



Strategies and Tools for Working Together

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Revised Blooms Taxonomy

Questions for Creating

- Can you design a...to...?
- Can you see a possible solution to...?
- If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you develop a proposal which would...?

Questions for Evaluating

- Is there a better solution to...?
- Judge the value of...What do you think about...?
- Can you defend your position about...?
- Do you think...is a good or bad thing?
- How would you have handled...?
- What changes to...would you recommend?
- Do you believe...? How would you feel if ...?
- How effective are...?
- What are the consequences...?
- What influence will...have on our lives?
- What are the pros and cons of...?
- Why is...of value?
- What are the alternatives?
- Who will gain and who will lose?

Questions for Analyzing

- Which events could not have happened?
- If...happened, what might the ending have been?
- How is...similar to...?
- What do you see as other possible outcomes?
- Why did...changes occur?
- Can you explain what must have happened when...?
- What are some of the problems of...?
- Can you distinguish between...?
- What were some of the motives behind...?
- What was the turning point?
- What was the problem with...?

Questions for Applying

- Do you know of another instance where...?
- Can you group by characteristics such as...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?

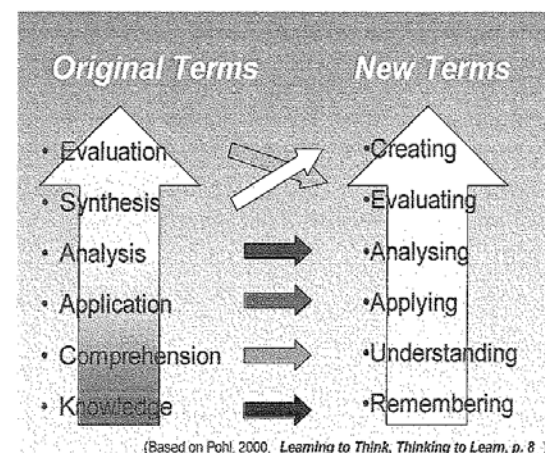
Questions for Understanding

- Can you explain why...?
- Can you write in your own words...?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?
- Can you illustrate...?
- Does everyone act in the way that...does?

Questions for Remembering

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name...?
- Find the definition of...?
- Describe what happened after...?
- Who spoke to...?
- Which is true or false...?

Revised Blooms Taxonomy



Team Building

Team Resume

1. Choose a recorder.
2. Follow the directions below to create a team resume.
 - List every position members of your team have held in the field of education.
 - List every job members of your team have held outside of the field of education.
 - Calculate the total number of years of work experience of your team. Include work both in and out of the field of education.
 - List the strengths each individual in your team brings to the group.
3. Post your team's resume.

Graffiti Chart

Give each team member a piece of chart paper. Each person will create a poster that tells who they are.

Directions for the poster:

1. Put your name in the center in graffiti style.
2. Under your name, write an adjective that describes the way you want others to describe you.
3. Across the top, draw two things you do in your job. (Use pictures, not words.)
4. Across the bottom, draw three things about your family.
5. The poster can be illustrated with pictures, song lyrics, poems, etc.
6. When you have finished your poster, tape it to your shoulders so that it hangs down your front.
7. Walk around and get to know your team members. Feel free to ask questions about their posters.
8. The team should be given time so that each member can read everyone else's poster, ask questions, compare similarities, and get to know one another.

Collaborative Career Map

1. *Individual reflection:* Think of events and times in your life that led you to where you are today in your career.
2. *Directions:* Pair up within the team. Drawing will be done in pairs and sharing at the end with the whole team. One person will share with partner about significant events in his/her career life while the partner draws a representation of the life with all-important details mentioned. (It can be a road map, spiral, timeline, trail map, etc. The person doing the drawing chooses how s/he would like to represent what the person is saying. The purpose of this activity is not art but rather communication and collaboration.
3. *Pairs:* Each person will have 10 minutes to complete his/her partner's career map. When time is up, the first partner will switch and the process will be repeated with the other partner.
4. *Round robin:* Pairs reunite with team and briefly share what they learned/represented about their partner's life.
5. *Reflection:* 1) Was it difficult to draw your partner's life? Why? 2) How could you tell your partner was trying to draw what you said? 3) How could sharing your life map be difficult for some of us? 4) Did you realize afterwards that you left out important details on your map?
6. *Conclusion:* Present partner with their life/career map.

Parking Lot

A Parking Lot is a place where group participants can anonymously communicate with facilitators or group leaders.

Parking Lot	
+ What is going well?	▲ What needs improvement?
? What questions do you have?	I/O What are the issues or observations?

Round Robin/In-turn Response:

Team members take turns, in sequence, stating answers or ideas. Individuals may pass on any round, and then may reenter the round robin when they have additional answers or ideas.

Rallyrobin:

Form pairs within team and take turns with a partner sharing ideas back and forth. Afterwards, the team discusses which ideas were common to the pairs and which ideas were unique.

TTYT (Turn to Your Partner):

Team members pair up to briefly share, reflect, dialog about a question, idea, problem, etc. Participants can then share with the large group, reflect in their journals, or move on.

Think–Pair–Share–Square:

Form pairs in which partners privately think about what was read, discussed, presented, etc. and then discuss their responses with one another. Pairs then join another pair, creating a square, to again share their responses. Squares report out to the total group.

VARIATION: Form pairs and then combine pairs to form groups of 4, then 8, then 16, etc. Each time a new group is formed, only the common responses (key points in common) are brought to the next grouping.

4S Brainstorming:

In this form of brainstorming, 4 individuals are assigned specific roles to help move the process along and to produce a maximum number of responses. Four roles:

- 1) Speed (accelerator—“Let’s get more ideas, only two minutes left.”)
- 2) Suspend Judgment (acceptor—“All ideas are OK, write that one down.”)
- 3) Silly (exaggerator—“We need some silly ideas.”)
- 4) Synergy (connector/recorder—“What ideas are connected to that?”)

Jigsaw:

This strategy allows team members to process a large amount of materials without having to read or become an expert on all of it. Individuals are assigned a portion of an article or a separate article. They are responsible for sharing the main points with the rest of the team so that the team members can gain an understanding. Avoid sectioning an article if there are not logical breaking points. (The middle or end of some articles do not make sense if you have not read the beginning.)

VARIATION: Expert groups: Individuals who were assigned the same section first meet to discuss their section for a better understanding. Individuals then return to the total group to share.

Roundtable:

One paper and pencil are systematically passed around the group. Each member writes an idea and then passes it to the person on their left who then writes an idea. Utilizing different colors for each person reinforces that all team members are contributing equally.

Three-Step Interview:

Step 1: Team members form pairs; one is the interviewer and the other is interviewee.

Step 2: The team members reverse roles.

Step 3: Team reforms with all team members to do a Round Robin. Each one in turn shares with the team what he/she learned in the interview.

Paired Verbal Fluency:

This strategy is used to get team members verbally active prior to studying, discussing, or analyzing a topic. It activates prior knowledge and/or experiences before holding a group discussion. Team members pair up and decide who will be person A and who will be person B. The facilitator assigns the topic/question to be discussed in turn. Pairs listen carefully to each other and during their turn they don't repeat anything that has already been said. Participants can continue the same thought when turns switch or they can change to a new one.

Round One:

Facilitator: GO
Person A: Talks for 60 seconds
Person B: Listens—No talking
Facilitator: SWITCH
Facilitator: GO
Person B: Talks for 60 seconds
Person A: Listens—No talking
Facilitator: STOP

Round Two:

Facilitator: SWITCH
Person A: Talks for 45 seconds
Person B: Listens—No talking
Facilitator: SWITCH
Facilitator: GO
Person B: Talks for 45 seconds
Person A: Listens—No talking
Facilitator: STOP

Round Three:

Facilitator: SWITCH
Person A: Talks for 30 seconds
Person B: Listens—No talking
Facilitator: SWITCH
Facilitator: GO
Person B: Talks for 30 seconds
Person A: Listens—No talking
Facilitator: STOP

Paired Reading/Read & Explain Pairs:

This activity helps to read and understand articles/data more effectively as pairs than as individuals.

1. Read headings to gain an overview.
2. Partners each read the first section under a heading silently.
3. One partner summarizes, in own words, what they read.
4. The other partner listens for accuracy, adds additional information, relates information to previous knowledge.
5. Partners read next section and switch roles for #3 and #4 above.
6. Continue this pattern until the article or data is completed.

Say Something:

- Chunk reading material.
- After each chunk, turn to your shoulder buddy and "Say Something." Could be a comment, reflection, idea, or connection.

Baggage Claim

In this activity, people will find things out about each other before putting faces to names. It's best used with people who don't know one another well because this gets them moving around and meeting each other.

Purpose: Getting to know you; getting to know you better

Group Size: 12-40

Estimated Time: 5-10 minutes

Props: Baggage cards, one per participant

Instructions:

1. Pass out cards to participants and ask them to "pack their bags" by filling in the blanks.
2. Ask participants to walk around the room, shaking hands and introducing themselves to other participants in the following ways:
 - The first time each person shakes hands with another person, both participants will introduce themselves and tell each other what is in their bags (based on the information they wrote on the card).
 - The pair will then exchange "bags" and move on to greet other participants.
 - As they greet other participants, they will shake hands and introduce themselves but explain that they have the wrong "bags." They will then proceed to tell each other who their "bags" belong to and what's in them, using the information on the cards they have in their hands.
 - After each meeting, they will "trade bags" and then move on to another participant.
3. At the end of three minutes, ask participants to stop.
4. If the group has twenty or fewer participants, you can ask participants to read the name of the person whose card they are holding, introduce that person by what's in their bag, and return the card to that person so that everyone will eventually be holding their own "baggage" again.

Variation: If it is a small group, have participants "guess who" as each card is read.

Tips: If you collect the cards, you may use them for drawings and door prizes.

Baggage Claim

Please “fill the bag” with five interesting facts about your life.

People Search

Procedure

1. Personalize an entry in the first box...
 - a. your expectations
 - b. your burning question
 - c. your level of energy/enthusiasm for topic
2. Give sentence stem for remaining boxes that move your objectives, goals along.
3. Set a time limit for how long they have to meet/greet, ask/record responses that complete, respond to, or give an example of the items in the sentence stems.
4. Debrief in large group the information gained by sampling and/or asking for volunteers.
5. Ask, "What did you learn from this opportunity?"

People Search

Find someone who:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

The SQRRR Study Technique

Content Area Reading

S URVEY

1. Look over the title, subtitles, pictures and captions, introduction, summary, and maps and charts.
2. Read through to get the general idea of the material. This gives you an idea of what to expect.

Q UESTION

1. Turn the subtitle into a question.
2. The question will help you concentrate on the subject you are reading.
3. Set a purpose of studying this part of the material.
4. Work on one subtitle at a time.

R EAD

1. Keep the question in mind as you read the selection.
2. Read to answer the question made from the subtitle.
3. Take brief notes if it helps you to remember or understand.
4. The answers you find will be the important facts and details.

R ECITE

1. Go back and ask the question again. Can you answer? If not, skim to find the answer again.
2. Reciting helps you remember what information was important.
3. Use your notes if necessary.
4. Recite the answer in your own words.

R EVIEW

1. Reread all the headings and try to remember the answer to the question made from each heading.
2. Look over your notes and recite all the major points in the selection.
3. Class discussion can also serve as a review.
4. Review periodically - once every week.

