# Teaching That Sticks

*adding adhesiveness without compromising mathematics*

Elizabeth Statmore
*(@cheesemonkeysf)*

# Why stickiness?

What do I **think** I know about this concept?
Why does this matter?

# Two reasons —

Every idea in the curriculum does not sparkle with rich tasks and perplexity.

@mgolding posted this slide TO THE WHOLE TWITTERSPHERE. #egad #donttellmynewprincipal

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## REASON 1 - YOU

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# Two reasons —

REASON 1 - YOU
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REASON 2 - STUDENTS

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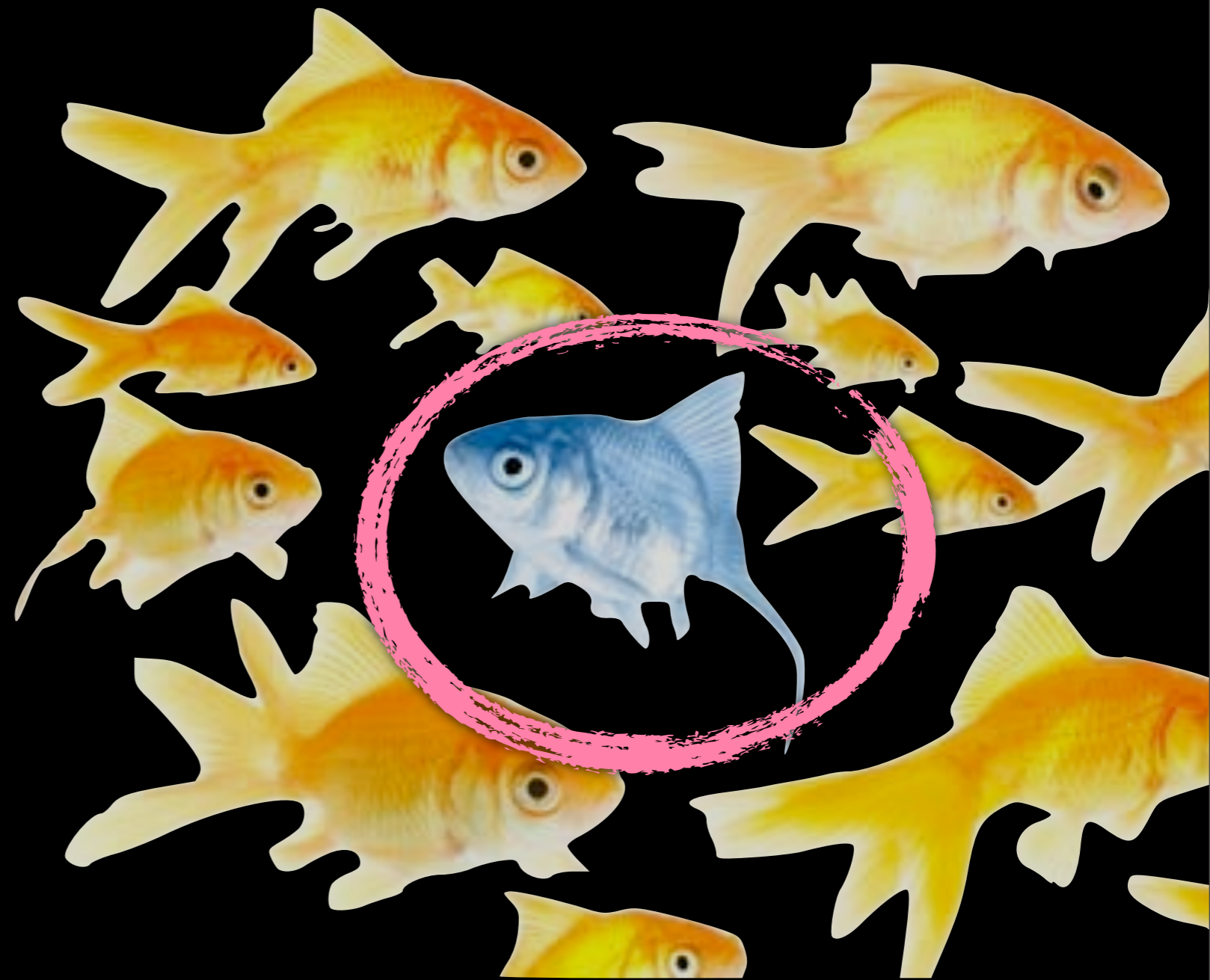
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# **NOT** gimmicks

