

Discussion Protocols

1. CONSENSUS CENSUS: 1-3-6 (Discussion, Feedback, Collaboration)

Description: This collaborative strategy is designed to support students' building group consensus.

Application: This is used when students are asked to answer a question, solve a problem, or analyze a statement.

Process: Pose a question, problem, or statement. First, ask students to individually (**1**) tackle the challenge. Second, form groups of three (**3**) in which students combine sets and agree on one list. Third, join two groups together to form groups of six (**6**) and instruct them to combine the two lists into a final list, prioritizing by teacher-determined parameters. Assign a student from each group to present final list.

2. BEST SUMMARY (Discussion, Writing, Collaboration)

Description: Students use a discerning eye to judge the best summary amongst all.

Application: This lecture protocol is especially useful for informational or conceptual content.

Process: Stop the lecture at appropriate intervals. Ask students to write a summary of the content presented so far. Organize students into equal-sized teams. Redistribute summaries from one team to the next one. As a whole class, ask each team to identify the best summary among those given to them, read it out loud to the class and explain the reason it is the best.

3. TEACHER PROMPTS (Discussion, Questioning)

Description: This communication method allows teacher to ask thought-provoking questions to encourage student talk.

Application: This process is a means of evaluating student learning, constructing foundations for further learning, and sparking critical thinking for all students.

Process: Create questions using prompts such as "I wonder . . .?" "Perhaps . . .?" "How could we check?" "Is that fair?" "Can you rephrase it?" "Can you put that into your own words?" "Do you agree with that?" "Why or why not?" "Predict what will happen next" "Where is the evidence in the text for what you said?"

4. MAKE AN APPOINTMENT (Discussion, Collaboration)

Description: Students collaboratively communicate with rotating partners in a pre-planned manner.

Application: This technique activates prior knowledge and provides guidance for paired discussion or review.

Process: Before using the strategy, decide which questions/assigned topic will be discussed at each appointment. (It can be printed on the clock, written on the board or verbally shared by the teacher.) Give each student a clock handout (Addendum A). Tell students to find a partner for each hour mark on the clock. Remind the students that they cannot use any classmate's name twice on the clock. (Partners always have each other's names on their matching hour on their clock.) Say to the students "You have 10 seconds to get with your three o'clock partner and discuss question or topic." Limit time per appointment. Repeat process until all appointments are met. (Number of appointments may vary.) For online version go to *Using Tech: Clock Buddy Generator*.

5. PHILOSOPHICAL CHAIRS (Discussion, Feedback)

Description: This method strengthens critical thinking and communication skills.

Application: This protocol is especially useful for exploring controversial topics but can also be applied to points-of-view discussions.

Process: Give students a central statement or topic to research and formulate a particular opinion. Set-up chairs/desks with two rows facing each other; a third row is then set up at the end, forming a "U." Read statement. Direct the students who agree with the statement to sit on one side, those who disagree on the other. Tell undecided students to sit at the end. Begin the discussion with an argument in favor of the stated position; then, direct a student from the opposing side to respond to that argument. Inform the "undecided" that they should state their concerns at any time. Emphasize "open-mindedness" rather than insisting on "standing one's ground." Remind students that they can change seats at will and should move to the appropriate side. (There is no limit to the amount of times one may move.) Also remind them to listen and not interrupt each other as the argument continues back and forth (first side "A", then side "B", and so on). Create the conditions so that all students participate.

6. FIND SOMEONE WHO KNOWS! (Discussion)

Description: This protocol directs students to search for information by moving around and talking to each other.

Application: This time-tested method is especially useful for exchanging informational content.

Process: Give each student in the class an activity sheet to be completed within a limited period of time by finding someone else in the class who can answer each question, only one answer per student. Clearly instruct students to verbally ask the question and write answer on their own paper, denoting the student initials that answered the question. Remind students that papers should not be passed from student to student.

7. USING TECH: MINDMEISTER (Discussion, Writing, Collaboration)

Description: This web-based process innovates regular brainstorming sessions by using real-time collaboration and easy web sharing.

Application: This program allows all students to expand, elaborate, and share their ideas with others via technology.

Process: Give laptops to each pair of students. Go to www.mindmeister.com. Enter topic/question into the map. Tell pairs to enter information in map, assigning specific topics or subtopics for them to fill out. Print finished product.

8. PIGGYBACKING (Discussion)

Description: This protocol scaffolds students toward a deeper understanding of the content, as well as provides opportunities to build verbal skills.

Application: This technique occurs when students must expand, elaborate on, and extend an idea or must clarify an initial idea.

Process: Introduce the topic and instruct students that they must "jump-in" to the conversation. Remind them after information is delivered, all students must contribute to the conversation. Guide and encourage students to piggyback by modeling "jump-in" language: *"I hear what you are saying, but . . ." "_____ has a point when he said ..." I like (didn't like) what _____ said because . . ." "Can I add something to what _____ said?"*

9. TAKE TEN AND TALK (Discussion)

Description: This is a student-centered procedure that promotes discussion.

Application: Use this procedure as a guiding doctrine in the classroom.

Process: Direct students at intermittent times to turn to a neighbor and talk about the question or statement posed for exactly ten seconds.

10. TEA PARTY (Discussion, Questioning, Collaboration)

Description: Students communicate by reflecting and sharing information with each other.

Application: This protocol encourages and generates discussion about a topic and is best used with large groups.

Process: Write a question or a quotation about the topic on index cards, having enough for each student, and place the cards in a box or on a table. Direct the students to select one card and write a reflection on its content and its relationship to them personally. Tell students to mingle and share quotation or question and reflections from their cards in pairs (three to five minutes per pair, fifteen minutes total). Have students then form triads or quads to further discuss the topic and implications for them. End activity with a whole group share session.

11. VOCABULARY BEAST (Discussion, Collaboration, Writing)

Description: Incorporating grammar skills with content is at the heart of this protocol.

Application: Use as a review of previously learned material.

Process: Give students vocabulary terms to tackle throughout a lesson or unit. (Work can be done in or out of class as directed by the teacher.) During review time, tell students to bring vocabulary to class. Assign students into groups of two or three (preferably two).

Instruct students that the goal of the activity is to create complex sentences, relating concepts using the vocabulary. Review the rules of the Beast: 1) There will be time limits or work until one group has used all of the terms; 2) Each sentence must be factually correct as well as grammatically correct (no run-on sentences); and 3) The vocabulary term used must be underlined. Award points for each vocabulary term used correctly in a meaningful way. In order to encourage students to write complex sentences that relate different concepts together, award points based on the sequential number in the sentence. (The first term will receive one point, the second term two, and the third term three points and so on. Remind students that each term can only be used once for points although it may be used again for no points.) Call time when students finish the sentence writing activity and direct them to "trade and grade." Tell students that if a vocabulary sentence is called into question, the grading group needs to poll the entire class on whether or not the sentence should be accepted for points. If a sentence is deemed unacceptable, award no points.

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12. OLD-TIME TOWN HALL MEETING (Discussion, Questioning)

Description: Students assume roles of personalities from a time period.

Application: This is used as a review to clarify a student's understanding of a time period.

Process: At the end of review, ask students to create interview questions for a noted personality. Hand out name cards to students and direct students to research the characters by pre-set parameters (who, what, why, how, when). On town hall day, assume the role of the mayor, and tell students to become their personalities. Have students ask prepared questions. Assign a few students the role as news reporters to summarize the meeting.

13. SOCRATIC SEMINAR (Discussion, Questioning, Feedback)

Description: The teacher poses questions requiring students to weigh options and draw conclusions on a specific topic, text, or work of art.

Application: This protocol is especially useful when the teacher asks critical questions and students can expand, justify with evidence, and share their ideas with others.

Process: Choose common text (or artwork) and tell students to pre-read or pre-study the selection. Design opening questions. Teach any background information necessary for a good understanding of the text. Have the students put their desks in circle so that they can see each other. Provide an empty desk for the "hot seat." Start by explaining the Socratic Seminar to the students:

- Explain that the conversation is theirs, and that the teacher's question is a starting point which they can move away from as they pose ideas and questions that are more interesting to them as long as the new ideas and questions can be discussed in terms of the text.
- Tell them to direct their comments *to other students* and explain to them that the teacher will not comment on what they say since this will cause them to talk to the teacher rather than to each other. Look down or avoid eye contact until the discussion takes off on its own.
- Encourage them to listen carefully and to think before they talk.

Pose a thought-provoking question. End the seminar at an obvious stop point. Go around the circle and ask each student about the experience. *What was good about it? What was not so good? What could be improved for the next time?* Allow 50+ minutes with no more than 25 students participating at a time.

14. THINK-WRITE-PAIR-SHARE (Discussion, Collaboration, Writing)

Description: This academic approach provides students fuel on a given topic, enabling them to formulate and communicate individual ideas and share these ideas with another student.

