are engaged in the content. This section will allow you to practice recognizing signs when students are or are not engaged. Based on your knowledge, you will look at two different scenarios—one garden and one kitchen—and determine the signs of engagement or lack thereof.

Time: 60-70 minutes

ANSWER: Before looking at scenarios, take some time to think about or write the answers to the following questions:

1. How do you recognize when a student is engaged?

2. What signals indicate to you when a student is not engaged? What do you observe students doing or not doing?

READ: With experiential learning, such as in the kitchen and garden classroom, students completing the tasks asked of them can appear engaged. However, completion of tasks does not always signify genuine engagement. The following scenarios present scenes from two hypothetical scenarios that help to illustrate the ways to deepen student engagement in the garden and kitchen classrooms.

COMPLETE: To review the scenarios sheets, please complete the following steps:

- **Step One:** Read either the garden scenario (pages 19 to 21) or the kitchen classroom scenario (pages 22 to 24). We recommend engaging with both scenarios, even if you are solely a kitchen or garden educator.
- **Step Two:** Look over the scenarios and Talk to the Text: write thoughts, questions, and observations in the margins. Read the scenarios first and complete your own analysis before looking at the analysis we provide. Highlight instructional choices and student behavior (it might be helpful to highlight in two different colors)
 - To see our highlights, go to page 25
- **Step Three:** Look at the “WRITE” section below and answer the questions.
- **Step Four:** In the Scenarios Sheets read the section titled “ANALYSIS READ” for your scenario.
- **Step Five:** Read the section on **Scenario Revision** for whichever scenario you are reading.
- **Optional:** Complete steps 1-5 for the other scenario.
- **Step Six:** Answer the “REFLECT” questions.

WRITE: Once you read through the scenarios, answer the following question for each one (these questions are a part of step three).

What did you observe in the scenario? What actions do you think were successful and what do you think the educator could have done differently? Take some time to critically examine and come up with some solutions before engaging with our analysis.

REFLECT: For the final part of this section, answer some reflection questions that ask you to think about how the process was for you. Feel free to answer each question directly or jot down notes and thoughts about any and all the questions.

- How did it feel reading the scenario?
- What surprised you?
- Did you agree or disagree with our analysis?
- What would you add?
- Has reading the scenarios made you reflect about your own practice? If so, in what ways?

READ: Now that you have spent some time digging into the nuanced nature of student engagement, the following section, **Section Six: Observing Student Engagement in Your Classroom** (pages 27 to 29), will ask you to utilize a student engagement observation chart to think critically about student engagement in your kitchen or garden classroom.

NOTE: To complete this workbook with your colleagues, see the **Workbook Scope and Sequence** on page V for more details.



Garden Class Scenario and Analysis

Today in the garden classroom, the educator has asked students to dig a bed. The educator plans to use the bed for the next round of crops but isn't sure what will go there. The educator quickly gathers the students and gives them instructions. When the educator shares what they will be doing, this anymore." The educator keeps telling the students who are not participating to focus on the task, reiterating the task for the day. Some students moan. One student says, "What? I don't want to do that. It will mess up my clothes." The educator doesn't acknowledge the student's comment and explains the process for digging a bed. When the educator is finished talking, they ask the group, "Any questions?" One student raises their hand and says, "What are we doing? Why?". The educator reiterates the directions for the activity. The student says, "Okay," and moves on. The students start digging. The educator takes a step back and lets the students complete the task since there isn't any need for direct instruction. Some students are following directions and are engaged and neatly preparing the bed for planting. Other students, however, are less engaged. Some students are more interested in shoveling dirt on each other, and others are not working much. One student says, "This is hard. I don't want to do

ANALYSIS READ: When looking at the scenarios, keep in mind the questions of student engagement. Do students have what they need to complete the tasks? Are students interested in and curious about the subject? Do students feel safe, supported, and seen enough to engage? It is important to notice some places where improvements in instruction can be made. The scenario primarily illustrates a common instructional pitfall: prioritizing instruction on the task without providing students an understanding of why they are doing what they are doing. The *why*, in many cases, is what provokes interest and curiosity in students. Additionally, the scenario illustrates the different ways educators can miss cues from students' behaviors and questions. These cues are oftentimes indicators of something educators need to address instructionally. In the scenario, the educator repeatedly brushed off students' comments, assuming their lack of engagement was due to their individual behaviors. The educator was apparently unaware of their own role in mediating how students were behaving.