THE SQ3R ROUTINE WON'T WORK...UNLESS YOU MODEL AND TEACH IT!

SQRRR

SURVEY 😊😊			
QUESTIONS	Read	Recite	Review

Agree/Disagree Process

Purpose: To help students organize data to support a position for or against an idea.

Vocabulary:

Agree: To be in favor of an idea.

Disagree: To be against an idea

Thinking Skills: Evaluating, analyzing

Process:

1. Ask for volunteers to agree or disagree with the statement and to give you a reason. After you have several reasons for and against the statement, ask the students to move. All the students who agree with the idea stand on the right side of the room. All who disagree with the idea stand on the left side of the room. Each group will pick out the most important reason for the position and share it with the class. (NOTE: Caution, some students may be reluctant to move, you may want to use sticky dots or some other anonymous method to display the results of the initial discussion.)
2. After the students are reseated, show the chart on the overhead. Point out that skillful thinkers will always think about the arguments for both sides before making a decision and that they might very well change what they think based on the data they collect.
3. Assign students to read, research, investigate, and/or discuss the topic. When all are finished, do a recount and record on the chart. Discuss with the class why the counts were different.
4. Next, divide the students into groups of three, with a recorder, reader, and a checker/encourager.
5. Conclude the activity by inviting several groups to explain the differences and for the class to discuss the major reasons given.
6. Throughout the unit, use the chart to promote student thinking about the content. Give refinement and feedback on the students' uses of the chart. Look for more thorough reasons for changes. End the unit with an individualized task in which each student completes a chart you made for a selected content.

Agree / Disagree Chart				
Name		Class		
STATEMENT	BEFORE		AFTER	
	Agree	Disagree	Agree	Disagree
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Bio Poem

Details may be one word or they may be phrases. Try to be as accurate and complete in your description as possible. Try several words and phrases before you decide what to use.

- Line 1** _____ First Name
- Line 2** _____ Title or occupation of the person
- Line 3** _____ Four words that describe the person
- Line 4** _____ Lover of (3 things or ideas)
- Line 5** _____ Who believed (1 or more ideas)
- Line 6** _____ Who wanted (3 things)
- Line 7** _____ Who used (3 methods of things)
- Line 8** _____ Who gave (3 things)
- Line 9** _____ Who said (a quote)
- Line 10** _____ Last Name

Bio Poem



Line 1 _____

Line 2 _____

Line 3 _____

Line 4 Lover of _____

and _____

Line 5 Who believed _____

Line 6 Who wanted _____

Line 7 _____

and _____

Line 8 Who gave _____

and _____

Line 9 Who said." _____

Line 10 Last Name _____

Ready, Set, Recall

Purpose: Quick, nonthreatening tool to review; have students/participants assume the responsibility for remembering, documenting and sharing material covered at prior meeting.

Has the potential to be used as an alternative to pop quiz or pre-test to find out what they know and what you need to cover to move them forward.

<u>Theory Base</u>	<u>Process/Procedure</u>
<ul style="list-style-type: none">• Constructivism<ul style="list-style-type: none">- connections must be personalized• Metacognition<ul style="list-style-type: none">- talking about their thinking• Reflection<ul style="list-style-type: none">- how can they use it to improve	<p>Provide one slip per person, <u>independently</u> they list everything they can remember.</p> <p>Individuals team up to combine and expand their lists; announce a given time limit.</p> <p>Have groups round robin, each group contributing one item at a time to the class generated list. They are in until they run out and have to pass. If they think of anything new, they can get back in.</p> <p>Variation(s): From the master list have individuals pick out two that they have confidence that they could teach.</p> <p>Groups could be asked to <u>code</u> entries on master list.</p>

Ready, Set, Recall

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Cooperative Strategies for Sharing with Multiple Groups

Share and Compare:

Each team shares best answer(s) with team next to them.

Chart Paper Sharing:

One representative from each team simultaneously goes to chart paper and posts team's answers and/or comments. The ideas of one team impacts the discussion of others.

Carbon Sharing:

Teams record answers using carbon paper. Copies are then given to other teams to examine and/or comment on.

Roam the Room:

Individuals roam the room to view the products of other teams or individuals. Return and share through use of Round Robin what individuals have learned.

Roving Reporters/Scouting:

One team member moves around the room gathering information and reports back to their team any ideas that might be useful.

Gallery Tour:

Individuals move around the room as a team to look over, discuss, and give feedback on the products of other teams. Products can be displayed on walls or on tables. A blank feedback sheet is placed by the product so teams can give each other feedback.

VARIATION: Team members use Post-Its™ to provide feedback. (e.g. blue-resources, yellow-positive feedback, pink-clarifying questions, additional questions). The team must leave one of each color at each stop. Individuals must leave one of each color sometime during the process.

One Stay, Rest Stray:

Members of the team rotate to another table while Team Member One stays to explain product to visiting team. After team members return, Team Member Two stays back while the others rotate to another team. Team Members Three and Four each need a turn staying back and explaining. Team members then discuss the differences among the products they have seen and use the information to improve their own.

VARIATION: When a team member has visited another team, he/she reports back and explains what he/she has seen.

Pass It Along:

Group 1 creates/writes short letter, report or highlights of their work and sends it to Group 2. Group 2 adds their information and sends Group 1 + Group 2 on to Group 3. Group 3 adds on and sends everything on to Group 4. Group 4 sends everything on to Group 1. Group 1 removes their original information and adds updates before sending everything on to Group 2. Continue repeating process with each group removing their old information and adding new.

Off to College:

Teams are numbered off. Like numbers form groups (go to college) to become “experts.” Return to home team to share.

Communication Regulators

Talking Chips

Each person is given a number of markers. Each time a person wants to talk, a chip is placed in the center of the table. When an individual's chips are all in the center of the table, s/he cannot talk again until everyone's chips are all in the center. The chips are then retrieved and redistributed to begin again.

VARIATION: Colored Chips: Each person is given a number of colored chips to facilitate reflection. For example, after five minutes there might be 7 red chips, 5 blue chips, 3 green chips, and no yellow chips. Discussion: "How equal was your participation and what do you need to do to ensure that it is equal?" The chips serve as a visual reminder of the number of turns each member takes in participating in conversation.

Yarn—Yarn

The structure provides a record of interaction patterns. Each time a team member wants to talk, he/she must wrap the yarn around his/her finger. At the end of the conversation, the visual should provide information for reflection on who did the most/least amount of talking.

Paraphrase Passport

After someone has contributed an idea, another person must correctly restate that idea before contributing his/her own idea.

Ideas adapted from:

Kagan, Spencer. (1992). *Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Bennett, Barrie; Rolheiser-Bennett, Carol; and Stevahn, Laurie. (1991). *Cooperative Learning: Where Heart Meets Mind*. Toronto, Ontario, Canada: Educational Connections.

Frayer Model Map

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea.

Steps to the Frayer Model:

1. In the center oval, write the key word or concept word.
2. In Definition, write the meaning of the word.
3. Under Characteristics, list the characteristics describing the word.
4. In the Examples box, list examples of the word.
5. In the Non-Examples box, list what the word is not.

Concept of Definition Map

A Concept Definition Map prompts students to take a key term, concept, or reading selection and uncover its component ideas, show their structure and interrelatedness, and chart these findings on a graphical organizer. Students place information in logical categories, identify defining properties and characteristics, and offer examples (and non-examples) of ideas. This strategy is especially useful for analyzing brief, but content-rich, reading selections.

Directions for using the map:

1. Write the key term or concept in the center section of the map form (Key Term or Concept)
2. Explain what the key term or concept is (What is it?)
3. Fill out the properties section (What is it like?)
4. Provide a few examples of the key term or concept (What are some examples?)
5. Write a complete definition of key term or concept based on your map

Rivet

Rivet is a variation of the childhood game, HangMan. This game introduces vocabulary terms and encourages better spelling. The game is very simple. The teacher draws a blank line for each letter of a vocabulary word. The teacher then slowly fills in the blanks, one letter at a time, until a student guesses the word. This student is then asked to come to the chalkboard and complete spelling the word. *A variation* of this game adds features of the "Wheel of Fortune" television show. Here, the class is divided into teams, each taking turns calling out a letter. The teacher fills in all of the blanks corresponding to this letter. Each team suggests letters until one team can identify the vocabulary word.

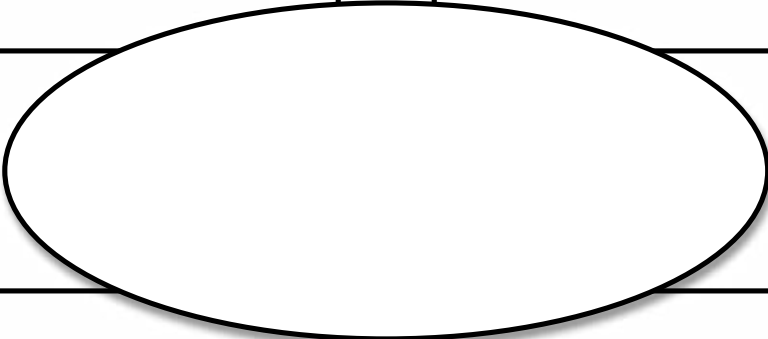
Steps to Rivet:

1. Choose 6 to 8 important words from the reading selection.
2. Draw lines for each letter in the first word. Have students follow along with their own personal white board. For example, _ _ _ _ _ _ _ .
3. Fill in the letters to the word one at a time. Encourage students to guess the word at any point. For example: **v o l** _ _ _ _ _ .
4. When someone guesses the correct word, have that student help spell it and write the remaining letters on the board. Such as, **v o l u n t a r y**.
5. Repeat the above steps for each of the vocabulary words.

The Frayer Model Map

On _____

Definition:	Characteristics:
Examples:	Non-Examples:



Concept of Definition Map

What is it?

**Key Term or
Concept**

What is it like?

What are some examples?

New Definition



DEFINITIONS ARE US...

DIRECTIONS:

Look up the definition of the assigned word. Select the two most important words in the definition. Get with a partner and share the words you have chosen along with the reasons for why you chose them. Once you and your partner have discussed your choices, work cooperatively to create your own definition. Record all your work below.

MOST IMPORTANT WORDS	WHY THOSE WORDS?
1. _____	➤ _____ _____
2. _____	➤ _____ _____
3. _____	➤ _____ _____
4. _____	➤ _____ _____

OUR OWN DEFINITION

Mindstreaming

Mindstreaming is a learning strategy designed to bring out **background knowledge** about a topic. It is similar to Think-Pair-Share, but less structured. Students in pairs stream images and ideas about a topic. It is important that the instructor emphasize that the students use their ‘quiet voices’ during this time, as half of the class will be talking at the same time.

Rationale:

This process gives both students a chance to process ideas just learned. This process gives students the ideas and words to say in general class discussion by offering them an opportunity to gather their own thoughts and to listen to another student’s learning as well. Verbalizing in the Mindstreaming process gives students a chance to try out the words and ideas they learned before reporting to the whole class. If they do not have a total grasp of the concept, often hearing another student verbalize will give them a “leg up.”

Steps:

1. The instructor introduces the Mindstreaming procedure to the students and then provides a topic, such as: Why do you think people live in communities rather than living alone? Describe the entire process of driving a car from your house to the grocery store. Describe the idea that where you live affects how you live.
Students decide who will be Partner A and who will be Partner B.