Application: This procedure is useful for activities like note and lecture checks, vocabulary, quiz, and concept reviews, outline, discussion questions, partner reading, topic development, agree/disagree, brainstorming, simulations, current events, summarization, and development of an opinion.

Process: Assign partners and present a topic to discuss. Give students at least ten seconds of think time to ponder their own answers and tell them to scribble down some ideas. Next, direct partners to discuss the topic or solution (both must contribute) and then randomly call on a few students to share their ideas with the class. Remind students that no one can provide more than one answer for each topic.

15. USING TECH: WORDLING (Discussion, Writing, Reading)

Description: This technique incorporates technology with verbal communication skills.

Application: This procedure is best used as a pre-reading or post-reading activity.

Process: Create a Wordle (www.wordling.com) from a non-fiction source. When used in a pre-reading activity, show students the Wordle and instruct them to generate a prediction of what the Wordle means and create a title and headline from that prediction. Have students share their answers, justifying their prediction and title/headline. When used in a post reading activity, put students into groups and tell them to reflect on the reading by creating a list of key words or ideas. Enter words at Wordle website, create and print. Display each Wordle so that groups can discuss similarities and differences.

16. MODIFIED LECTURE (Discussion)

Description: Students communicate through visual cues as a way to be actively involved in a lecture.

Application: This lecture protocol can be used to introduce or review facts, events, concepts, generalizations, arguments, and points-of-view.

Process: Give students two (green and red) or three (green, red, and yellow) cards. Tell students to keep one of the three cards visible to the teacher at all times. Instruct each student to display the green card if he understands what the teacher is saying, display the yellow card if he is not sure of the information, or display the red card if he disagrees or objects to what is being said. When the majority of cards are green, continue the lecture. If more cards are yellow, explain and elaborate, citing more examples or more evidence. Upon seeing red, acknowledge why some may not be in agreement, or perhaps generously offer examples of objections.

17. STORMIN' THE QUESTION (Discussion)

Description: Teacher conducts a brainstorming session on an open-ended question/problem, contributing his ideas when appropriate. After brainstorming, the teacher derives some general principles on the topic and corrects any misconceptions.

Application: This lecture tactic is especially useful when the instructional content is primarily informational or conceptual or when the content involves analyzing and solving a problem.

Process: Introduce the question/problem. Conduct a brainstorming session. If necessary, explain the ground rules for brainstorming. Start the session by asking a question that is broad enough to elicit varied responses. Guide and direct the students to challenge and/or support others' ideas, explaining any discrepancies. Direct the students to summarize the major points of the session and hand in as an exit ticket.

18. DE BONO'S SIX THINKING CARDS (Discussion, Collaboration, Reading)

Description: Adapted from De Bono's *Six Thinking Hats*, this is a structured group activity in which different perspectives are explored amongst a group of six students.

Application: This protocol is especially useful for exploring controversial topics.

Process: Model this process before you use it the first time. Divide students into groups of six. Direct students to read article, passage, or watch a video, taking notes. Hand out different colored card tents to six students. Create a chart so that students know what each colored card needs to do in the discussion. (Yellow card tent: express the positive aspect of the topic; Red card tent: express emotions connected to topic; White card tent: give neutral facts connected to topic; Green card tent: create additional questions for others to answer about the topic; Black card tent: express negative comments in regards to the topic; Blue card tent: facilitate discussion amongst all participants).

19. SMALL GROUP CONSENSUS CENSUS (Discussion, Collaboration)

Description: This collaborative strategy is designed to support students' building group consensus.

Application: This is used when students are asked to list possible solutions.

Process: Pose a question, problem, or statement. Ask students to individually tackle the challenge, with time limits. Form groups of three or four in which students combine sets and agree on one list with the top three in order of importance. Instruct students that each will be called on to defend one of the group's choices.

20. WAGON WHEEL (Discussion, Questioning)

Description: Students are actively engaged as both “giver” and “receiver” of information.

Application: This technique occurs when the teacher asks critical questions and students can expand, elaborate, and share their ideas with others.

Process: Create multi-level questions based on the topic. Divide students into two groups, forming inside and outside circles. Pose a question to the class, directing the two students facing each other to talk for a brief time (usually 30–60 seconds). Tell students that at the signal, the outer circle rotates one position to the left to face a new partner. Ask another question, allowing for conversation to continue. Have students write and turn in a summary of the wheel.

21. THREE INDEX CARD DISCUSSION (Discussion, Questioning, Writing, Reading)

Description: This student talk strategy is less formal than the Socratic Seminar but allows all students to speak and share, thus developing discussion skills.

Application: This pre-reading, reading, and post-reading strategy encourages rich discourse.

Process: Choose text for students to read. Distribute three blank index cards to each student. Direct them to come up with three discussion questions about the text. Give a set time for students to generate and record questions on the cards. Direct the students to sit in a circle and pose their question for the class to discuss. Remind students to make comments around the circle and not to the teacher. (For each turn that a student takes, either asking or responding to a question, a card is thrown into the center of the circle.) Provide guidance as students must use all index cards, either asking or responding. (Once all cards are used, the activity is over.) Save time at the end for feedback and debriefing the discussion. Ask students to summarize the discussion in a paragraph and turn in.

22. CHARADES (Discussion)

Description: Charades is a pantomime game in which players act out a word or phrase with body language and gestures.

Application: Use charades as a warm-up or review of previously learned material.

Process: Have an overall topic in mind when planning to use charades. Create charade cards, one charade per card and enough cards for each student to play. Divide cards into two piles and place in basket(s) so that students cannot see the cards before they make their selection. Split students into two teams and announce which team goes first and that each turn will last a certain determined amount of time, such as two minutes. Review the procedure with students: 1) During charades there will be no audible signals from the player who is acting out the charade; 2) A player from a team will pick a charade card from the basket and act out the clue; 3) If the team correctly identifies the clue within the time limit, it gets a point and the other team goes next; 4) If the team does not answer or answers incorrectly, the opposing team gets one attempt to answer; 5) If the opposing team is correct, the point goes to them and they will then select from the basket and the process continues; and 6) If they answer incorrectly, they will just select from the basket and the game continues; no points will be deducted. Before the game begins, hand out the Charades Clue sheet (Addendum GG) to help students give meaningful clues to their teammates. After the entire game has been played, add total points from each team and as a final task, ask each team to write on an index card what the topic was of the charades game. Award five additional points to either or both teams if they correctly answer the topic question and announce the winner.

23. STUDENT FISHBOWL (Discussion, Questioning)

Description: This protocol allows students to share their perspectives on a given topic in a formalized manner.

Application: The Student Fishbowl is used when students' experiences and ideas can add depth of understanding in a discussion.

Process: Prior to the activity, prepare questions on a handout and ask students to write out answers. Clip these prepared questions and answers and put in a bowl. Ask "Fishbowl" students to sit in a horseshoe formation and the rest of the group, observers, should sit facing toward the open part of the horseshoe. Instruct observers that they are not allowed to speak during the Fishbowl dialogue as their job is to listen. Mention to observers that they will get a chance to talk at the end of the activity. Assign one person to be the facilitator, who will retrieve prepared questions with answers, read them, and direct the student who answered the question to go deeper into the answer. Encourage students to take the conversation where they want to go; there are no wrong answers. Make sure everyone in the Fishbowl who wants to answer the question is allowed to do so in a timely manner. Allow discussion to go on for twenty to twenty-five minutes. During the actual protocol, ask facilitator to draw a Q & A out of the bowl and read both the question and answer. (The student who answered will raise his hand and explain his answer. If more than one answered the same way, he may also add to the discussion.) Repeat the process, pulling questions and answers. At the end of the discussion, invite observers to comment on the Fishbowl but with the understanding that they are not to invalidate or question the students' contributions to the discussion.

24. PARTNER TALK (Discussion, Collaboration, Questioning)

Description: This academic approach provides students fuel on a given topic, enabling them to formulate individual ideas and share these ideas with another student.

Application: This procedure is useful for activities like note check, vocabulary review, quiz review, concept review, lecture check, outline, discussion questions, partner reading, topic development, agree/disagree, brainstorming, simulations, and/or summarization and development of an opinion.

Process: Assign partners and present a discussion topic or problem to solve, allowing at least 10 seconds of think time to ponder individual answers. Tell partners to discuss the topic or solution (both must contribute) and then randomly call on a few students to share their ideas with the entire class.

25. ROLL AND RESPOND (Discussion, Writing)

Description: Roll and Respond is a game protocol by which students must answer questions and justify answers.

Application: This protocol can be used to ask a variety of questions including questions that extend a topic by providing new directions for further exploration.