Garden Scenario Revision

There is no one way to improve instruction. However, here we offer another version of how the teacher could have led the activity that more closely centers student engagement.

Garden Class Scenario Revised

*Today in the garden classroom, the educator has asked students to dig a bed. **The educator understands that for the activity of the day to be successful it is important to provide students a reason for digging the bed. Though the educator isn't certain what to plant, they still provide students with some sense of what they are planting and decide to include a short activity that gets students to help them decide what to plant. The educator recalls a time when they did something similar with a different class—the class chose what to plant and students really liked that activity.** The educator quickly gathers students to start the day and gives them instructions. When the educator shares what students are doing, some students moan. One student says, "what? I don't want to do that, and I don't want to mess up my clothes." **The educator acknowledges the student's comment and says not to worry, they have work boots the student can borrow. The teacher points out to the group a bed where another class decided what to plant and says that their digging supported soil aeration and contributed to the plants thriving and that today they will do something similar.** The students that objected seem reassured by the educator's responses. **The educator interacts with the students during the whole activity, prompting questions to them as they work, asking them about their day, and encouraging participation.** Most students have followed directions and are engaged and neatly preparing the bed for planting. Other students, however, are less engaged. **The educator checks in on those students and redirects their attention by giving those students a special assignment.** One student says, "this is hard; I don't want to do this anymore." **The educator recognizes that other students are getting tired and takes this as an opportunity to pause and redirect the attention of the whole group. The educator leads students in a stretching activity and game. The educator then checks back in with the student who said they didn't want to participate anymore. The educator tells the student they have 10 more minutes of this activity and asks if they are okay with continuing. The student agrees and the class completes the activity.***

The changes to the scenario provide students with a reason to dig the bed and go as far as to include students in the planting decisions. The educator continued throughout the scenario to provide students with a reason for their work, hopefully increasing their motivation to complete the tasks. Another fundamental change was around the educator being more actively involved in facilitating the students' experience. Though the educator was done with the direct instruction, they understood that their role was not over. They actively completed the activity along with students and engaged them in conversation while everyone worked.

Kitchen Class Scenario and Analysis

ANALYZE: Take some time to read through the kitchen class scenario.

Kitchen Class Scenario

A kitchen educator is planning to make a recipe using cooking greens. The educator wants to present students with some information about the nutrition of those greens. In the schedule, the educator planned to talk for 10 minutes. The educator asks students to share what they know about various greens and their origins and shares a visual with some highlighted information. One student (student A) who tends to share a lot raises their hand immediately, answering the question. The educator loves the student's enthusiasm and always knows they will get the conversation going. While student A is sharing, the educator observes two other students turning to each other and talking. The educator can make out that they are talking about greens (the topic for the day); however, they are talking while student A is sharing. The educator pauses student A and waits for the students who are talking to stop and then reminds the class of "one mic." The students realize the educator is talking about them, immediately stop talking, and remain silent for the rest of the class.

The educator looks at the clock and realizes they have been talking for 9 minutes; however, they have several more points to get through. The educator continues to talk for another 5 minutes. The educator starts to see that some students are talking to each other, but they still have more points to get through, so the teacher continues talking. One student raises their hand and says, "when can we start cooking?" The educator tells the class that they will be cooking soon, but then the educator keeps talking for another 5 minutes to cover all the content they have outlined.

ANALYSIS READ: The educator in the scenario did several things successfully, and there were some areas that could be improved. In any classroom, it's common to decide to frontload information at the beginning of classes. The educator in the scenario intended for that time to be short, likely assuming it would be dense and might not be the most exciting part of the day. However, in their eagerness to get through the direct instruction, the educator missed cues that they were losing some students' attention and interest. They also missed cues around some students needing a different way to engage in the material. In the scenario there were two students who were having a side conversation

while a student while another student was talking. While it's important that the teacher called out the students for talking over the other student. The teacher missed something about the students that were having the side conversation—they didn't feel comfortable sharing with a large group, so they talked with each other.

This scenario highlights a common instructional pitfall: prioritizing the agenda over student engagement. Throughout the scenario the teacher recognized that they were going over time but felt like they needed to cover everything they outlined. It's important as a teacher to remember that agendas and lesson plans are just outlines and to be flexible in the classroom to respond to student needs. Approaching the class with flexibility and understanding—even if it means changing the plan—will ultimately lead to better student engagement.

