



Significant
THE POWER OF **72** RELATIONSHIPS

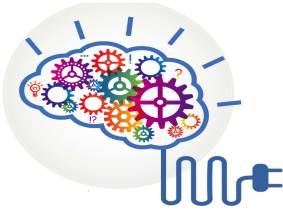
Study Guide

This study guide is a companion to the book *Significant 72: Unleashing the Power of Relationships in Today's Schools* by Greg Wolcott.

The guide is designed as a professional learning resource and can be used by individuals, small groups, or school teams. In addition to individual and group reflection questions, this document includes thinking exercises from [Harvard's Project Zero](#). These exercises will deepen your learning and can be used in your classroom with your students.

We thank you for your interest in *Significant 72*, and we hope this guide is a useful tool in your efforts to create stronger relationships within your school.

For additional training and resources to help implement *Significant 72* in your school, visit www.significant72.com or contact Greg Wolcott directly at greg@drivelearning.org.



Exercise

Exercise:

The Three Whys

- Why might the topic of relationship-building matter to me?
 - Why might it matter to people around me [family, friends, city, nation]?
- Why might it matter to the world?

Chapter 1: Teaching Today



Maddie's Message

Maddie's Message:

I know I matter when my teacher creates the conditions for me to learn.

- How do you create the conditions for students to learn within your classroom or teaching space? List three to five examples.



Individual Reflection

Individual Reflection

1. If your students were surveyed, what quadrant of the CAP matrix would they place you in? What evidence would they give for their rating?

2. What was most challenging about identifying which quadrant of the "CAP Matrix" your students would place you in?

3. Although being in the “Significant Sally” quadrant with all students is the goal, Wolcott finds many teachers fall into different quadrants when working with different students. Can you think of certain students with whom you are more of a “Chris the Camp Counselor”? More of a “Dan the Drill Sergeant”? Why might this be?



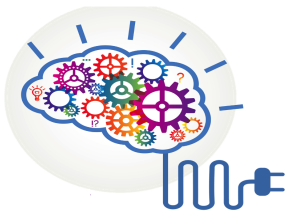
Group Discussion

Group Discussion

1. Consider your school’s efforts to be relationship focused. Is a relationship mindset commonplace in all classrooms and learning spaces on your campus? If yes, give examples. If not, why not?

2. What characteristics of “Significant Sally” need to be implemented more consistently across your school or team so every student achieves maximum success?

3. What is one characteristic of “Dan the Drill Sergeant” that harms student success? One from “Chris the Camp Counselor”? Provide examples of why that characteristic limits learning.



Exercise

Exercise:

Connect, Extend, Challenge

- In what ways are the ideas and information you read in Chapter 1 “*connected*” to what you already know about good teaching?
 - What ideas in the chapter “*extended*” your thinking in new or different ways?
- What information did you read that you would like to “*challenge*”?

3. Having a “teacher’s pet” or favored student is an automatic connection killer. What practices can you implement to ensure “every student thinks they are the favorite”?



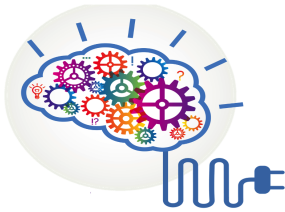
Group Discussion

Group Discussion

1. Greeting students at the doorway and expressing personal recognition is proven to have a huge effect on engagement and learning. Share how you greet students when they enter your classroom or learning space. How do these actions show students you care about them?

2. Self Disclosure is an important way for students to get to know you. What do you do so your students get to know you as a person and educator?

3. Brainstorm with your colleagues a list of “power leads” you can use to start conversations with students.



Exercise

Exercise:

Word-Phrase-Sentence

As an individual, review the chapter and select:

- A **word** that struck you as powerful.
- A **phrase** that moved, engaged, or provoked you.
- A **sentence** that was meaningful to you.

As a group, discuss and record your choices. Begin by sharing the words, then phrases, then sentences.

- What themes emerge?
- What implications or predictions can be drawn?
- Were there aspects of the text not captured in your choices?

Chapter 3: Obsess Over the Press



Maddie's Message

Maddie's Message:

I know I matter when my teacher
pushes me to do things
I didn't think I could do.

- Consistently pushing all students is very challenging for most teachers. In what ways do you ensure all students feel academic press?



