

TEACHING STRATEGIES

A teacher can never have too many teaching strategies to incorporate into the instructional process. This is a small collection of strategies that could be used in a variety of ways within this curriculum. It certainly is NOT all-inclusive.

Assuming a Teaching Role

Classroom Debate

Critical Reading – Nothing But the Truth

Critical Thinking – One Of These Things

Journaling

KNLA (Know-Need-Learned-Apply)

Problem-Based Learning

Role-Playing

ASSUMING A TEACHING ROLE STRATEGY

1. Teacher determines topics that will be explored throughout the semester that will be used for this strategy. Assign from 1-3 students to each topic; indicate by what specific date each student or group should be prepared to lead the class discussion.
2. Students are responsible for:
 - Reading a minimum of five different sources related to the topic.
 - Preparing a one page summary of the information they read complete with a bibliography using proper format.
 - Preparing two discussion questions based on the readings.
 - Student sets the stage for discussion by summarizing the readings and then leads a short class discussion.

EVALUATION RUBRIC - ASSUMING A TEACHING ROLE STRATEGY

Name of Student: _____

PRE-PREPARATION				COMMENTS
MINIMUM	SO-SO	EXPECTED	EXCEEDED EXPECTATIONS	
1 – Less than five sources were used	2 – Used five sources	3 – Used more than five resources	4 – Used more than seven resources	
1 – Quality of most resources used was questionable, unreliable	2 – One of the selected resources was questionable, unreliable	3 – All resources were reliable and valid	4 – At least one of the authors is nationally recognized in this area	
WRITTEN WORK				
1 –Submitted notes rather than a summary	2 – Summary was sketchy & unorganized	3 – Summary was one page long, but lacked organization	4 – Summary was one page long and well organized	
1 – Did not include a bibliography	2 – Bibliography did not include all significant information	3 – Bibliography included all information; some format errors	4 – Error-free bibliography	
DISCUSSION				
2- Student did not set the stage for the discussion	4 – Student presented some information that set the stage for discussion	6 – Student presented good information that effectively set the stage for discussion	8 – Student presented a couple of viewpoints that help promote discussion	
2 – Only one question written; did not stimulate discussion	4 – Two questions written, one did not stimulate discussion	6 – Both questions stimulated discussion	8– A third question was prepared just in case it was needed.	
1- Did not involve more than 1-2 class members in discussion	2 – Only a few students participated in discussion	3 – Many students participated in discussion	4- Many students participated and also asked questions	
OTHER CRITERIA				
Student prepared on time			4 points	
Student either re-stated questions or used clarifying questions to increase the depth of participant responses			5 points	
Student used strategies to involve participants who were hesitant to discuss			5 points	
TOTAL			50 Maximum	

CLASSROOM DEBATE

A Classroom Debate allows students to:

- Research evidence to support a viewpoint.
- Organize verbal presentation of arguments to support a viewpoint.
- Develop listening skills while hearing arguments against a viewpoint.
- Question evidence presented against a viewpoint.
- Use persuasive speech skills to provide a closing statement.

Preparation

1. Teacher prepares or involves class in preparing a debate topic/statement, along with one or more positions that could be taken related to the topic/statement.
2. A group of students are assigned to a particular viewpoint and research for evidence to support that viewpoint.
3. As a group, students complete the Debate Graphic Organizer.
4. Each group assigns role to group members:
 - Person providing opening statement
 - Person(s) who will develop questions and challenge the oppositions' views
 - Person providing closing statement

Performance

1. On specified date, the classroom debate is held with teacher stating the debate topic/statement.
2. Each viewpoint presents their opening statement.
3. Once all opening statements are presented, team members from the first viewpoint are questioned by other classmates.
4. This process is repeated until all viewpoints have been examined.
5. Each viewpoint presents their closing statement.

Analysis

Teacher leads discussion using questions such as:

- What variations in degree of preparedness did you notice and what contributed to that observation?
- What viewpoint presented the most compelling evidence and what made it compelling?
- What viewpoint appeared to be the least compelling? Why?
- How did you feel when you were asked to speak for a viewpoint that you personally support?
- How did you feel about supporting a viewpoint that you personally do not support?
- To what degree was your personal viewpoint challenged or changed as a result of this process?
- If a "winner" was being awarded, which team would it be and why?
- How do you feel about using this technique as a learning strategy?

DEBATE GRAPHIC ORGANIZER

Debate Topic/Statement:

Supporting Evidence

Supporting Evidence

Point 1:

Point 2

Your Position

Point 3

Point 4

Supporting Evidence

Supporting Evidence

OPENING STATEMENT (Introduction)

PERSPECTIVE

QUESTIONS/CHALLENGES

CLOSING STATEMENT

Critical Reading-Nothing But the Truth

<http://www.auburn.edu/~murraba/>

Dr. Bruce Murray, The Reading Genie, is an associate professor of Reading Education in the Department of Curriculum and Teaching at Auburn University. His website has information that helps students become better readers (and writers).

CRITICAL READING: Nothing But the Truth. Everywhere we look, but especially on the web, we find emotionally charged language and opinion masquerading as fact, often written by people with little knowledge of their topics but with a strong desire to persuade. We hope readers will learn to strip away emotional language, sort facts from opinions, examine the qualifications and motives of writers, and finally consider whether the evidence warrants believing a claim as "nothing but the truth."

