
Appendix C

Instructional Approaches That Work!

Collated by Michelle Sharratt, University of Toronto

These instructional strategies, inclusion activities, and Minds ON! lesson starters are fun and great warm-ups for adult and student learning

Strategy	Description
2 Truths and a Lie	Each person writes down three things about themselves: two must be true and one must be a lie. Try not to make the lie too obvious. In groups of 3, take turns introducing yourself and sharing your information. After hearing all three, the rest of the group will try to guess the lie.
3-Step Interview	Conduct interviews in groups of 3 (interviewer, responder, recorder). Switch roles so that each person does each role.
\$3 Summary	Write a \$3 summary, keeping in mind that each word is worth 10¢. Images are free.
3-2-1	To organize thinking: 3 things we noticed, 2 surprises, and 1 new understanding. Use for closing: 3 things I learned, 2 things that I will stop doing, 1 thing I will keep.
6-Word Memoir	Participants are asked to sum up a session using 6 words. Legend has it that Hemingway was once challenged to write a story in only six words. His response: "For sale: baby shoes, never worn."
Circle of Practice	Draw a large circle and rectangle below. This Reflection Tool is for individual, team, school, or system reflection. If you can say you embrace a concept 90% of the time, it belongs in your circle; if not, the concept belongs outside the circle. Write concept descriptors on sentence strips that can be moved in or out as work progresses. Rectangle below is for the next steps to get the "outside" "inside" the circle.
Concept Attainment	An inductive process that helps bring meaning to concepts through searching for common characteristics (attributes)
Concept Mapping	A visual representation that illustrates how one understands relationships between concepts—starts at the top of chart paper!
Diamond Nine	Prioritizing items: only have 9 spots and need to put into hierarchal order
Dot-mocracy	Decision-making process to allow participants to come up with the top 3 ideas for a given topic. Each participant is given 3 "dots" (marker or stickers) to vote on a topic posted on paper. Most dots wins.

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Strategy	Description
Eyes Across the Room	Ask participants to make eye contact with someone who is not sitting at their table and who they have had no contact with today. When you signal, they can meet that person and discuss a question you have posed, reflect on a section of content or a video clip, etc.
FAB Feedback	F = features of article A = advantages of article B = benefits to teachers and students
First Turn/Last Turn (similar to “Say the Last Word”)	Read a section of article and highlight 2 or 3 key points. First person says one highlighted point but makes no comments, then everyone shares their perspective. The person who started first gets the last word.
Fish Bone	Used to organize information. The head of the fish provides the issue or idea, and the rest of the information is organized according to some type of classification of the main idea and sub ideas.
Fishbowl	I use this for Case Management Meeting demonstrations. Conduct an activity in the middle and others in sessions sit around the outside and offer comment/questions/feedback when finished.
Fold the Line Then Slide the Line	Have participants get into a line by asking them a question, e.g., When is your birthday? (January at one end; December at the other) What time do you get up in the morning? (Late risers on one end; early risers on the other). Once everyone is in the line, fold it in half so that everyone is facing a partner. Then you can ask them a session-related question to reflect on. I use this as a “Consulting Line” as a way to talk about obstacles and solutions.
Four Corners	Begin with a statement, issue, or question and have the group choose a corner that best captures their perspective, view, or response; encourage folks to “change their minds” after listening to the reasons folks chose their corner.
Gallery Walk or Tour	When finished working in a group, display the product and have one member of each group stay with their work in order to answer questions and explain to others. The rest of the group, in pairs, has a chance to roam around to other work displays and see what other groups have done.
Give One/Take One Give One/Get One	Write down one strategy and then find another person to share your strategy and “take” their strategy.
Graffiti	Place large sheets of chart paper in the middle of the group and a question in the middle of the paper. Everyone has their own marker or writing tool and has a certain amount of time to write (or draw) their thoughts on paper. When time is up, the group (or paper) rotates to another table.