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The brain makes connections

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# Bitter truth:

Good ideas sometimes need help to stick in the classroom
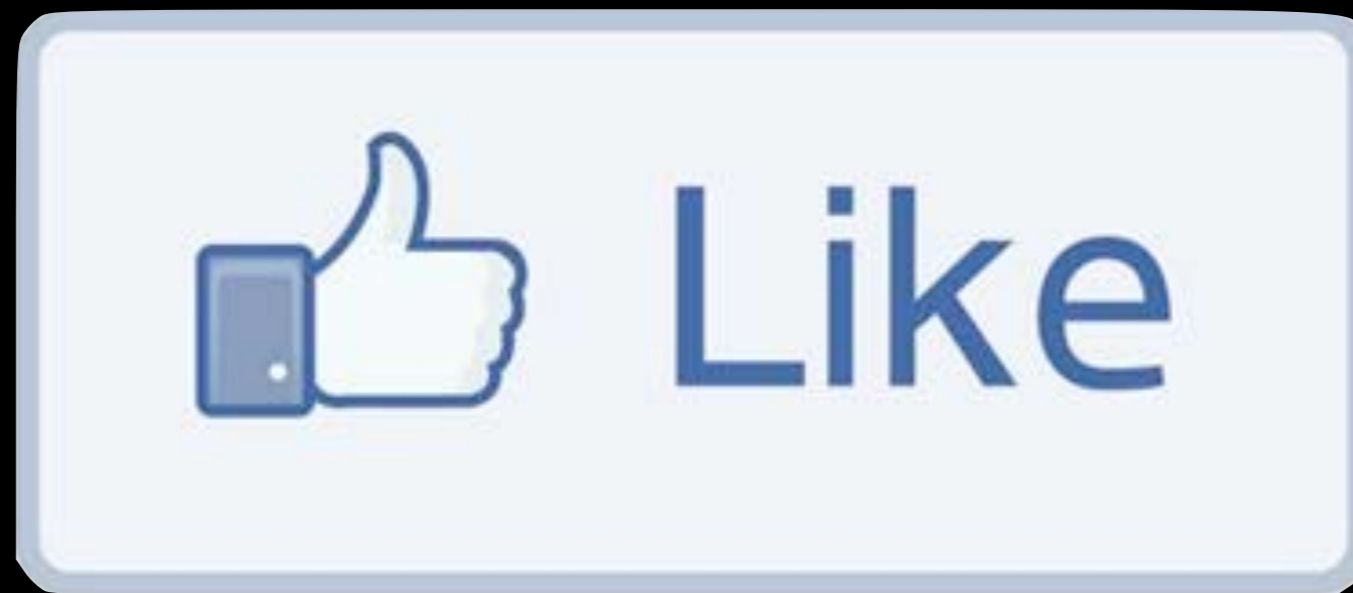
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even great ideas sometimes **need help**

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# Good news:

Stickiness can be applied judiciously to reach more students using a few well-understood
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# Good news:



All ideas can be **made stickier**

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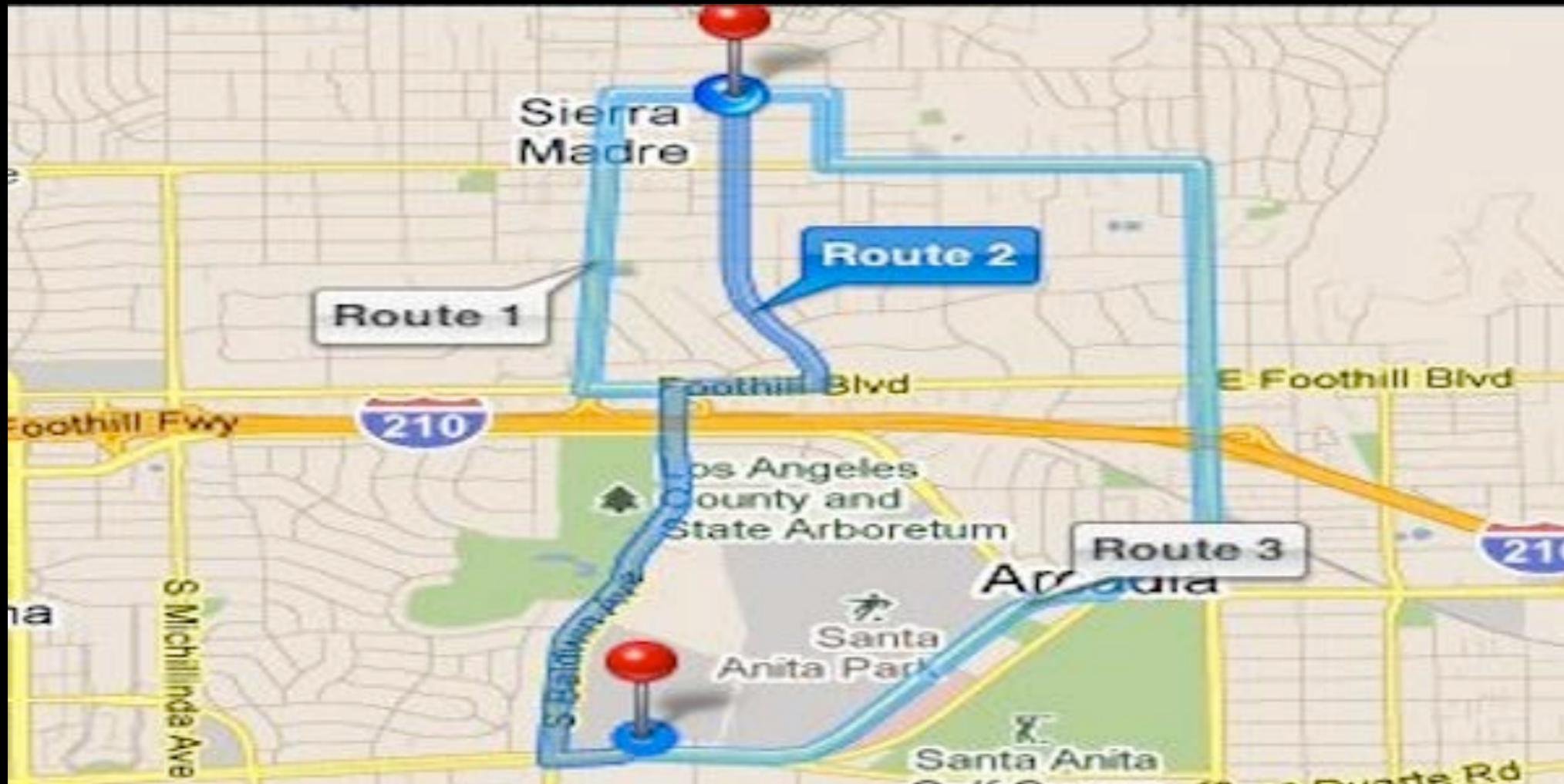
# THE POINT:  to reach ALL learners

I want to reach 100% of all the different kinds of learners in my room all the time.

That may not be practical, but it is aspirationally essential.

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## by mapping in *multiple on-ramps*

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# Stickiness is a PLAYBOOK

Stickiness is a playbook for broadening and deepening your reach

Overview of this session. I'll give a 30,000-foot view of the six dimensions of stickiness. Then we'll break into groups to do unconventional brainstorming.

# 6 traits of sticky ideas

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6 traits of sticky ideas

slightly wacky
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# So let's get sticky...

