

ACTIVE PARTICIPATION STRATEGIES

Active participation is the consistent engagement of the minds of all students with that which is to be learned.

Remember to:

- call on **non-volunteers**, not students with their hands raised
- allow wait time before calling on a student
- place the student's name at the end of the question
- allow the students to answer your questions by not answering them yourself

Technology integration

Applications students might like:

- Polleverywhere or SurveyMonkey – Response Cards, Hand Signals
- Edmodo (Facebook for education) – any written response can be posted for the class to view; 12 Word Summary, Tweet a Friend, Exit Ticket
- Padlet or Trello – Parking Lot, Sort, Word Sort Affinity Diagram, brainstorming, discussions

The following strategies must utilize the key attribute that **every student** must show their signal, card, slate, etc. at the **same time**. The teacher says "1, 2, 3 show" or has students signal with their eyes closed.

Note: The strategies have been grouped by the teacher's need; however any strategy can be placed in any group. This is the teacher's decision.

I. **Quick Strategies to check students' understanding during any point in the lesson:**

1. **Whiteboards/Slates**

- student writes answer or solution to a question posed by the teacher
- teacher solicits all students to show at the same time
- teacher gives feedback to the students

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

2. **Thumbs Up or Thumbs Down with Eyes Closed**

- used to indicate agreement or disagreement
- students show signal at same time with eyes closed!
- teacher gives feedback to the students

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

3. **Hand Signals**

- students use fingers to indicate a number selection such as “Which is the correct solution one, two or three?”
- students show signal at the same time
- teacher gives feedback to the students

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

4. **Fist to Five**

- used for consensus or voting
- Fist – That’s a terrible idea. I’m going to block it.
- One finger – I don’t agree, but I promise not to block it.
- Two fingers – It’s not my first choice, but I’ll try.
- Three fingers – I’m neutral.
- Four fingers – It’s a good idea, and I’ll work for it.
- Five fingers – It’s a great idea; I’ll be one of the leaders in implementing it.
- teacher instructs students to share their answer
- teacher calls on non-volunteers to share with the class

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

5. **Think-Pair-Share**

- teacher presents a question
- teacher gives wait time for student to form answer
- teacher instructs students to share their answer with a partner
- teacher calls on non-volunteers to share with the class

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

6. **Pass or Play**

- teacher poses a question and gives wait time
- teacher calls on (or tosses a ball to) a student and asks them “pass or play?”
- student says “play” if they wish to answer the question or “pass to…” if they want to pass to a specific classmate
- teacher provides feedback

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

7. **Paraphrase**

- student writes down one or two main ideas directly from the text or notes
- student now paraphrases these ideas in their own words
- teacher provides feedback

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

8. **Identification**

- teacher instructs the student to underline, circle, star, or highlight key vocabulary or key concepts
- teacher provides feedback

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

II. Strategies for Teacher/Student Actions (these may take prior preparation for materials):

9. **Response cards:**

- cards are prepared by the teacher in advance
- cards contain specific responses such as the different types of screwdrivers or knives
- teacher poses a question that can be answered by the cards
- student holds up his/her choice after the teacher solicits the showing of all cards by students
- teacher gives feedback to the students
- Technology enhancement: polleverywhere.com, surveymonkey.com

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

10. **Sort**

- teacher provides lists of items, ideas, concepts, statements, tools, etc. on individual cards
- teacher instructs small groups of students to sort these items
- teacher asks groups to assign a label for each of their groups
- teacher calls on non-volunteer groups to present while other groups check to see if the original groups' labels match theirs

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

11. **Jumbled sort**

- teacher supplies each student or group of students with random strips of instructions, key words, safety procedures, etc., and asks them to put the strips in order
- teacher calls on non-volunteers to contribute their sorted material

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

12. **Graphic Organizer**

- teacher presents graphic organizers, like a concept map, light bulb, etc. to the students to complete during a presentation
- teacher debriefs students

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

13. **A-B Partner Teach**

- partner A turn to partner B
- tell or teach your partner the two most important things you have learned so far about...
- switch roles and repeat the process
- teacher calls on non-volunteers

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

14. **Give One-Get One**

- teacher instructs students to draw a vertical line down the middle of a sheet of paper
- teacher poses a question or problem
- student writes 3-5 ideas in the left column
- teacher calls time and instructs the students to rotate to other students and exchange ideas
- each student writes any new ideas gained from partner in the right column
- teacher debriefs ideas by any active participation strategy

