

Let's Lecture Less

*A short book of quotes
and commentaries
from a Guide On The Side*

Steve McCrea
GuideontheSide.com

with Mario J. Llorente Leyva



Dennis Yuzenas, one of my favorite guides on the side

This short book will give you the essence of the Guide on the Side philosophy.
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Give this book (send the ebook) to friends, teachers, students and directors of schools.

You can be part of the transformation. Why not photocopy and put up the posters at the end of this book?

The purpose of this book is to:

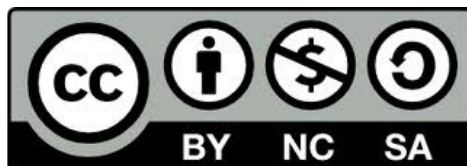
- a) Give you quotes to stimulate your thoughts,
- b) Attract like-minded people together through the Internet,
- c) Introduce you to GuideOnTheSide.com and
- d) Transform schools.

Find the Facebook page “Guide on the Side.”

There are videos to support the message of the book. Find them at youtube.com/VisualAndActive and youtube.com/aguideontheside.

This is a non-profit effort. Any money made by selling the book will be put back into donations of the book. This book was printed through Lulu.com and the price was selected to raise 50 cents per book, enough to cover the cost of buying two trees (a donation to www.TreesForTheFuture.org, also called www.Plant-Trees.org).

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This quotation inspired me to compile this book.

I decided to stop lecturing several years ago and my students have been active and engaged in class ever since. But once in a while I slip back into that lecturing habit, and the minute I do, my students also slip back into that stupor that made me abandon the practice in the first place.

James Zull (2002), *The Art of Changing the Brain*, page 127

So, we have to create a new mindset about “What happens in a classroom?”

To begin, let’s lecture less.



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By Mario Joel Llorente

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Help an Old Man (*invite a future old man to speak at your school*) with many posters



Sometimes the best textbook is a magazine.

1

Quotes

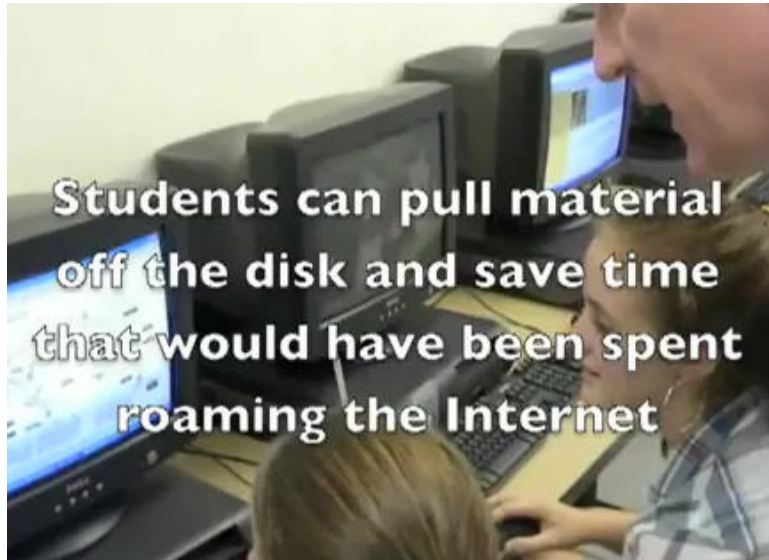
The quotes marked with “aphorism*” are often exchanged between teachers. Your help is needed to find out who said them first. Quotes are in Helvetica (non-serif) font.

The teacher of the future is a **GUIDE** on the **SIDE**, not a sage on the stage. *Aphorism**

