

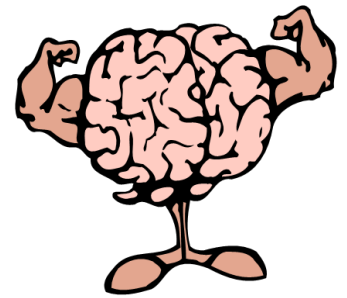


Tools for Increasing  
Student Engagement



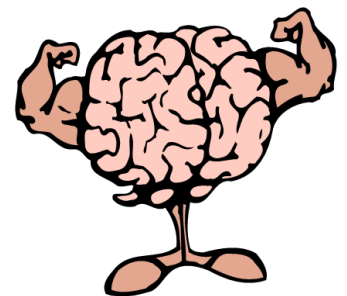
Tools for Increasing  
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# Characteristics of Engaging Experiences



- **Activate Prior Knowledge**
- Foster Active Investigation
- **Promote Group Interaction**
- Encourage Collaboration
- **Allow for Choice**
- Include Games and Humor
- **Support Mastery**
- Nurture Independent Thinking
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**Emotional Hooks**



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# Emotional Hooks



Emotional Hooks = Memory Anchors

Hook Students By . . .

- Building a Sense of Anticipation
- Making an Emotional Connection
- Creating a Compelling Introduction
- Connecting Personally to a “Known”
- Connecting to the “Real World”
- Changing the Location & Environment
- Practicing CUE: **C**reative  
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# Emotional Hooks



## Creative:

- Element of Surprise (bag/box)
- Dramatization
- Start with a Question
- Use a Metaphor



## Useful:

- Universal Truths—connections made from person to person no matter where or when they live
- Common Factors—making a connection between a topic or story and the students so they know they have something in common
- Real World Connections



## Emotional:

- High Sensory Input
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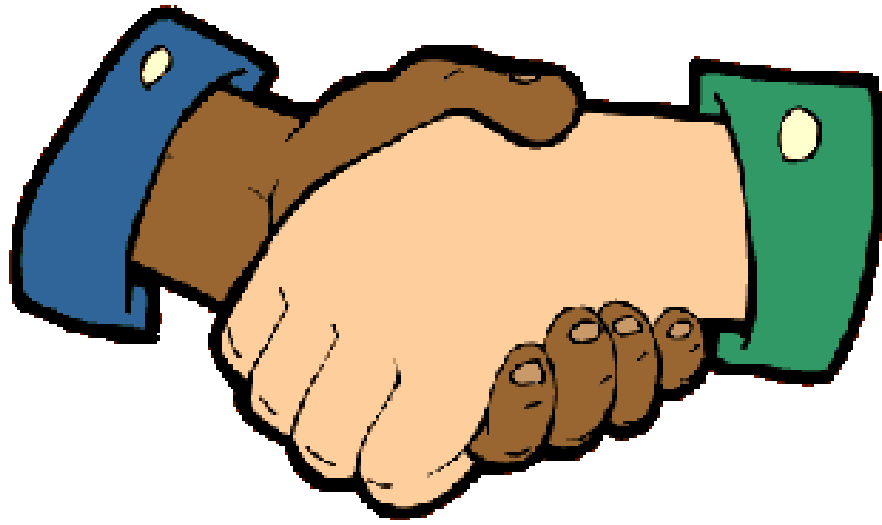
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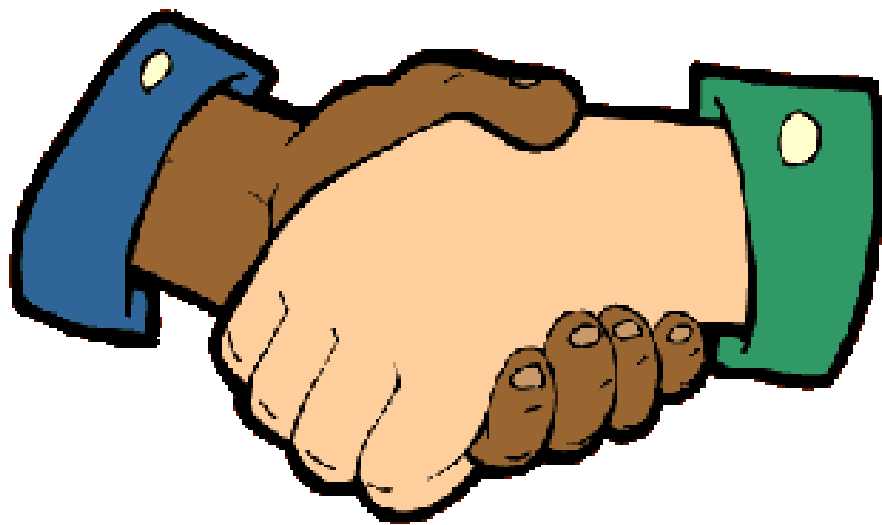
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**Collaborative Structures**



