**Bradford Irvin**

**Certification Content Specific Strategies**

**The One Minute Paper**

This is a strategy for checking student progress, both in understanding and reacting to course material.

**How to Use**

**Activity Instruction:**

Ask students to take out a blank sheet of paper, pose a question (either specific or open-ended), and give them one (or perhaps two – but not many more) minute(s) to respond. Some sample questions include: “How do effective teams benefit companies?” “What are the three major conflict resolution strategies?”

**When to Use**

1. It can tell you whether the students are viewing the material in the way you envisioned.
2. The informal assessment is confidential between the student and the teacher.
3. Open-ended questions lead to higher-order thinking.
4. It is another opportunity for students to practice writing.
5. To provide an active learning activity when students have been reading and listening.

**Variations**

1. Students can write about the muddiest or clearest point.
2. Students can read their paper aloud.
3. Students can develop their own questions and pass them to their shoulder partner to answer.

[https://cetl.uconn.edu/active-learning-strategies/#](https://cetl.uconn.edu/active-learning-strategies/)

**The Guest Speaker**

This is a strategy for students to learn firsthand from a small business owner, public official or a professional about what is required to be a successful in their careers.

**How to Use**

**Activity Instruction:**

1. The teacher meets with the guest speaker and discusses what the class is covering (business plan, public issue, etc.). Ask about the person’s professional story. You are looking for how they prepared for their career and the challenges and rewards they have experienced.
2. Have your students form into small groups and prepare questions for the guest speaker. The students should share their questions with the class. The teacher guides the groups with the formulation of questions.
3. Depending on the speaker’s preference and the subject matter, the questions could be given to the speaker beforehand.
4. The student questions are written on index cards in preparation for the meeting.
5. After the speaker leaves, the students should prepare a thank you card for the speaker.

**When to Use**

1. To relate classroom work to the real world.
2. To build on the students’ current knowledge of the subject.
3. Inspire students to envision what careers are possible.
4. To provide an active learning activity.
5. Provides a variety of classroom experiences.

**Variations**

1. The speaker could talk to the class virtually. This could provide opportunities for out of town speakers to participate.
2. Students could research the speaker’s profession and write a short essay prior to the visit. This could be shared with their assigned groups and submitted to the teacher.
3. If a speaker is not available, students could roll play as the speaker. The speaker would prepare for the discussion within groups to formulate an imaginary, but realistic speaker.

**The Reading Quiz**

This is a strategy that may encourage students to read and come to class prepared. However, your goal is to instruct (and not merely to encourage), carefully choose questions that will identify both who has read the material (for your sake) and what is important in the reading (for their sake).

**How to Use**

**Activity Instructions:**

1. Assign pertinent and brief reading material to be read outside of class. This assumes students have text books or an online source. If not, the teacher will need to provide a paper handout or share an electronic text. Tell the students the reading material is essential (it must be) for the next class.
2. Provide the students with question(s) that they should be able to answer after reading the material. A sample question could be: “Which one of the 4Ps is most important and why?”
3. Suggest taking notes after reading the assigned text so they will remember their responses to the questions.
4. The teacher will provide five minutes at the beginning of the class for the students to answer the questions in writing and submit them to the teacher.
5. The teacher will ask for volunteers to share their responses with the class.

**When to Use**

1. Preparing students for future class projects and assignments that require work outside of the classroom.
2. Use at the beginning of the year to assess student’s level of readiness for rigorous coarse work.
3. Provide students examples of what type (detailed or reflective) of questions the teacher will ask in the future.
4. Evaluate reading and writing skills throughout the semester.
5. Open-ended questions lead to higher-order thinking.
6. It is another opportunity for students to practice writing.
7. To help the class catch-up if behind schedule.

**Variations**

1. Students can share their answers with a shoulder buddy.
2. Students can read their answers aloud.
3. Students can write the Q/A and submit them at the beginning of class.
4. The reading can be assigned before the topic is covered in class or afterwards.

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**Quite on the Set….Action**

Here students are asked to “act-out” a part. In doing so, they get a better idea of the lesson content being studied.

Role-playing exercises can range from (e.g., “Using the 7 steps for successful selling” or interviewing applicants for a teacher position.” Most students will have fun with this activity either participating and/or watching their fellow students.

