Being Present in the Classroom: Focus, Flexibility, and Improvisation Wayne.Trembly@uconn.edu
Being present:

What does it mean to be fully present-as the instructor, as the student... Think about what it felt like at a time when you achieved it. What were the benefits? In what ways did it enhance learning or teaching?
Please discuss this with the person or persons near you (2-3 people total). Choose either point of view, but not both...

Whole group discussion
Let’s put it in practice:

This improv warm up exercise works only when everyone is fully present. Let’s have some fun. (1-10/20)...

Debrief: What did you need to do to make this work? Why was it important to be fully present?
Maintaining Focus

Let’s start with the exercise this time: One word story...
Debrief: Discuss the necessity for focus in the activity we just finished...
Let’s discuss maintaining focus—your focus, the students’ focus... How do you keep yours? What can take it from you? What things must you focus upon? What tricks do you use to refocus the class? ...
Flexibility in the classroom

What does it mean to be flexible? When, how, and in what areas must you be flexible? Are there areas where you shouldn’t/mustn’t be flexible?
Let’s put it in practice:

Freeze Tag

Debrief: Discuss the role of flexibility in what we just did...
The role of improv in the classroom

What is improv? How do you use it already? What would you like to learn about using it more frequently and better?
Sources and resources:

https://www.edutopia.org/blog/strategies-getting-keeping-brains-attention-donna-wilson-marcus-conyers  Staying focused

https://expertbeacon.com/keep-yourself-focused-classroom#.WQokJOXytaQ  Focus

http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/The-Flexible-Teacher.aspx  Flexibility

http://www.teachhub.com/using-improvisation-di  Strategies for use of improv
file:///C:/Users/wnt00001/Downloads/Improv(ing)%20the%20Academy%20accepted.pdf  Academic article regarding the use of improve


http://www.ronberk.com/articles/2009_improv.pdf  Another academic article with specific examples beginning on P. 40/12