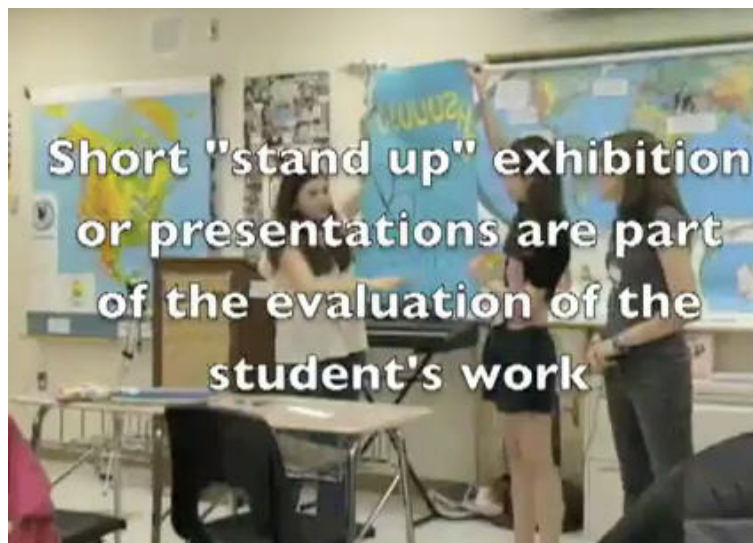


Students in a social studies class in Bak Middle School of the Arts, West Palm Beach, Florida. I watched Dennis Yuzenas act as a guide on the side (photos in this book come from visits in 2009-2011).

Education is NOT the filling of a pail, but rather the LIGHTING of a FIRE. *W. Yeats*



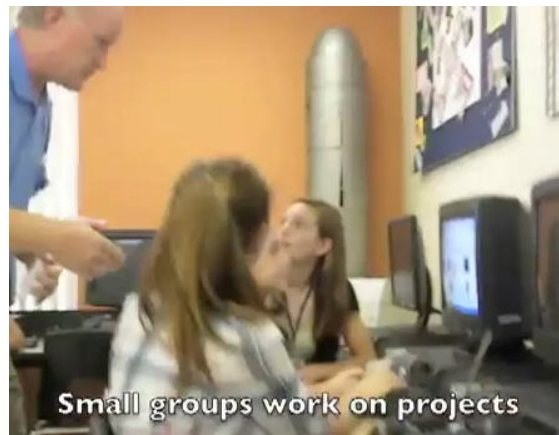
Most students might forget what you taught them, but they will always remember how you treated them. *Aphorism**



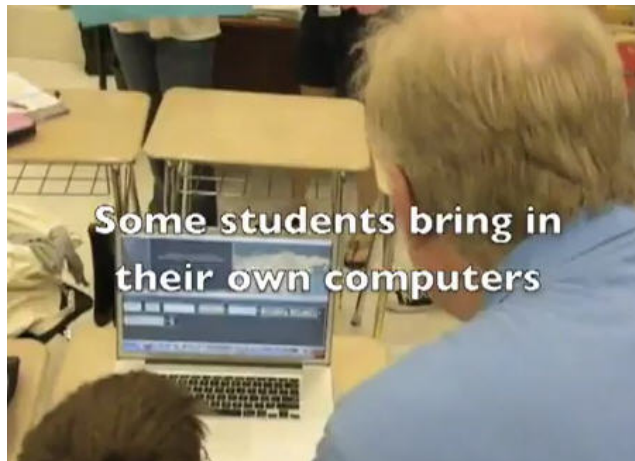
I am a big obstacle to bringing Computer Assisted instruction into the classroom, because I love to perform. *Steve McCrea*



I never let school get in the way of my education. *Mark Twain*



Drive out fear. *W. Edwards Deming*



Keep "Talking Time" to a minimum. *Aphorism**



The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist." *Maria Montessori*



Let's create people who are capable of doing new things, not simply of repeating what other generations have done. *Jean Piaget*



Many teachers believe that they need to control how they teach and how they test. Other teachers negotiate with their students what they will learn, when they will learn it and how we will

check that they have learned it. *Dennis Yuzenas,*
WhatDoYaKnow.com



Dennis Yuzenas set up this green screen in his classroom. *Recommended: Get the camera closer to the speaker to improve the intimacy of the audio.*

Until we find the child's passion, it's just school.
When the child finds his passion, we teach to
that passion. We can find internships for high
school students: Kids say, "I love this
internship!" *Dennis Littky, www.MetCenter.org*



Unfortunately, to most people, teaching is the giving of knowledge. What are you going to tell the students? What is your expertise? But teaching is really about bringing out what's already inside people. *Dennis Littky, www.MetCenter.org*



Students take turns making presentations in Boca Raton International School, Boca Raton, Fla. The school uses the International Baccalaureate, which emphasizes the need for projects and discussions (ibo.org and bocaprep.net).

If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught AND ASSESSED in a variety of ways? *Howard Gardner, Intelligence Reframed, p. 167.*



Trust. Truth. No Put-downs. Active Listening.
Personal Best. *Seen on a banner at www.NewCitySchool.org, St. Louis, Mo.*



The voyage of life must be seen as an **adventure**.