Scenario Revision

The following section provides a revision to the kitchen class scenario with changes bolded. There is no one “right” way to teach in this scenario, but we have offered some suggestions of ways the educator could address student engagement.

Kitchen Class Scenario Revised

*A kitchen educator is planning to make a recipe using cooking greens. The educator wants to present students with some information about the nutrition of those greens. In the schedule, the educator planned to talk for 10 minutes. **The educator isn't as familiar with the information, so the educator decides to practice covering the points prior to the class and realizes that they are talking for 14 minutes without interruptions. The educator feels that it is too long to present the information through direct instruction, so the educator decides to go with a different strategy. Instead of presenting the information all at once, the educator decides to break up the instruction. They decide to spend the first 5 minutes giving some information and then pause for discussion. Towards the end of the class, the educator decides they will pass out handouts with additional information for students to read and analyze in small groups.***

*During the class, the educator asks students to share what they know about various greens and their origins and shares a visual with some highlighted information. One student (student A), who tends to share a lot raises their hand immediately, answering the question. The educator loves the student's enthusiasm and always knows they will get the conversation going. **The educator is also mindful of how much that particular student***

*shares. The educator thanks that student for sharing and asks if any other students want to share. While student A is sharing, the educator observes two other students turning to each other and talking. The educator can hear what they are saying and makes out that they are talking about greens (the topic for the day); however, they are talking while student A is sharing. **The educator reminds the students who are talking of “one mic” but asks them if they would be willing to share their ideas when student A has finished talking. The students seem hesitant to talk in front of the class. The educator realizes that there might be other students who aren’t as comfortable sharing in front of a large group, so the educator adjusts the activity some. The educator says, “I think it would be great if everyone got a chance to talk in pairs before sharing their idea. Turn to the person next to you and share some thoughts.” When the educator invites students back to the large group, more students seem ready to participate.***

*The educator looks at the clock and realizes they have been talking for 9 minutes. However, they have several points left to cover. **The educator figured this might be an issue but didn’t realize how long they talked.** The educator starts to see that some students are talking to each other. **The educator can tell that many students are losing focus, so they decide to adjust their talking points and move one the cooking activity. They will reflect on the timing of the talking points and adjust next time they teach the lesson.***

The revision of the scenario highlights a couple of critical practices. The educator responded to the students' needs and adjusted based on their observations in several places. For example, they could tell that the students talking over the other student was a sign that the instruction wasn't working for those students, so they adjusted their approach. It is also important to point out that though the educator recognized the student's reasons for talking over the other student, they still reminded them of the class norms—"one mic." Another critical change was around the flow of talking points. The educator had a sense before the class that the talking points would be too much and tried to adjust. However, they still ended up talking too long and losing students. In the revised instruction the teacher changed their strategy when they noticed students were not engaged. This is a critical reflection. Sometimes despite your best efforts, things don't go according to plan, and that's okay. The best thing an educator can do is attempt to course-correct during instructions (if they can) and learn from it next time.

Scenario Highlight “Answer Key”

Orange = instructional choices

Blue = student behavior

Garden Class Scenario with Highlights

Today in the garden classroom, the teacher has students dig a bed. The teacher plans to use the bed for the next round of crops but isn't sure what will go there. The teacher quickly gathers the students and gives them instructions. When the teacher shares what they will be doing, some students moan. One student says, "What? I don't want to do that. It will mess up my clothes." The teacher doesn't acknowledge the student's comment and explains the process for digging a bed. When the teacher is finished talking, they ask the group, "Any questions?" One student raises their hand and says, "What are we doing? Why?". The teacher reiterates the directions for the activity. The student says, "Okay" and moves on. The students start digging. The teacher takes a step back and lets the students complete the task since there isn't any direct instruction the teacher needs to do. Some students are following directions and are engaged and neatly preparing the bed for planting. Other students, however, are less engaged. Some students are more interested in shoveling dirt on each other, and others are not working much. One student says, "This is hard. I don't want to do this anymore." The teacher keeps telling the students who are not participating to focus on the task, reiterating the task for the day.

