### Sticky Messages in Popular Media

#### 10 Memorable Movie Quotations

<table>
<thead>
<tr>
<th>Number</th>
<th>Quotation</th>
<th>Speaker and Movie</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>“Frankly my dear, I don’t give a damn.”</td>
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<td>2.</td>
<td>“I’ll be back.”</td>
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<td>3.</td>
<td>“Round up the usual suspects.”</td>
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<td>4.</td>
<td>“Go ahead, make my day.”</td>
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<td>5.</td>
<td>“May the Force be with you.”</td>
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<td>6.</td>
<td>“You talkin to me?”</td>
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<td>7.</td>
<td>“Toto, I’ve got a feeling we’re not in Kansas anymore.”</td>
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<td>8.</td>
<td>“Take your stinkin’ paws off me, you damn dirty ape!”</td>
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<td>9.</td>
<td>“I’m going to make him an offer he can’t refuse.”</td>
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<td>10.</td>
<td>“You can’t handle the truth!”</td>
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Your favorite movie quotation not listed above that has “stuck” with you

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#### 10 Sticky Proverbs/Universal Messages/Commonsense Sayings

1. The perfect is the enemy of the good.
2. A journey of a thousand miles begins with a single step.
3. No battle plan survives contact with the enemy.
4. Choose your ruts carefully—you may be in them for a long time.
5. The buck stops here.
6. A watched pot never boils.
7. Do less, more thoroughly.
8. The grapes are sour and not ripe as I thought.
9. Strike while the iron is hot.
10. Don’t judge a book by its cover.

**Why are these media messages so memorable?**
**SIMPLE** means:

1. **Focusing on the CORE IDEA** or concept of your teaching message:
   a. across the full course.
   b. across a unit of instruction where a concept or principle occupies more than one class period
   c. during a single class session

2. **Sharing that idea in a compact format**
   a. through “proverb-like” statements that have inherent significance
   b. through powerful visual imagery/symbols that represent the core idea

**Workshop Activity**

Suppose one of your former students has graduated and is interviewing for a job. She mentions to the interviewer that she took a key class from you, and the interviewer asks her “what are some core ideas you learned that has stuck with you to this day?” **Write down 2 things you hope she will say to not only get the job but to make you proud to have been her teacher.**

I would hope she would say:

1. 

2. 

Talk to your colleagues about why you chose your statements listed above.
UNEXPECTED means:

1. **Gaining student attention** by
   a. breaking an expected pattern to start the class
   b. raising a key question or providing a counterintuitive finding in relation to the core idea

2. **Holding student attention and interest** by:
   a. creating a sense of mystery based on a compelling problem
   b. highlighting a knowledge gap students are likely to have

**Workshop Activity**

Talk in your group about the following:

A. The most compelling “beginning” to a presentation, lecture, or class that you have experienced, either as a participant or as the instructor. Provide the proper context for your description, and tell your story in a concise manner.

B. How you have successfully maintained student interest during a class or regained interest when you have noticed attention beginning to wane
CONCRETE means:

1. **Helping people understand and remember**
   a. through clear examples that evoke detailed, specific sensory images
   b. through the use of familiar and specific language

2. **Helping people coordinate** their actions as team members by mobilizing their resources toward a specific goal

**Workshop Activity**
Outline the *most powerful example* you have used in one of your classes to describe or explain a concept, idea, process, or principle in a concrete way. Set up the example by providing the proper context to the course and the class material associated with the example. Speculate on why this example has worked so well.
S U C C E S S
SIMPLE UNEXPECTED CONCRETE CREDIBLE EMOTIONAL STORIES

CREDIBLE means:
Helping people believe through

a. the judicious use of authorities and evidence
b. the personal lived experience of those who are “in the know”
c. convincing, vivid details
d. statistics that make an experience accessible on a human, everyday scale

Workshop Activity
Consider a complex idea or concept you have to deliver to students—an idea that the learners never seem to get right, perhaps because of persistent misconceptions. Which of the following ways do you regularly use to dislodge their misconceptions and thereby establish credibility for your idea? How successful are you?

A. demonstration
B. diagram/figure
C. hands-on (experiential) activities
D. mini-experiment
E. narrative/story
F. photograph/video
G. rational argument
H. quantitative evidence
I. simulation/case study
J. three dimensional artifacts
EMOTIONAL means:

1. **Making people care about your subject** by inspiring students to act through assignments that carry emotional resonance.

2. **Tapping into the issues/problems** students feel strongly about in your subject and addressing them in an open, trusting environment.

**Workshop Activity**

The goal of having an emotional tone in our messages is to make people care—and feelings inspire people to act.

1. What are the **inspiring** assignments, readings, or projects you have created in a course that most often result in high energy, motivation, and (hopefully) good results from your students?

2. What are the most **controversial** assignments, readings, or projects in a course that tend to bring out a different kind of “energy” in class? Talk about your goals for including these kinds of assignments and the student growth that you have observed as a result of this work.
SIMPLE UNEXPECTED CONCRETE CREDIBLE EMOTIONAL STORIES

STORIES mean:

Getting people to act through **simulating** problems or issues that impact the core idea or message in your class.

Giving people the energy to act through **inspiring** narratives that demonstrate overcoming obstacles, connecting with others, or new ways of thinking.

**Workshop Activity**

Some teachers do not portray themselves as storytellers, yet it is very likely that a narrative element is present in the discourse of many class sessions. For example, portraying a real-life application of a principle often results in a story being told.

What is the role of stories in your class? How do you use them to portray ideas, concepts, or principles to your students?

**Tell one of the stories** you typically use in a class, and describe why this particular story is the best vehicle to explain or illustrate an idea, concept, process, or principle.
WHAT’S SO GREAT ABOUT SESAME STREET THAT ENCOURAGES CHILDREN TO LEARN?

1. has powerful, colorful, and stunning visual imagery
2. stays focused on one main task across the time unit
3. provides a large number of repetitions and demonstrations to practice learning a task
4. uses humor extensively
5. actively and physically engages all learners
6. often tells a story about the topic to draw the listener in
7. uses charts, graphs, and other displays to format information
8. uses LARGE print to emphasize importance of words/numbers
9. exaggerates the value or importance of the task to be learned
10. designs short, fast moving segments to direct learner attention
11. creates a supportive learning community
12. provides time for reflection through structured “pauses”

How many of these essential tools for creating sticky messages are at work in your classes?