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

15. ***Movement or Spectrum***

- teacher poses a question and then asks and labels two ends with “strongly agree” or “strongly disagree”
- students stand up and move to rank their opinions on a continuum and are ready to provide justification for their placement
- students stand up or sit down in agreement or disagreement to a provided statement
- students nod or shake their head to indicate agreement or disagreement
- students turn to their neighbor and discuss the item when prompted by the teacher
- students star or highlight information according to teacher direction
- teacher provides feedback

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

16. ***Poster Rotation or Gallery Walk***

- teacher posts prompts on posters
- students rotate to charts and provide a written response to the prompt
- after rotating to all posters, the teacher may instruct them to rotate again to star or highlight the most important piece of information or their favorite from all that the class provided
- teacher debriefs the class with another strategy

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

17. ***Four Stations or Four Corners***

- teacher posts questions, photos, quotes, etc. at four (or more) stations around the room
- teacher assigns groups of students to each station
- students discuss and take notes
- after the teacher calls time, the students rotate to another station
- when students have visited all stations, students return to their desks to do an individual assessment

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

18. **Predict**

- teacher groups students
- teacher reads a scenario
- teacher asks the groups to predict the outcome
- teacher has the individual student respond or may have the group designate a scribe to write their group's response
- teacher has groups share while the other groups compare/contrast their responses or teacher collects the writings

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

19. **Jigsaw**

- teacher divides the class into groups
- teacher supplies each group with a separate reading selection for each group member
- each group member reads their selection and prepares to teach their reading to the other group members
- each member teaches their portion
- teacher checks with all students using an active participation strategy to see that they have acquired the critical learning

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

20. **5 Whys**

- Teacher in a large group or students in a small group ask Why? at least five times to detect the root cause of a problem or situation. Each subsequent Why question is formulated from the prior answer.
- Teacher calls on non-volunteers to share answers
 1. Why are customers unhappy? Answer: Because they don't like our new phone.
 2. Why don't they like our new phone? Answer: Because it's not cool like an iPhone.
 3. Why is our phone not cool like an iPhone? Answer: Because it doesn't have neat features like Siri, Facetime, and a great camera.
 4. Why doesn't our phone have those features? Answer: Because we don't have a research team to come up with our own features.
 5. Why don't we have a research & development team? Answer: We've never needed one before.

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

21. **Analogy Prompt**

Periodically, present students with an analogy prompt.

- "A (designated concept, principal or process) *is like* _____ *because* _____."
- Teachers says: "A marketing plan *is like...*"
 - Student answer: "A road map *because it shows you how to get to where you need your company to be to become profitable.*"
- Teachers says: "A pulse rate *is like...*"
 - Student answer: "A tire pressure reading *because if it's too low or too high it can be a sign of a potential problem.*"

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

22. **Socratic Seminar**

Use a Socratic Seminar to help students facilitate their own discussion and arrive at a new understanding in which they learn to formulate questions and address issues in lieu of just stating their opinions

- students engage in a focused discussion in which they ask questions of each other on a selected topic; questions initiate the conversation, which continues with a series of responses and further questions
- students can summarize discussion and share in pairs or class
- teacher provides feedback

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

23. **Fishbowl**

- students are arranged in two concentric circles – one inner circle and one outer circle
- students in the inner circle engage in a discussion about a section of text or question
- students in the outer circle listen and take notes
- outer circle students share their observations and questions about discussion
- circle can then be changed and discussion can continue or a new topic can be introduced
- students share; teacher provides feedback
- View this strategy - <http://www.engageny.org/resource/a-protocol-for-citing-evidence-from-informational-text-from-expeditionary-learning>

This strategy fits my teaching style.

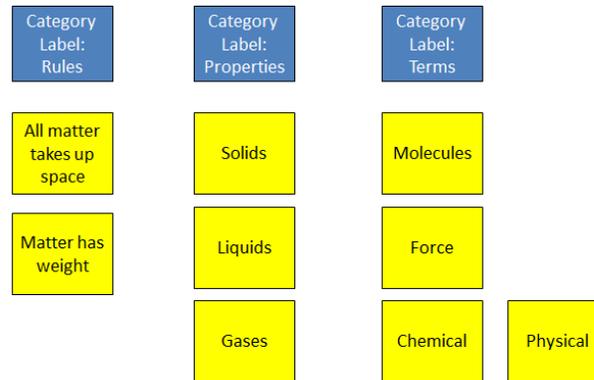
- YES NO If NO, how would you modify it?