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# Collaborative Structures



## Managing:

- Differentiate between productive noise and chaos
- Prepare specific procedures for each experience—
  - What does it look like?
  - What does it sound like?
- Offer “choose your group” - watch for students who are routinely not chosen or chosen last and then use attributes for students to match when looking for a partner such as eye/hair/clothing color, height, birthday month, etc.
- Stop and process as necessary
- Every group member is accountable

## Forming:

- Groups with even numbers are ideal
- Groups are diverse - academic ability, gender, ethnicity, behavior, leadership
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3

## Numbered Heads Together

Students sit or stand to discuss a question. Each member of the group is assigned a number. When a number is called, that person responds.

## Round Robin Share

Each student passes the talking stick and give his/her response.



# Collaborative Structures



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# Collaborative Structures



## Round Robin Write



Students take turns writing about a topic. Each student starts with his/her own paper and a different color of pencil/marker for accountability.

## Talking Chips

Each student gets an equal number of pennies or chips. Each time a student speaks, he/she places a penny/chip in the center of the table. Students must use all of their chips.



# Collaborative Structures



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# Collaborative Structures



## Three-Step Interview



Pairs of students interview one another to gather information. After interviewing a partner, all students meet for a Town Hall Meeting. Students share information from their interview with the whole group.

## Fan and Pick

Write questions on cards/slips of paper. One student fans, another picks, another answers, the fourth student shares an appreciation. Roles are then rotated.



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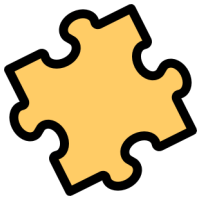
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# Collaborative Structures



## Jigsaw



Assign four topics. Each group member takes one. Members “jigsaw out” to research topic and “jigsaw back” to share information.

## Shuffle

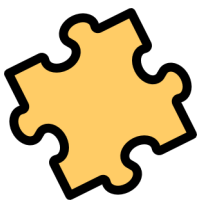
Students number off into different groups and discuss a given topic. Certain numbers are picked and students with these numbers move or “shuffle” to a different group. Students then share again.



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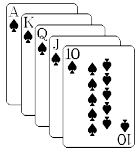
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## Playing Card Discussion



Each member draws a card. Students discuss a topic based on the suits they hold.

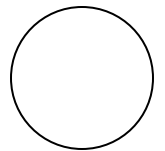
## Dice Discussion

Each group has a die. Students discuss a topic based on the number rolled.



## Agreement Circles

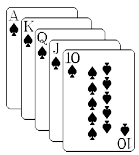
Stand in a large circle, then step to the center in proportion to their agreement with a statement by a student or teacher.



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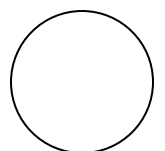
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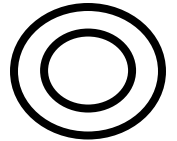


## Corners

Students go to the appropriate corner, interact with others, and share out responses to the whole group.

## Inside-Outside Circle

Students in concentric circles rotate to face a partner and answer the teacher's question or those of the partner.



## Line Up

Line up according to birth month, height, colors in rainbow, how they feel about a statement, etc.

# Collaborative Structures

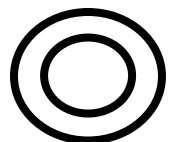


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## Fold-the-Line



Students fold the line to interact with someone different.

## Mix-Freeze-Group

Students form groups of a specific size, share ideas, then mix. When teacher says "FREEZE," students form new groups to share.



## Mix-Pair-Group

Students pair with classmates to discuss question posed by the teacher.

