

Final Piece of the Puzzle: Reflection

- **Talk About It:** Students give self-feedback, meaning that students can talk themselves through a problem or a question. (Think of watching a golfer talk to himself as he lines up a shot.)
- **Pyramid Discussions:** This variation on a class discussion opens up opportunities to maximize student participation. The teacher poses a question to smaller groups that become gradually bigger as students exchange ideas with various partners before bringing the full class together for a large group discussion.
- **Jigsaw Learning:** Students are broken into a number of groups—each group focusing on a particular element that ultimately everyone will need to learn.



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RESOURCES

- *Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking Into Positive Action*, Barbara Lewis, Free Spirit Publishing, 1998
- *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*, Barbara Lewis, Free Spirit Publishing, 1995
- *Kids with Courage: True Stories About Young People Making a Difference*, Barbara Lewis, Free Spirit Publishing, 1992
- *Green Teacher: Education for Planet Earth (magazine)* www.greenteacher.com, paper and electronic subscriptions

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Virtual Field Trips

- **Virtual Field Trips**
<http://www.uen.org/utahlink/tours/>
- **Get Outta Here-Virtual Field trips**
<http://www.uen.org/utahlink/tours/>
- **Agriculture in the Classroom**
<http://www.uen.org/utahlink/tours/>
- **Tramline Virtual Filed trips**
<http://www.field-trips.org/trips.htm>
- **A Walk in the Woods**
<http://urbanext.illinois.edu/woods/index.html>

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Theme Songs

- We're All In This Together
- What Kind of World Do You Want?
- I Can See Clearly Now
- Lean On ME
- What a Wonderful World!
- We Are Family



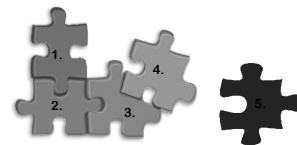
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Rubrics for Evaluation: Project/Collaborative Skills

- **Kathy Schrock's Guide for Educators**
<http://school.discoveryeducation.com/schrockguide/assess.html#rubrics>
- **Rubistar: Create rubrics for project-based learning activities**
<http://school.discoveryeducation.com/schrockguide/assess.html#rubrics>

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Five Puzzle Pieces for Successful Debriefings



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Have a Plan

Environment Debriefing Focus

- First: Environment plan
- Second: Where am I now? Challenges. What has changed?
- Third: Environment ready; allow participants to feel the power of enriched environment

Classroom Debriefing Structure

- Go through your agenda
- Share your next steps based on what was accomplished
- Address prewritten questions
- Take questions from the group

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Think Out Loud

- Explain why you did the things you did—how does it connect to the students through the observation?
- H.E.T. model?
- Share what you would change or do differently.
- Tell what you have learned about the

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Group Prewritten Questions Together

- Group questions topically and address the topic.
- Be honest!
- Give applicable questions to Teacher of Teachers to address.

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Avoid Asking “Are There Any Questions?”

- Instead, open Q&A with your own question:
“Turn to the person next to you and tell them what questions you still have.”

- or -

“Share a strategy you observed that you would like to try in your room.”

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Don't Get Defensive!

- Keep in mind that seeing a master teacher in action can feel threatening to a teacher who doesn't want to change.
- Some people do not know how to phrase/ask a question.
- Make eye contact with your Teacher of Teachers if you need help fielding a question.

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Reflection

“Education is not preparation for life; education is life itself.”

~John Dewey~

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