Part 1: 20 seconds

2. Person A speaks with no interruptions, listing words associated with the concept or topic.
3. Person B listens.

Part 2: 20 seconds

4. The roles reverse with Person B speaks with no interruptions, listing other words and ideas associated with the topic or concept.
5. Person A listens.
6. Person A and B can then share what they heard during the class debrief phase.

Do I Really Know It?

Thinking Skill: Verbal sequences, verbal classification, identifying attributes.







Content Objective: Students will use a flowchart to confirm their clear understanding of a concept.

NOTE: This process helps students “check” how well they understand key concepts and can be used to review such concepts in any discipline.

1. What kind of idea is it?
Name the category in which the concept fits. Be as specific as you can in naming the group to which the person, place, thing, or organism belongs. This step narrows your attention to the idea you are trying to describe.
2. Can I name some examples?
Name the best examples of this idea that you can think of. Examples help you remember the idea by images or memories. You can sometimes remember an example more easily than the idea it represents. You also use examples to explain the idea to someone else.
3. What are some similar ideas?
Name something that is similar in some important way, perhaps from a different subject, that helps you remember the concept you are studying. Similarities connect what you are learning to what you already know.
4. What are some different ideas?
Name something that is different from the concept you are studying, that you must not confuse with it. Identify how the difference will keep you from confusing the two concepts. Recognizing and knowing a difference separates your new idea from other similar ones and helps you remember concepts clearly so that you don't forget it or misunderstand it.
5. What are its important characteristics?
Name the qualities that make this concept what it is. If you really understand something, you can explain what makes it special and sets it apart from other things of this kind.
6. Can I give a full definition?
Combine the category in Question 1 with the characteristics in Question 5 to create a complete definition. Naming the category and the characteristics that make it different from others describes the idea or thing and shows that you understand clearly what it is.

Do I Really Know It?

Directions: Complete the left flowchart to explain why each step is important to be sure that you really understand what something is. Think about the example and answer each of the questions on the flowchart on the right side.

Example:

What Kind Of Idea Is It?

Can I Name Some Examples?

What Are Some Similar Ideas?

What Are Some Different Ideas?

What Are Its Important Characteristics?

Can I Give A Full Definition?

Graphic Organizers

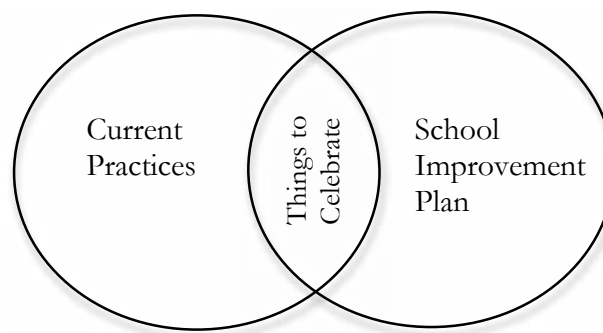
Mind Mapping or Visual Representations:

This process involves a minimum of words to share your ideas. Instead, individuals use images, pictures, diagrams, graphs, etc. to summarize and share information.

Venn Diagram:

The Venn Diagram is a graphic organizer used to compare and contrast information. In one “ring” of the Venn, list the unique characteristics of a subject; in the other “ring” list the unique characteristics of another subject. The common characteristics are placed in the intersecting center.

Sample: Use the Venn Diagram to do a gap analysis of current practices and school improvement planning. This could help to determine what to abandon (ring #1 only), what plans to develop (ring #2 only), and what to celebrate (intersection.)



PCI:

Keeping your innovation, study topic, or plan in mind, complete the three sections of the PCI chart using individual reflection or pair/team interviews.

P—Positives—What is working? What do you want to continue? What do you like? Etc.

C—Concerns—What is not working? What are problems you are having? What are your concerns?

I—Interesting insights—AHAs, things to think about, realizations, etc.

The “P” you celebrate; the “I” gives you food for thought, and the “C” you develop into action plans.

(Items in the other two columns might give you possible strategies for your plan.)

KWL:

Keeping your innovation, study topic, or plan in mind, complete the three sections of the KWL chart using individual reflection or pair/team interviews.

K—Know—What do you *know* about the issue/topic?

W—Want to Know—What do you *want to know* about the issue/topic?

L—Learned—What have you *learned* about the issue/topic?

Variation: Add an “H” to the chart and answer the question, “How will I find out?”

What? So What? Now What?

Keeping your innovation, study topic, or plan in mind, complete the three sections of the KWL chart using individual reflection or pair/team interviews.

What?—What have you learned?

So What?—What difference does it make?

Now What?—What can you do with this information?

PCI

<div>P</div> <div>Positives</div>	<div>C</div> <div>Concerns</div>	<div>I</div> <div>Interesting Insights</div>

K-W-L Strategy Sheet

K Know	W Want to know	L Learned

K-W-H-L Strategy Sheet

K Know	W Want to know	H How will I find out	L Learned

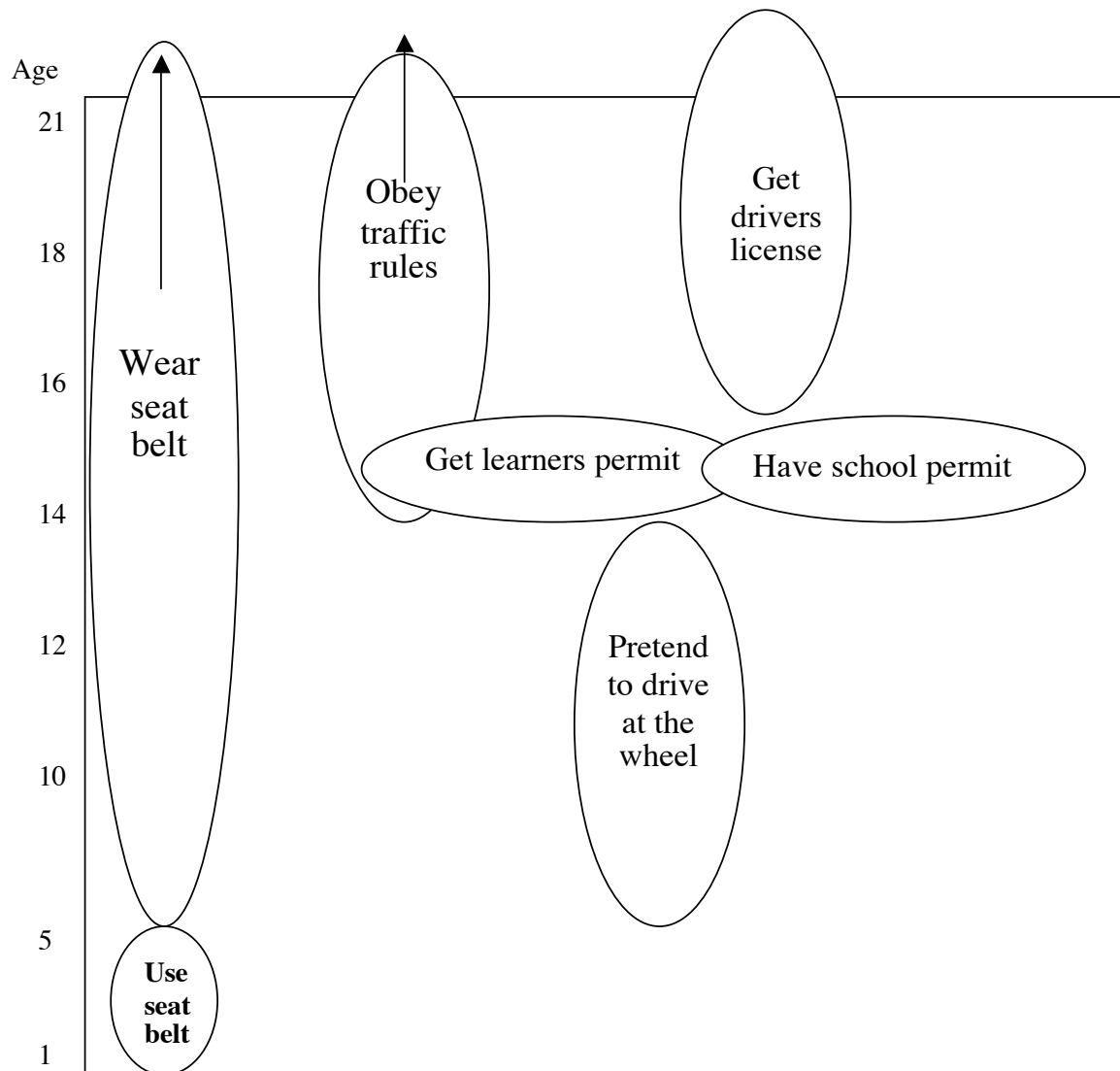
What? So What? Now What?

What? What have you learned?	So What? What difference does it make?	Now What? What can you do with this information?

Bubble Process

(A chart of interrelationships)

1. A topic is chosen and clearly stated such as: **“What do we need to know about car safety?”**
2. All team members brainstorm ideas relating to the stated question or topic.
3. A box or rectangle is drawn to allow for “boundary lines” for the bubble chart.
4. Begin adding circles for each of the brainstormed ideas.
5. Interconnect circles if they have a relationship to each other.
6. The more circles there are, the more detailed your project becomes.



Right Angle

1. Topic

Select topic. Individuals can bring information/ideas to session or read an article in session for information.

TOPIC: _____

2. Facts

If using an article, either use Roundrobin or Jigsaw as strategies to share with the group the necessary facts. Think about the main ideas. What are the facts that we need to remember or think about as most important?

If using a handout, complete the facts individually as you are reflecting or reading the article.

If using chart paper, recorder records the facts as verbally shared with the group.

3. Implication

What meaning do we get from these facts?

The groups needs to come to consensus and state in one or two sentences the meaning gained from sharing the facts.

4. Application

What will we do with this information? This is really a first step in action planning. What do we want to do with the information that we have just read and shared?