Individual Reflection

Individual Reflection

1. Stereotyping in the classroom is real. What is one stereotype that is "hard to let go" for you? What steps can you take to react differently?

2. Reflecting on the "7 P's of Press", which is your strength? Which is an area of opportunity? What action step can you take to seize that opportunity in pressing your students harder?

3. Although not discussed in the book, Wolcott's research has shown that the amount of teacher talk is a quick indicator of press in the classroom. The more teacher talk, the less press. The more student talk, the higher the press. Reflect on this new information. What might you do to increase the amount of time students spend talking about learning in your classroom or learning space?



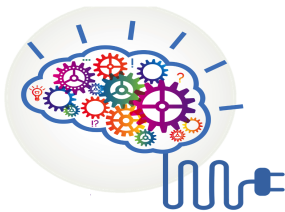
Group Discussion

Group Discussion

1. Evaluate the "Press Chart." Choose an item in the low-press column. Do you think it is appropriately placed? Why or why not?

2. Choose an item in the high-press column. What makes this item a "high-press" habit?

3. As a team, brainstorm additional items you would place on the “Press Chart.”



Exercise

Exercise:

The Four C's

- **Connections**- What *connections* can you make between information from this chapter and your learning?
- **Challenges**- What ideas, positions, or assumptions do you want to *challenge* or argue within the text?
- **Concepts**- What key *concepts* or ideas from the text are important and worth holding on to?
- **Changes**- What *changes* in attitudes, thinking, or action are suggested by the text, either for you or others?

Chapter 4: Unleash Clarity



Maddie's Message

Maddie's Message:

I know I matter when my teacher makes sure I understand what I need to learn.

- Wolcott believes knowing “Who” you teach is the first step to clarity. How do you get to know each student you teach? Do you have specific strategies for learning a student’s STORY?



Individual Reflection

Individual Reflection

1. As much as every student has a story, so does every teacher. What is your STORY? What are your strengths as an educator? What are your tendencies? Opportunities? Resources? Yearnings?
2. How do you develop clarity in your content? Do you have a strong grasp of what to teach and how to teach it? Give examples.

3. There are six characteristics of effective feedback. Which of the six is a strength of yours as an educator? Which of the six could you improve to help your students achieve at higher levels?

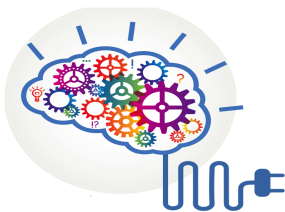


Group Discussion

Group Discussion

1. Wolcott shares direct instruction guidelines from Eric Jenson's book, *Teaching and the Brain* (2005). Although almost two decades old, do you believe these guidelines still apply?
2. Students need motivation, illustration, experimentation, and verification to learn. Give examples of how each is used to increase student learning.

3. Research from Yeager et al. (2014) showed increased student success when provided with the comment, "I'm giving you these comments because I have very high expectations, and I know you can reach them." Why do you think these comments have such an impact on student success?



Exercise

Exercise:

Compass Points Thinking Routine

East= Excited. What excites you about what you read in the text? What's the upside?

West= Worrisome. What do you find problematic in this chapter? What's the downside?

North=Need to Know. What idea in the text would you like to learn more about? What additional information would you need?

South= Suggestion. What is a suggestion you have for implementing one of the ideas shared?

Chapter 5: Raise the Relevancy



Maddie's Message

Maddie's Message:

I know I matter when my teacher connects learning to my life and future.

- Think of a lesson that was relevant to your students. How did you ensure it connected to their life and future?



Individual Reflection

Individual Reflection

1. Think of when you were asked to learn something irrelevant to your life. How did being asked to learn that material make you feel? Could you relate to Nikhil Goyal? If so, how?

2. What critical steps must you consider when “bringing the student to the learning”? What must do to “bring learning to the students”?

3. What are your best tips for developing “want-a-vation” in your students?

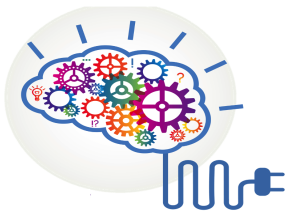


Group Discussion

Group Discussion

1. Do you agree or disagree with the statement, “Today’s iGEN students want everything individualized, gamified, entertaining, and novel”? Why or why not?
2. Why should teachers approach relevancy as a prerequisite for student success?
3. What is your “go-to move” to increase relevancy in your classroom or content area? Share with your colleagues.