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# SIX TRAITS of Sticky Ideas

Source: Made to Stick, by Chip and Dan Heath

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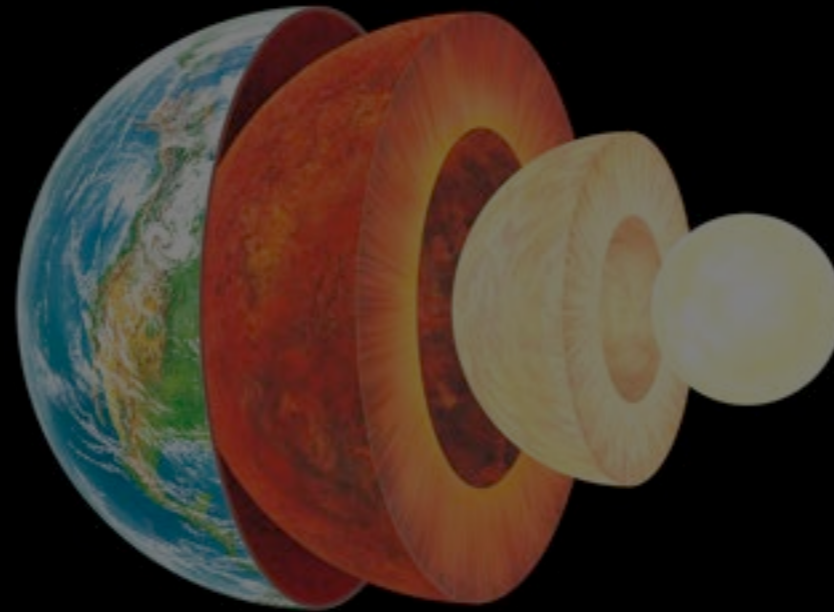STORY

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Core + Anchor. The "undo" button (or menu command) as the essence of the concept of inverse functions (by a show of hands, how many people in this room have narrowly escaped doom through the miracle of the "undo" command? Well, functions are about "doing," and

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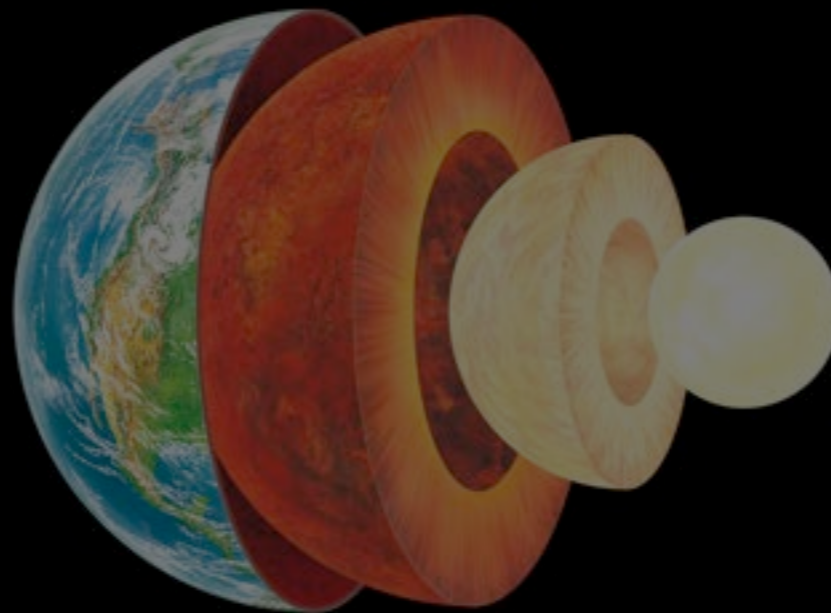
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Capture attention through **surprise**

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Activate
**physical senses**

Even a brilliant task can be made stickier by connecting it to students' sense memory: By a show of hands, how many people in this room have ever walked in the forest? Close your eyes and remember what that felt like — how did the air feel on your skin, what was the moisture