**How to Use**

**Activity Instruction:**

1. Announce to the class that they will act-out characters in a one-on-one conversation/meeting related to the class topic being covered. As an example: “one student is a job applicant and the other is the hiring supervisor.” Each student will have an opportunity to play both roles depending on the time allotment.
2. The teacher has prepared “several” written handouts which provides guidance, background information and/or instructions depending on the topic(s) to be covered during the role play exercise. An example: “in the hiring scenario, the teacher provides the students with the name of the position applied for and the corresponding interview questions.”
3. The teacher should demonstrate the exercise.
4. Depending on the topic, fellow students and/or the teacher can provide feedback.
5. The teacher should wrap-up the exercise with higher level questions to the class.

**When to Use**

1. Once the students have demonstrated understanding of the topic.
2. Great opportunity for students to learn from each other.
3. Provides an informal assessment of understanding.
4. When you want to provide your students the opportunity to speak in front of people.
5. To provide an active learning activity when students have been reading, writing and listening.

**Variations**

1. Group students to prepare each other for the role.
2. Conduct a more elaborate setting and add multiple actors.
3. Have student groups write the scripts for the roles.

[https://cetl.uconn.edu/active-learning-strategies/#](https://cetl.uconn.edu/active-learning-strategies/)

**Take a Stand**

This is a strategy commonly referred to as 4 Corners. This learning strategy stimulates student learning and engagement. Corners promotes listening, verbal communication, critical thinking, and decision-making.

**How to Use**

**Activity Instruction:**

1. Students are presented with statements or are asked a question. In each of the corners of the classroom, an opinion or response is posted.
2. Students express their opinion or response by standing in front of one of the statements. As an example: “Businesses should be equally concerned with social issues as they are profits. Students move to Yes, No or It Depends on the posted responses.”
3. Students from each group speaks to why they selected their response.
4. Depending on the topic, the teacher may present another round of statements.

**When to Use**

1. You could use it to gauge student’s prior understanding before the topic is discussed.
2. It can tell you whether the students are viewing the material in the way you envisioned.
3. Desire for higher-order thinking.
4. It is another opportunity for students to practice speaking in front of groups.
5. To assess the students understanding of the topic.
6. To energize students by moving around.
7. When you want students to hear opposing ideas.
8. As a test review

**Variations**

1. Include a video on the topic
2. You could do it before and after the topic is covered.
3. In the middle of direct teach to help students process information

<https://en.wikipedia.org/wiki/Four_corners_(teaching_method)>

http://www.theteachertoolkit.com/index.php/tool/four-corners

**Numbered Heads Together**

This is a cooperative learning strategy that provides both individual and group accountability. The strategy promotes discussion and is beneficial for reviewing and integrating subject matter. The group members support each member learning and individual team members take greater responsibility for their own learning. (Terenzini & Pascarella, 1994)

**How to Use**

**Activity Instruction:**

1. Students form groups and each student is given a number (from one to the maximum in each group).
2. The teacher poses a problem to the class.
3. Students in their respective groups work together to figure out the answer. Every student understands the problem and can provide a solution.
4. The teacher provides the problem and calls out a number randomly.
5. The student with that number from each group proposes a solution.

**When to Use**

1. Opportunity for higher level learning when the problem may have multiple solutions.
2. It can tell you whether the students are viewing the material in the way you envisioned.
3. An informal assessment of understanding as a test review.
4. Opportunity for students to observe others learn and solve problems.
5. When you want to provide your students the opportunity to speak in front of people.
6. To activate prior knowledge.
7. To provide “all” students more opportunities to respond.

**Variations**

1. If the problem has multiple solutions, allow each standing student to report just one aspect of their solution. Use the rule, “Be additive, not repetitive.”
2. Ask all students with the called number to go to the board to simultaneously record their group’s answers.
3. Once all solutions are provided by each group, other teams provide feedback to the class as who provided the most viable solutions. Alternative solutions could be presented as well.

[**https://www.teachervision.com/numbered-heads-together-cooperative-learning-strategy**](https://www.teachervision.com/numbered-heads-together-cooperative-learning-strategy)

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