



Engaging Participants' Minds
as Well as Their Bodies

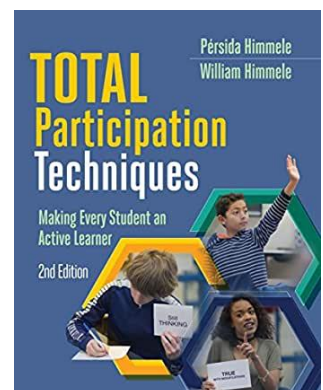
Total Participation Techniques

Part 2 (webinar)

Facilitator: Nicki Patton Rowe
nickipatton@msn.com
(859) 230 – 5193

Information in this session is drawn from this resource.
For more information and additional resources, go to:

<https://www.totalparticipationtechniques.com>



Pre-assignment Clarification

Note from Nicki: *In the pre-assignment, I used the analogy of a beach ball to point out that typical Q & A classroom discussions tend to involve one participant at a while the other participants remain uninvolved. But... I failed to explain that I was using an analogy. And that led to a misunderstanding for some of you. Because some of you had experience with an actual training activity that involves throwing a beach ball and asking questions, you may have missed that I was making an analogy and instead thought I was referring to the actual training activity. This is a good example of your brain connecting new info to what you already know. I apologize for the confusion. So, I have included an excerpt from the authors that hopefully makes the point I was trying to make but more clearly 😊*

Think about the typical question-and-answer session in most classrooms. We call it "the beach ball scenario" because it reminds us of a scene in which a teacher is holding a beach ball. She tosses it to a student, who quickly catches the ball and tosses it back. She then tosses it to another student. The same scenario happens perhaps three or four times during what is poorly referred to as a "class discussion." Although the teacher asks three or four questions, only two or three eager students actually get an opportunity to demonstrate active cognitive engagement with the topic at hand (we say two or three because a couple of enthusiastic students usually answer more than one question). Often even seasoned teachers can relate to the problem of calling out a question and getting a response from only one or two students. They get little feedback from the others and don't get an accurate assessment of what the others have learned until it's too late. They remember the beach ball scenario. For many, they did it just yesterday. Let's face it: we can all get lost in the beach ball scenario.

The problem with tossing the beach ball is that too many students sit, either passively or actively disengaged, giving no indication of what they are thinking or of what they have learned. They have effectively learned to fly beneath the radar.¹

The other point that I want to make sure we are all clear on is the RIPPLE. A few of you referred to the RIPPLE as a training activity. So I want to clarify that the RIPPLE is not a specific training activity. It is more of a questioning strategy that is at the heart of ALL TPTs. You ask one question and it is answered 3 times: 1st, everyone answers the same question individually (in their head or in writing), then pairs or small groups discuss the same question sharing their initial responses, and then a few volunteers share the response of their pair/small group with the entire large group. Think of this as "rippling" the SAME question through 3 stages: individual, pair/small group, then large group. This rippling of a question is used with all TPTs. Again, here is a description of the RIPPLE, straight from the horses' (oops, I mean authors') mouth.

To ensure that all students are reflecting on and responding to the prompt, we encourage teachers to "ripple" their questions (Himmele & Himmele, 2009). Rather than using the traditional question-and-answer approach where a teacher poses a question to the class as a whole, rippling begins with every student responding (individually) to a prompt, then sharing that response in pairs or small groups, followed by volunteers sharing with the class. We call this a ripple because it starts with the entry of a pebble into water—also known as your question or prompt—to which every student individually responds. The next ripples move outward from the student's individual response into pairs or small groups, and finally the ripples reach the whole group.²

¹ Excerpt downloaded from: <https://www.totalparticipationtechniques.com/post/2019/01/24/total-participation-techniques-dont-toss-the-beach-ball>

² http://www.ascd.org/publications/books/117033/chapters/A_Model_for_Total_Participation_and_Higher-Order_Thinking.aspx

Think/Pair/Share

“You can’t get lost in a pair.”

Mel Silberman, author of Active Training
and 101 Ways to Make Training Active



What is the difference between a Think/Pair/Share vs Pair/Share?

Format

1. Ask participants to reflect on a question or prompt, giving them a short amount of time to formulate a response (at least 30-60 seconds).

Example Instruction: *Think about this question. **(state question)** Write down your answer (e.g., back of handout, post-it note, index card). You will be sharing your response with others.*

2. Ask participants to pair up and discuss their responses.
3. Solicit volunteers to share responses with the entire group.




Why is it important to include the last part of a Think/Pair/Share (large group sharing)? What is the value of a few volunteers sharing an answer with the entire group?

Hold-Ups

Format

1. Ask participants to think about their responses to a set of prepared questions.
2. Before participants hold up their cards, have them pair-share or discuss in small groups. They should NOT hold up their cards until told to do so.
3. Say, "On your mark, get set, HOLD UP YOUR CARD!"
4. Participants hold up their cards (ALL at the same time). Select a few participants to share their group's rationale for their choice.

1. Look at this picture closely.



2. Are the children *engaged*?

3. When I give the signal, select and hold up appropriate card.

YES **NO** **It Depends**

Bloom's Taxonomy

Higher Order Thinking Skills	
Creating	↑
Evaluating	
Analysing	
Applying	
Understanding	
Remembering	
Lower Order Thinking Skills	

Easy

It Depends

Challenging

Use "thinking routines" to make thinking visible

Use Thinking Routines regularly

Know what they are but don't use

What is a thinking routine?

