

Collaboration and Engagement Strategies



Lead Teacher: Tania Guaman-Couvert

Richland High School: Spanish Teacher

Contact Information: Tania.guaman@rsd.edu

Activity: Tower Building

Song: Eye of the Tiger

This is an activity to get your students to work together at the beginning of the year or before a big group project to accomplish the goal of building a tower out of “junk.” There are variations such as not allowing them to speak or only using one hand, which can challenge the students even more. The lessons learned in this activity are essential to having a quality conversation about effective cooperative learning. I time this activity so that the students are more efficient with the time allotted. The tallest tower gets to share first (and I usually give them a small reward like a piece of candy or take their picture with their tower to hang up in the classroom).

** Observer Record Sheet attached



Grouping Strategies:

There are many ways to group students in an engaging manner.

Team Huddle: Student move about the room to music and the teacher calls “Huddle” and a number. Then students must form a group of that many.

Team Similarities: Students move about the room and the teacher yells out “Get together with everyone who likes the same _____ as you...” (example: candy bar, team, color, car etc.)

Dancing groups/ pairs: Students move about the room to fun music and the teacher instructs them on how to dance (like a chicken, disco fever, sock hop, like their parents 😊) When the music stops they must find a group or a partner depending on the teacher’s instructions.

Cell phone: Students each have a “phone” that they can use to dial up their partner. I have them take 10-15 minutes one day to set this up and they use their “phones” almost daily. I made it a “flip phone” because it’s funny for the students to get it out of their binders and “call” each other. They are also forced to work with NINE different people!

Activity: Write, Draw, Pass

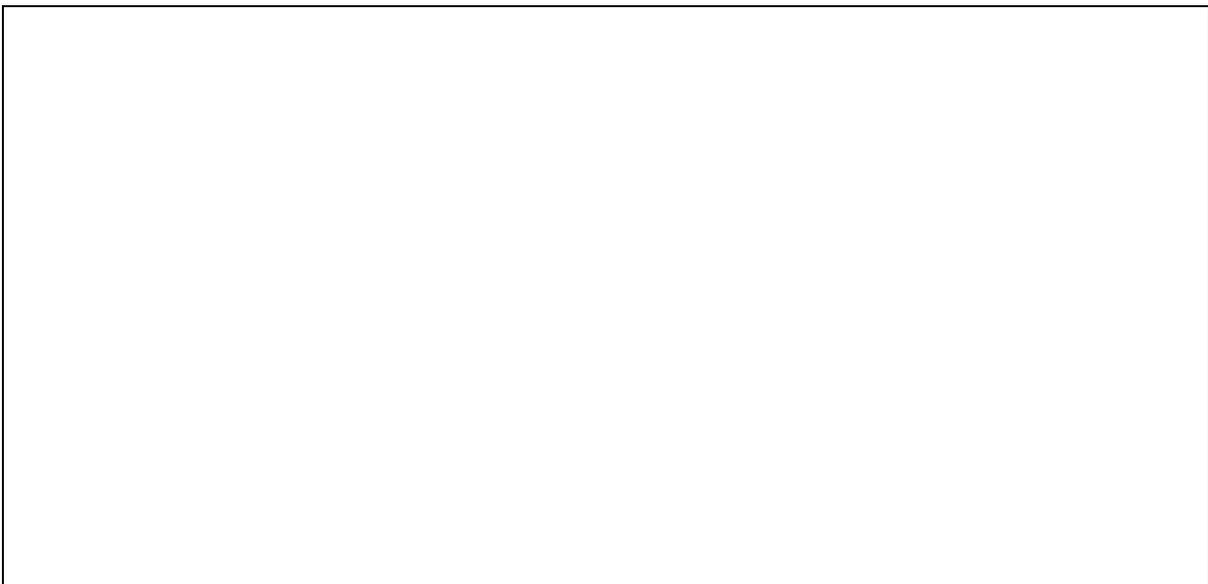
The teacher can either let the students start the prompt or the teacher can write several different ones for the students in the class. The first box is for the word/ sentence(s) or math problem. The first student writes #1 and then gives it to a classmate to draw a representation of it. The paper then is folded so that only the picture is showing and passed to someone else. That person must try to write the word, sentence or math problem again in the #3 box. Then that student folds the picture over and just has the words for the next person to draw a representation of what is written. This repeats until #7 is complete. Then the paper is opened up to reveal whether the students were right all along. ** This is a great time to talk about how things can get “lost in translation” and how students see things differently, as well as checking to see if students understand the concept.