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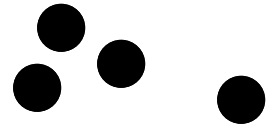


## Mix-and-Match

Students mix, then find partners with the matching card or descriptor.

## One Stray

The teacher calls a number, the students with that number stray to join another group to find out information or to share information.



## Paraphrase Passport

Students share their idea after they paraphrase the person who spoke before them.

# Collaborative Structures

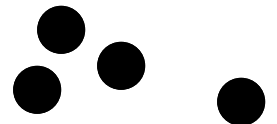


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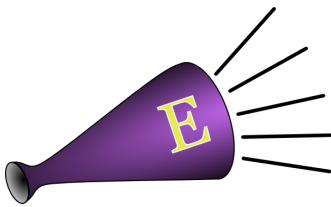
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## Team Chants



Teams come up with words or phrases related to the content. Then they come up with a rhythmic chant with a motion.

## Team Word Web

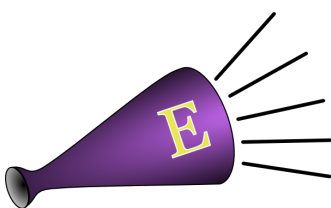
Students write the topic in the center. Each student uses a different color writing tool to write his/her idea about the topic as papers are passed around the group.



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## Who Am I?



Students attempt to determine their secret identity (taped to their back) by circulating and asking yes/no questions. When a student guesses his/her identity he/she becomes a consultant to give clues to others.

## Take 7 and Tell

Students think of a response to a question, then take 7 steps. Students share their responses with one student who is closest to them at the end of the 7 steps.



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# Collaborative Structures



## Milling to Music



Each student mills (walks) to the music and greets other students. When the music stops, students stop and share an answer to the question with the person closest to them.

## Circle Run-On

Write a review topic and related unfinished sentence on the board. Ask the group to complete the sentence with own ideas. Continue adding to the sentence until everyone has shared.



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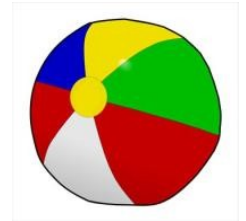
## Snowball



Each student writes the answer to a question on a piece of paper and crumbles the paper. Students sit in a circle, and throw snowball on the count of 3. Students then pick up a snowball and read the response.

## Toss and Tell

Teacher says, "Hands up! Heads up!" then tosses ball. The person catching the ball, shares information recently taught, then continues by saying "Hands up! Heads up!" and tosses ball again.



# Collaborative Structures



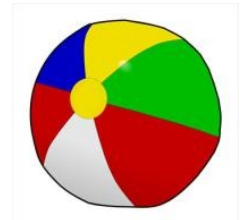
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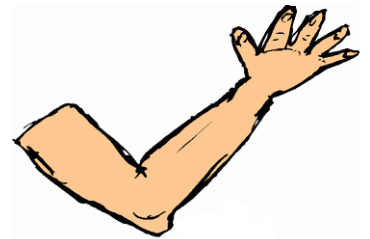
## Clapping Game



Students are sitting in a circle in small groups with music playing. The leader starts a clapping or finger snapping rhythm. After the rhythm is established, each student offers something he/she learned in the lesson/course of the day.

## Elbow Partners

Students think about their response to the question, then pair with another student, and share their answers.



# Collaborative Structures



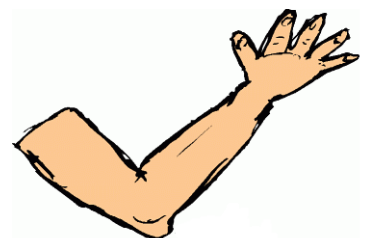
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## Rally Robin



Students go knee to knee and volley their responses, like a tennis ball, going back and forth over the net for a set number of seconds. This structure is perfect for brainstorming and reviewing. The teacher keeps the time.

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When using a Simultaneous Response technique, the teacher poses a question and all students have the opportunity to think about and respond to the question at the same time. The technique provides the teacher with automatic feedback on the lesson and an informal assessment of student understanding.