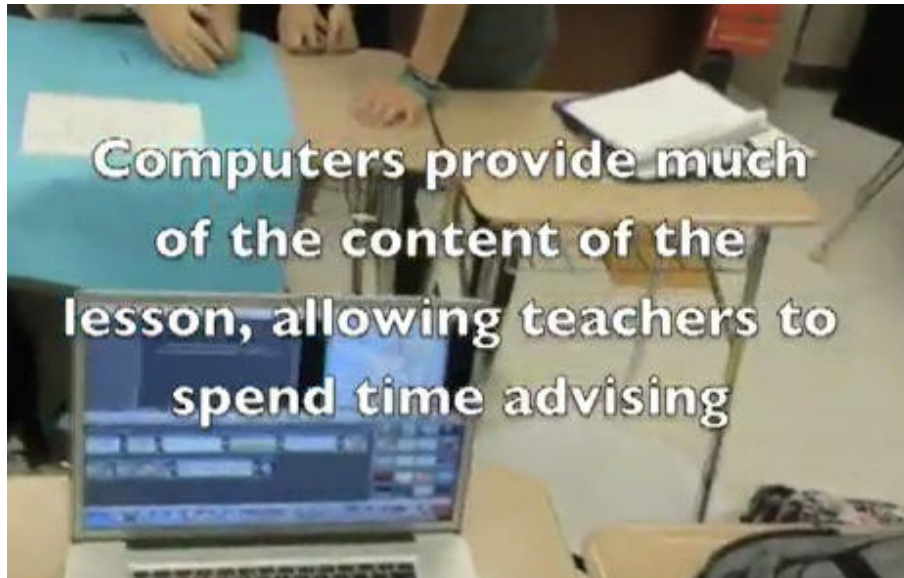
People learn from experiences - good, bad or indifferent. Aren't we blessed with brains (much of which we don't even use), aren't we social beings (and seek to create barriers to separate ourselves)? Somewhere along the line, the spirit of exploration, that buzz of excitement at finding something new, has got lost. The urge to ask questions, query everything, be satisfied with nothing until our own uncertainty is cleared up, has died in the glass. Why should "adults know everything" when it is patently not true, and why should children have the amazing feeling of wide-eyed discoverers hammered out of them in regimented classes taught by dull, jaded teachers with no inspiration? ***If it's Tuesday, this must be page 46.*** Why should children be treated as "ignorant"? Invention means: "If you can make it work, if nobody's done it like that before, you're an inventor!" ***Don't we need inventors?***

Where is the joy of discovery?

The disappointment when something doesn't work? Or simply the Simpson-esque feeling of "Meeh"? We need all of these, and our collaborative spirit, to try again, change something, create.

Break the chain.

Involve the children, then the parents and the libraries and all the media, and the neighbours and the teachers and the local councillors and the representatives, Congressmen and women... Give ourselves the proverbial kick up the Remove the fuzzy comfort zone and seek newness. Share. Live more! ***Cary Elcome*** English language teaching expert (academic, specific and general), examinations trainer (TOEIC, TOEFL, IELTS, EIKEN), theses and dissertations editor and proofreader, business text writer. Bradstow2@yahoo.co.uk



How can projects and discussions be helpful to students who are not linguistic, sequential learners? How do projects help the random learner who has auditory or visual, musical or interpersonal, or kinesthetic learning style? **Answer:** Within a project there are many different ways that individuals can make a contribution. For example, they can build a model; they can draw a picture; they can do some research and make a presentation to others; if it lends itself, they can write a short play; they can compose a song. A project allows people to work together to accomplish a task where each can contribute to the whole. Soft learning (such as team responsibility, sharing, critical thinking) is the goal. *Abraham S. Fischler*



Should teachers be entertainers? I want to say instead:
Learning should be fun to the learner.
Classrooms should be exciting. **Students should be the performers.** Teachers should be facilitators and motivators, asking students to think about challenging problems. Teachers should reward success, using language that makes learners feel good about themselves: *"You can do it."* *Abraham S. Fischler*

Mario's four-part use of quotes

Quotations are effective ways of engaging the mind with “scaffolding” (support). By asking the student to focus on someone else’s excellent thoughts, we assure the student that it is time well spent. The student will receive the reward from that effort and might turn to look at another quote.

Exercise 1

The teacher has ten quotes and ten interpretations. The teacher asks a student to read the quote and then asks students to work in pairs and small groups to figure out what the quote means.