Kitchen Class Scenario with Highlights

A kitchen teacher is planning to make a recipe using cooking greens. The teacher wants to present students with some information about the nutrition of those greens. In the schedule, the teacher planned to talk for 10 minutes. The teacher asks students to share what they know about various greens and their origins and shares a visual with some highlighted information. One student (student A) who tends to share a lot raises their hand, immediately answering the question. The teacher loves the student's enthusiasm and always knows they will get the conversation going. While student A is sharing, the teacher observes two other students turning to each other and talking. The teacher can hear what they are saying and make out that they are talking about greens (the topic for the day); however, they are talking while student A is sharing. The teacher pauses

student A and waits for the students who are talking to stop and then reminds the class of one mic. The students realize the teacher is talking about them, immediately stop talking, and remain silent for the rest of the class.

The teacher looks at the clock and realizes they have been talking for 9 minutes, however they have several more points to get through. The teacher is doing their best to regroup the class. The teacher continues to talk for another 5 minutes. The teacher starts to see that some students are talking to each other, but they still have more points to get through, so the teacher continues talking. One student raises their hand and says, "when can we start cooking?" The teacher tells the class that they will be cooking soon, but then the teacher keeps talking for another 5 minutes to cover all of the content they have outlined.



Section Six: Observing Student Engagement in Your Classroom

SUMMARY: In this activity, you will apply your recently developed understandings of student engagement to your kitchen/garden classroom. You will use the student engagement observation chart to look for signs of engagement or lack of engagement in your students and analyze those observations.

Time: 60-90 minutes

READ: One of the best ways to grow as an educator is to make observations of your learning environment and instruction. This activity asks you to conduct some observations in your kitchen or garden and reflect on what you notice.

NOTES: Making observations can be difficult if you are the only educator in the learning environment. Here are some recommendations for how you might structure observations:

- Consider recording the class or asking a teaching assistant or volunteer to record the class and watch the video.
- Ask a fellow teacher to observe you, and you observe them.
- Take notes as you teach and reflect on the class afterwards. Be aware, however, that it can be challenging with this approach to keep track of observations while you teach.

FILL OUT: Use this chart (on page 29.) as a tool to observe your class during one of your lessons and take notes of signs that students are or are not engaged. Reflect on the reasons behind students' engagement or disengagement and come up with some ideas about what you could do in your kitchen or garden classroom to address students' levels of engagement.

REFLECT: After you record your observations, reflect on the following questions:

- What else did you notice?
- Which of your instructional choices seemed effective and ineffective at engaging students?
- What might you try in your kitchen/garden classroom to increase engagement based on the chart?

CLOSING: After observing your students for signs of engagement or disengagement, review the following list for additional considerations for creating a more engaging teaching space. Consider whether...

- Students' basic needs are met (food, water, rest, belonging, etc.)
- Students ask meaningful questions to understand the material better.
- Students participate enthusiastically in group discussions
- Students appear alert and focused.
- Students are focused on the class activity.
- Students listen when others are speaking.
- Students willingly share aspects of themselves with you and their classmates.
- You are providing opportunities for students to choose topics and activities.
- You express curiosity about your students' experiences, interests, and backgrounds.
- You are connecting class material to students' lived experiences.
- You present information using various forms (visual, auditory, kinesthetic, hands-on, etc.).
- You allow students a range of ways to express themselves (writing, drawing, speaking, doing, etc.).
- You are trying new things to boost engagement.
- You are soliciting feedback from students.

READ: For the next section, you will explore a set of texts and resources on student engagement to create your student engagement toolbox. See page 30. for that.



Student Engagement Observation Chart

Name: _____

Behavior Observed	Teacher and Student Behavior		Engaged or Disengaged? Can you tell if students are engaged or disengaged? What are the cues? What might be causing the engagement/disengagement?	Notes, Questions, Reactions
	What is the instructor doing?	What are the students doing?		



Section Seven: Building Your Instructional Toolbox

Summary: Now that you have explored student engagement and practiced recognizing it in the kitchen and garden classrooms, this section asks you to examine the areas where you would like to grow your practices of engaging students. You will have the opportunity to look through additional student engagement resources and create a toolbox of the strategies and practices that will best serve you in your classroom.

Time: 30-60 minutes

ANSWER: Take some time to answer the question: How would you like to grow in your practice to support deeper student engagement? You may choose to free-write, discuss, or think about your answer. Consider returning to your free write from section two.

EXPLORE: Starting on page 31 are a set of resources on instructional strategies. Take the time to explore the resources freely, letting your curiosity guide you to decide which articles to open and which parts to focus on. As you read, take note of what catches your attention. What seems interesting to you? What could be applied to a kitchen or garden context? See appendix C for additional QR codes and URL's to quickly access all the links referenced.