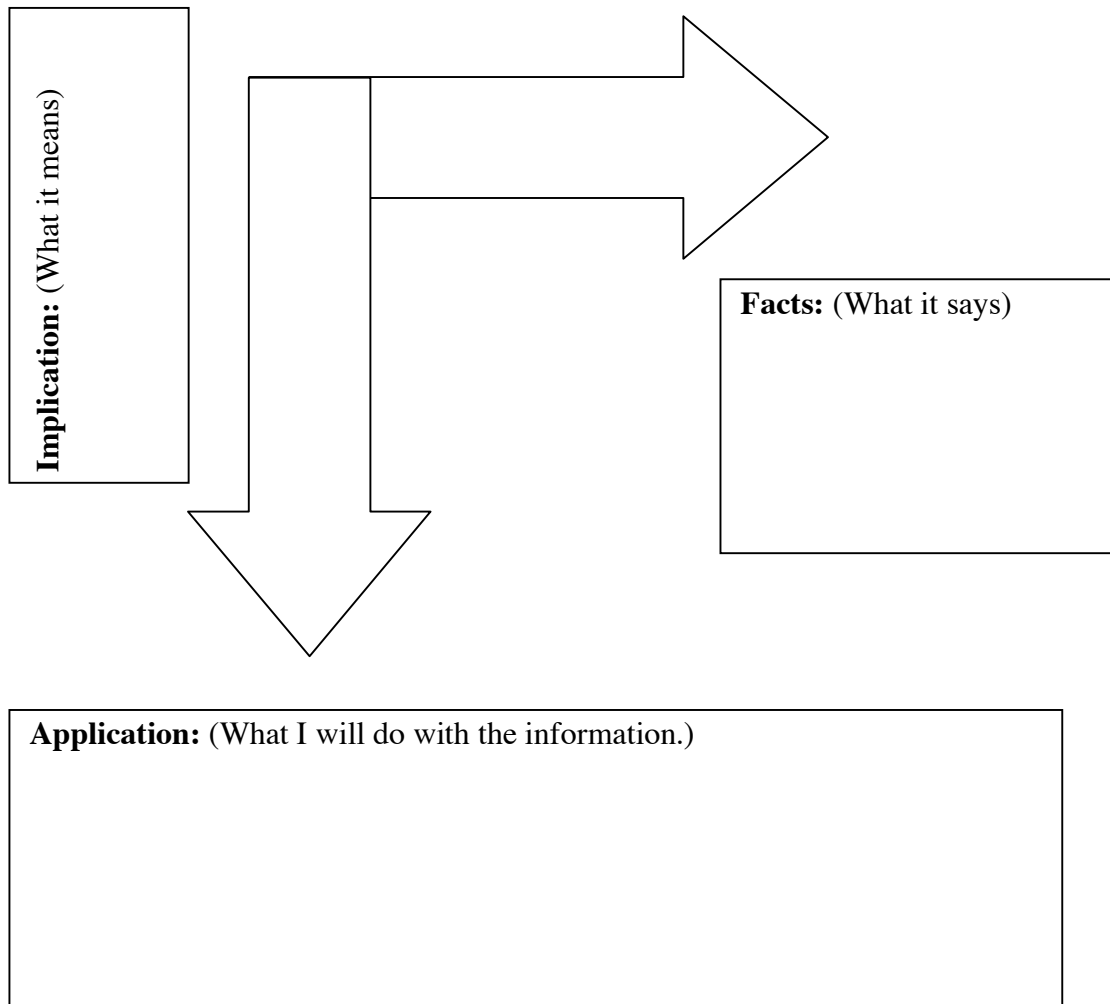
Use Roundrobin as the strategy to get input from each team member.

Try to get at least one idea from each team member of an action to take based on the information and meaning gained from the article, video, or ideas.

Right Angle

Purpose: To organize thinking from facts to application

Topic: _____



Gathering Grid

Name:	Name:	Question Category	Name:	Name:
		Who?		
		What?		
		Where?		
		When?		
		How?		

1. Develop Grid

- Use handout with grid
- Develop grid on chart paper
 - Criteria or question category go in the center to help focus
 - Columns added—one per person
 - Rows added according to number of criteria or questions
 - Write the name of each person in top box—one name per box (same row as category title)
 - Can use basic “W” questions or develop specific questions

2. Complete the Grid

- If using the handout, use Roundrobin as the structure with the roles of facilitator and recorder. Facilitator reads the question and each person gives his/her response and recorder writes comments under his/her name in appropriate box (same row as question given). *Do one question at a time* with input from each person. When the row is completed, facilitator needs to guide the discussion noting similarities and differences in comments made by each individual.
- If using chart paper, facilitator reads the question and then each person reflects in writing their response on a post-it. When each person has completed his/her response for one specific question, then each post-it is put up by the individual as he/she verbally shares with the group. When the row is completed, facilitator needs to guide the discussion noting similarities and differences in comments made by each individual. Then proceed with one question at a time with one post-it comment from each individual. Reflect in writing and then verbally share.

Bellanca, James. (1990) *The cooperative think tank: Graphic organizers to teach thinking in the cooperative classroom*. Palatine, IL: Skylight Publishing.

Gathering Grid

Topic:

Name	Name	Question Category	Name	Name	

How Do I Learn To Do It?

Experts who study how people teach and learn effectively identify six steps that make learning to do something new, clear and easy. You will have the benefit of learning more efficiently if you know what to look for, why you might be confused, and what kind of help to ask for.

Directions: Complete the flowchart to record why each of the steps in learning a new skill is important.

1. Identify when you have learned something like this before. Connecting new learning to something you already know makes it easier and less confusing to learn the new skill. You are more confident that you will be able to do the new activity because you remember how well you can already do something similar.
2. Listen for the “objective” that describes what you are about to learn. By understanding at the beginning what the lesson is about, you keep the purpose of the lesson in mind and connect the rest of the lesson to it. If you miss hearing the objective, you may almost follow the steps that the teacher is explaining, but not really understand what the process is for.
3. Be sure that you follow carefully the explanation or demonstration that the teacher shows you. If you misunderstand any step, you may not be able to do the process. Check yourself to be sure you understand why, as well as how, each step in the process is done.
4. Did you practice the process enough while the teacher could help you? Although you think you understand how to do something at the time, you may later find out that you misunderstood or cannot remember how to do one of the steps.
5. Can you do the process accurately and quickly? Teachers assign the number of practice problems necessary for most students to do the task fast and well. Only you know whether you do the process quickly and accurately enough.
6. When will you use the process again? Expecting to use it helps you realize how well you understand it now and reminds you of the process when you are asked to use it again.

How Do I Learn To Do It?

Why Is It Important To Know?



Example



What Am I Learning?



When Have I Learned Something Like This Before?



How Is It Done?



Can I Do It?



Can I Do It Faster and Well?



Do I Know When To Use It Again?

Team Discussion Organizers

Stems

Stems are sentence starters. The most powerful stems will cause reflection and promote integration of new information with prior knowledge, experience, or understandings.

Samples:

One thing I want to remember is _____.

One question I am asking myself right now is _____.

One significant discovery I made is _____.

When I leave this meeting, one thing I am going to try is _____.

One question that is still unanswered for me is _____.

Trio (3—2—1)

This strategy can be used at the end of a discussion to pull things together and give future direction.

Participants are asked to write/share 6 pieces of information. The headings attached to each number can be changed as appropriate to group needs, timeframe, discussion topic, etc. This strategy is also good for journaling or reflection at the end of a discussion or meeting.

Samples:

3 recollections

2 observations

1 insights

3 books or resources you've used

2 new things you found out

1 thing you found difficult

3 important ideas you want to remember

2 things you would like to know more about

1 idea that you are looking forward to trying

3 interesting things you found out about

2 ways you might use this information

1 thing you want to be sure to tell a friend

3—2—1+1

A similar strategy after completion of the 3-2-1 process is to have participants get up and find someone new to “Add one” to their listing from someone else.

Give One to Get One

This strategy works great as a review exercise for bringing the group back on track or to just review newly introduced concepts. Participants write down one thing that they have learned/will apply, etc. on a note card. At the signal, participants move about the room exchanging cards. At the next signal, they return to home base and share what they have learned from their travels about the room.

Defining Your Purpose

Quite often team discussions can become endless without a defined purpose and known outcome. To be successful, the purpose should be stated as a verb and the outcome as a noun. The verbs and nouns that you use should be clear, concise, and focused enough to be doable.

S.W.O.T. Analysis

S.W.O.T. is an analysis mechanism to look at strengths, weaknesses, opportunities, and threats.

SAMPLE: The process was used after team meetings or class meeting to analyze and improve how they operated as a functioning group.

Strengths, Weaknesses & Threats

“Did we get through the agenda? If not, why not?”

- confusion as to our goal
- communication problems
- lack of information
- lack of motivation
- interference of some kind--emergency, personal problem, team member called away...?”

“Did everyone have the opportunity to participate in the discussion? If not, why not?”

- lack of adequate notification of agenda items and/or time to prepare
- one or two team members did all the talking and the rest felt closed out
- lack of time
- lack of interest or reluctance to disagree; unsureness about how others would react
- factions and emotion disrupted flow of communication?

“Were necessary group task and maintenance roles operating freely to promote ease in problem solving and intercommunications? If not, why not?”

- confusion as to role
- competition and lack of role stability
- negativism and introduction of personalities?

Opportunity

“What kind of first aid would be most helpful in getting us back on the track?”

- help in understanding our goals
- help in practicing human relations techniques
- help in discovering the positive behaviors inherent in the various roles (through role playing) and practice in using them to build harmony and role stability
- help in improving techniques of observation as a means of enhancing our effectiveness as a group, especially in areas such as planning and problem solving
- a team in-service program
- personal in-service programs
- the services of an objective troubleshooter from outside the team--perhaps the school principal or curriculum coordinator

S.W.O.T. Analysis

Strengths:	Weaknesses:
Opportunities:	Threats:

PMI – Plus-Minus-Interesting

Thinking - Reasoning Skill

Purposes

- To help students evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions
- To encourage students to investigate and examine all sides of an issue.

Vocabulary

Plus - a benefit

Minus - a drawback

Interesting Question - a question or comment

Inquiry - the act of investigating or finding out about something

Evaluate - to weigh, value, judge importance, or assess

Play Devil's Advocate - to argue for a position whether or not you agree with it, for the sake of argument

Thinking Skills

Evaluating, Inquiring

STEPS to PMI

1. Draw a PMI frame on the board or overhead. Label each column and explain the term and its use. Explain that “plus” comments will show what students see as positives, “minus” what comments will show they see as negatives, and “interesting questions” will show what they would like to know about the topic or its pluses and minuses.
2. Above the PMI frame on the board or overhead, write the topic for discussion.
3. Once you have a topic, one with which your students are familiar, assign roles for small group work, review the cooperative guidelines, and distribute one blank PMI per trio. Allow the groups three to five minutes for listing the pluses of the topic. Repeat the procedure for the minus list.
4. After the minus list time is up, give the opportunity for each group to ask the interesting questions.
5. After each group has finished its question list, invite one plus, one minus, and one question from each group.
6. After reviewing the procedures, ask students to explain when and where they might use a PMI, how it can help their thinking in school and outside school, and what the advantages of using a PMI are.

PMI: Plus – Minus – Interesting

Name	Class
<div>P (+)</div>	
<div>M (-)</div>	
<div>I (?)</div>	

Created by Edward de Bono, Source: The Cooperative Think Tank II

Scored Discussion

Purpose: To monitor and validate student achievement in the ability to express ideas clearly as a member of a social group.

Procedures:

1. Determine the criteria and/or indicators of successful social dialogue.
2. Select materials that promotes objectives (written or visual).
3. Create an agenda for the successful performance of the criteria.

Example: Agenda

1. Define the problem or issue.
2. What position does the writer of the article take on the issue?
3. Decide how that position agrees or disagrees with your own.
4. In-service the strategy:
 - a. Explain the criteria
 - b. Stress appropriateness vs. quantity, establish maximums
 - c. Allow student observation time to demonstrate objectivity
5. Score all students.
6. Give feedback, what's right, what's wrong and how to fix.
7. Provide accountability - for continuous improvement.

