

# The Importance of Kinetic Energy in the Classroom

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Most of us already know how important interactivity is when educating adults. No longer is the preferred model the old vision of a person standing behind a lectern and droning on and on at a seriously disinterested audience. Instead, getting participants active and involved in the process dramatically increases information retention rate, enabling students to modify their behaviors and practices to incorporate the new information.

However, a methodology that still hasn't reached widespread implementation is getting participants actively moving. Getting people up and moving can help reset attention spans, which have been continually shrinking over the past couple decades, and get participants re-engaged with the presentation and materials.

So how to get people moving?

One tactic is to poll the audience, simply by having people respond to the poll by standing up. We did this in our recent Legislative Update training where we were discussing how a legal change was going to impact the number of Occupational Driver License filings. I had students stand if less than 50% of their ODL filings were related to the law change, then if 50-75%, then if 75-95%, then if 95%+. This got all of the students standing, with the additional benefit of providing us a visual representation of how this change would impact our clientele.

Another method, which I saw implemented in the 2018 NASJE conference in Austin, is to set up "stations" where students will get up and move to various locations in the room to discuss a scenario or receive information on a specific topic. In the class at NASJE, information was available on 4 different topics, and students self-selected which station was most relevant to their interests.

Finally, at our new judge training, we developed a mock inquest scenario, where judges would walk through several scenes (this was pitched as "haunted house-style") to examine how to perform their death investigation responsibilities.



I would encourage all judicial educators to think about how to get their participants moving around, get their blood flowing, and continue innovating new ways to build interactivity into classes.