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Strategy	Description
Graphic Organizers	3-Column Chart; Start (Circle)–Stop (Square)–Continue (Rectangle); Retell–Relate–Reflect; Mind Map
Hand up/Stand up/Pair up	Stand up and put your hand up—find someone from another table with whom to partner Can also be Hand Up/Stand Up/Pair Up/Square Up
Here’s What! So What? Now What?	Culminating Event: Here’s What! = what you find interesting (observations) So What? = implications or possible causes (relevance) Now What? = actions that I can take in my classroom, in our school, system (applications) Refer to Kolb’s Research
Inside/Outside Circle	Form 2 circles: one on “inside” facing out and the second on “outside” facing in. Talk to each other about possible answers to a question of concern regarding the PL
It Says/I Say/And So ...	An organizer to frame thinking when looking at content from an article or text
Jigsaw	Responsibility for teaching others in their group about something they have learned. Home group is numbered off and each number reads a different section and then comes back together to become experts in the area they read.
Just Like Me	Ice breaker: Each person stands up and describes an attribute of self; someone else replies and repeats the phrase “Just like me” if the first person’s description fits them too.
KWL	To use for Prior Learning Assessment (PLA). to Begin a Unit or teach a Big Idea: Here’s what I already Know (K). Here’s What I Want to know (W). Here’s what I Learned (L).
Meet Three	Post 3 questions for participants to answer (e.g., name, role, favorite holiday) and ask participants to find three different people to tell the answers to.
Milling to Music	Move around while the music plays and when it stops find a partner and share their thinking about a question or statement posed.
Mind Mapping	- helps learner to connect existing knowledge with new knowledge - central image represents the subject - main themes radiate like branches from central image - branches have a key image, symbol, or word printed on the associated line
Name Five Things	Write down 5 words or short phrases that describe the essence of who you are. Introduce yourself at your table and share your list. Cross one item off your list so that only the purest essence of who you are will be listed. Now cross out one more item.

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Strategy	Description
Numbered Heads	Each person at the table numbers off 1 to 4 (or to 5 or 6) Have each number be accountable for something (e.g., all 1's hand out paper, 2's be recorder, 3's share answer, 4's be scouts going once around the room and take additional ideas back to their group, etc.)
One Stays and Others Stray	Decide person who stays as s/he will be the presenter to share the group's thoughts. Others venture out, as a group, to other tables (or along the walls) to get ideas/hear other ways to consider the work. Or the person selected takes chart paper to next table to share their thinking.
Open Environment Quiz or Four Corners	You will be asked multiple choice questions and after each question, you will have one minute to discuss what you think is the best answer with your peers. At the end of one minute you will be asked to commit to one answer and go to that corner. I use this in the Instructional Intelligence session as a review of assessment literacy.
Partner Introduction	Please take a moment and introduce yourself to your new partner sitting next to you: name, grade, division, teaching assignment, school, favorite television show, etc. Listen carefully to your partner because you'll be asked to introduce him/her to your table group.
Pipe Cleaner Activity (Live Wire)	Using the wire (pipe cleaner), create a visual representation of your learning journey or how you are feeling.
Placemat	Work together (4 to 6 people) around a single piece of paper in order to involve all members. Paper is divided up into however many people in group (Leave an empty circle in the middle). First people work alone in their closest section and then share with whole group. Key ideas that everyone agrees with are recorded in the middle.
PMI (positive, minus, interesting)	State the "positive" (why something is a good idea or decision), the "minus" (reasons why something won't work) and "interesting" (refers to the position or action one takes having balanced out the positives and minuses).
Popcorn Style	Participants share ideas like kernels of popcorn. When a participant has an idea they call it out rather than putting up a hand.
Post-it Pile Up	Write each issue on a separate sticky note as quickly as you can. Read through the sticky notes and organize them into categories.
Pressure Cubes	Form groups of four or five. In groups, please stand with arms extended and fingertips almost touching. Form a square or hexagon. To maintain the cube everyone must keep their arms up. Without talking, see if your group can maintain their cube for three minutes.