Process: Hand out the Bloom's Revised Taxonomy Pocket Guide (Addendum B). At the end of a unit or chapter, refer students to http://www.toolsforeducators.com/dice/make1_text.php for a blank die template. Tell them to use Bloom's question stems to create two "Level One" questions, two "Level Two" questions, and two "Level Three" questions and create and construct the die. Once students make the die direct them to play the game. Randomly select one of the students' created die. Review directions for game: Select one student per group if there is more than one group, to start. 1) Roll die. 2) Read question out loud and answer it. 3) The next person rolls the die and repeats the action. In the second round, if a student has already had the same question to answer, he passes on that question but rolls again. Encourage students to add to another person's answer or provide an alternative answer.

26. BROWN-BAG-IT! (Discussion, Writing)

Description: This protocol offers a fun and unusual way to get students thinking about a topic.

Application: The brown-bag-it activity is a great way to introduce, present, or review a concept.

Process: Assign each student a topic; all may share the same topic, or individual ones may be given. Supply one brown lunch bag per student and instruct each student to fill his bag with items that explain or describe and/or relate to the topic. Determine a minimum and maximum number of items that can be placed in the bag. As homework, direct students to place items in bag and complete a graphic organizer, listing items and a brief explanation of the item's relationship to the topic. The next day in class, organize students into groups of three or four in order to share and "defend" their item choices. Collect graphic organizers. Model activity by having a sample bag filled with objects from a previously studied topic.

27. DESCRIBE IT! (Discussion, Collaboration)

Description: This team activity gets students actively involved by incorporating knowledge of material and communication skills.

Application: Use as a review of previously learned material.

Process: Have students separate into two teams. Ask each team to come up with a list of vocabulary words that relates to a specific unit or lesson, giving students about five minutes to come up with the list. After both teams have made the list, decide which team will go first. Have two students from one team come up to the front of the classroom, one student sitting in a chair with his or her back to the board and the second student standing in front of the first student. Using the other team's list of vocabulary words, pick one word to write on the board. Remind all students that the standing student has one minute to describe the word on the board to the sitting student and that the student may not use any form of the word as a description. (If the describer accidentally uses the word, the team's turn is over.) Award one point to the sitting student if he is able to guess the word correctly in the allotted amount of time. Continue this activity until each team has tried to guess all of the vocabulary words on the lists or until the set-aside time for the activity is reached.

28. USING TECH: PECHAKUCHA (Discussion, Writing)

Description: Pechakucha is a Japanese word that means "chit-chat." It uses a very specific format of presenting twenty slides, each for twenty seconds. This forces students to make each slide and accompanying comment powerful. It limits the "death by PowerPoint" presentation.

Application: Apply Pechakucha as a presentation device.

Process: Model an example using Pechakucha before assigning graded work. Give students a topic to research and tell them they will present using Pechakucha. Review the guidelines:

- Presenters are only allowed 20 slides and those slides must automatically advance every twenty seconds.
- Presentations should never be longer than six minutes and forty seconds.
- PowerPoint slideshow must depend on visuals, rather than text-heavy slides.
- Presentations are expected to have structure, including an introduction and conclusion and an internal structure (clear main points, transitions) that will guide the audience through the slide show.
- Presentations are expected to be polished, professional, and engaging.

29. SPEED SHARING (Discussion, Writing)

Description: This fun protocol allows students to share information with others and truly follows the desired 80% student talk to 20% teacher talk ratio.

Application: Use Speed Sharing when a broad overview of the topic is desired.

Process: Assign students a section of information to study. Tell students to “become experts” on the section of information, making sure they highlight the most important information and take notes if needed. Next class, arrange desks in an inner/outer circle formation, with students’ desks facing each other. After students are seated, tell them that they will have one minute to share/explain the most important information about the section and remind them to keep their paper in front of them as they are talking to the other student facing them. After the minute, tell the students to switch “experts” and allow the other student to share. After that minute, tell students that they have thirty seconds each to ask clarifying questions about the subject matter. Direct the students in the inner circle to remain seated and the students in the outer circle to shift counter-clockwise one seat, and the process repeats until the students are with their original partners.

Joshua Long, CIECHS

30. BROWN BAG COMPETITION (Discussion, Collaboration)

Description: This fun activity combines two protocols, Brown-Bag-It and Criss-Cross-Cross-Out. It is fast paced and has a friendly competition element that keeps students engaged.

Application: The Brown Bag Competition game is a great way to introduce, present, or review a topic.

Process: Have a topic in mind and arrange students into groups of three or four. Hand out one standard paper bag and a small stack of (2” x 3” size) paper to each group. Instruct students that when the topic is announced, each student will write a person, place, thing, or idea that is connected and is particular to the topic, one per paper and place into the brown bag. After three to five minutes, stop students and take away all unused paper. Tell students that each group will examine their papers, sorting and classifying as appropriate, combining doubles/triples as they continue to sort. After two to three minutes stop students and direct a team to call out their terms to all students, emphasizing that if another group also has the term, papers from all groups will be discarded. Repeat the process with the next group. After all of the groups have shared, ask which group had the most unique/particular terms and declare them the winner of the competition.

Betty Jo Slozak, NCNS

31. SIDE-TO-SIDE (Discussion)

Description: A twist on the Four Corners Debate, this strategy deepens a student’s understanding of topics or issues by forcing the student to make judgments about them.

Application: This activity is used when students are required to take a position on a particular issue.

Process: Select a topic and determine the issue/problem to be tackled by students. Create ten statements that will force students to think deeply about the topic or issue. Label each side of the room as “Definitely” or “Definitely NOT.” As the students hear the statements, direct them to the side that best represents their opinion. Once students are on their sides, elicit a volunteer from each side to justify their position. After both positions have been heard, ask if anyone wants to move based on one of the volunteer’s statement. Clarify the ideas shared during this discussion, chart the main arguments, for and against, on the board.

Janice Sutton, CCECHS

32. YOU'RE THE EXPERT! (Discussion, Writing, Collaboration)

Description: Students work in pairs to explain/review details of a topic.

Application: This is a great warm-up or wrap-up activity to review material.

Process: Place students in pairs. Designate each person in the pair as a "One" or "Two". Explain to students that when their number is called, they are the ones who will be the "experts", during which they explain the topic at hand to their partner. At the appointed time call out the *other* number. When that number is called, students pick up where their partners left off, continuing to explain the topic. As a follow up, have students write a summary of their discussion.

Julie Ridenour, CCECHS

33. SURVEY SAYS! PROTOCOL (Discussion, Feedback)

Description: This process allows students to actively participate in a survey but then to also be able to see other participants' responses, comparing and contrasting answers.

Application: Use this protocol when student opinion is critical to challenging or reaffirming the status quo.

Process: Ask students to respond to a survey. Reveal answers from other respondents. Ask respondents to analyze the similarities and differences between the groups. This can be done in a blog, chat, or other electronic means such as a post-board. Challenge students to add other survey questions or to add comments on the survey sheet.

34. CANDY FIASCO! (Discussion)

Description: This fun activity uses candy as a way to get students talking! "The more you take, the more you talk!"

Application: This protocol can be used as a traditional ice-breaker but also as a way to get students talking about previously learned content.

Process: Buy a large bag of individually wrapped candy. Arrange chairs in a circle for this activity. Greet students and tell them to take *up to* three pieces of candy (or tell them to take as many pieces as they wish) from the bowl. Warn them not to eat the candy yet. Once all students have their candy, tell them that for every piece of candy taken, they must reveal an interesting fact about themselves OR they must share what they know about the content in the form of facts. Once all students share, they may eat the candy that they took originally.

Jennison Shields, CCECHS

35. PRESCRIBED SOLUTION (Discussion, Writing)

Description: This protocol is a symbolic way to look at symptoms of a problem so that students can "prescribe" ways to fix it.

Application: This is a problem and solution activity.

Process: Pose a general problem to students. After a brief discussion, allow students to write down a specific symptom of the problem. Redistribute the symptoms. Tell them to individually write a "prescription" for the very specific symptom. Allow students to share some of the answers and encourage others to add to the discussion. If there are time concerns, write one symptom on the "What Seems to Be the Problem," Symptom Checklist (Addendum D) so that students concentrate on just the solutions. (Example: Small tax base is the overall problem. Urban blight and crime are symptoms of the problem. The prescribed solution could be financial incentives for businesses to move into the city.)

36. STUDENT CHOICE (Discussion)

Description: A student randomly selects another student to share information, read a passage, and/or answer a question.

Application: This method encourages and generates discussion for all students without the added burden of the teacher “calling on” students.

Process: Instruct students that when the teacher says “student choice,” a student will call on another to share information, read a passage, and/or answer a question. Continue this process, adding that all students must be called on before students are asked twice. To start off, say, “*Student A, choose someone.*”

37. SOLVING SAFARI (Discussion, Questioning)

Description: This protocol keeps students engaged as they seek and solve problems around the room.