RECORD: Next, go back to some of the resources that caught your attention, taking note of the resources you think will boost your instruction. Remember that the strategies might not be explicitly presented in the text, or you might derive your strategies based on information in the resources. It's important to remember that the efficacy of different strategies is based on the context. You, as the educator, know best what will work with your students in your kitchen or garden.

DO: Use the **Toolbox Strategy Sheet** (pages 34 and 35) to identify strategies and practices you plan on taking back to your classroom.

TEXTS

1. Look through the article from 3plearning.com that describes some strategies for increasing student engagement. "[20 Student Engagement Strategies for a Captivating Classroom.](#)"



QR code to access resource from your mobile device

2. Explore Facing History's [Teaching Strategies](#) from their resource library. Click around and see what resonates.



QR code to access resource from your mobile device

3. Take a look at one of these articles from [Edutopia](#) on Teaching Strategies:
 - a. [3 Activities that Guide Every Student to Contribute to the Class](#)
 - b. [6 Scaffolding Strategies to Use With Your Students](#)
 - c. [3 Ways to Ask Questions That Engage the Whole Class](#)

4. Check out the core learning strategies in Edible Schoolyard’s curriculum. [Cooking with Curiosity](#) (pages 3 and 4) and [Understanding Organic](#) (page 3). Are there any practices in the curriculum you can see yourself adapting?

Connecting Instructional Strategies with Kitchen and Garden Classroom Practices:

To support you in implementing some of these strategies, the below section gives examples of how to implement some learning strategies from the resources listed above. Feel free to implement some of these suggestions in your classroom, or simply use them to inspire your thinking as you read through the various resources.

Strategy: The resource [20 Student Engagement Strategies for a Captivating Classroom](#). Suggest that you “rotate students through different stations around the room over the course of an activity”

Kitchen and Garden Classroom Examples:

- In the kitchen: You could design an activity by rotating students through the various steps of a recipe. This could give students an opportunity to learn each step while moving around the classroom.
- In the garden: Similarly, you could set up your garden activities as rotations. Make the garden work into a game or scavenger hunt with different stations.

Strategy: [Facing History](#) describes the strategy [Learn to Listen, Listen to Learn](#). In this strategy, students use journals to reflect on the activities of the day.

Kitchen and Garden Classroom Examples:

- In both the kitchen and garden classrooms consider having students keep kitchen and garden journals where they can write their observations, questions, recipes, drawings, etc. At the end of each class, consider assigning a closing question or prompt asking students to write or draw out the reflection in their journals.

Strategy: In the Edutopia Article [3 Activities That Guide Every Student to Contribute in Class](#), the author refers to the strategy *See, Think, Wonder*. In the strategy, students look at an image or text and answer a series of questions reflecting on what they see.

Kitchen and Garden Classroom Examples:

- In the kitchen: You could use the *See, Think, Wonder* with images of cooking or food origins maps.
- In the garden: Use the sentence frames; *See, Think, Wonder* to observe plants in the garden.

NOTES: Now that you have identified some instructional strategies you want to implement in your classroom, you are ready to begin! The next and final section, titled **Section Eight: Putting Student Engagement into Practice (page 36 to 41)**, focuses on some final reflections and a final reading that prepares you to apply the ideas you have explored throughout this workbook in your own teaching practice.

Disclaimer: All references, links, and videos are used for educational purposes only. The Edible Schoolyard Project does not endorse any brands, labels, organizations, or businesses included in references or videos.



Toolbox Strategy Sheet

Name _____

Strategy: (describe what the strategy is and its source)

What makes this a useful strategy for your kitchen or garden?

Where and how are you implementing this strategy?

Strategy:

What makes this a useful strategy for your kitchen or garden?

Where and how are you implementing this strategy?

Strategy:

What makes this a useful strategy for your kitchen or garden?

Where and how are you implementing this strategy?



Toolbox Strategy Sheet

Name _____

Strategy: (describe what the strategy is and its source)

What makes this a useful strategy for your kitchen or garden?

Where and how are you implementing this strategy?

Strategy:

What makes this a useful strategy for your kitchen or garden?

Where and how are you implementing this strategy?

Strategy:

What makes this a useful strategy for your kitchen or garden?

Where and how are you implementing this strategy?