** Blank form is attached.

First sentence

First drawing

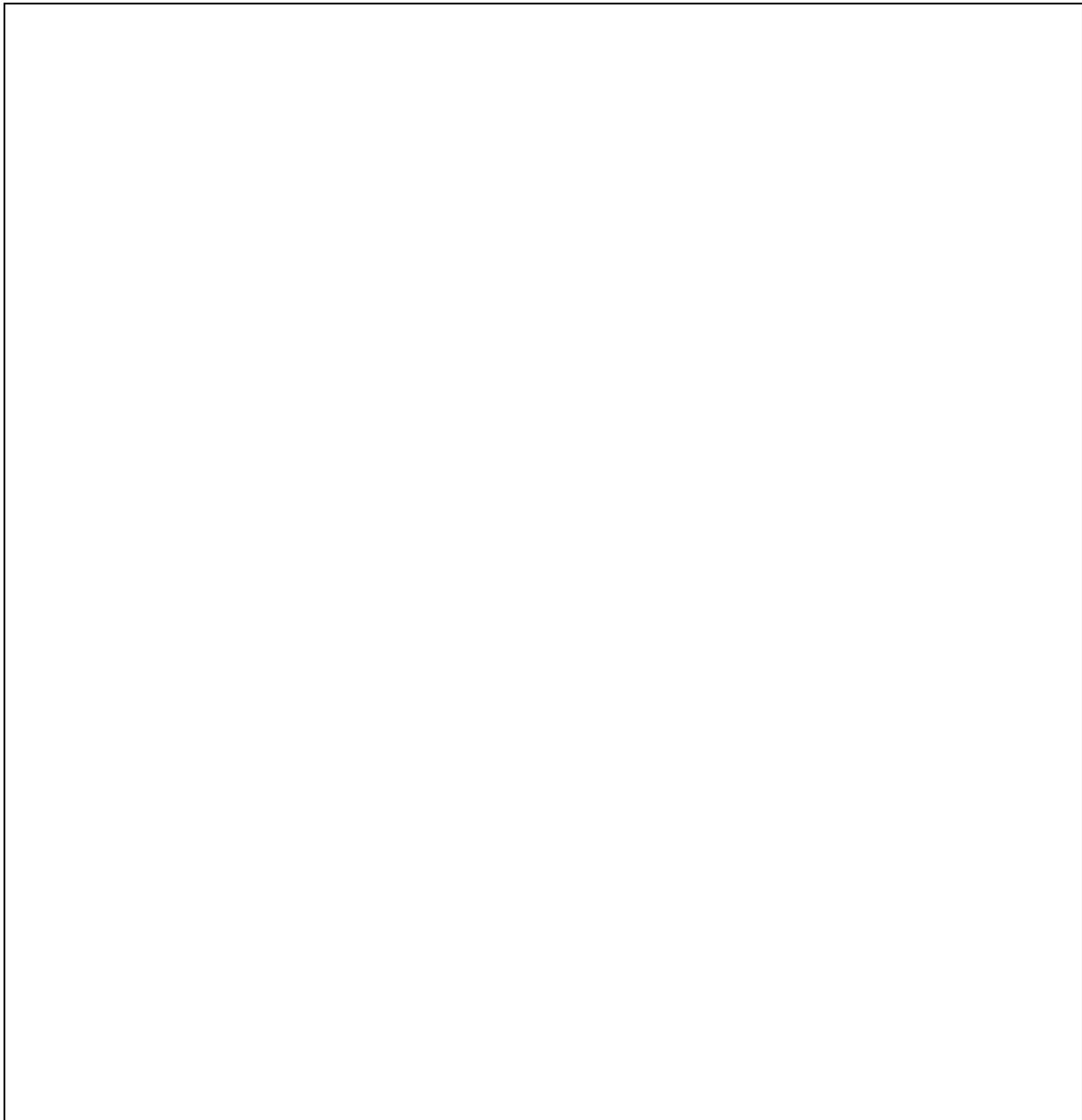
Name	Name
#1	#1
#2	#2
#3	#3
#4	#4
#5	#5
#6	#6
#7	#7



Activity: Wedding Reception

Music: Frank Sinatra

This activity is used as a review. The basic idea for this activity is to find your “other half.” In groups students create an A and a B on the first day. For science, there can be a picture of something for A and a description for B. For Language Arts, A could be a character name and B be the description of the character. For Social Studies, A could be an event or time period and B would be the description. The second day the students arrive and receive an A or B sticker. The students then receive the card that their peers have made. As the music plays they must walk around, find someone with the opposite letter, and have a conversation WITHOUT showing their card. The students are not allowed to ask “what/who are you?” rather they must ask probing questions like “where are you found?” or “what do you like to do?” Once they have found their “other half” they remain with that person until everyone has.