4. Think of an upcoming lesson, unit of instruction, or topic to be taught. How can you enhance the relevancy of what students need to learn?



Exercise

Exercise:

Generate-Sort-Connect-Elaborate

Select a topic, concept, or issue for which you want to map your understanding.

- **Generate** a list of ideas and initial thoughts that come to mind when you think about this topic/issue.
- **Sort** your ideas according to how central or tangential they are. Place main ideas near the center and more tangential; ideas toward the outside on the page.
- **Connect** your ideas by drawing lines between ideas with something in common. Explain and write in a short sentence how the concepts are connected.
- **Elaborate** on any ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial thoughts.

Chapter 6: Accelerate Achievement



Maddie's Message

Maddie's Message:

I know I matter when my teacher helps me feel successful.

- Create a list of things you do in your classroom to recognize student accomplishments and help them feel they have been successful.



Individual Reflection

Individual Reflection

1. Bandura suggested that self-efficacy depends on 1) mastery experiences, 2) vicarious learning, 3) social persuasion, and 4) physical and emotional state. Reflect on each of these components. Which do you do well? Which could be improved upon to increase student self-efficacy in your classroom or learning space?
2. Create a WOOP goal for increasing the presence of one of the four aspects of self-efficacy. Commit to your WOOP goal for two weeks. Come back to it and celebrate your growth!

3. Why should teachers provide students with recognition and praise?
How do you use these types of positive feedback in your classroom or learning space?



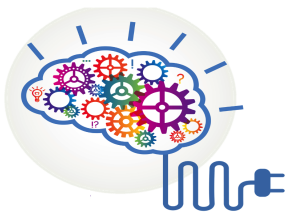
Group Discussion

Group Discussion

1. In your own words, define what *recognition* is and is not and what *praise* is and is not. Do team members have a common understanding of these terms? If not, what can be done to get all staff on the same page?

2. Getting students on “winning streaks” helps them build confidence in the subject area being taught. What strategies do group members implement to ensure students feel successful during the first week of the school year or semester?

3. Barbara Fredrickson’s “broaden and build” theory was discussed at the end of chapter 6. What do you perceive as the benefits of students being in this positive state daily in your classroom or learning space? Together, brainstorm strategies to get students to experience more upward spirals.



Exercise

Exercise:

Creative Question Starts

1. **Brainstorm** up to 12 questions about the chapter. Creative question starts can be used (see below).
2. **Review** your list, identify the most interesting questions, and select one to discuss.
3. **Reflect:** What new ideas do you have about the topic that you didn't have before?

Creative Questions Starts

- Why...?
- What if...?
- What is the purpose of...?
- How would it be different if...?
- Suppose that...?
- What if we knew...?
- What would change if...?

Chapter 7: Guarantee Support



Maddie's Message

Maddie's Message

I know I matter when I am supported by my teachers and classmates.

- Creating relationships between students is a huge component of student success. In what ways do you help students get to know each other so they can support one another throughout the year?



Individual Reflection

Individual Reflection

1. In what ways do you model vulnerability and a “mistakes are just part of the learning process” mentality to your students?

2. Utilizing peers to support and enhance student learning is highly proven. Is cooperative learning a strategy you utilize often? Why or why not? What steps could you take to include more of this type of learning in your classroom or learning space?

3. Toward the end of the chapter, Wolcott discusses the importance of ongoing relationship development. How do you continue to build student relationships over the course of the semester or school year? Are there resources on the [Significant 72](#) website that could help you?

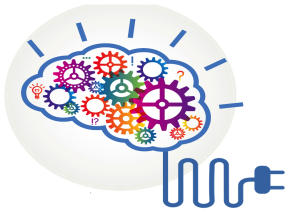


Group Discussion

Group Discussion

1. Four types of engagement were listed within this chapter. Discuss each type and provide examples of each. Do you believe one type is better for learning than the others? Explain your rationale.

2. Over 1,200 schools across the United States and Canada have implemented “Significant 72”, setting aside the first three days of the school year for developing relationships with students. What do you believe are the advantages of starting the school year out with this focus? Would this focus be beneficial for your students? Why or why not?



Exercise

Exercise:

The +1 Routine

After reading the text, do the following:

Recall: In 2–3 minutes and working individually, each learner generates a list of key ideas they recall from the chapter that they feel is important to hang onto.