Application: Use this protocol in all subjects, especially mathematics.

Process: Create up to sixteen problems and solutions. Prepare large index cards by placing a problem on one side and a mismatched solution on the other. Be sure that the direction of the writing is readable when the card is flipped up. Be mindful, too, that if two cards have both problems and solutions for each other, students will boomerang and not be able to advance to a new problem. Tape the cards around the room with the answers displayed. For the actual activity, direct partnered students to find a card to start, flip up, read the problem, talk to partner to solve, agree on solution, and find solution posted. Repeat process until all problems and solutions have been worked and answered by every team.

Hope Littlejohn, CIECHS

38. OUR TOP TEN LIST (Discussion, Questioning)

Description: This fun activity gets students thinking, talking, and collaborating by inquiry.

Application: Our Top Ten List can be used as an icebreaker.

Process: Divide students into groups of four or five by having them number off. (Do this because students generally sit with others they know best.) Tell the newly-formed groups that their assignment is to find ten things they have in common with every other person in the group and that have nothing to do with school. Instruct students that they may not use body parts or clothing (everyone has eyes, legs and wears shoes/pants) as commonalities. Tell the groups that one person must take notes and be ready to read their list to the whole group upon completion of the activity. To keep the activity to 10-15 minutes total, tell the groups, after seven minutes, that the lists they have created are perfect, no matter how many items they have. Ask each group to share its whole list with the entire group. (This tends to bring more laughter into the activity.)

39. MATCHING DOMINOES (Discussion)

Description: This domino game helps students review vocabulary terms.

Application: This protocol is useful as a review tool before a quiz or exam.

Process: Have a prepared list of vocabulary terms that need to be reviewed. Print dominoes from the domino template (Addendum M), vocabulary term on one end, mismatched definition on the other. Create each set with at least 20 terms. Group the students into partnerships and instruct them to find the “start” card. Tell teams to continue matching terms and definitions, forming a chain of dominoes.

40. PICTURE OF THE DAY (Discussion, Writing)

Description: Picture of the Day is an activity that gets students to talk in a foreign language class for the first ten minutes.

Application: Make use of this protocol as a daily bell ringer in foreign language class.

Process: Select visual images that correspond with the current unit of study. Every day, as students arrive to class, have image projected and ask students to write for one to two minutes any words (in the foreign language) that correspond to the image. After the two minutes, elicit verbal responses from the students. As time progresses within the course, remind students that the conversation must reflect the level of coursework. Limit this activity to the first five to eight minutes of class.

41. TRUTH OR LIE! (Discussion)

Description: This adaption of a classic icebreaker allows students to get to know each other in a fun way.

Application: Use Truth or Lie as an event-opening activity when there are many students.

Process: Create a ½ sheet laminated card with a “1” on one side and a “2” on the other. On class day, hand out an index card to each student. Direct all students to write down two statements about themselves: one true and the other a lie. Remind them that the more realistic the lie, the harder it will be to figure out the truth. Tell students to hold their cards and gather in a circle. Ask a student to read his two statements and tell the entire group to hold up the card number showing which statement is the truth, that is, either statement one or two. Ask the student to reveal what the truth statement is and a little background. Randomly solicit responses, if appropriate.

42. FORTUNE TELLER (Discussion, Collaboration)

Description: Fortune Teller, based on a schoolyard game, allows students to introduce or review information in a fun way.

Application: Teach students to create a fortune teller for review.

Process: Select a topic for the Fortune Teller foldable. Show students how to create a foldable fortune teller (Addendum C). Make sure the folds are set to use uneven markers (that is, 1, 3, 5, 7 or Red, White, Black, and Green). Instruct students to create eight questions and write them under each flap, making sure that questions are open-ended. Partner students together, Student A goes first with Student B answering the question. Repeat the action except Student B goes first with Student A answering the question. Tell all students to move to another partner, repeating the partner actions.

43. WORD ASSOCIATION (Discussion, Writing)

Description: This quick protocol helps students explore the breadth of an area creating points of discussion.

Application: Use Word Association as an icebreaker and/or introduction or review of a topic.

Process: Select a topic and create a list of associated terms. Set up two PowerPoint slides: slide one has the topic only and slide two has the topic and terms. Group students (pairs or trios work best) and tell them to take out a sheet of paper, one per group, and when slide one is displayed to write terms that are associated with the topic. Set a time limit, one or two minutes. After time is called, direct the students to share their answers with a neighboring group, adding and deleting terms as appropriate. Display slide two and guide the discussion, emphasizing and de-emphasizing particular terms of the topic.

44. TABLE TALK (Discussion)

Description: Table Talk protocol is based on a popular group game, Table Topics™ and is meant to elicit dialogue with a group of people who are not familiar with each other.

Application: Use as an icebreaker but also as a review mechanism in certain subjects.

Process: Purchase a box that has two compartments and select at least twenty questions that will prompt students to share (Addendum Y). Place questions on one side of the box, reserving other side for “used questions.” Group students (ten or less) and form a circle. Select one student to begin, and ask him to pick a card from the Table Talk box. Explain that the student should give his name (if necessary), say the question and then answer it. Allow a few minutes of conversation about the student’s response, and direct him to pass the box to the next person.

45. VO-BACK-ULARY (Discussion, Questioning)

Description: This game-like activity can be lively, vocal, and chaotic but is an effective way to review and reinforce word meanings in all subjects, including math.

Application: This protocol is helpful for review of previously learned information.

Process: Have index cards and masking tape for this activity. After a unit of study, but before the class meets, create a list of terms, at least enough for one term per student. From that list, write one term per index card, using all terms. On class day, tape one card to the back of each student, making sure that the student does not see the term. Direct students to walk around the class, giving and receiving clues as needed. Encourage the giver of information to use synonym clues, definitions, examples, etc. to their peers (and not clues such as “sounds-like” or “five letters, begins with R.”) Allow three to four minutes of time for the activity and at the end, tell students to share the assumed term with a neighbor. The neighbor checks and confirms. If there are enough terms, allow students to repeat the activity.

Karen Bromley “Stretching Students Vocabulary”

46. THREE PEOPLE I MEET (Discussion, Writing, Reading)

Description: The Three People I Meet protocol is a unique way for students to practice summarization skills, as well as solidify content understanding for any subject.

Application: Use this protocol to provide a scaffold for students as they strengthen summarization skills and/or peer tutor.

Process: Assign a short article(s) or section(s) of text in class or as homework. On class day, hand out a 3.5 x 5 index card and tell students to write fifteen to twenty-five words from the reading on their cards. At a predetermined signal, instruct students to take their cards and retell the article/text to three different students, the note card being the scaffold for the student.

47. QUOTE MINUS ONE (Discussion, Collaboration)

Description: This is an introductory activity to get students thinking critically.

Application: This quick tool can be used in many subjects, especially language arts and social studies.

Process: Find meaningful quotes centered on topic of study. Form students into teams of three or four. Provide each group with the same quote but leave out a critical word. Direct the students to guess what the missing word may be and allow time for groups to discuss possible answers. At specified time, ask groups to share answers and finally reveal the actual quote. Discuss.

48. WHICH IS IT? (Discussion, Writing)

Description: "Which Is It?" is an activity that stimulates thinking via decision-making.

Application: Use this activity when students must support decisions they make.

Process: Have a topic that has two "sides," "positions," or "categories." Prior to class meeting, search for meaningful visuals (charts, photographs) that contain supporting clues: two visuals per envelope, an envelope for each group. On class day, pair students. Hand out one envelope per pair and tell them that they will have two minutes to decide the category to which image belongs, describing and recording what is seen first and then discussing which category the visual belongs and why (Addendum CC) . After the time allotted, direct students to pass their envelope to the next pair and repeat the process until all pairs have seen all visuals. At that time, review visuals in a whole class setting, display them and allow students to share their findings, emphasizing strong evidences.

Amanda Stanfill, CCECHS

49. CONSCIENCE ALLEY (Discussion)

Description: Often used in drama classes, Conscience Alley (www.DramaResouce.com) is a highly engaging technique to spur classroom talk when decision making is critical.

Application: A useful technique for exploring any kind of dilemma faced by a character(s), providing an opportunity to analyze a decisive moment in greater detail.

Process: Form students into two lines, standing up and facing each other. Tell them that one student will represent a character that needs advice about a "dilemma." Present the problem to the class (Ex. *Should President Lincoln allow South Carolina to secede from the Union?*) and direct the student in character to silently walk between the two lines as each member speaks (or whispers) his advice. To make certain all ideas have been presented, organize the lines to ensure that those on one side give opposing advice to those on the other.

50. CONJUGATE! (Discussion)

Description: Conjugate! is a quick and fun dice game that allows students to review the basics of conjugation in foreign language class.