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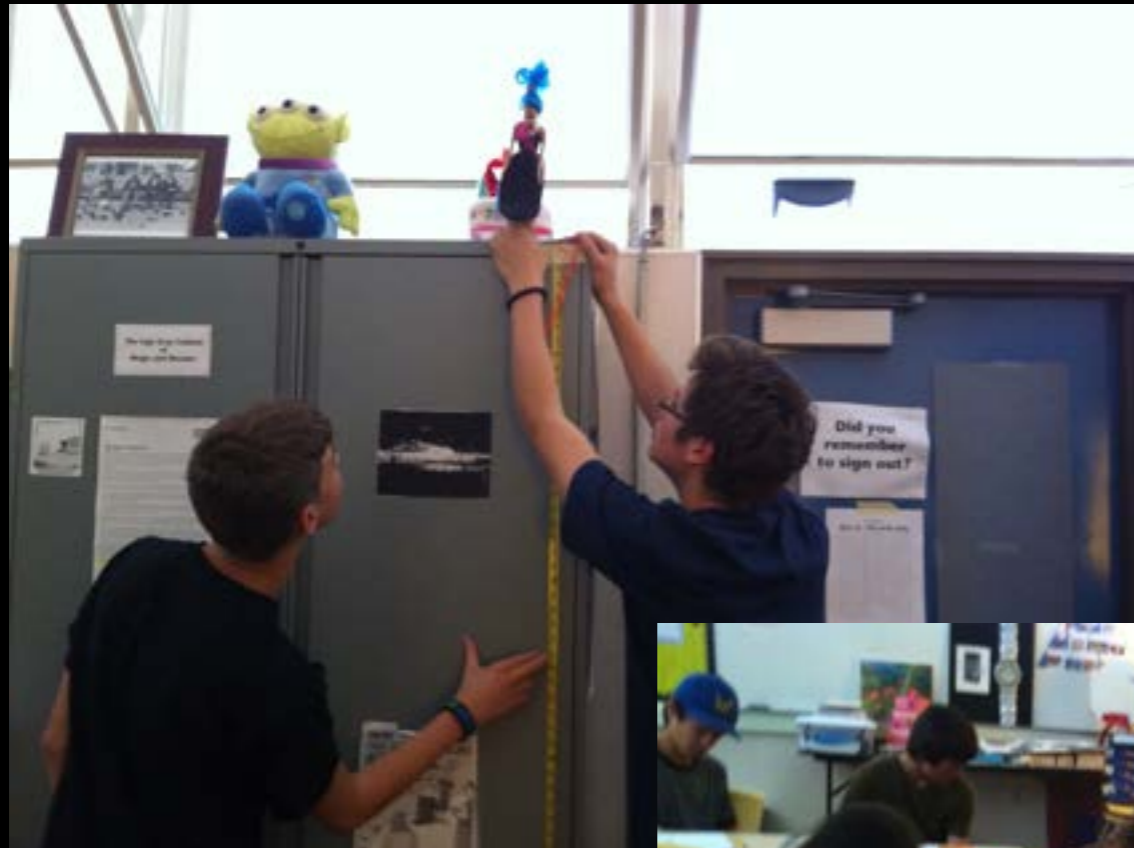
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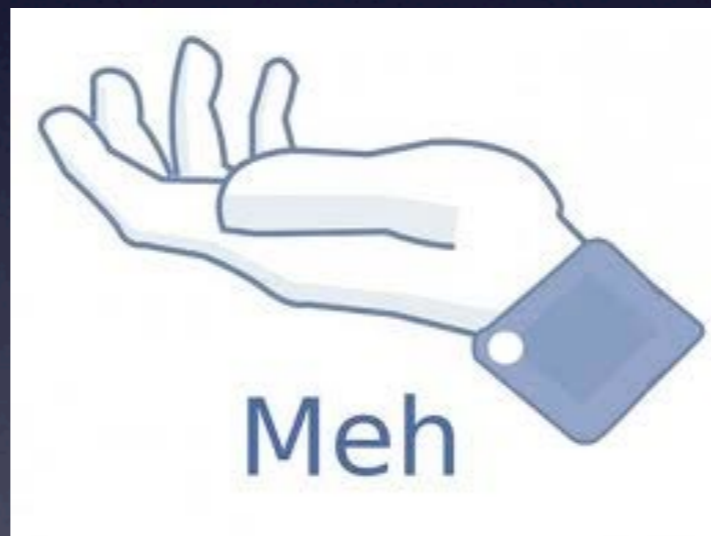
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