

Give One to Get One

Logistics

Materials and Preparation

Index or blank note cards

Topics, sentence stems or questions

PowerPoint® direction slides

Time

15 minutes

Grouping: 4–6



Purpose

Give One to Get One sets up an **exchange of information** in preparation for further exploration. It can be **applied to a wide range of topics**, including information about group members' interests and experiences.

Intention

This interactive strategy provides physical energy and surfaces individual perspectives, knowledge and experience. It creates a shared base of information for further processing by the group members.

Tips

Add an explicit direction to paraphrase the information being exchanged for application of this important skill.

To save meeting time, group members can bring their completed Give One cards to the meeting.

Variations

When a group is meeting for the first time, add identity information to the card (e.g., name, role, work site).

Use this protocol for participants to reflect on their growth as a group. For example, "One way the group added to my learning..."; or "What is one contribution you made to the group's productivity during this session?"

Instructions to Group Leader

1. Direct individuals to fill in a card with an answer to a question, a completion to a sentence stem or an association with a topic.
2. Once the cards are complete, direct group members to circulate around the room, sharing the information on their card and then *exchanging* cards with their colleague. NOTE: Individuals leave with the colleague's card.
3. After two or three exchanges, direct group members to return to their table and share the information on the card they have in hand.
4. Table groups identify themes and patterns to share with the full group.

Example

Sample Prompts:

One success I've experienced with our new math curriculum ...

One assumption for me in working with data ...

What is the most important skill for an effective reader?

Looking Back/Looking Ahead

Purpose

Looking Back/Looking Ahead provides an effective way to expand group members' time horizons and increase receptivity to a new initiative. By recalling a time period in the past and projecting toward a specific time in the future, group members gain perspective and insight into both the positive and negative influences of change.

Intention

This strategy creates readiness for exploring a change initiative by widening perspectives for individuals and the group. It is a psychologically safe yet provocative conversation starter that honors individual viewpoints, while promoting group focus and energy.

Logistics

Materials and Preparation

Recording sheets with three columns or blank note paper
PowerPoint® direction slides

Time

15–20 minutes

Grouping: 4–6



Instructions to Group Leader

1. Ask each participant, working individually, to complete each column in the recording sheet: things that have changed since they were 12 years old (technologically, sociologically and in schools); things that have stayed the same; and things that they imagine will be common 12 years in the future.

Note: 12 years is used because it is the approximate length of time children stay within most school systems.

2. Once individuals have completed their recording sheets, structure table group discussion. Offer question prompts, such as:

What strikes you as you share and compare?

What are some patterns you are noticing?

What are some implications for your/our work?

Tip

Group members can complete their Looking Back/Looking Ahead recording sheet on their own and bring it to the session.

Variations

Instead of a period of time, change the columns to reflect group members roles. For example, “What has changed since you first became a teacher?” “What has stayed the same?” “What do you imagine will be common twelve years from now for the teachers who are new to the profession?”

Instead of recording sheets, ask group members to find something in their pocket (or purse) that would not have been there 12 years ago to launch a similar discussion.

Example

Topic: Technology in the Classroom

Things that have changed since you were 12 years old: Technological Sociological Schools	Things that have stayed the same since you were 12 years old: Technological Sociological Schools	Things that will be common 12 years from now: Technological Sociological Schools
Computers Cell phones Internet access Web Resources Digital Whiteboards Email Videoconferencing Social networking Cyberbullying Facebook Friends Text Messaging Data access	Photocopiers that break Projected images for kids to read and take notes Teacher directed use of technology Need to connect with friends Better technology use outside of school than inside Budget constraints	Total wireless access everywhere Universal tablet devices Student centered learning with technology – anytime anyplace Global collaboration – students without borders Artificial intelligence driven personal learning platforms that adapt to the learner

Here's What!/So What?/Now What?

Logistics

Materials and Preparation

Three-column recording sheets with "Here's What!" items identified

PowerPoint® direction slides

Time

20–30 minutes

Grouping: Trios or quartets



Purpose

Here's What!/So What?/Now What? is a versatile strategy that focuses attention and energy on a specific piece of information—a fact, a data point or an idea—and extends the exploration to include inferences, interpretations, multiple perspectives and implications or predictions based on the point of focus.

Intention

This strategy scaffolds a sequence of thinking processes, increasing the depth of exploration of individual points. Beginning with a discrete piece of information, group members elaborate, extend and explore, increasing understanding as they do so.

Tip

Use public recording on chart paper to focus group work.

Variations

Have each group work on a different set of "Here's What!" items.

Have one group create the "Here's What!" items for another group.