Application: Use this game as a way to enliven repeated tasks of verb conjugation.

Process: Predetermine the verbs and the subject pronouns that will be used during the activity. Pair students and make sure there are two dice (preferably of two different colors) per partnership. On the board, create a chart with two columns, A and B. In each column number one through six. Under the A column, put a different *infinitive* by each number. Under B, put different *subjects*. Tell students that the first die determines the verb and the second determines the subject. Direct one team to roll the dice, emphasizing the student who rolled must give the correct verb form. Tell students that if they say the form correctly, they win the total they rolled on the dice. If they do not say the form correctly, they get nothing. Remind the pairs that doubles get the team another turn, but three doubles in a row will result in a loss of all points and their turn. Add depth to the activity by asking students to put the combination into a correct sentence for bonus points.

Example Sample Irregular 'ir' verbs	
A	B
1. salir	1. Ella
2. ir	2. Ustedes
3. decir	3. Nosotros
4. preferir	4. tu
5. venire	5. Yo
6. producir	6. El

Jane Rauschenberg, Logan-Hoking Schools, Ohio

51. TALKING CHIPS (Discussion, Questioning, Collaboration)

Description: Talking Chips is a protocol that emphasizes 100% participation in group discussion.

Application: Use this simple strategy as a way to prevent certain students from dominating discussion as well as for students who are reluctant to speak up.

Process: Assign students into groups of four and hand out a “chip” to each participant within the group. Pose a question to the groups or have different questions on cards faced down at the center of the table. Once the first question has been asked, tell each student that a chip must be placed in the center for the privilege to answer (and all others remain silent) and that he cannot talk again until all other chips have been used. Allow groups to decide if a student does not have anything to share on a particular question, he may be allowed to pass. Remind students that when all the chips are down, students will retrieve their chip and start over with the next question.

Pharr-San Juan Alamo North High School, Pharr, TX

52. I KNOW THE ANSWER! ASK ME! (Discussion, Writing)

Description: Similar to Find Someone Who Knows, this brief activity focuses on building vocabulary to strengthen understanding of a subject or topic.

Application: Use this activity as an introduction or review of a topic.

Process: Have a word in mind with numerous synonyms that will build understanding of the topic. Ask students to create a grid with three rows and two columns for a total of six squares (or two rows, two columns each, etc.). Announce the word and tell them to write two additional words that are similar in meaning, placing one word in each box. Direct all students to get up and ask one another for different possible answers, using only one answer from each encounter. Remind them to place the student’s initials next to the supplied word. When all squares are filled, tell participants to return to seats. Randomly select students to share their answers, accepting or rejecting the word based on the topic.

53. SPAR (Discussion, Questioning, Writing)

Description: SpAr (Spontaneous Argumentation) is a structured debate format in which students have to mount an argument in one minute and then react quickly to their opponents’ ideas. This strategy helps students practice using evidence and examples to defend a position.

Application: This format is best used with contentious topics.

Process: Make sure students have a firm understanding of the topic, pro and con, before using SpAr. Divide class in half. Assign one side to be the *pro* position and the other side to be the *con* position. Have students move their desks so they are sitting opposite an opponent. Write a debatable position on the board and allow pairs one to two minutes to write down their arguments and evidences (for or against). Within the pair, direct the *Pro* student to present a one minute opening statement making his case while the *Con* student listens and takes notes. After the minute, repeat the procedure with *Con* students presenting. Give three minutes of discussion time for the pairs, inviting them to clarify reasoning or supply additional examples that bolster their position. At the specified time, give pairs thirty seconds to develop a closing statement and announce that the *Con* student will present a one-minute closing statement, followed by the *Pro* student. Debrief the activity using critical questions such as: *What value is to be gained by arguing positions with which you do not necessarily agree? What was hardest about doing this type of debate? What did you like about it? Should the format of the debate be adjusted; and, if so, in what ways should it change?*

54. WILL THE WINNER LOSE? (Discussion, Collaboration)

Description: In this review and reinforcement game, negative scoring means that even winners can lose.

Application: Use this game, developed by Education World, as a fun way to review by having student teams compete and/or create the questions and compete.

Process: Prepare two sets of cards, one for questions and one for scoring instructions. Write a review question on each question card. On each scoring card, write a different instruction. (Ex: Earn 100 points/Lose a turn/Take 50 points from the other team/Double total points/Take an extra turn/Earn 50 bonus points/Lose 30 points/Give 50 points to the opposing team, etc.) Arrange students into two or more teams, set the score to which the teams will play and decide which team will go first. Instruct the student to draw a question card and if he answers correctly, to then draw a scoring card. (The scoring command on the card determines the score the student earns for his team.) If the student answers incorrectly, allow the first student on the opposing team who raises his hand to “steal” the question. (A correct answer earns that student the opportunity to draw a scoring card.) Remind students that the design of the game scoring means that a team could conceivably answer all the questions correctly and still lose the game.

55. VIEW-FINDER (Discussion, Writing)

Description: This is a post-reading strategy that deepens a student’s understanding of topics or issues by forcing the student to make judgments about them.

Application: Use the View-Finder protocol when eliciting students’ opinions.

Process: Select a topic and determine the issue/problem to be tackled by students. Create ten statements that will force students to think deeply about the topic or issue. Ask students to choose the following for each statement: SA-Strongly Agree, A-Agree, D-Disagree, and SD-Strongly Disagree. In the discussion that follows, direct students to use facts to back up their opinion. As a closure piece, tell students to write at least a paragraph using one of the statements with their opinion and facts to support it.

56. POST-IT POSTERS (Discussion)

Description: Simple visuals posted around the room provide students with a constant reminder of concepts, events, symbols, or processes.

Application: Use posters when students need a visual reminder of concepts, events, symbols, or processes.

Process: Find, create, or instruct students to create posters of concepts, events, symbols, or processes. Post them around the room. As an exit ticket, instruct students to explain two key ideas.

57. USING TECH: FOREIGN LANGUAGE WORDLE (Discussion, Collaboration)

Description: This technique incorporates technology with language acquisition skills.

Application: Use Wordle as a quick review.

Process: Before students arrive, determine vocabulary words needed for review and the English equivalent and input into Wordle (www.wordle.net/). Print out document (or use Smart Board) and ask students to link the foreign language and English words together. Extend the learning by asking what the commonalities between the Wordles are.

58. USING TECH: E-GAMES (Discussion, Questioning)

Description: E-games (Jeopardy, Password, Hollywood Squares, Pyramid) use technology (computer and projector and/or smart board) to create review platforms for all subjects.

Application: Use teacher or student-created E-games for comprehensive reviews.

Process: At the end of a unit, course, etc., create questions/answers that can be inserted into pre-made games found on the Internet. Find easy and free downloads for many review games to include Deal or No Deal, Concentration, Frogger, Hollywood Squares, Who Wants to Be a Millionaire, Trivial Pursuit, 100,000 Pyramid, Password, and many more. Go to <http://be-a-gameshow-host.wikispaces.com/> for all of the games aforementioned. Once games are created, review for accuracy and play.

59. NAME THE BLAME: WHO'S AT FAULT? (Discussion, Feedback, Writing)

Description: This clever protocol, using a simple pie graph, allows students to think and reflect on assigning blame for a particular situation. Students will justify answers with supporting evidence.

Application: This activity can be used in subjects such as English, science, and social studies at the end of a unit of study.

Process: Introduce the idea of blame and responsibility to students by using an introductory scenario that does not necessarily connect to the literature or historical event (Addendum TT) and discuss. Pair students and hand each team a blank pie chart. Review the situation to be explored with students. Ask them to determine who is responsible for creating the situation and to what extent they are guilty. Direct students to draw the divisions in the circle to create the graph, color in the "pie" sections, and label each of them with characters' names and percentages of blame. After students finish their charts, allow students to present them. Emphasize major differences and justification for them.

Kelley Hasapis, CCECHS

60. FOREIGN LANGUAGE WORD ASSOCIATION (Discussion, Feedback)

Word Association <i>Example</i>
Student 1 says hat
Student 2 says.....head
Student 3 says.....hair
Student 4 says.....scissor
Student 5 says.....barber

Description: This game activates prior knowledge to make connections between words.

Application: Perfect for increasing vocabulary in the target language, use word associations at the end of a unit or topic of study.

Process: Have a topic in mind before beginning the game. Tell students the object and the rules of the game: 1) Object of the game is to associate words in the target language. 2) Students stand and form two equal lines facing each other. 3) Teacher begins game by saying a word in the target language and calls the name of the student to the right. 4) Student must quickly answer with

an associated word. If the association is not clear, the student must quickly explain its meaning. If the association is not valid, student must return to his seat. If the association is valid, the student to the left must make an association with the word the student to the right (not the teacher's word). 5) The process will repeat until the last student is standing or another word is presented by the teacher and the game begins again.