Learners do this from memory rather than reviewing notes or returning to the chapter.

Add (+1): Learners pass their papers to the right. Taking 1–2 minutes, each student reads through the list before them and adds one new thing to the list. The addition might be an elaboration (adding a detail), a unique point (adding something that was missing), or a connection (adding a relationship between ideas). REPEAT this process at least two times.

Act: Return the papers to the original owner. Learners read through and review all additions that have been made to their sheets. At the same time, they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.

Chapter 8: Erase Conflict



Maddie's Message

Maddie's Message

I know I matter when my teacher works with me to resolve our issues.

- Conflict in the classroom is often unavoidable. In what ways do you repair and resolve conflict with students when it arises?



Individual Reflection

Individual Reflection

1. Think of a time when a student's behavior triggered you. Would you think about the situation differently now through the lens of the ABCs? What needs (autonomy, belonging, or competence) of yours were exposed?

2. How might using the *STORY MAP* benefit you in identifying student needs? Would this tool be helpful? Why or why not?

3. Choose 5-8 students you currently teach. Use the *Relationship Rating Reflection Tool* to determine the strength of your connection with each student. What strategies or ideas do you have for further strengthening your relationship with each child?

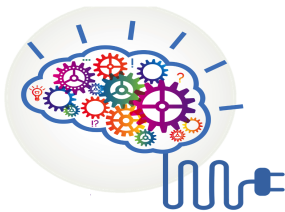


Group Discussion

Group Discussion

1. Discuss as a team or group the cycle of conflict. Think of a specific student problem. What needs of the student may have led to the problem? What needs of the teacher were triggered by the situation? How is viewing the incident through this lens helpful?
2. What support systems are in place at your school to help teachers better identify student needs and support student behavior? Could the utilization of the *STORY MAP* help success finding and problem-solving?
3. Providing support to teachers when working with students experiencing behavioral problems is important for the staff member as well as the student. Do you and your colleagues have a way of supporting each

other when experiencing challenging behaviors in the classroom? If so, what are they? If not, how might something be put in place?



Exercise

Exercise:

Walk the Week

Focus on the topic of student behavior in school..

- **Log** some instances when this topic arose over the last week or school year.
- How do these instances **connect** with your learning in this chapter?
- How can you **apply** what you have learned in this chapter to future classroom interactions?

Chapter 9: The Courage to Act



Maddie's Message

Maddie's Message

I know I matter when all of my teachers make relationship-building a priority.

- Reflect on the relational environment within your classroom and school. List ways you are a “cornerman” for each of your students.



Individual Reflection

Individual Reflection

1. Briefly describe in your own words what it means to be a “Significant Sally.”

2. At the end of a school year, what message do you hope that your students take away with them about you as a teacher? What actions will you take during the year to make that happen?

3. Wolcott ends the book by saying, "Courage comes from waking up every morning, looking ourselves in the mirror, and asking one simple question: What can I do today to ensure the time students spend in my classroom is the best part of their day?" How do you answer that question?

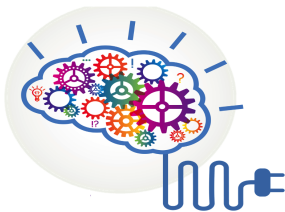


Group Discussion

Group Discussion

1. Wolcott starts chapter 9 with a moving story about a school that did a relationship mapping activity to ensure every student within the school had a relationship with at least one adult. What emotions did that story invoke in you? Are there students in your school who might feel disconnected? What steps can your team or school take to change that?
2. Complete individually and then with your team.
 - "One misunderstanding some teachers might have about relationship building is ...
 - After reading this book, I would tell them...

3. How do the ideas outlined in **Significant 72** fit with existing initiatives, structures, and approaches prevalent in your grade level, school, or district? Are there places where statements outline in the book are at odds with what is happening in your grade level, school, or district? How might you resolve those areas of difference?



Exercise

Exercise: Imagine If

- How could relationship building be made more effective in your classroom, learning space, or school?
- In what ways could it be made to be more efficient?
- In what ways could it be made to be more ethical?
- In what ways could it be made to be more **SIGNIFICANT**?

Thank you!

Thank you for making
relationship-building a priority in your
classroom or learning space!



Significant
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For more information about Significant 72 or to learn more
about bringing Greg Wolcott to your school, go to

www.significant72.com