## Structure:

- Pose a Question
- Provide Wait/Think Time
- Ask for Simultaneous Response
- One or two students respond orally or all students in unison
- Teacher expands, extends, and/or clarifies

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## Think-Pair-Share

Students think about their response to the question, then pair with another student, and share their response. Students then share responses with the whole group by choosing names, numbers, or popcorning, etc. to receive feedback from the paired conversations. This response strategy may include drawing or writing as a response.

## Sign or Signal

The teacher presents specific signs or signals for students to use in response to a question.



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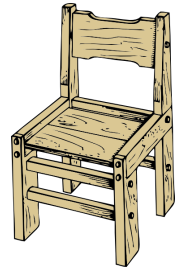
## Show Me the Number

Every student shows a number on his/her hand in response to a question, to show how much time is needed to complete a task, or to reflect on how he/she feels about a particular task.

## Quick Shows

Every student uses a movement to quickly show the teacher his/her thinking in response to a yes/no, true/false, fact/opinion question.

- Sit Down or Stand Up
- Thumbs Up or Thumbs Down



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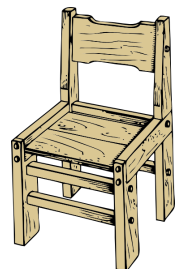
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## Whip Around-Pass Around

Use this strategy with part or all of the class. The responses to a question or topic whip around the room as each student shares his/her idea. Students have the “right to pass” as the topic whips around the room.



## Popcorn

Students “popcorn” or say their response to a question or topic when the teacher gives a signal to popcorn.



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# Simultaneous Response



## A-B-C-D Cards

Students respond to a question using a set of cards answer cards.

## White Boards

Students respond to a question by marking their answers on a dry erase board.



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Every student uses a movement to quickly respond to a question. Some responses may include . . . Thumbs up, wave your hand, wiggle your pinkie, touch your nose, etc.

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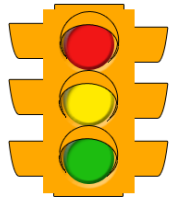


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## Green-Yellow-Red Light

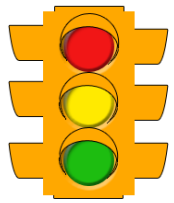
Students use color coded cards to respond to a topic or question.

## Post the Answer

Students record their answer on a sticky note and post their response in the designated area.



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# Simultaneous Response



## Whisper Your Answer in the Wind

Students whisper their answer a certain way as directed. Examples: “Whisper your answer in the wind.” “Whisper your answer to the carpet.” “Whisper your answer to the ceiling.”

## Talk to the Hand

Students place their hand in front of their mouth and answer/respond into their hand. This may include talking to the elbow, knee, shoulder, etc.



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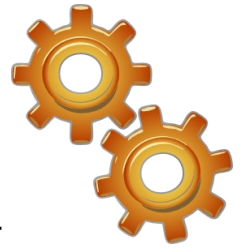


**Group Processing**



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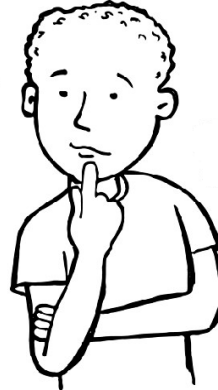
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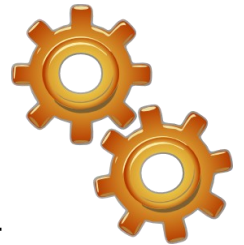
Reflecting on information develops metacognition - our thinking about our learning. Studies confirm that time spent processing and reflecting may lead to double the retention of subject matter and greater academic achievement.

## Think Time Procedure

- Lower Head
- Close Eyes
- Think/Reflect
- Look Up When Directed/Ready



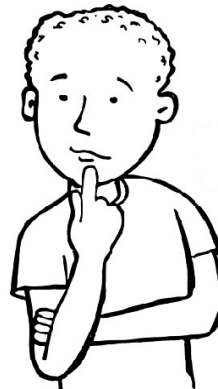
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## Before the Activity:

- Teacher gives needed Lifelong Guideline or LIFESKILL to complete the activity to ensure student success.
- Students/Learning Clubs chose the Lifelong Guideline or LIFESKILL needed for the activity to ensure student success.
- “What are the expectations for the activity?”
- Explain to a partner the steps in the assigned activity.
- “What will you do when finished?”

