

Information Gathering and Sharing

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

SURVEY

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.

QUESTION

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.

READ

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.

RECITE

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.

REVIEW

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 - Process

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 _____