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Strategy	Description
Quotable Quotes	Choose one of the quotations found in the center of the table and read it. Summarize the quote to your group and share a part of the quote that stood out or “spoke” to you. Can then do Milling to Music to share your thinking about the quote with someone close to you when the music stops.
Quote Walk About	Read your quote and reflect on what it means to you, making connections to the work in your context. Share your thoughts with someone else and listen to their reflections.
Rapid Writing	Once the time starts, keep your pen moving and write thoughts related to a question or statement posed.
Roles (also see Numbered Heads)	Number people around a table group and assign each person a role to do during an activity, such as Recorder, Timer, Scout (the favorite), Clarifier, Encourager, Materials Handler, Summarizer, Discussant, Facilitator.
Say Something	Read an article or section related to topic and be prepared to share something with the rest of the group.
Save the Last Word	Participant reads the quote silently and writes comments on the back. The participant reads the quote to the group. As each participant reads quote, the other group participants respond to what was read. The participant (owner of the quote) who reads quote first then has the last word.
Shake Hands with a Friend	Select the statement that suits you best, for example: 1. I pack my own lunch most days. 2. I find a reason to laugh almost every day. 3. I use technology almost every day. Now, mill around the room and meet at least 5 new people. Share why you selected this statement and then listen to partner. You have 8 minutes.
Six Thinking Hats	White Hat – information Red Hat – feelings, intuition, emotions Black Hat – caution Green Hat – growth, energy, and life Blue Hat – sense of order and sequence Yellow Hat – values and benefits in idea
Stack and Pack	Everyone packs their belongings at table group and changes groups ... maybe putting divisions together, grade partners, someone you have not worked with today, etc.
Stem Completions	Build confidence in answering open-ended questions. “One interesting thing that happened this week ...” “One thing I would never do the same way again ...”

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Strategy	Description
T-Chart or Y Chart	T-Chart: Use 2 columns to compare and contrast. Y Chart: Label each section: Sounds Like, Feels Like, Looks Like
T-Shirt Design	Design a t-shirt (your school/role, slogan you live by, favorite text) and share with a partner when finished.
Tappers and Listeners	In pairs, assign one person to be A and the other to be B A = Tappers and B = Listeners Tappers: Select a common song (e.g., Happy Birthday) and tap the rhythm for the listener (no humming). Listeners: Once hearing the song tapped out, guess the song. Switch roles
Text or Article Scavenger Hunt	A way to familiarize individuals with the text/article that they are using. Perhaps posing questions and participants have to dig through text or article to locate answer
Think – Pair - Share	Think to yourself, pair with a partner, and share your thinking.
Think – Pair - Square	The above pairs become a group of four to have a discussion and then share with the whole class.
Think – Square - Share	Think to yourself and then talk in a group of four and then share with the whole class/ PL Group.
Three-Step Interview	3 roles that continue to switch in answer to a specific question about the learning that just occurred: 1. Subject, 2. Interviewer, 3. Observer—note-taker and feedback person
Ticket Out the Door	On Post-its, have the participants reflect on a particular question or on the session/day. Stand at the door and collect the reflections—or place them on chart paper at exit; allows for accountability
Traffic Lights	Red Light – confused and/or don't understand, this doesn't match for me. Yellow Light – cautiously optimistic but not completely convinced, playing it safe. Green Light – really “speaks” to me, nodding my head as I read this
Two on a Crayon	Each pair will use one crayon/marker and one piece of paper. Both partners will hold the crayon simultaneously and draw a picture together while a song plays. You may not decide ahead of time what to draw and may not talk to each other while drawing.
Venn Diagram	Compare two or more items (similarities and differences). You can have as many circles as you want!
Visual Synectics	Look at the image and make a connection to the topic being discussed (e.g., Brussels sprouts: “This is like being a new teacher because ...”).

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Strategy	Description
Word Snake (The Whip)	Have participants write a word/phrase on a card that relates to the topic and then within the room, share their words/phrases with others. Word cards can be posted when finished to highlight key pieces shared by the group about the current topic.
Biography Bingo	You will receive a recording sheet with a series of squares with prompts. Circulate through the room, pair up, and introduce yourself to a partner. Ask your partner if they can assist you with any of the prompts, using an example, and put their name down beside that item. First line signed wins.
Tic Tac Toe Bingo	- same as above, but on a smaller scale - can use in the classroom for classroom content, Literacy using character traits, introduction to the beginning of the year
Myths and Realities	Each person has 2 flash cards (Myth and Reality). As a statement is made, consider your response and when the signal is given, flash your card, then share your claim to whole group or to your table group.
Double Entry Reflection	Create two columns on a page, labeled “What did I hear?” and “What do I think?” Watch a video and afterward make notes in both columns. Promotes discussion and participants can add notes after hearing others’ thoughts
I’m the Only One Who	In small groups, each person declares what they think they can say about themselves that no one else can claim. If someone declares they can say that too, then the person has to think of a new idea that makes them unique.