Activity: Graffiti Walls/ Carousel Brainstorming Music: Space Jam/ They're Playing Basketball

Teacher prepares the same number of wall charts as there are groups. This can be used as an introduction (to see what the students know already) or as a review after the information has been presented. The students start at one chart and move around the room clockwise. They must move on the signal. When at a chart they must read the previous comments/ questions and either write a comment/ question or answer a question that was presented. Information cannot be repeated! (Give about 1 minute at each chart)

Signals:

There are lots of ways to signal movement or interruption of an activity.

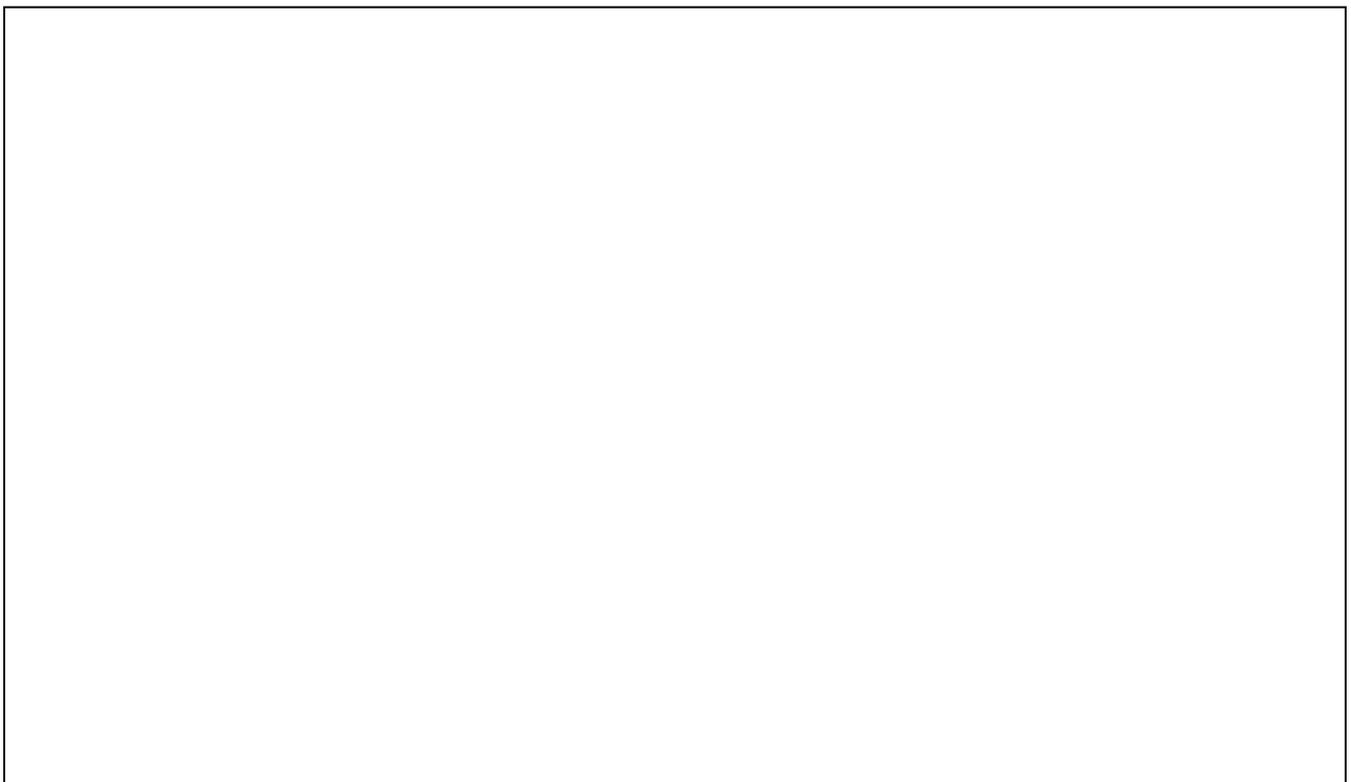
Clapping: Having students clap the rhythm back to you

Counting: Counting down from 5 or 3 to a silent 0.

Any strange noise: I have different bells, whistles, maracas, etc. that I use to get the students attention.