Use the protocol as a planning tool. Place an issue or concern in the "Here's What!" column; its implications in the "So What?" column; and potential actions in the "Now What?" column.

Instructions to Group Leader

1. Explain the function of each column to the group members. Items for the "Here's What!" column include specific facts, data points or discrete pieces of information generated by group members. In the "So What?" column are interpretations or inferences based on the first column. The "Now What?" column follows with implications, predictions or next steps.
2. Provide specific "Here's What!" items for the group, or ask group members to generate items related to the topic being explored or their observations of a data set.
3. Direct task groups (trios or quartets) to work across the column to complete the recording sheet.
4. After a designated amount of time, organize a full group discussion.

Example

Here's What!	So What?	Now What?
50% of Grade 8 students meet or exceed the standards for reading comprehension.	What we're doing is working for some but not all of our students.	We need to expand our repertoire of explicit instructional strategies in grades 6-8 for teaching important comprehension skills.

Sort Cards

Purpose

Sort Cards can be used with a wide variety of topics to generate and then organize ideas, determining either part to whole, or whole to part relationships between concepts, terms or discrete items (e.g. data points, observations).

Intention

This strategy supports groups in generating and organizing information. The physical manipulation of the materials creates a high level of interaction and a concrete method for sharing perspectives and clarifying understanding.

Instructions to Group Leader

- 1 Direct individual group members to create a stack of cards, including associations, ideas or examples related to a specific topic. Note: Each item should be recorded on a separate card.
- 2 After approximately 5 minutes, begin a round-robin sharing (see page 89) of items, placing each card in the center of the table once its been shared.
- 3 Direct groups to sort their cards into stacks that make sense to all members of the group, based on the relationships they perceive between items.
- 4 Once the cards are sorted, groups create labels for each stack.

Logistics

Materials and Preparation

Blank index cards or sticky notes

PowerPoint® direction slides

Time

20–30 minutes

Grouping: 4–6



Tip

Be sure to ask task teams to articulate their reason for a particular grouping.

Variations

Have each group pass its stack of completed cards to another group for sorting.

Given a set of categories, have groups create their sort cards, using a Brainstorm and Pass structure (see page 89).

Once stacks are labeled, conduct a walk-about (see page 90) so groups can see each other's work.

Example

Topic: Formative Assessment



Reflect, Regroup, Return

Purpose

Reflect, Regroup, Return is a reflective and interactive process for starting a meeting or learning session. After responding in writing to several prompts, participants leave their home groups and form clusters of 3–4 to engage in dialogue about their ideas, and then return to their home group with themes and patterns from their interactions.

Intention

This strategy establishes norms of balanced participation and focused listening, providing a safe way for sharing thoughts and ideas related to selected topics and learning goals. The protocol widens perspectives and increases understanding of the others' viewpoints. It is an intellectually and emotionally engaging activity for thoughtful groups, especially if participants have had some experiences with the verbal and nonverbal patterns of purposeful dialogue.

Instructions to Group Leader

1. Distribute the recording sheets and or reveal the prompts on a chart or slide.
2. Set a time period for participants to record their responses. Name this period as a time for silence to protect the space for reflection.
3. Invite participants to move away from their table groups and form dialogue groups of 3–4 people. Emphasize that the outcome of this grouping is to understand the perspectives and thinking of others and not to agree or disagree with their ideas.
4. After the designated dialogue time, ask these small groups to summarize the themes and main ideas in their interactions.
5. Have participants return to their home groups and share the themes that emerged from their respective dialogue groups.
6. Invite table groups to share these themes with the larger group.

Example

Sample Prompts:

- What are some of the commitments that brought you into this room?
- What are some of the costs for your being here today?
- How valuable do you think this work might be?
- What are some of the crossroads you are facing (in your work or with this project)?
- What are some of the things you are complaining about (in your work or related to this project)?
- What are some of your contributions to the very things you are complaining about?
- What might be some of the things that you or your (team/staff/group) know that nobody else knows about this work (or project)?

Sample prompts adapted from Block, 2008.

Logistics

Materials and Preparation

Slide or chart displayed with reflection prompts

Recording sheets with chosen prompt questions

Public Timer

PowerPoint® direction slides

Time

30–40 minutes

Grouping: 4–6



Tips

Use the directions slide or chart paper to reveal one prompt at a time, especially if the prompts build on one another and get increasingly personal.

Be sure to balance group size at each table.

Choose three or four prompts that will produce the richest engagement.

Adjust the number of prompts to your group's readiness and your time frame.