Section Eight

Putting Student Engagement into Practice

Summary: This is the final section of the workbook. This section includes one last resource that summarizes concepts around student engagement for you to consider as you refine your practice as a kitchen/garden educator. Additionally, this section encourages you to reflect on key takeaways and consider how you will apply what you have learned to your teaching practice. Lastly, this section ends with several goal-setting questions.

Time: 30-40 minutes

READ: Take some time to read the **Considerations Moving Forward (page 39 and 40)** before responding to the final reflection questions.

REFLECT: Write your responses to the following reflection questions.

1. What are key takeaways you are walking away with from the workbook? Feel free to respond with words, phrases, complete sentences, and drawings.

1. What specific ways will you implement instructional changes that support student engagement in the kitchen or garden?

2. What is still confusing?

3. What do you still want to learn more about?

SETTING GOALS: Now that you have reflected on what you have learned, it is time to put your learning into practice. Use the goal setting sheet (on page 41) to chart your goals towards instructional improvement to deepen student engagement!

Author's Note: We are always seeking to improve the resources and offerings we create for educators. If there is something confusing to you or if there is a way we could have structured the workbook differently that would have helped you engage more deeply with this resource, please email us at learning@edibleschoolyard.org. Your feedback is invaluable.



Considerations Moving Forward

As part of a final section of this workbook, this document highlights some considerations to keep in mind as you move forward with improving student engagement.

1. **Shift your notions of classroom management.** We encourage you to think about every behavior issue in your kitchen/garden classroom as, in part, an instructional issue. When a conflict or difficulty arises, think about what you can do to best support students and their learning.
2. **Make time to observe.** Your ability to observe your students and other seasoned teachers will give you the best sense of how to support your students around engagement. Observe other teachers to see what works and what does not. Engagement might look different for each student, so get to know your students and pay attention to each of their cues.
3. **Talk to your students.** Take the time during or after your sessions to check in with students and ask them how the lesson went, what they liked, and what they wished was different. It can be scary to hear an honest assessment from your students, but the information you receive about what your students need could be worth the discomfort.
4. **Reflect, reflect, and then reflect again.** It can feel hard to find the time to reflect on what is going well and how to improve. However, reflection is one of our best tools for improvement. If it feels like you don't have time to reflect, institute small moments of reflection. If you are not directly instructing during a lesson, take that time to reflect on observations from the day. Have a pad of paper or a clipboard near you to quickly jot down things that are working and places from improvement. Quiet moments during teaching can be opportunities to make small (yet important) reflections.

5. **Make changes incrementally.** Take measurable, small steps towards more considerable change. It can feel like a daunting task to overhaul curricula or lessons that are working reasonably well. It's important to remember that even small changes to instruction can go a long way. Take small, measurable steps and reflect on what went well. Make one change at a time. For example, if you find that students' reflections at the end of the day are falling flat, consider changing one of the questions, making a game out of answering the questions, or asking students to draw their reflections. You don't need to make all those changes at once. Try the change that feels the easiest to implement first and work your way to the strategies that take longer to develop.

6. **Changes take time.** If a change to your practices doesn't immediately lead to a drastic change in engagement, don't give up. Remember that changes take time. Not everything will work the first time. If students are still not responsive after trying it a couple of times, then consider changing your strategy.

Congratulations, you have come to the end of the workbook! The last piece of this workbook is an appendix with a list of resources to learn more. Check out Appendix A: Additional Readings (located on page 42) Good luck, and please share with us how you have implemented changes. We love hearing from you: learning@edibleschoolyard.org



Instructional Goal Setting Sheet

Name: _____

What will you do this week? Consider making a small change that will improve student engagement in the immediate future.			What do you plan to change this school year? Consider making some longer-term observations and larger changes to certain parts of your instruction.			What do you plan to do next school year? Consider gathering some student feedback or making longer-term observations. Dig into the deep curricular work of making changes to your approaches overall.		
Goal(s):			Goal(s):			Goal(s):		
Task	Task	Task	Task	Task	Task	Task	Task	Task



Appendix A: Additional Resources

There are many theories and frameworks of education that can be leveraged towards student engagement. As educators, learning about these theories and frameworks can give us added insight into how to engage students. Check out the following sections to learn more and consider how the theories could be applied in your kitchen or garden context.

Universal Design for Learning - UDL is a framework that aims to reduce barriers to learning in the learning environment by offering instructional techniques for differentiation so that all students have access to learning strategies and tools that work for them. UDL supports student engagement through providing students options and scaffolding so that they have what they need to learn.