Did you include the words "collect, collector, or collection" in your list of 4 target words?

YES **NO**

37

Use word-walls to create a word-rich environment

I have a word wall in my classroom.

YES

NO

- Collection of words (most w/ pictures)
- Organized by alphabet
- Displayed at child's level

67

Word walls build word consciousness when they are used DAILY

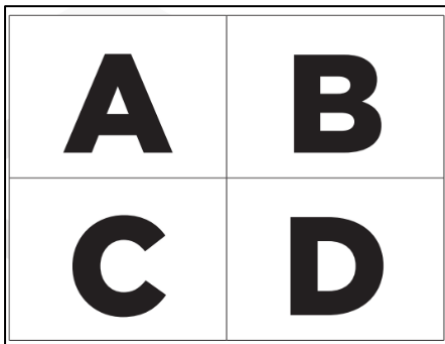
I use the word wall ...

Daily

At least once a week

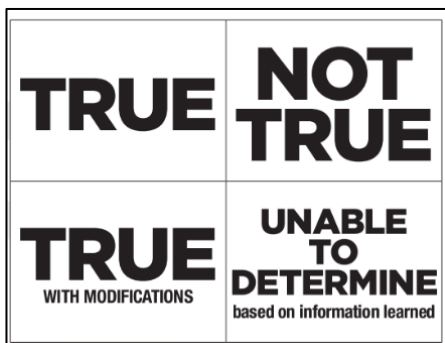
Every now and then

69



Example: In ECERS-3, which of these is **NOT** a required learning center?

- A** Block Center
- B** Science Center
- C** Math Center
- D** Fine Motor Center



Example:

TPT Toolkit



Develop a “show me” mindset as you place greater expectation on participation from EVERYONE

- **Envelopes/Zip Bags:** Response cards (e.g., ABCD, T/F, 3 different color blank cards, bounce cards)
- **Table Box:** post-it notes and/or index cards, markers, tape dispensers
- **Whiteboards:** whiteboard paddles OR laminated cardstock/construction paper with dry-erase marker and eraser (you can use an old sock/footie as an eraser)
- **Folders:** Quick-Write (1/2 sheet of paper), Chalkboard Splash Similarities/Differences/Surprises Worksheet, Debate Team Carousel Worksheet, etc.

Appointment Agendas

Format

1. Provide participants with a copy of an Appointment Agenda with various time-slot options.
2. Ask them to quickly walk around the room and make “appointments” with various partners.
3. Both partners should select a time that is open and write each other’s name in the time slot.
4. If someone remains without a partner, have that person triple up with an existing pair.
5. Once the agendas are filled in, you can use this as a pairing tool. For example, you can ask participants to pull out their Appointment Agenda and find their 2:00 appointment (or #2 appointment) and share their reflections to a prompt/question.

Time	You have an appointment with...
1:00	
2:00	
3:00	
4:00	
5:00	

Appointment #	You have an appointment with...
#1	
#2	
#3	
#4	
#5	

Chalkboard Splash

Format

1. Create a prompt for which you would like all participants to see all of their peers' responses.
2. As participants generate responses, ask them to copy their responses onto designated places on chalkboard/ whiteboards/chart paper.
3. Debrief by asking participants to walk around, analyze, and jot down similarities, differences, and surprises, perhaps using a form such as one shown below.
4. Ask participants to get into small groups and share what they noticed in terms of similarities, differences, and surprises, before asking volunteers to share.

Similarities	Differences	Surprises

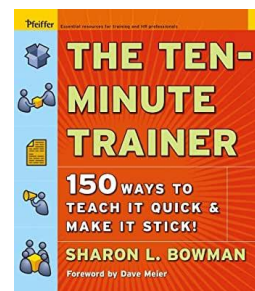
TPT Tips³

1. Build their confidence by commenting on their answers (occasionally). For example:
 - *Wow, I like how you used details from the lecture to support your answer. I hope you share that.*
 - *Wow, that is a creative response.*
 - *You made an interesting point. Good thinking!*
 - *This statement reminds me of...*
2. Build trust. You are asking participants to take a risk by answering your questions. They need to know you will value what they say and that you WON'T ridicule them or put them on the spot. Trust is earned. Ask yourself: What do you do while facilitating training to earn participants' trust?

³ These tips summarize key points made in Chapter 10: Building a TPT-Conducive Classroom and the Afterword in *Total Participation Techniques; Making Every Student an Active Learner* (Himmele & Himmele, © 2017).

3. Hold participants accountable for answering questions and participating in pair/small group discussions. An effective way to do this is to walk around, listen in on their discussion, ask questions and redirect the attention of unengaged participants (e.g., Susan, how did you answer the question?). When participants realize that you are going to keep them accountable, they are more likely to participate.
4. Focus on HOT questions (higher-order thinking) rather than right/wrong questions. Ask questions for which there may be multiple answers/possibilities. And if you do ask a question that has one right answer, ask participants to explain WHY they chose their answer. (e.g., What makes you say that?)
5. Be choosy. Not every TPT works for all content or objectives. Use TPTs when you want to stimulate deeper thinking and/or engage all participants at the same time. Don't select a TPT because it's fun and then design a lesson around it. Plan your content and then determine where a TPT might be effective.
6. Use a table set-up that encourages pair/group discussion.

TIPS &
IDEAS...



This is another great book with ideas for getting participants thinking and engaged with others.