Procedure: A student reads a quote and asks, “What does this mean?” The students then discuss in pairs and small groups. The teacher can model an example, if necessary.

Exercise 2

The teacher has ten quotes and eight interpretations. The students try to match the interpretations with the quotes. The students work in pairs and small groups.

Procedure: A student reads a quote and asks, “Who has the interpretation of this quote?” Another student answers, “I have it.” Then the group listens to the interpretation and decides if the match is correct.

Exercise 3

Now the students have to find the quotes in a list or book that the teacher provides.

Procedure: Each student then builds an interpretation of the quote, writes the interpretation, and the interpretations are shuffled and distributed. The group then tries to match the student-written interpretations to the selected quotes.

Exercise 4

In the highest level of the game, the students WRITE their own quotes. They make up something that they have never seen written in that particular way. (This stage is fairly advanced and is suited for older students.)

Procedure: Each student also generates the interpretation, as in Exercise 3, and the quote and interpretation are separated, shuffled and distributed to the teams as in previous exercises.

This activity is described on Youtube at “Mario Llorente quotes”

Mario: The activity itself is less important than what happens later. A student who has heard an important quote, which is a highly distilled idea, will probably think about that idea later that day or when the quote is seen on a wall. The definition and interpretation of that quote will resonate in the student. Four or five days later, you’ll say, “Do you want to play the game of quotes?” and they’ll say, “Yeah!”

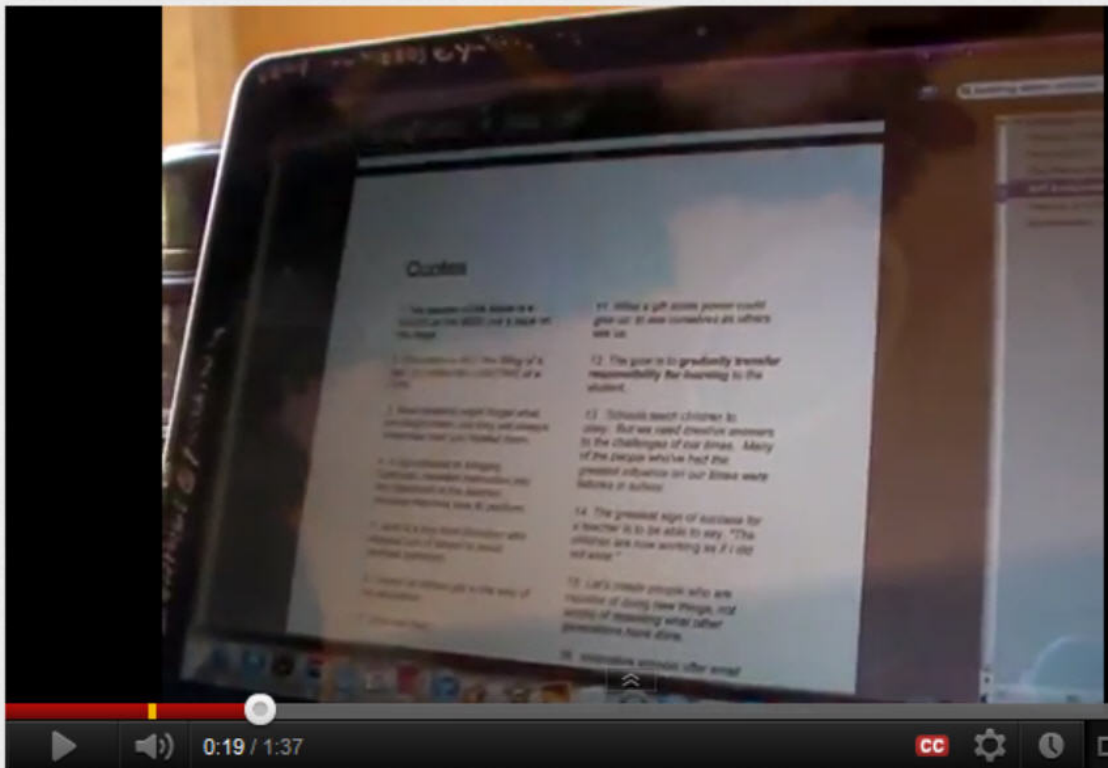
SANY0540 Mario Llorente describes four uses of quotations

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Uploaded by [AGuideOnTheSide](#) on Feb 26, 2012

This video describes 4 phases of scaffolding support that the GUIDE ON THE SDIE system gives

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