[See Universal Design for Learning in Action](#): This video demonstrates how Eric Crouch, a fifth-grade teacher, incorporates Universal Design for Learning (UDL) to keep students engaged and learning. The video walks through some of the basic principles of UDL and shows examples of how Crouch implements those principles. **Reference:** Educators Team at Understood. (2021). See [UDL in action in the classroom](#) [video]. Understood.

1. [5 Examples of UDL](#): This short article offers five specific strategies for implementing UDL in the classroom. **Reference:** Cast. [5 examples of Universal Design for Learning in the classroom](#). Understood.
- [How UDL Can Help Lesson Planning](#): This article applies the UDL framework to the challenges of teaching all students in a hybrid or online classroom.

Reference: Ralph, M. (2021). [How universal design for learning can help with lesson planning this year](#). Edutopia.

Social-Emotional Learning - SEL is the process through which individuals build the knowledge and skills needed to develop healthy identities, identify and manage emotions, make and reach goals, and connect with others. SEL builds the important social and emotional components that are necessary for engagement to occur.

- [3 Top SEL Strategies That Can Help Improve Student Engagement](#): The authors explore three elements of social engagement that relate to social-emotional learning: feeling connected, safe, and welcomed; having choice, voice, and agency in learning; and connecting their learnings to real-world applications. For each element, the article provides a concrete SEL strategy to address that element.

Reference: Kajitani, A., Hierck, T., Hannigan, J., & Hannigan, J. D. (2020). [Here are 3 top SEL strategies that can help improve student engagement right now \(opinion\)](#). Education Week.

- [How and Why of Trauma-Informed Teaching](#): Venet lays out the importance of trauma-informed teaching and provides three suggestions for addressing the social-emotional factors so that learning can occur.

Reference: Venet, A. S. (2018). [The how and why of trauma-informed teaching](#). Edutopia.

Culturally Responsive Pedagogy - Culturally responsive pedagogy is a framework that celebrates students' diverse backgrounds and uses their knowledge as an asset to the classroom, rather than an afterthought or distraction. Culturally relevant teaching maintains high expectations for all students, while encouraging critique of the systemic forces that create additional barriers for marginalized students. This framework helps facilitate engagement by allowing students to lead their own learning and to feel valued as who they are.

- [How to Use Culturally Responsive Lessons to Boost Engagement](#): This article draws the connection between culturally relevant pedagogy and student engagement and offers strategies for connecting to students' interests and providing clear goals to keep them invested and engaged.

Reference: Miller, R. (2019, October 22). [Using culturally responsive lessons to boost engagement](#). Edutopia.

Flow Theory - Flow Theory—mentioned in the podcast *Unpacking Student Engagement* (2021) from section three—is a theory of engagement that aims to facilitate a flow state, when a person is absorbed and engaged in a task (also known as, “being in the zone”). It requires a balance of the difficulty of the task and the skill of the individual.

- [Five Ways to Boost Student Engagement With Flow Theory](#): In an article (and paired video), Spencer explains the elements of Flow Theory and proposes specific strategies for boosting student engagement with Flow Theory.

References: Spencer, J. (2020). [Five ways to boost student engagement with flow theory](#). Medium.

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Appendix B: Workbook References

- Center for the Professional Education of Teachers (Hosts). (2021). Unpacking Student Engagement. [Audio podcast episode]. In *Teaching Today*. Teachers College. <https://soundcloud.com/user-556918646/unpacking-student-engagement>
- Center for the Professional Education of Teachers (Hosts). (2021). Intellectual Student Engagement. [Audio podcast episode]. In *Teaching Today*. Teachers College. <https://soundcloud.com/user-556918646/intellectual-student-engagement>
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- National School Reform Faculty (2015). The 4 A's Protocol . [Curricular Tool]. <https://www.nsrffharmony.org/wp-content/uploads/2017/10/FourAsTextProtocol-N.pdf>
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Appendix C:

QR Codes and Links to Section Seven

1. [“20 Student Engagement Strategies for a Captivating Classroom.”](#)



2. Explore Facing History’s [Teaching Strategies](#)



3. [3 Activities that Guide Every Student to Contribute to the Class](#)



4. [6 Scaffolding Strategies to Use With Your Students](#)



5. [3 Ways to Ask Questions That Engage the Whole Class](#)



6. [Edible Schoolyard Curricula](#)