Example: Discussion Score Sheet

Positive	Points	Negative	Points
(2) 1. Taking a position on a question	_____	(-2) 1. Not paying attention or distracting others	_____
(1) 2. Making a relevant comment (Max)	_____	(-2) 2. Interruption	_____
(2) 3. Using evidence to support a position or presenting factual information	_____	(-1) 3. Irrelevant comment	_____
(1) 4. Drawing another person into the discussion	_____	(-1) 4. Monopolizing	_____
(2) 5. Recognizing contradictions in another person's statements	_____	(-3) 5. Personal Attack	_____
(2) 6. Recognizing when another person makes an irrelevant comment	_____	<i>Points</i> _____	
(2) 7. Making an analogy	_____		
(1) 8. Asking a clarifying question or moving the discussion along	_____		

Scored Discussion



Topic



Criteria



Agenda



**Summary,
So,**

Affinity Diagram

Affinity diagram is a planning tool that is used when you are trying to:

- Add structure to a large or complicated issue
- Break down a complicated issue into easy-to-understand categories
- Gain agreement on an issue or situation

Step 1: State the issue or problem to be worked on

- Set a time limit for the session (45–60 minutes)
- State a clear, objective problem that all agree to

Step 2: Generate ideas for the issue in question (index cards/post-its)

- Each participant thinks of ideas and writes them individually on cards
- List one idea per card

Step 3: Collect the cards or post-its

- Collect all cards, mix them up, and then spread them out on a flat surface

Step 4: Arrange the cards or post-its into related groups

- All participants should pick out cards that list related ideas and set them aside. Repeat until all cards have been placed in groupings.
- Process takes about 15 minutes and works best when conversation between participants is not allowed.

Step 5: Create a title or heading for each group

- Develop a title or heading that best describes each group of cards.
- Headings should be one to three words.
- Groups that are similar should be placed next to each other.
- May wish to combine similar groups into one large group.
- Continue until there is agreement from team on grouping of cards.

Step 6: Wrap the session

- Major groups have been identified
- Assignments have been made pertaining to results

Force Field Analysis 1

Force Field Analysis is an analysis tool that is used when you are trying:

- To identify “roadblocks” to reaching the goal
- To identify possible causes and solutions to a problem or an improvement opportunity
- To achieve goal but team seems to be “stalled”

1. Describe the current situation. Is this definition agreed to by all involved?
2. Review the data supporting the definition of current situation.
3. Review the goal statement on action plan. Is there agreement on it?
4. Determine driving and restraining forces.

Helping: actions, skills, procedures, culture, people, etc. that help move you toward your goal.

Hindering: actions, skills, procedures, culture, people, etc. that can keep you from reaching your goal.

Force Field Analysis

Helping	Hindering

Chang, R. and Niedzwiecki, M. (1993). *Continuous improvement tools, Vol. 1*. Irvine, CA: Richard Chang Associates, Inc.

An example of how to use the Force Field Analysis for problem solving about behavior issues is:

Action Guide #3—Schools
Critical Element 19: Developing and Teaching Behavioral Guidelines

The development and instruction of general behavioral norms and expectations will provide overarching principles to guide the learning of specific behaviors. The behavioral guidelines will support a safe, positive, learning environment.

Question: What are the behaviors and that help/hinder learning in the classroom?

Helping	Hindering
<ul style="list-style-type: none">▪ Follow body basics (keep hands and feet to yourself)▪ Follows directions▪ Take care of equipment▪ On time▪ Listen when others are speaking▪ Use proper language	<ul style="list-style-type: none">▪ Tattling▪ Unresolved conflicts▪ Playground problems that are carried over into the classroom after recess

Focus: Conflict

Question: If we put more energy into helping side, will it affect the hindering side? If we continue to promote listening when others are speaking and using proper language as part of the training in conflict resolution skills, will the problems listed on the hindering diminish?

Force Field Analysis 2

Ground Rule #1: Do not evaluate the ideas.

Ground Rule #2: Only the discussion leader may interact with the listener—and he may only ask clarifying questions designed to catch the meaning of the idea.

Ground Rule #3: Have a recorder list the ideas where they can be kept on display.

Note: If someone's ideas are seemingly unrelated or diametrically opposed to the discussion leader's views, they still should be listed. (Reserve judgment!)

Steps:

1. On paper list (individually) six forces which impact positively on this (a given) situation. For example: list six things that keep us from nuclear confrontation.
2. Below these, list six forces that impact negatively on this situation. For example: list six things impelling us toward nuclear confrontation.
3. The leader calls on each person and elicits one positive force from each person.

* This process may continue: A) until new ideas emerge, or B) until each person has had an opportunity to suggest one or two.

4. Next, the discussion leader elicits a similar response from the group with respect to forces that are negative. The procedure is the same.

At this time, two lists should exist: 1) Forces against, and 2) Forces for.

Give each person two votes. Ask them to vote for the two forces (in the negative column) that have the greatest potency to keep an initiative from being successful.

- Tabulate the votes. (Show of hands, calling out numbers, post its, etc.)
- Using the Force Field Analysis form, list the most potent positive and negative forces operating.
- If time permits, break the group up into teams of 3 people. Ask them to identify 3 ways in which the key negative force (the one getting the most votes) can be overcome.
- List their solutions.

Problem:

Forces Which Are Potential Allies in Solving the Problems

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Forces Operating Against the Solution of the Problem

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

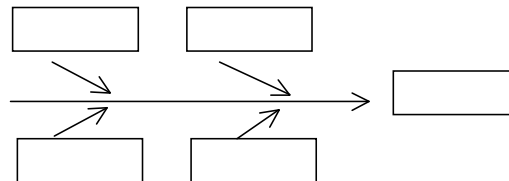
Cause and Effect Diagram

Cause and Effect diagram (also known as Fishbone diagram) is an analysis tool used to:

- Categorize potential causes of a problem or issue
- Analyze what is really happening in a process
- Teach teams and individuals about new processes or procedures

1. Prepare for the Cause and Effect session

- Recorder creates a flip chart (refer to diagram)



- Provide time limit to session (60 minutes)

2. Identify the effect

- Effect refers to the issue (problem) you are trying to change.
- Recorder writes the effect in the box on the right side of diagram.

3. Identify the major cause categories

- Major causes are identified and boxes labeled.
- Possible categories:
 methods, machines, materials, people
 place, procedure, people, policies
 surroundings, suppliers, systems, skills

4. Brainstorm potential causes for the problem

- Brainstorm ideas, agree as a group where to place on diagram OR individually write on post-its to share with group and agree before placing on flip chart.
- May list a possible cause under more than one major category.

5. Review each major cause category

- Look for causes that appear in more than one category
- Circle “most likely causes”
- Ask question: “Why is this a cause?”
- Record answers to “why?”

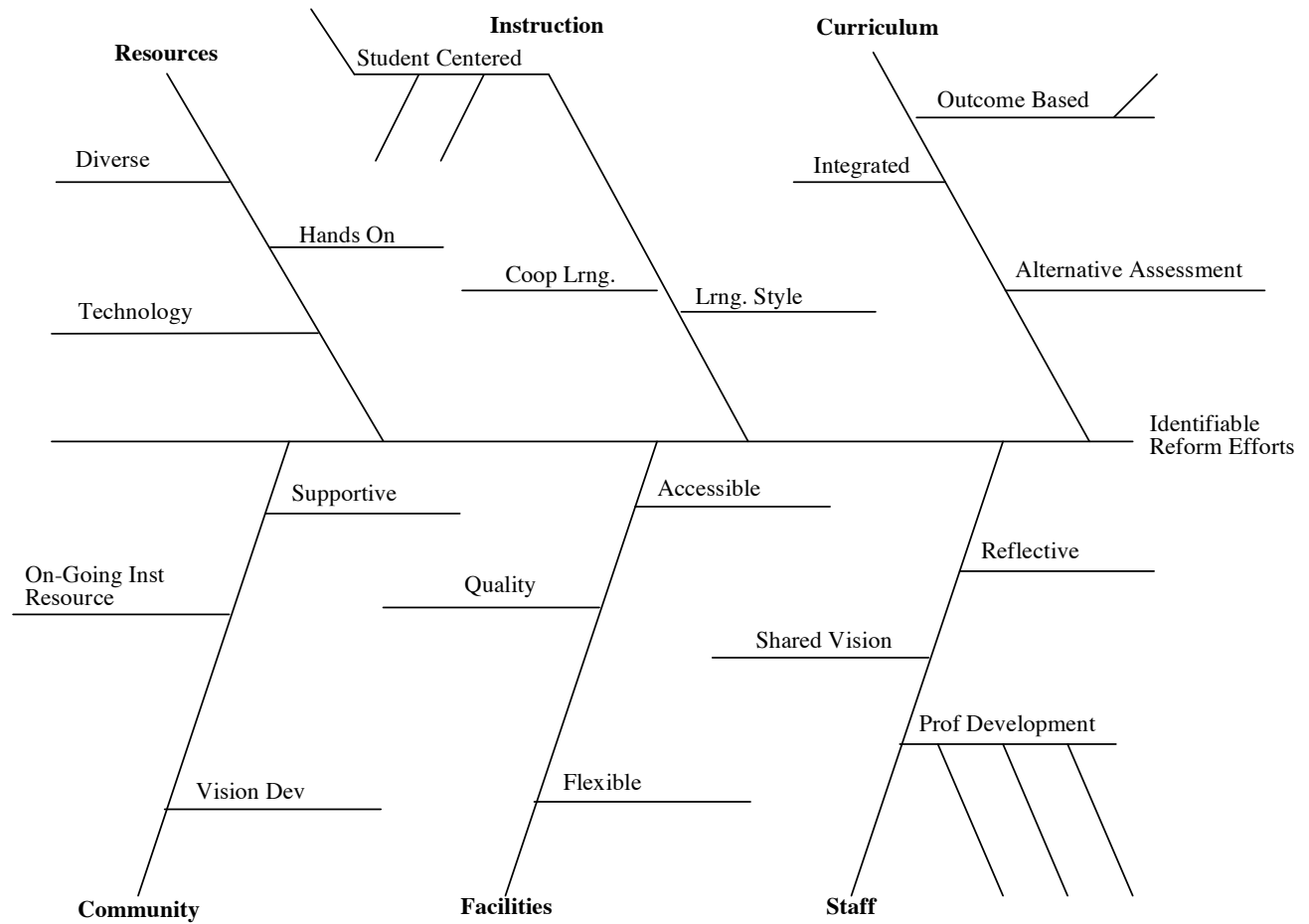
6. Reach an agreement on most probable cause(s)

- Narrow list down from the “most likely causes” to the “most probable causes”