<http://lingolex.com/userpages/Ernie.html>

61. FOUR CORNERS DEBATE (Discussion)

Description: This is a post-reading strategy that deepens a student's understanding of topics or issues by forcing the student to make judgments about them.

Application: This activity is used when students are required to take a position on a particular issue.

Process: Select a topic and determine the issue/problem to be tackled by students. Create ten statements that will force students to think deeply about the topic or issue. Label the four corners of the room with signs reading: *strongly agree*, *agree*, *disagree*, *strongly disagree*. As the students hear the statements, direct them to the corner that best represents their opinion. Once students are in their corners, elicit a volunteer from each corner to justify their position. After all positions have been heard, ask if anyone wants to move based on one of the volunteer's statements. To clarify ideas shared during the discussion, chart the main arguments, for and against, on the board or as a whole-class activity.

62. "HK" (HAWK) MATH ATTACK (Discussion)

Description: Sherman Sumpter's HK Math Attack is a device used to locate the center of a circle.

Application: Use this acronym to teach students how to find the center of a circle.

Process: Teach students the following formula: $(x-H)^2 + (y-K)^2 = R^2$. Tell students that the center of the circle is (h,k) and using the formula, students will be able to find the center of any circle and by extension, the radius.

Ex. $(x-3)^2 + (y-5)^2 = 100$. Tell students to find "h" first (3). Next, direct students to find "k" (5) and using the "h comes first, k comes second" method, students will be able to determine the center of the circle. Remind students to find the radius as well.

63. TAG QUESTIONING (Discussion, Questioning)

Description: Tag Questioning is a simple but fun way to get students talking to each other in a foreign language class.

Application: Use this process when students need to communicate with each other.

Process: Direct students to create 10 statements in the foreign language and then add a tag. Example: "You like to ride a bike," (main statement) "don't you"? (tag).

64. STAY WHERE YOU ARE...OR...GO! (Discussion)

Description: This is a participatory strategy in which students must discern if a statement is true or false and be prepared to defend their belief.

Application: This is a great warm-up and wrap-up activity in social studies, science, and language arts courses.

Process: Have an event or topic in mind for this activity. Before class meets, determine the number of students within a particular class and create statements on index cards: half of the statements are true and half are false. Shuffle cards and distribute one card per student and direct those with true statements to line up on one side of the room and those with false statements to line up on the other. Ask each student to recite his statement and encourage other students to confirm he is correct by chorally responding "STAY WHERE YOU ARE!" or confirm he is wrong by saying "GO." For sake of time, arbitrate and direct students where they should be. If all students respond incorrectly, collect the card and post it in the room to remind students of their initial error.

65. DEFENSIBLE DOMINOES (Discussion, Collaboration, Feedback)

Description: Defensible Dominoes game allows a group of students to match question/problem with answer but then to evaluate another group's answers, thus making the original group "defend" its work.

Application: Use this activity in any subject, especially foreign language and mathematics.

Process: Create questions/problems and answers for students to use. Have green and red tokens (can be made out of paper) handy. Print dominoes from the domino template (Addendum M), question/problem on one end, mismatched answer on the other. Create each set with at least ten to fifteen questions/problems. Group students and instruct them to find the "start" card. Give each group a generous amount of red and green tokens. Tell teams to match questions/problems and answers, forming the chain of dominoes. After a predetermined time, stop students and instruct the groups to go to another group's domino chain, judging if the chain is correct (place a green token next to the chain) or incorrect (place a red token next to the chain). Repeat process until all groups have judged all chains. At end of activity, reveal the correct chain (can be projected or can be discussed) and discuss if the judging groups were or were not correct.

Rana Nasser, CIECHS

66. CHAT STATIONS (Discussion, Feedback)

Description: Based on an article by Jennifer Gonzalez, Chat Stations is a quick teacher-friendly protocol that minimizes prep work but gets students up, moving, and talking.

Application: This protocol "can be used for test reviews, ethical debates, exploring new material, or analyzing literature." In mathematics, Chat Stations can be used to discuss how to solve problems or to find errors, if any, in reasoning from a completed problem.

Process: Have a topic in mind. Create challenging discussion prompts, as many as the number of groups created and place in different parts of the room. Put students into predetermined numbered groups of up to four, corresponding discussion group number with the number of the prompt. Tell students that at the signal read and respond to the discussion prompt. Warn them that time at each chat station will be brief. Direct the student groups to shift to the next station and repeat the procedure. Monitor the activity, allowing more time if necessary. When all stations have been visited and students are seated, review the activity, emphasizing the most salient points or clarifying misconceptions overheard.

www.cultofpedagogy.com/chat-stations/

67. EXTRA! EXTRA! TALK ALL ABOUT IT! (Discussion, Collaboration, Writing, Feedback)



Description: This is a fun way to break the ice and get students to know more about each other. This protocol is attributed to Cathy Sork, Ft. Vancouver High School.

Application: Use at the beginning of a new school year or semester.

Process: Create blank sandwich boards prior to class meeting and hand one to each participant. Provide markers. Give students ten minutes to think and write "headlines" to describe themselves. (Ex. Woman Meets Three Presidents in Three Months! "Bono hugs adoring fan at Raymond James Stadium") Tell participants to write at least five headlines total and can write on both sides. When time is called, instruct participants to "wear" their sandwich board, mingle, and ask questions to seek clarity about the headlines. Give the whole group up to 10 minutes to walk around the room.

68. VALUE LINE (Discussion, Collaboration)

Description: This method helps form heterogeneous groups.

Application: This process is used when a variety of opinions is needed within a group.

Process: Present an issue or topic to the group and ask each member to determine how he feels about the issue (could use a 1-10 scale; 1 being strong agreement, 10 being strong disagreement). Form a rank-ordered line and number the participants from 1 up (from strong agreement to strong disagreement, for example). Structure the groups of four by pulling one person from each end of the value line and two people from the middle of the group. (For example, with 20 students, one group might consist of student number 1, 10, 11, 20.) Tell students to state their positions and to defend them within the group.

69. EVERYBODY TO THE BOARD! (Discussion, Collaboration, Writing)

Description: An adaptation of Chalk Talk, this highly engaging approach provides students not only an opportunity to be accountable as an individual learner, but also as a team.

Application: *Everybody To the Board!* can be used to assess student understanding, increase participation in discussions, and/or as a vehicle to review homework. The protocol is perfect for math but can be adapted for other subjects.

Process: Have specific problems in mind before class meets. (If using as a review of homework, ask students which problems posed difficulty.) Determine if there is enough space at the chalk/white board for every student to work at the same time. (If not, arrange for one mini white board per student.) Before using this protocol for the first time, give the following directions: 1) move to the board or get a mini white board when the teacher says, "Everybody to the board;" 2) write first name at the top of the working area; 3) listen and write the problem down underneath name or copy the projected problem (all students work on the same problem at the same time); 4) work the problem as an individual, showing steps; 5) at teacher's signal to stop, turn to partner to your right (or left); switch places with partner and stand in front of partner's problem; 6) study partner's steps and answer; 7) explain the steps to the originator of the steps/solution, either agreeing with the answer or challenging the solution; 8) repeat process with partner. At appropriate time call on a random team to share with the entire class, asking for other team's feedback (*Was the solution correct? Is there another way to reach this answer?*) Direct all students to move to another location with new neighbors and repeat process with a new problem.

Keno Kerr, CCECHS

70. TEACH-OK! (Discussion, Feedback, Collaboration)

Description: This popular fast-moving protocol integrates classroom talk within the framework of other learning experiences such as lecture or direct instruction. Credited to Whole Brain Teaching (www.wholebrainteaching.com) it is meant to help students become more comfortable talking to each other with a stated purpose.

Application: Use this as a re-teaching platform for students in all subjects.

Process: Prior to the lesson, provide guidelines for Teach-OK! (Students will work in partners. Within a lecture or direct instruction and after teaching a key point or concept, the teacher claps once and says, "Teach!" students respond by clapping twice and saying "OK!" Partner 1 will teach Partner 2 the concept or key point, taking no more than a minute. At the next Teach-OK opportunity, the partners switch and 2 teaches 1.) At appropriate time, employ strategy. Listen to students' discussions, being prepared to clarify or reteach concept if responses are incorrect or just surface learning.

71. IN-CLASS SCAVENGER HUNT (Discussion, Collaboration)

Description: An in-class scavenger hunt is a “get to know you” game that is fun and engaging while allowing students to learn about others in the group.

Application: Use as an icebreaker activity or team building game at the beginning of a new academic year or semester.

Process: Create or use an existing scavenger hunt document (Addendum MMM). Hand one to each student and tell them that they will have ten minutes to mingle and find someone in the class who fits the categories. Remind them to write student’s name who provided the answer in the box. After mingle, randomly call on students to share answers.