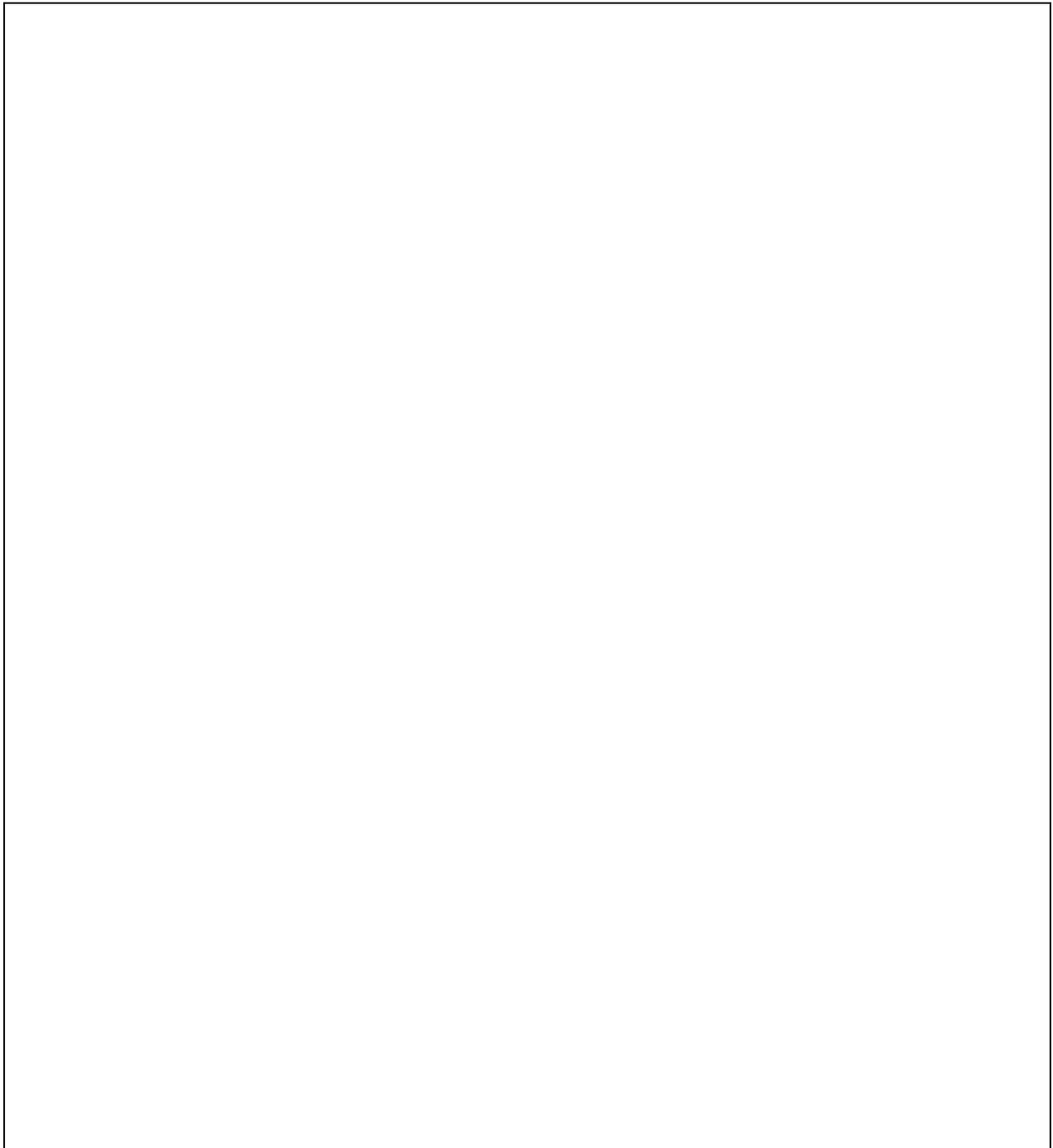
Call and Response: Teachers shouts something and students respond with something else. (This must be practiced before)

Silent Hand Raise: Teacher raises hand and students follow. Hand up... mouth shut.



Activity: Take Five with Talking Chips

Students are given a topic to write about for 3-5 minutes independently. Then students receive 3-5 chips to use in order to speak. Once their chips are gone they are no longer allowed to share out until everyone's chips are used. Then the group comes to a consensus on the top five supports for the topic and ranks them 1-5 on a piece of butcher paper or just shares them out orally. **The students can be taking notes or be reviewing their notes while the groups are presenting. Teacher should have the information shared somewhere for students to pull from, either on the board or on chart paper.

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for students to take notes or record their top five supports and rankings during the activity.

Attachments

Contacts

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

1

2

3

4

5

6

7

8

9

_____ 's

Telephone

A

B