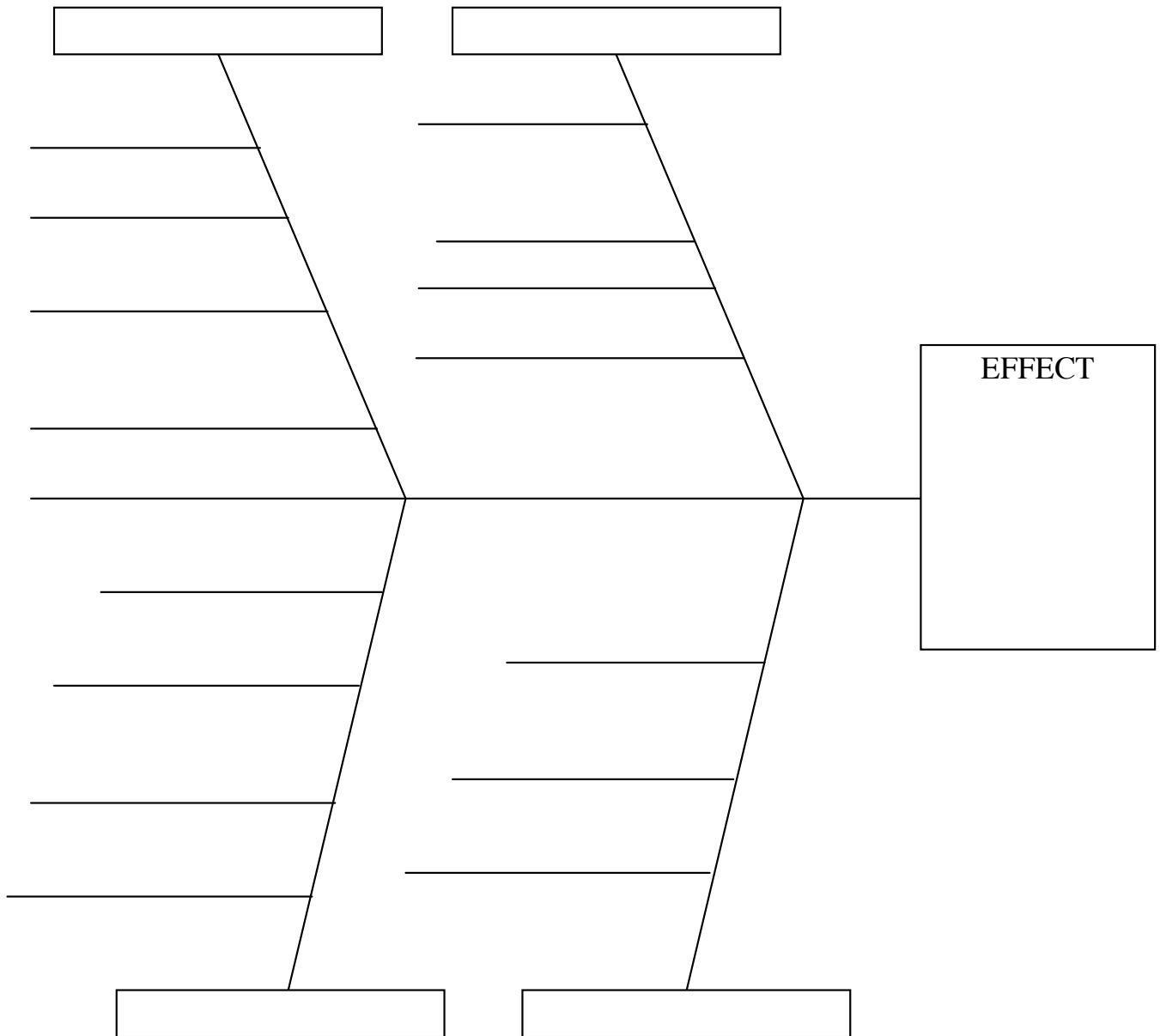
7. Wrap up the Cause and Effect session

- “Most probable causes” have been identified
- Assignments to gather data to prove/disprove “most probable causes”

Sample



The Fish Bone



Five Whys

- What?** The Five Whys? are simply a process of asking Why? at least five time in a row to detect the root cause or meaning of a particular problem or situation.
- Where?** The Five Whys? are used any place there is a human factor present. Cut through layers of bureaucracy to find the true meaning.
- When?** Asking Why? is necessary when people do not truly understand the situation or when a deeper understanding is necessary.
- Why?** The Five Whys?:
- Cause people to use higher order thinking skills
 - Cut through layers of bureaucracy to find the true meaning
 - Cause people to challenge their current situation or problem

Example: Discussion about implementing “Block Scheduling”

Q. Why isn’t more time being spent working collaboratively?

A. There is not enough time in class.

Q. Why isn’t there enough time in class?

A. There is too much material to cover.

Q. Why is there too much material to cover?

A. We keep adding, but don’t abandon things in our curriculum.

Q. Why do we keep adding, but we don’t abandon things in our curriculum?

A. We don’t know what’s important to keep and/or throw out.

Q. Why don’t we know what’s important to keep and/or throw out?

A. We don’t coordinate with other teachers very well between and within grade levels.

Team consensus was reached: a process to help articulate curriculum content between and within grade levels was the first thing that needed to be worked on (root cause of the problem). This step is needed if block scheduling is implemented or not. An external person to facilitate the process will need to be identified and in-service time will be used to implement a process for sorting and selecting the content to be taught at each grade level throughout the district.

In addition, survey responses indicate that collaborative work is perceived as something else to do instead of a process for accomplishing work. The group will ask that people share and continue to focus on building in collaborative work practices. At least 5 minutes will be dedicated to this topic at all grade-level meetings and faculty meetings. The team will continue to monitor time spent in collaborative work once each trimester.

Theory Statements: If, we improve the process to select and abandon content, then more time will be available for collaborative classroom activities. If, we promote ideas about how to build in collaborative classroom activities, then more time will be spent on collaborative activities in the classroom.

Process

1. Identify a problem, situation or concept to be studied.
2. Ask Why? this particular condition exists.
3. Each time the question Why? is answered ask Why? again.
4. Continue to ask Why? until everyone involved is satisfied they have arrived at the root cause.

?

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If...Then

The If...Then strategy developed by David Langford is helpful in predicting the consequences of decisions that we make, and useful tool in the development of a theory of change.

What is it?	The If...Then strategy is a projection tool used for prediction of consequences of proposed changes.
When is it used?	The If...Then strategy is used when a team or individual needs a safe method to compare and study the ramifications of proposed changes in a system.
Where is it used?	The If...Then strategy is a useful process to study the predicted consequences of multiple improvement options.
Why is it used?	<ul style="list-style-type: none">• Allows people to look further into the future rather than just identifying the next step.• Helps everyone in an improvement process understand the ramifications of change.• Can be used to prioritize suggested improvement by studying the consequences of improvement.
Sample uses:	Use the If...Then strategy: <ul style="list-style-type: none">• to study what would happen if we no longer collected tardy data.• to predict what would happen if we removed grades or eliminated performance appraisals.• to study proposed classroom management improvements.• to study different fund raising activities.• to study the problems with different room arrangements.• to study moving teachers to different buildings.

The Process

1. Clearly state the proposed change.
2. Brainstorm the first proposed change and record responses.

If we...Then...If we...Then...If we...

Example: **If we...**changed to a block schedule
 Then...we would need more time for teachers to plan together
 If we...schedule for teacher planning time
 Then...that would impact the teacher-student contact time
 If we...started planning with students instead of for them...

3. It may be important to compare the consequences of several improvement strategies.

C & S - Consequence and Sequel

Focus:

C & S is a crystallization of the process of looking ahead to see the consequences of some action, plan, decision, rule, and/or invention.

C & S deals with what may happen after the decision has been made. There are immediate consequences as well as short-term (1-5 years), medium-term (5-25 years) and long-term consequences (over 25 years).

C & S is concerned with action of some sort, either the action that one intends to take oneself or the action that others are taking. The intention is to enlarge the view beyond the immediate effect of that action. An action may seem worthwhile if the immediate effect is good. But, if one makes a deliberate effort to look at longer term consequences, the action may not be worthwhile at all. Conversely, an action that has good long-term consequences may not seem very enticing at the moment.

Principles:

- Other people may be able to see the consequences of your action more easily than you can yourself.
- It is important to know whether the consequences are reversible or not.
- The immediate consequences and the long-term consequences may be opposite: immediate consequences may be good and long-term consequences bad, or the other way around.
- You should look at the consequences, not only as they affect you but as they affect other people as well.
- You should do a full C & S before deciding which consequences you should consider.

Process:

Open discussion with the class as a whole, acting as individuals rather than groups.

- Do long-term consequences matter?
- If it is not easy to see the consequences should you bother with them?
- When is it most useful to look at the consequences?
- Whose business is it to look at consequences?

C & S = ? Consequence and Sequence

IF

THEN

Consensus Building Tips

What Is It?

To reach consensus is to give permission to go along with the total group. The implication of consensus is that there is general agreement that has been negotiated by the individuals involved. Listening, trust, sharing, and respect are values inherent in the process.

Consensus Means: All group members contribute. Everyone's opinions are heard and encouraged.

Differences are viewed as helpful. Everyone can paraphrase the issue. Everyone has a chance to express feelings about the issue. Those who disagree indicate a willingness to experiment for a certain period of time. All members share the final decision. All members agree to take responsibility for implementing the final decision.

Consensus Does NOT Mean: A unanimous vote is sought. The result is everyone's first choice. Everyone agrees (there may only be enough support for the decision to be carried out). Conflict and resistance will be overcome immediately.

Arbuckle, Margaret A. & Murray, Lynn B. (1989). *Building Systems for Professional Growth: An Action Guide*. Andover, MD: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

100% Consensus (A Process to Shape Vision, Clarify Thinking, Develop Consensus)

1. Establish Topic or Purpose:
Clearly define the topic or purpose. You might find that stating it in the form of a question might make brainstorm sharing easier.
2. Group Scribing of Brainstorming
Recorder/scribe records on chart paper every word said during round robin brainstorm.
3. 100% Consensus
Using a list from brainstorming, the facilitator, in round robin format, asks for each item: "Is there anyone who objects to this item?" If someone objects to an item, word, phrase, etc. the scribe changes the item, word, phrase, etc. as indicated. This continues as long as there is an objection. (Items, words, phrases, etc. can be changed, returned to original, or changed again until everyone is satisfied—this surfaces any conflict for discussion, resolution, etc.) The process continues until everyone "passes" on each item. Do not try to put a time limit on this—do it until it is done, not with economy of time in mind.
4. Inclusive Connecting Statement
Volunteers, or scribes from each group if you have multiple groups, take the list(s) and create an inclusive, extensive narrative using all the words in the list(s). Meaning should be retained although tense, person, etc. may be changed to read smoothly.

Public Minutes:

- Have someone act as a recorder who writes the exact words of participants so everyone can see them on chart paper.
- Public minutes provide everyone access to all ideas being considered at all times rather than just the recorder. It also saves time to have the ideas all easily visible to everyone rather than to have the recorder continually reading them back to everyone.
- This strategy encourages people to be concise in their comments when they realize everything they say has to be written down.

Individual Reflection:

- Give everyone at least 1–2 minutes to jot down their ideas before sharing orally; this ensures that everyone has had an opportunity to get their ideas down rather than just going the direction of the ideas shared by the first one or two people.
- Individual reflection time gives those who are internal processors (need to reflect quietly on ideas)—as opposed to external processors (need to say ideas)—an opportunity to be active participants once the oral sharing begins.
- This strategy gives people an opportunity to get their ideas into a concise format before sharing orally.

Operational Definitions

- A term or concept to be defined is written on the chalkboard. Each member of a team writes his/her own definition, independent of the other team members.
- After all team members have written, each person's paper is passed to all other members of the team, one at a time. As each paper is read, key terms are underlined.
- As a group, the underlined terms are incorporated into one operating definition that is mutually agreed upon. Everyone has had ownership in the definition.