SCAVENGER HUNT			
GETTING TO KNOW YOUR CLASSMATES			
Directions: You will have TEN MINUTES to mingle and find someone in this class who fits the following categories. Write student's name in answer box and name can be used only once. Good luck!			
Has been out of the country:	HAS A PET OTHER THAN A CAT OR A DOG:	Has been to the Statue of Liberty:	Has brothers and sisters:
Favorite color is yellow	Has done something adventurous:	WANTS TO MOVE TO THE BEACH:	Is an Only Child:
Was born in another state:	Read more than one book during the winter holiday:	Plays an instrument:	HAS BEEN TO A BROADWAY SHOW IN NYC:
Had a birthday within the last week:	LOVES TO COOK:	Has met a famous person:	Loves Broccoli:

72. USING TECH: DISCUSSION BOARDS (Discussion, Collaboration, Writing, Feedback)

Description: Discussion boards create a space for students to explore classroom topics more deeply, encourage peer collaboration, and give students a supportive outlet to express their understanding in an asynchronous way. The key to success is teacher involvement.

Application: Discussion boards are perfect for an online class or as an added feature of in-class learning.

Process: Based on the topic, have discussion starter, follow-on probing or multi-level questions, and additional linked materials at the ready. Divide into smaller groups if class is over 15 students (i.e. three groups of five). When introducing the activity for the first time, provide guidelines and show positive and negative examples of a discussion board. Launch discussion and check board daily adding new information, asking questions, and including new links such as TED Talks or YouTube videos. Grade boards on factors such as timely posting, effort and completion, ideas and examples, writing quality, and creativity.

Discussion Board Guidelines
1. Read the question/statement carefully. Follow due dates.
2. Answer by explaining ideas clearly and include items such as examples, references, quotes, and/or links to materials that support ideas.
3. Be kind and respectful.
4. Finish board entry with a question to the group to inspire additional comments.
5. Respond to at least two other members of the group.

73. ICEBREAKER: THREE FACTS ABOUT ME (Discussion, Collaboration)

Description: This is a fun activity to do when students are meeting each other for the first time.

Application: This is an icebreaker, but can also serve as a review activity.

Process: Hand out an index card to each student and direct them to write three of their interests, hobbies, and/or experiences (sports, music, reading, etc.). Remind them to put their name on the card. Gather cards. Have all students stand. Select one card, read aloud the first item and say, “Any student that does NOT have something similar, sit down.” Read the second item aloud and say, “Only students who have both items in common remain standing.” Read the last item. If only one student remains standing, introduce the student. If more than one student remains, emphasize that they have many similarities, even though they may have attended different schools or live in different neighborhoods. Repeat the process as necessary.

74. ICEBREAKER FOLLOW-UP: TAKE A STAND (Discussion, Collaboration)

Description: This icebreaker follow-up is perfect to end the first day of class as a sequel activity if there is at least twenty minutes of class left. It can also be used as an informal assessment highlighting common misunderstandings between two things. It combines elements of discussion with movement.

Application: This activity can be used as an icebreaker, but also as an informal assessment in most subjects.

Process: Before the very first day of class, prepare a list with numerous either-or statements. After the administrative duties that occur on the first day of class are over, engage students in an icebreaker activity that encourages discussion, camaraderie, and collaboration. Ask students to move desks toward the walls and gather around the open area. With masking tape, tape a line in the middle of the open area and announce that it is the "dividing line." Explain to students that a statement will be read out loud and they will move to the side indicated. If a student is undecided, tell them to straddle the line. Examples: chicken or salad, mountain or beach, Pepsi or Coke, Gatorade or Powerade, Netflix or Hulu, football or basketball, thunderstorm or snowstorm, night owl or early riser, shy or outgoing, call or text, etc. (If used as an informal assessment, provide two options of commonly confused information: Display cloud formation: cumulus or nimbus, First President? Washington or Lincoln, Creator of Big Stick Policy? Teddy Roosevelt or Franklin Roosevelt, etc.)

75. USING TECH: VIDEOANT ANNOTATION (Discussion, Collaboration, Feedback, Questioning)



Description: From Edshelf.com: "VideoAnt is a web-based video annotation tool for mobile and desktop devices. Use VideoAnt to add annotations and/or comments to web-hosted videos. VideoAnt-annotated videos are called 'Ants.'" By signing-up for this **free** service, users can manage their Ants from their account dashboard, otherwise known as the "Ant Farm" (or "Ant Pile")." With the provided code, Ants can be embedded on a learning management system or anywhere HTML is allowed. Only those who have the code can access the VideoAnt.

Application: Both teachers and students can use VideoAnt. It can be used during class time, after school for homework, or as an integral part of an online class. For teachers, it is a way to present information with stopping-point questions on videos so that students can respond. For students, an individual can use VideoAnt as a way to add comments to a video, but also engage with the entire class through threaded discussions on collaboration notes. This annotation tool can also be used when there is a substitute teacher scheduled.

Process: Go to VideoAnt: Getting Started - YouTube (<https://www.youtube.com/watch?v=1SOE2aQky2I>) to get familiar with the various capabilities of the tool. Before class meets, find a short video to use with students the first time, inserting one or two questions, directions, and/or thoughts. On class day, show "VideoAnt: Getting Started" YouTube video and allow time for students to sign-up and become an authenticated user so that they can create "Ant Farms" or "Ant Piles." Show the preselected short video and allow time for students to interact with the tool, especially the collaborative piece, and clarify points of confusion. As a follow-up, assign a VideoAnt with relevant content for students to engage. Be specific with instructions as there are many ways to elicit responses: *"Respond, in sentence/paragraph format to embedded questions within video;"* *"At four separate points on the video, comment on the main character's triumphs in sentence/paragraph format;"* or *"Insert at least four level two or three questions within the VideoAnt and make sure they are spread throughout."*

76. MY FAVORITE -NO- MATH ROUTINE (Discussion, Collaboration, Questioning)

Description: *My Favorite -No-Math Routine* is a way for students to think about and discuss math-step mistakes and how to overcome them. It is quick, easy, and provides a break from the regular bellringers so often employed in math classes.

Application: All levels of math students can benefit from this routine.

Process: Before class meets, have two to three topically relevant math problems at the ready. On class day, after the lesson and/or the next day, hand-out a few blank index cards to each student. Present a problem and tell students to write it down and solve it, showing steps, on the card. Collect cards, look at answers and separate into two piles, correct (yes) and incorrect (no). From the "no" pile, choose the best incorrect answer (the favorite no) based on commonalities of the error(s). Rewrite the problem with the incorrect answer and post it on the document camera or whiteboard. Allow students to work with a seat neighbor and ask them to identify what was done correctly and then to find the error that led to the "no." After, in whole group, prompt students to share their steps that lead to the "yes." Repeat routine at least once.

77. WARM-UP/WRAP-UP (Discussion, Questioning, Collaboration, Writing)

Description: Facilitating discussions in the classroom require a teacher's full attention from beginning to end. The following strategies help structure the often-neglected parts of classroom talk: the warm-up and wrap-up.

Application: Employ these methods to engage students and reinforce learning in all subjects.

Process: Structure classroom discussions in an intentional and deliberate manner. For warm-ups, give students an opportunity to start thinking about the topic by asking leveled questions. For wrap-ups, dedicate time at the end of each lesson for students to consolidate their learning, address uncertainties, and foster deeper engagement with the material. Be prepared to steer any discussion back to the topic if students go off-road. Once activity is complete, answer reflection prompts for the teacher.

Warm-ups

1) *The Minute Paper*: students respond to a specific question within one to five minutes. Allow share time. 2) *Think-Pair-Share*: students individually think about a question or problem, discuss their ideas with a partner, and then share with the whole group. 3) *Close Reading, Observation, or Listening*: students analyze complex texts, images, or audio and discuss their findings with each other. 4) *Real-life Examples*: students connect, compare, and discuss the topic by providing examples from personal experiences, news articles, or other media sources. 5) *Polling Questions*: students vote or respond to a question on a scale of 1-5 and allow time to share their reasoning for their answer.

Wrap-ups

1) *Reflection Time*: students reflect on how the discussion influenced their understanding of the topic. 2. *Summarize Key Points*: students review essential details from the group discussion by highlighting important ideas and encouraging recognition of both shared and differing views. 3) *Real-world Connections*: students apply the discussion to real-world situations or different subject areas to show level of comprehension and/or advanced thinking. 4) *Closing Question/Thought*: students respond to the invitation to share one last thought or question before wrapping-up the discussion.

For the Teacher:	1) What went well with the discussion activity? How could it be improved for next time? Did the discussion meet the learning goals and objectives?
Post-activity Reflection	2) Were there any lulls or heated moments? How might these issues be addressed?
Prompts	3) Were all students able to participate?