24. **Affinity Diagram Word Sort** (can be used as a Vocabulary Strategy)

A tool used to organize, analyze and prioritize ideas and data.

- Students brainstorm ideas or write words/ideas on Post-it Notes or small cards
- Ideas or words are grouped based on similarity or natural relationships
- Groupings/categories are labels
- Example:

Source: McClanahan, E. and Wicks, C. (1994) Future Force: Kids That Want To, Can, and Do! Glendale, CA: Pact Publishing.



This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

III. Strategies for Closure or End of Unit Assessment:

25. **Exit Ticket or Evidence Bag**

- teacher passes out a printed exit ticket to each student
- teacher poses a closure question or asks students to write down two additional questions about the learning
- teacher collects as students leave and assesses after class

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

26. **3-2-1**

- teacher passes out index cards or pieces of paper
- teacher instructs students to write down 3 important terms, 2 key ideas or facts they would like to know more about, and 1 skill or concept that they have mastered
- teacher uses another active participation strategy to debrief or collects the paper

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

27. **12-Word Summary**

- in 12 words or less, summarize the most important aspects from today's lesson
- teacher uses a strategy to check all

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

28. **Tweet a Friend**

- teacher instructs students to tweet (approximately 140 characters or 20-25 words) a friend or absent classmate explaining the learning
- teacher uses Think-Pair-Share or collects to review

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

29. **Minute paper or Quick Write**

- teacher provides a prompt from the lesson
- students have one minute to write down a summary of the key points
- students compare with a partner
- teacher uses a strategy to check all

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

30. **Parking Lot**

- teacher provides a place or “parking lot” for students to use a post-it to place questions or concerns
- if a student has no questions or concerns, he/she may answer one of those posted by another student
- teacher uses a strategy to make sure all questions have been answered
- teacher uses a strategy to check all

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

31. **3-Minute Pause or Outcome Statements**

Provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

- teacher provides a prompt:
- *I changed my attitude about...*
- *I became more aware of...*
- *I was surprised about...*
- *I felt...*
- *I related to...*
- *I now understand...*
- *I would like to know more about...*
- *I need more help with...*
- *I could teach someone else to...*
- teacher collects written responses or does a Think-Pair-Share

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

32. **What, So What, Now What?**

Students (individually, as partners or in groups) write on paper or slates and then share with partner or teacher calls on non-volunteers to share with class.

- WHAT have I learned?
- SO WHAT difference does it make? Why did I learn this information?
- NOW WHAT can I do with what I've learned? Where will this ever be used?

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

33. **Find Someone Who . . .**

- teacher provides a handout with questions
- each student must find someone in the class who knows the answer to that question
- student who knows the answer signs the paper for student one
- first student then must find a different person to answer another of the questions
- this process continues until someone has a filled out sheet or time is called by the teacher
- teacher provides feedback

This strategy fits my teaching style.

- YES NO If NO, how would you modify it?

34. **Find the Fib**

A team activity where pairs or small groups of students write two true statements and one false statement from what was learned in the lesson. The group then challenges other teams, the class or the teacher to "Find the Fib."

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

35. **Newscast/Man on the Street Interview**

As a team, students will demonstrate to the class a thorough understanding of the concept of the lesson.

- Students work as a team to create a newscast or interview.
- Each team will have: a news anchor, one or two reporters who interview experts, people on the street, etc. Teams may also have a camera person.
- Teams have 35 minutes to create a 5 minute news segment. Everyone needs a speaking part of approximately equal duration (even the camera person).
- Teams may be creative and use anything in the room or as props.

This strategy fits my teaching style.

YES NO If NO, how would you modify it?

36. **Court Room Scene**

As a team, students will demonstrate to the class that they can apply the principles of the lesson to a legal case.

- Students work as a team to create a court scene.
- Each team will have: a judge, defendant, lawyer for the defendant, plaintiff and lawyer for the plaintiff. Teams may also have witnesses, jury members, a bailiff, etc.
- Teams have 35 minutes to create a 5 minute trial. Everyone needs a speaking part of approximately equal duration.
- Teams may be creative and use anything in the room or as props.

This strategy fits my teaching style.

YES NO If NO, how would you modify it?