Clear Out Voting:

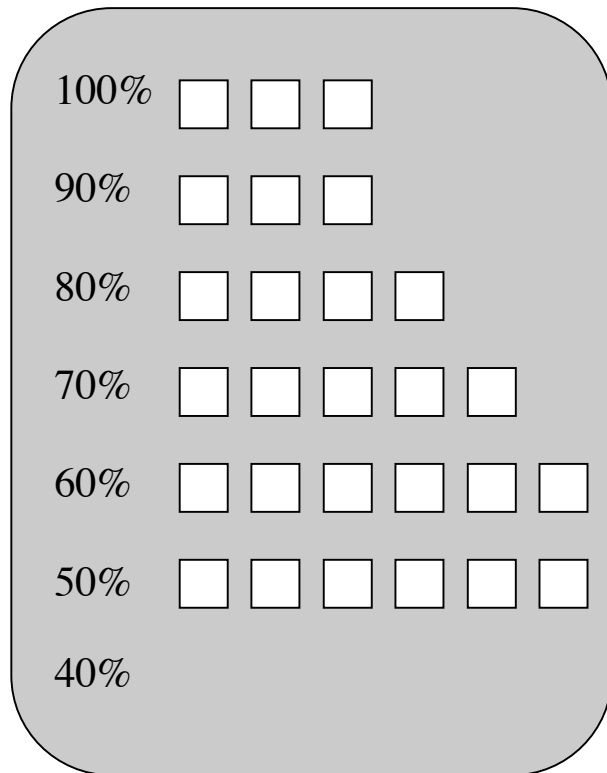
- Clear out voting is way to narrow the list to the ideas most of the people in the group prefer.
- The facilitator reads each item on the list and each participant holds up an open hand if they want to keep the item on the list or a closed fist if they want the item dropped. Items with more than half the group showing closed hands are crossed off with a single line.
- It is a good idea to make the statement that all of the ideas on the list are important, but you are unable to include them all so you are trying to narrow it to what is manageable at this time.

Weighted or Multi-Voting:

- The facilitator reads each item on the list and each participant holds up 1, 2 or 3 fingers depending on how important that item is to them. Encourage them to limit their "1" choices (least important) and "3" choices (most important) so that you can begin to separate the "vital few" from the "trivial many." For example, on a list of 10 items, encourage them to use a "1" and a "3" only once or twice each.
- Give them a few minutes to scan the list before you begin and determine which items will receive their top and bottom votes.
- Alternate strategy: Give each person a certain number of dots which they can divide up in any way they chose on the list of ideas generated. If you have 10 items on the list, you may want to give them 3–5 dots. They can put all of their dots on one item if it is very important to them, one dot each on separate items, or any combination in between. This is good to use when you are going into a break and need to do something with the information before people come back together again. It is also good when you have several lists coming together from different groups and you want all participants to respond to the combined lists.

Consensogram

1. Each person in the group is given a 3"x3" sticky note. To assure anonymity, do not put names on the sticky notes.
2. Determine what is going to be measured. (Examples: To what extent do you believe that harassment is a problem? To what extent do you believe that studying is related to school success? To what extent do you believe students should join extracurricular activities?) Write the question for everyone to see.
3. Each person writes down (in increments of 10%) what he thinks, feels, or where he stands on an issue. (Keep all answers between 0% and 100%; no negative numbers may be used.)
4. Collect the responses on the sticky notes.
5. Pick a place on a smooth surface and post the responses in the form of a histogram.
6. Discuss the findings.



Variation:

The difference between “perception” and “reality” may be shown through the use of the consensogram.

Questions such as “How many sophomores smoke? Drink? Shoplift?, etc.” may be posted.

In the first round, complete the consensogram as described. In the second round, students write “yes” or “no” as their own response to the question. The (reality) answers are then counted and compared to the perceived number of students who smoke, drink, etc.

Imagineering

1. Clearly state the objective of the Imagineering session (to identify what an individual or team envisions as the “perfect” or ideal project, process, situation, etc.).
2. Each person in the group is given 5 minutes to write down as many responses to the stated objective as possible.
3. The team compiles the responses.
4. The team reviews responses for clarity and justification. This process aids in the construction of a shared vision among the members of the team or class; it helps in goal setting to reach the “perfect” state.

Examples:

In my mind a “quality project” would be...

The perfect family situation would have...

My idea of being independent is...

The perfect job would...

An ideal date would be...

Fist to Five

In the Fist to Five process, once the task force or committee has indicated they are moving in a clear direction, the facilitator simply state the proposal or direction as he or she perceives it at this point. Then the facilitator asked every member of the group to indicate to the rest of the group how he or she feels about that direction based on a scale of fist to five.

Fist to Five simply means the following:

Fist	Signifies “block”—no support
One finger	Very little agreement lent will support the decision
Two fingers	Little agreement
Three fingers	Moderate agreement
Four fingers	High agreement
Five fingers	Complete agreement

In other words, Fist to Five provides a scale, from “no” vote to a “yes” vote, with varying degrees in between. If these are all threes, fours, and fives, the decision has been made by consensus.

Once everyone in the group has indicated how he or she feels, the leader should turn to any blocker and ask, “What part of our current proposal do you object to?” The reason for doing this is two-fold. First, one individual may see a problem that the rest have not seen. If that person holds up a fist and indicates that there is a problem, then it’s possible for others to “see the light,” compromise and save a lot of grief down the road. Secondly, it puts the responsibility or accountability where it rightfully belongs—with the person who has an objection. This forces that person to state openly to the rest of his or her colleagues exactly what he or she objects to and why. This reduces the possibility that the individual will simply object because he or she doesn’t feel well that day or he or she doesn’t like the person who proposed.

Fist to Five has other advantages:

- The leader knows that to implement a decision, the group should have no fewer than 65% in the 3–5 category, as long as there are not 20% organized against that decision. The closer that 3–5 category comes to 80%, the better chance for smooth implementation.
- The process also tells the leader where to invest his or her time. The greatest return will be realized if the leader invests the majority of his or her time with the 3s and 4s. The 4s are already predisposed to the idea and with good support and information, they may become leaders or 5s. The 3s, who are neutral on the issue to begin with, again with good support and information, may become 4s. The more who become 4s and 5s, the greater chance there is for a smooth, strong implementation.

Turn to Your Partner (TTYD)

When you have a great deal of information to share or when you want people to internalize a concept before you move on to another concept, it is a good idea to let them talk to someone else about it briefly.

- Ask participants to pair up with 1 other person and take 5 minutes to discuss what they heard, or what was important to them in what they heard, or how they could apply what they heard to their own situation, etc. What you ask them to do depends on the content of what has been shared and where you are going next in the agenda.
- At the end of the 5 minutes you can ask if any one had anything really important that they would like to share with the whole group, but it is not necessary for this strategy to be effective and sometimes takes more time than you want to give. The important part of the strategy is that they can talk about their ideas to someone else, not that they hear all ideas in the room.
- If you are presenting to a group and there seems to be a lot of side-bar conversations going on in the room—it may not be that you have lost their attention. It may be that what you are saying is so important to them that they need the opportunity to process it out loud with someone else. That is a good time to use this strategy.
- When you use it for consensus building, it is a good idea to take time at least every 30 minutes to use this strategy and have people turn to a different partner each time so ideas in the room can begin to build on each other.

Pair-Square

- Start participants in a small group of 3 or 4 people. Rationale: most people will be more comfortable to share their ideas in a small group, but not too small or they often get “stuck.”
- Be sure you have an even number of groups whose combinations will eventually result in 2 groups coming together.

For example if you have 8 groups:

First combination: 8 Groups 1; 2; 3; 4; 5; 6; 7; 8
Second combination: 4 Groups 1 & 2; 3 & 4; 5 & 6; 7 & 8
Third combination: 2 Groups 1, 2, 3 & 4; 5, 6, 7, & 8
Fourth Combination: 1 Group 1, 2, 3, 4, 5, 6, 7, & 8

It won't work as well if you have 6 groups:

First combination: 6 Groups 1; 2; 3; 4; 5; 6
3 Groups 1 & 2; 3 & 4; 5 & 6
? Groups ??

- Be sure to ask each group to appoint a facilitator to keep them on time and on task and a recorder for public minutes. They need to be prepared to take their public minutes with them to the combination groups.
- At each move they need an opportunity to ask for clarification of items. Only the group/person who contributed the item may give the clarification response.
- Push them to reduce their list at each move so that you end up with a reasonable number of items to work with depending on the situation/need.
- Combinations of items can occur if they are the same but discourage combinations to just get to a smaller list because the items lose meaning.

Reaching Consensus

Your Thinking







1. What are our **current** practices?
2. What are the **beliefs** that support current practices?
3. What are **evidences** that current practices are working/not working?
4. What are the **“suggested”** practices?
5. What are the **beliefs** that support “suggested” practices?
6. What is the best we can hope for if we **don’t** explore the “suggested” practices?
7. What is the best we can hope for if we **do** explore the “suggested” practices?
8. Is it **worth** it?
9. What are the **conditions** that would increase the probability of best results?

Other’s Thinking

Six Hat Thinking

Information Allows neutrality Explores facts and figures with NO interpretations or opinions Uses focusing questions... <ul style="list-style-type: none"> • How much? • How often? • How long? • How many? • Who? • Fact or belief? • Fact or likelihood? 		Benefits Allows positive constructive assessment Explores the benefits & values, & the dreams & visions Uses focusing questions... <ul style="list-style-type: none"> • What is the objective? • What is the idea based on? • How will it get us (me) closer to the vision? • Who will benefit? • How will it help? • What are the benefits? 	
Judgment Allows logical negative assessment Explores risks, dangers and inconsistencies with past experiences Not an argument Uses focusing questions... <ul style="list-style-type: none"> • What are any errors in the facts? • What roadblocks are there? • Is it worth doing? • What risks are there? • Who will be affected negatively? 		Feelings Allows for the legitimizing of emotions & feelings Explores ordinary emotions such as fears, dislikes, suspicions & complex emotions like hunches, intuitions, senses & aesthetics No need to justify or give reason for feelings or emotions Uses focusing statement... <ul style="list-style-type: none"> • This makes me feel... • When I think of all this will take I feel... • When I think of what I will have to do to be able to make this idea work, I feel... 	
Creativity Allows for creation of new ideas and responsible changes Explores new approaches, routes, options, choices, avenues, structures, resources, and methods. Uses focusing statements... <ul style="list-style-type: none"> • The chance for success is greater if we (I)... • What if? • I wonder? • Where could this take us? • How many different ways can we attack the problem? 		Actions Allows control of the thinking & organizes it into action Produces summaries, overviews, conclusions, suggested directions & next step action Uses focusing questions... <ul style="list-style-type: none"> • What is the first step? • Where do we go from here? • Who do we need to communicate our plan? • Who will be the taskmaster? • What checkpoints or benchmarks or timelines can be proposed? 	

Six Hat Thinking

INFORMATION 	What are the facts?
BENEFITS 	What are the good points?
JUDGMENT 	What is/could be wrong with this?
FEELINGS 	What do I feel about this?
CREATIVITY 	What new ideas are possible?
ACTIONS 	How can we put our ideas into action?

CAF – Consider All Factors

Thinking/Reasoning Skill - decision making, planning, drawing conclusion, making judgment

Purpose:

CAF = Consider All Factors

When you have to choose or make a decision or just think about something, there are always many factors that you have to consider. If you leave out some of these factors, your choice may seem right at the time but will later turn out to be wrong. When you are looking at other people's thinking, you can try and see what factors they have left out.