78. USING TECH: AI IN FOREIGN LANGUAGE (Discussion)

Description: AI in foreign language classrooms offer students a safe environment to engage in simulated conversations to practice vocabulary, grammar, and cultural context. They also deliver immediate feedback to maintain level-appropriate dialogue.

Application: Because AI can be directed to meet the needs of all students, gear prompts to the age/ability level of learners. Prompts can be used in class, for homework, or a combination of both.

Process: Determine overall goal of lesson and incorporate AI, directing students to use the following prompts as launch points:

- 1) *I am a complete beginner in [specific language]. I would like to learn the language in [] months. I have an hour each day to dedicate to studying. Can you make a learning plan that follows the Pareto Principle to help me learn [specific language]?*
- 2) *I'm new to learning [specific language]. Can you suggest some fun stuff for a high school student like music, movies, shows, YouTube channels, and articles that I can read or listen?*
- 3) *I'm new to [specific language] and want to start learning grammar. Can you make a plan for me to learn it? Can you provide me some grammar exercises on past tense verbs?*
- 4) *Write grammatically incorrect sentences for a level II high school student in [targeted language] and I will try to fix them.*

Remind students to include level of language proficiency (i.e. High School Spanish II) in the prompt.

79. USING TECH: CHATGPT LANGUAGE PARTNER (Discussion)

Description: ChatGPT can be a conversation partner for practicing speaking and listening skills in foreign language.

Application: Language Partner can be used as practice in class or at home.

Process: Share the process of using Language Partner to students: On a PC, install ChatGPT Voice Control extension (add to Chrome). For *listening practice*, tell students to ask ChatGPT to read a story in the target language at the appropriate level. For *speaking practice*, have students use the microphone icon to talk to ChatGPT and receive voice-based responses. (Prompts can be situational such as dining out or a job interview.) Remind students to adjust difficulty levels and choose topics that suit their interests.

80. YES/NO SPEAKING GAME (Discussion, Questioning)

Description: Originally meant for ESL classes, the Yes/No Speaking Game helps foreign language students strengthen their conversation skills by challenging them to answer yes-no questions *without* using "yes" or "no." It is ideal for boosting confidence and fluency.

Application: This game should be used in advanced-level language classes.

Process: Set-up the game: prepare twenty-five to fifty basic close-ended topical questions in the target language. Review the rules: All questions and answers are in the target language; "yes" or "no" is not allowed; no head nodding or shaking; and no "uh-huh" or "mm-mm." (Suggest other responses like "I sure do!" "I don't think so." "Absolutely!" "Not at all.") Review how game is played: Select the first student-contestant. Set timer twenty to thirty seconds per turn. (The teacher-questioner, in rapid-fire manner, tries to trick the student into saying "yes" or "no" by asking questions starting with "do you," "can you," "will you"? If the student slips, he is "out" but if time is called, the student is safe for the next round. Keep things fun but focused, pause between rounds to help students reset. Continue until the last student is standing.

81. USING TECH: VIRTUAL ICEBREAKERS (Discussion, Collaboration)

Description: Virtual icebreakers are brief, interactive activities that kick off online classes by helping students make connections.

Application: Online icebreakers are useful in discussion-based or language-based classes.

Process: Depending on the overall objective, employ the following virtual icebreakers:

Chat Waterfall: Allow students to arrive in the chat space. Describe the activity and give parameters: Once teacher has asked question 1) Type answer in the chat—but do **NOT** hit send. 2) Wait quietly while everyone finishes typing. 3) when teacher says "1...2...3...Go!", all students hit send and watch the waterfall of answers. Comment on activity and repeat, if desired.

Emoji Check-In: Describe the activity to students (quick, fun way to see the mood of the group) and give parameters: After teacher asks a question ("*If your week was an emoji, what would it be?*") "*Drop an emoji in the chat that describes your mood today?*") quickly respond by inserting emoji into chat box and be prepared to share why.

Remote Change 3 Things: Once students are in the virtual classroom, ask them to turn on cameras and give parameters: 1) For half a minute or so, observe the other students in their surroundings. 2) When the teacher signals, everyone switches the camera off and changes three things (such as remove necklace, put on glasses, change hair, etc.) 3) When teacher signals, everyone switches their cameras on and list all of the changes remembered. Discuss-have fun.

82. ICE-ICE BREAKER! THE NAME GAME (Discussion)

Description: The Name Game is a great way to help students learn each other's names at the beginning of a school year.

Application: Because the start of the school year is stressful enough, use this game to start conversations and begin to build community

Process: At the beginning of class, tell students to form a circle (sitting or standing). Explain the process: The first student introduces themselves with their first name and a simple, interesting fact about themselves ("*My name is Ramelle, and I like to sing*"). The next person repeats the previous person's name and fact, then introduces themselves with their own name and fact. Continue the game and remind students that it is okay to ask for help or for others to offer hints.

83. SHIRITORI WORD CHAIN (Discussion, Collaboration, Feedback)

Description: Developed in Japan, Shiritori is a game where students take turns saying words that start with the last letter of the previous word. It boosts vocabulary and language skill development.

Application: Shiritori is adaptable for Spanish, French, German, and other language instruction.

Process: Explain how Shiritori is played. Form small groups of three or four and review the rules: 1) Use only nouns in the target language, no pronouns allowed. 2) Words cannot repeat. 3) Score one point for each correct word. Advanced play: score one point per letter. 4) Students cannot use dictionary. 5) Answers must be within the time limit set by teacher. 6) Violating rules eliminates student from the round. 7) When one student is left, round ends, points are added-up and the next round begins with all students playing. Direct one student within the group to say a word in the target language. Another student replies back with a word that begins with the previous word's last letter, then another student replies back following the pattern. (Student A says *naranja*, Student B says *arroz*, Student C says, *zanahorias*, Student D says *salsa*) Modifications to the game such as speaking and writing answers on the board or allowing verbs and adjectives are welcome.

84. QUOTARIAN (Discussion, Writing, Feedback)

Description: This activity involves documenting funny/witty/insightful comments or quotes that organically arise during class.

Application: Use to foster a positive learning environment and strengthen classroom community.

Process: Explain to students what a quotarian does; that is, a student (or students) who writes down notable quotes, in real time or at a designated time, on a visible "Quote Board" in the classroom. Model process first. Remind students that quotes can be funny, but must be respectful. Dedicate a few minutes to discuss a few of the collected quotes or compile in a classroom notebook.

85. OPINION CONTINUUM (Discussion)

Description: The Opinion Continuum is an energizing activity that turns individual perspectives into a shared experience, making opinions visible, fostering respect, and strengthening bonds.

Application: Use this activity to get students out of their seats and talking.

Process: Set-up: Prepare five to ten questions that can be answered within a range. Create a continuum line on the floor, using tape and include a few gradients, representing the spectrum of opinions. At one end of the line, have a paper that says, MOST, the other end, LEAST (or other spectrum designations). Gather students around the line, instruct them to listen to the question and, based on their opinion, move to the appropriate gradient within the line. Encourage students to share reasoning and emphasize there are no right or wrong answers. Once discussion wanes, go to the next question.

86. USING TECH: EMAIL DEBATE (Discussion, Writing, Collaboration)

Description: Developed by Linnea Lyding, EdD, the email debate is a structured approach for students to engage in debate using email. It fosters critical thinking and discussion in a systematic manner.

Application: Perfect for online classes, email debates are best used in advanced courses.

Process: Choose a topic that have definitive sides. Conduct a poll on the topic and based on their poll leanings, assign students to one side or the other, effectively creating two email teams, blind copied, if appropriate, the Affirmative Team (Pro) and the Negative Team (Con). Before the start of the actual email debate, direct each group to create their initial argument statement, 200 words or less, by communicating through e-mail. On launch day, combine the two email lists and send guidelines: 1) Subject line must be clear (i.e. Email Debate: _____ (topic) _____ (side)_____(number)) 2) Include greetings (*Fellow Classmates. . .*) 3) Support arguments with facts and examples. 4) Create rebuttals that specifically address the opposition's statements, use evidence. 5) Keep the tone professional, no name calling!

The schedule:

Day One: Affirmative Team sends their initial argument via "Reply All". **Day Two:** Negative Team sends their initial argument (200 words max). **Day Three:** Affirmative team sends rebuttal, addressing negative's points (150 words max). **Day Four:** Negative Team sends rebuttal, addressing affirmative's points (150 words max) **Day Five:** Both teams send a closing statement (100 words or less). After debate concludes, facilitate discussion, highlighting the insights from both sides.

For the Teacher: Post-activity Reflection Prompts

- 1) What went well with the Email Debate activity? How could it be improved for next time?
- 2) Did the activity meet goals and learning objectives?
- 3) Did all students participate?