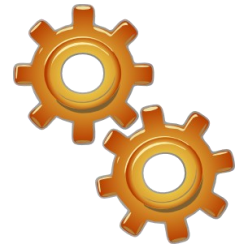
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## During the Activity:

- What is/is not going well for your group?
- Stop, walk around, notice. How can you make your product better?
- Acknowledge the LIFESKILL or Lifelong Guideline being shown by individual students, Learning Clubs, or by the class.
- Redirect behavior by the LIFESKILL or Lifelong Guideline that is needed by individual students, Learning Clubs, or by the class.

## After the Activity:

- Reflect on the process and/or product.
- “How did we use the Lifelong Guidelines or LIFESKILL?”
- “What could we do next time to improve?”

# Group Processing



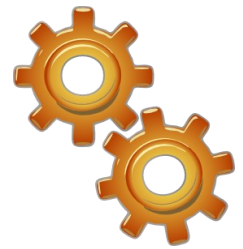
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- “How did we use the Lifelong Guidelines or LIFESKILL?”
- “What could we do next time to improve?”

# Group Processing



## Outcome Sentences

- I learned . . .
- I was surprised . . .
- I felt . . .
- I promise . . .



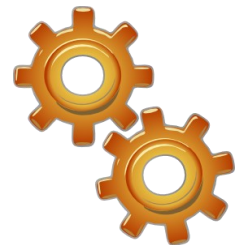
## Like/Might Review

- I liked the way I . . .
- Next time I might . . .

## Concluding Whip Around

- “Take a few seconds and make a note of one or two things you learned today. When it is your turn, tell something you learned from the lesson/activity, or tell us something you liked. You may use your right to pass or repeat something that was already said.”

# Group Processing



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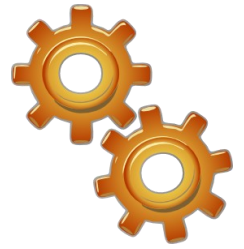
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**Students benefit from multiple opportunities to practice making the unconscious conscious.**

- What was easy and what was difficult?
- What worked well, and what would you do differently?
- What did you learn about working in a group?
- Why do you think you were so successful this time, and what can you do so you can continue this good work?



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# Group Processing



## Application Level



- How would you use . . . ?
- What examples could you find?
- What question would you ask in an interview with . . . ?
- What would result it . . . ?

## Analysis Level

- Why do you think . . . ?
- Can you list the parts . . . ?
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- What conclusions can you draw . . . ?
- What is the function of . . . ?



# Group Processing



## Application Level



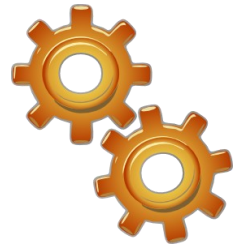
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# Group Processing



## Synthesis Level



- How would you improve . . . ?
- What would happen if . . . ?
- Can you elaborate on the reason . . . ?
- How would you test . . . ?
- Can you predict the outcome if . . . ?

## Evaluation Level

- What is your opinion of . . . ?
- How would you prove . . .? Disprove . . .?
- Why did the character choose . . . ?
- What would you recommend . . . ?
- How could you determine . . . ?
- What choice would you have made . . . ?



# Group Processing



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## **Procedures to Support Student Engagement**



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# Steps to Support Student Engagement



## Procedures

- Explicitly review classroom procedures until procedures are automatic. Review procedures with individuals, small groups or whole class by showing what the procedure looks like and what the procedure sounds like.
- Have students read a necessary procedure from the Learning Club Procedure Notebooks before beginning an activity, during an activity, or at the conclusion of an activity.

## Directions

- Explicitly model the steps in the activity.
- Write the steps needed to complete the activity in a bulleted list for students to refer back to for support.

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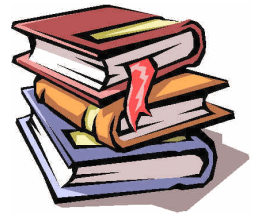
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# Resources



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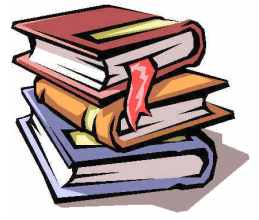
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