Principles:

- Doing a CAF is useful before choosing, deciding or planning.
- It is better to consider all the factors first, then pick out the ones that matter most.
- You may have to ask someone else to tell you whether you have left out some important factors.
- If you have left out an important factor, your answer may seem right but will later turn out to be wrong.
- If you do a CAF on someone else's thinking, you may be able to tell the person what has been left out.

Process Tips:

People naturally assume that they have considered all the factors, but usually their consideration is limited to the obvious ones. Turning CAF into a deliberate operation switches attention from the importance of the factors to looking around for all the factors. Clearly, it is difficult to consider all the factors, so in the teaching situation consideration can be limited to the ten most important factors (or any other number), or the lesson can be taught in terms of:

- the factors affecting oneself
- the factors affecting other people
- the factors affecting society in general

- *This gives the lesson structure.*

C A F – Consider All Factors

Your Thinking



Other Thinking

Four Corners

Procedure:

Label Corners: Strongly Agree, Agree, Disagree, Strongly Disagree.

Place strongest opinions in diagonal corners, the furthest apart.

Hand Out List of issues or belief statements, be clear that they MAY NOT put their names on them.

Have them privately label each statement w/code:

SA=Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

Collect, shuffle and redistribute, telling people that they must put it back in the mix if they recognize it to be their own.

Tell them that when they move to a corner, they must meet and greet one another (handshake, names, etc.) and subgroup themselves into groups of no more than five so that they will be part of the discussion.

Once they have done that, then they will have one or two minutes to brainstorm that issue from that perspective—whether it agrees with their thinking or not.

They must **appoint** a spokesperson that will share their group's thinking when called upon.

Call Off the number of the item or the issue and have them move to the corner that represents the person whose paper they are carrying.

Lead the discussion by moving back and forth from group to group, keep the talk positive. Record their responses.

Once the issues have been openly talked through, then have the group try to summarize or generate their beliefs about the issue and what actions should be taken.

Four Corners

CODE:

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

Issues

_____1.

_____2.

_____3.

_____4.

_____5.

_____6.

_____7.

_____8.

_____9.

_____10.

OPV – Other People's Views

Focus:

OPV is the process of looking at other people's viewpoints.

Being able to look at and understand another person's point of view may be a very important part indeed of the thinking process, and so a deliberate effort may have to be made to see another point of view. This deliberate effort is the OPV. It may apply to another person's point of view or to other people's points of view in general.

OPV = Other People's Views:

Many thinking situations involve other people. What these other people think is just as much part of the situation as the factors, the consequences, the objectives, etc. These other people may have a very different viewpoint. Although they are in the same situation, they may look at things very differently. It is a very important part of thinking to be able to tell how other people are thinking, trying to see things from another person's viewpoint is what doing an **OPV** is about. Another person may consider different factors (**CAF**), see different consequences (**C & S**), have different objectives (**AGO**), or priorities (**FIP**). In fact, all the thinking that you do for yourself, others may be doing for themselves - but differently.

Principles:

- You ought to be able to see the other point of view whether you agree with it or not.
- Every point of view may be right for the person holding it, but not right enough to be imposed on others.
- Different people have different positions, backgrounds, knowledge, interests, values, wants, etc., so it is not surprising that in the same situation viewpoints may differ greatly.
- Try to see whether the other person can see your viewpoint.
- Be able to articulate the differences and similarities between viewpoints.

OPV: Other People’s Views

	<div>AGREE</div>	
	<div>Why:</div>	
<div>STRONGLY DISAGREE</div>		<div>STRONGLY AGREE</div>
<div>Why:</div>		<div>Why:</div>
	<div>DISAGREE</div>	
	<div>Why:</div>	

Cooperative Processing

Cooperative processing is a strategy that allows equal opportunities for contributing ideas. Key characteristics include: 1) Forced participation/equal opportunity through in-turn response and the pass rule; 2) the prevention of domination from individuals in the group; 3) focusing the group at all times; 4) higher degree of efficiency; and 5) promotes better communication.

Role assignments:

Facilitator:

- Starts session and monitors progress
- Provides opportunity for everyone to speak
- Monitors so that each person speaks in turn and only one person speaks at a time

Recorder:

- Records statements
- Does not edit
- Numbers each item

Process:

1. Individual reflection

- Everyone reflects on the question.
- Individuals are encouraged to write down their responses.
- No talking.

2. In-turn response—Individual contributions

- Each person states one response only or says, “Pass,” as you move in sequence around the group.
- Participants may re-enter the sequence even though they may have already passed.
- This process continues until everyone passes or you reach the agreed upon time limit.
- Do not mention an item already recorded.
- This is not the time for discussion or clarification.
- This is an efficient means of gathering information or soliciting opinions of people when no decision needs to be made. The process can end here or can continue with additional steps to reach a decision.

3. In-turn response—Clarification

- Examine items for clear understanding.
- Explanation given only by the person who contributed the item.
- Clarify only. No discussion!
- Use in-turn response and pass rule.

4. Discussion Component—Pro/Con statements

- In sequence, participants are able to speak on behalf or against any item. Procedure works best using in-turn response and doing a round(s) for *Pro* and then a separate round(s) for *Con*.
- No debate!
- Do not repeat opinion already stated.

5. Decision/Voting—Clear-out voting

- This step helps to reduce the size of the list if necessary.
- Majority rule.
- Consider each item.
- Everyone must vote on each item. *YOU CANNOT PASS*.
- Vote at a signal from the facilitator, open hand for YES and closed hand for NO.
- If the majority votes “no” on an item, it is removed from the list.

6. Decision/Voting—Weighted voting

- Vote by assigning a value to each item.
- Highest rating is group selection.
- Vote on each item. *YOU CANNOT PASS*.
- Conduct final vote by YES/NO, if necessary.

Adapted from: Cooperative Processing by Norman Public Schools, Norman, OK and I-LEAD (1991)

Prioritizing Grid

Here is a method for taking ten items and deciding which one is most important to you, which is next important, etc.

First list (up to) ten items, or choices, or needs... They do not need to be in order of importance.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Now compare the items you listed with each of the others using this grid. Circle the preferred one in each pair of rows A through _____

A	1	2																
B	1	3	2	3														
C	1	4	2	4	3	4												
D	1	5	2	5	3	5	4	5										
E	1	6	2	6	3	6	4	6	5	6								
F	1	7	2	7	3	7	4	7	5	7	6	7						
G	1	8	2	8	3	8	4	8	5	8	6	8	7	8				
H	1	9	2	9	3	9	4	9	5	9	6	9	7	9	8	9		
I	1	10	2	10	3	10	4	10	5	10	6	10	7	10	8	10	9	10

Total time each number was circled—enter these totals in the spaces.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Relist the items in the order of priorities to you, i.e., the item circled most often is first, etc.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Decision Maker’s Flow Chart

Topic: _____

State the need as a goal.

Need:

List alternatives in each box on this level

List + for each alternative

List – for each alternative

Review above information and come to an agreement on best decision

Ballanca, James. (1992). *The Cooperative Think Tank: II Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Palatine, IL: IRI/Skylight Publishing, Inc.

Paired-Choice Matrix

The Paired-Choice Matrix is used when a number of alternatives are available. You compare the pairs of alternatives until the comparison of pairs produces a single solution (e.g., used when there are eight or more options).

Use the Paired-Choice Matrix when you want to:

- Divide a big decision into smaller, easier to manage decisions.
- Make sure each alternative gets fair and equal consideration.
- Make the best decision when alternatives are similar.

1. **Identify the Issue, Options, and Goal:** Clearly define the issue and the goal. Collect a list of options to decide from in order to reach the goal.
2. **Prepare for the Session:** Prepare a chart to serve as a matrix for comparing pairs of options.

	Alternative A	Alternative B	Alternative C	Total
Alternative A	-----	B	C	0
Alternative B	X	-----	B	1
Alternative C	X	X	-----	1
Total		1	1	

List the options along the top and down the side of the chart in the same order, starting with the first row. Move horizontally across the chart, comparing the first option to every option along the top line, one pair at a time. Indicate the group's choice for each pair in the corresponding box. The process is repeated until each possible pair is compared. The option that gets the greatest number of votes is the final decision.

3. **Make Decisions Between Pairs:** The facilitator reviews each pair of options and asks for a show of hands regarding the preference. The recorder records whatever choice prevails—not the number of votes. The facilitator repeats the voting for each pair of options above the diagonal line of the chart.
4. **Tally Scores of Paired Choices:** For each horizontal line, tally the number of times that choice prevailed. Record these numbers on the right side of the chart. Tally the scores for each column as well, recording the scores on the bottom of the matrix. Whichever option has the greatest number of “preferences” is the top choice. If there is a tie, then you could ask for a vote of the best choice or repeat the process with a small chart that includes the short list of options.
5. **Discuss and Clarify Results:** Review the final choice and discuss what that selection means to the group. Ask the following questions: what, when, how, and how much?
6. **Wrap Up the Paired-Choice Matrix Session:** It's time to wrap up when: Decisions are finalized and group understands what and why of the final decision.

Kelly, P. Keith. (1994). *Team decision-making techniques*. Irvine, CA: Richard Chang Associates, Inc.

FIP – First Important Priorities

Purpose:

FIP is a crystallization of the process of picking out the most important ideas, factors, objectives, consequences, etc. Obviously some of these ideas are more important than others. The purpose of **FIP** is to restore the balance in a deliberate manner. It follows activities that generate as many ideas as possible.

FIP is a judgment situation and there are no absolute answers.

Principles:

1. It is important to get as many ideas as possible first and then to start picking out priorities.
2. Different people may have different priorities in the same situation.
3. You should know exactly why you have chosen something as a priority.
4. If it is difficult to choose the most important things, then try looking at it from the other direction; dropping out the least important and seeing what you are left with.
5. The ideas not chosen as priorities must not be ignored. They too are considered - but after the priorities.

Steps to FIP:

Some things are more important than others are. Some factors are more important than others. Some objectives are more important than others are. Some consequences are more important than others. In thinking about a situation, after you have generated a number of ideas, you have to decide which ones are the more important ones so that you can do something about them. After doing a **PMI**, **CAF**, **AGO** or **C&S**, you can do an **FIP** to pick out the most important points; the ones you have you give priority and deal with first.

FIP – First Important Priorities

List all options, star the ones you believe are most important:



Why, explain your selection of most important:



R.A.F.T. (Role, Audience, Format, & Topics)

Purpose:

RAFT technique provides an easy, meaningful way to incorporate writing into content-area instruction. It includes the following four components:

R: Role of Writer--Who are you? a principal, Beethoven, a human heart?

A: Audience--To whom is this written? a corporation, a scientist, lawyer?

F: Format--What form will it take? a letter, a poem, a journal?

T: Topic + strong verb--What important topic have I chosen? Choose a strong verb to describe your intent: persuade a corporation to accept your invention; demand payment for an injury; plead for leniency.

Procedure:

1. Explain that all writers need to consider four components of every composition: role of writer, audience, format and topic.
2. Brainstorm ideas about a topic. Select several topics from those mentioned.
3. Write RAFT on the board and list possible roles, audiences, formats, and strong verbs that are appropriate for each topic.
4. Give students some examples to write about; OR after discussing a topic, have students create their own RAFT writing assignment.

Roles and/or Audiences for Writers		
ad agencies administrators artists athletes businesses cartoonists		

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