Mapping Highs and Lows

Logistics

Materials and Preparation

Lay out a grid of five horizontal lines spanning the length of a full wall (masking tap or yarn works well for this purpose). Using the center line as the baseline, label the lines above +1 and +2 and the lines below -1 and -2. Divide the wall into time segments, again using masking tape or preprinted labels. Place sticky notes of two different colors on the tables. Each participant will need three notes of each color.



PowerPoint® direction slides

Time

30–45 minutes

Grouping: 4–6, full group

Tip

Model specific examples of highs and lows, including some differences in scaling (moderately high–very high). Model placement of sticky notes on graph, as well.

Variation

Use this process to assess group development. Direct the group members to determine highs and lows of their own progress as a group.

Purpose

Mapping Highs & Lows structures an opportunity for shared reflection and assessment of events during a specified period of time. The strategy is effective at the midpoint or end of a project, or to reflect upon the whole or a particular part of the school year. The vivid data display generated by the group creates a focal point for dialogue.

Intention

This strategy provides a visual summary of multiple perspectives that focuses a group's dialogue about its own programs and progress. It also offers the opportunity for a deeper look at assumptions and frames of reference regarding a specific event, project or time period.

Instructions to Group Leader

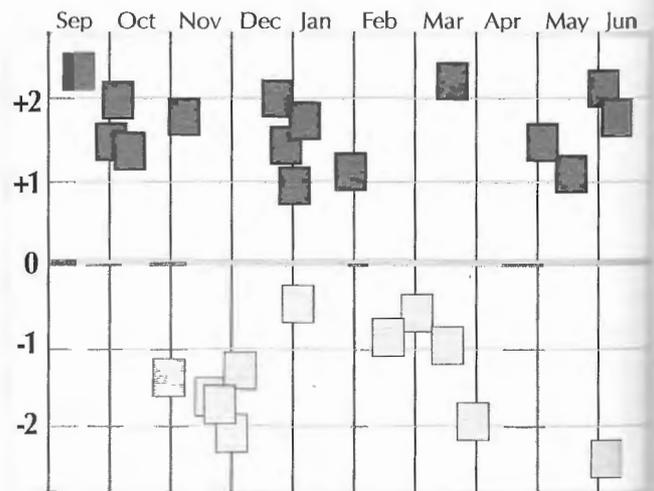
1. Create task groups of 4–6, providing each participant with three sticky notes each color.
2. Individually, each group member thinks of three high points related to the event or time period, and records them, one high per sticky note, using one color note.
3. Repeat this step, thinking about and recording three low or challenging points using the second color sticky note.
4. Introduce the wall graph and explain that it is a rating scale of highs and lows across a time period.
5. After 4–5 minutes (to complete the individual reflection), have participants post their sticky notes on the appropriate spot on the wall graph.
6. When all responses have been posted and the graph is complete, organize a group exploration of the data (see sample facilitator questions, below).

Example

Topic: Reflecting on the School Year

Sample Facilitator Questions:

- How does this display compare to what you might have expected?
- What are some patterns you're noticing?
- What are some surprises?
- How might you compare highs and lows?
- What are some conclusions you might draw?



Success Analysis

PROCESS

In advance of the meeting, teachers develop notes describing an area in which they are finding success or making progress.

- At the meeting, the participants share their case studies of successful work.
- In round-robin fashion, members share while their colleagues take notes.
- The colleagues ask questions of clarification only, such as “When you said ‘those students,’ to which ones were you referring?”
 - The colleagues ask questions of inquiry, such as “How did you know to move on at that point?” or “What is your sense of the most catalytic decision you made?” or

“What is some learning you are taking from this situation?”

The colleagues offer thoughts and ideas while the presenter takes notes without responding.

The presenter initiates a conversation with the colleagues, inquiring more deeply about their thoughts. cont.

After the last round, the group summarizes what was learned and what can be applied from this session.

ALTERNATIVES

- Use this process for events that were not successful.
- Use this process with other role groups, such as principals or mentors.

TIPS

- A total round for one person should take about 30 minutes.
- Use small groups of three to six members.
- Expressed judgments, positive or negative, are more threatening than data or open-ended, nonjudgmental questions.

Naive Question

Information Processing: Exploring and Discovering

PROCESS

- A group member asks a naive question, to which the group responds. Examples are: Who is making this decision? How much detail do we need to move this item? What parts of this issue live in our area of responsibility? Who will do what by when? Is there something we are not talking about?

ALTERNATIVES

- The facilitator says to the group, "Given what you know about meeting standards, what seems to be going on right now?"

TIPS

- A naive question is one asked with innocence, a desire to know, and in a melodic, approachable voice. This is a powerful way for group members to offer corrections to group work.