● [Start here by reading excerpts from Avi's Nothing But the Truth.](#)

● [Go here to learn how to translate emotionally loaded words into neutral language.](#)

(<http://www.auburn.edu/~murraba/value.htm>)

● [Go here to learn how to separate fact from opinion--and from false claims and untested claims.](#)

(<http://www.auburn.edu/~murraba/fact.html>)

● [Go here to learn how to weigh the motives and qualifications of a writer.](#)

(<http://www.auburn.edu/~brabhed/motives.html>)

● [Go here to learn how to evaluate a claim and to recognize faulty arguments.](#)

(<http://www.auburn.edu/~murraba/argue.html>)

--CRITICAL THINKING--

One of These Things Is Not Like the Others

Critical Thinking allows students to:

- Compare and contrast ideas or things
- Analyze similarities and differences

Preparation

- Teacher constructs a set of three ideas of things that share a common characteristic and one that does not share that characteristic.
- Teachers determines at least one correct response.

Performance

1. When presented with a set of four items, the student will eliminate the item that lacks a common characteristic with the other three by drawing a line through that item.
2. Student will write in a complete sentence the common characteristic that the remaining three items share. The sentence must related to the concepts being studied and be written as a positive statement.
3. Repeat with as many sets as desired.
4. This technique may also be used as an assessment after the students have experiences the process during instruction.
5. This strategy may be used by individuals, in small groups or as an entire classroom activity; may also become the focus of an extended writing assignment.

Analysis

- Because this strategy may result in more than one response, should that occur a discussion should be conducted to confirm that all responses are in fact “appropriate” and true statements.

Examples

Set 1: Banana Orange Grapefruit Lime
Banana is crossed out.
Oranges, grapes and limes are all citrus fruits.
Oranges, grapes and bananas all have sections.

Set 2: Peas Broccoli Beans Banana
Banana is eliminated.
Peas, beans and broccoli are all vegetables.
Beans, broccoli and banana all begin with the letter “b”. (while this is true unless the objective was related to a study of the various letters of the alphabet, it would not be counted as an appropriate statement)

JOURNALING

Journaling allows students to:

- Reflect on their own learning and growth
- Apply what is learned in class to their own life
- Improve their writing and written expression
- Communicate learning difficulties, misconceptions and strength/weaknesses; in other words, it is a window into how students are thinking about what they are learning.

Preparation

1. Remind students that only you will read the journal and that you respect their privacy; nothing that is written in the journal will be shared with anyone unless there is a legal requirement for you to do so and then it will only be shared with the appropriate person.
2. Establish any guidelines. . .frequency of journal entries, length of entries, suggested format, etc.
3. Students should be aware of what is expected of them in relation to quality, content and length.
4. Encourage students to extend, defend, debate, elaborate on, and question their own ideas.
5. Consider using a double-entry journal which is a two column format. Students write a piece of information (quotation, concept sentence in text) in the left-hand side. In the right column, students analyze the information or ask questions related to what is written in the left column.
6. If the journal will be used in any way to determine a grade, explain that process. In most situations, the only criteria would be the extent of completeness. Journals work best when students know they will not be graded on their writing; that it is a safe place to record their thoughts.

Performance

- Students complete journals.
- Last journal entry should be a reflection written by the student concerning what was learned as a result of this journaling experience. This entry could be tied to course or unit objectives OR a series of questions developed by the teacher, the class or both.

Analysis

- Provide feedback in the form of questions, notes in the margin or some other notation that informs the student that you are reading and thinking about their writing. Comments should not be evaluative, but rather should engage the student in a thoughtful conversation about the subject matter.

KNLA – A Reading Strategy **(Know – Need – Learned – Apply)**

KNLA allows students to:

- Become more actively involved while reading
- Develop a structure for activating prior knowledge
- Understand the purpose(s) for reading
- Personalize the reading to their own lives

Preparation

- The teacher introduces KNLA and, if needed, models how to use it with a reading selection.
- The teacher prepares the worksheet and selects the reading(s) appropriate to the objective(s).

Performance

- Students brainstorm (individually, in pairs or small groups, or as a total class) what they already **K**now about the topic. Teacher writes each idea on a paper and displays for the class to see.
- Using class discussion, the ideas are organized and categorized. Students write what they personally know in the appropriate section.
- Students generate a list of what else they **N**eed to learn or questions they would like to have answered. Teacher writes each question/idea on a paper and displays for the class to see.
- Students individually organize and categorize in their mind and then write what they personally want to learn in the appropriate section. (Teacher may establish a minimum number, if desired)
- Students read appropriate pages and record the answers to their questions in the area entitled “What I **L**earned.”

Analysis

- As a class discuss the new learnings with the teacher making appropriate clarifications.
- As a reflection activity, have students respond to “How can I **A**pply this information to my own life?”
- Individually have students respond to “What do I still need to Learn (or investigate or research)?”

KNLA

TOPIC: _____

NAME: _____

K – What I Already **K**now

N – What I **N**eed to Learn

L – What I **L**earned

A – **A**pplication to my Life

PROBLEM-BASED LEARNING

Problem-Based Learning allows students to:

- Pose a significant question in a way that allows students to develop and/or seek the knowledge and skills needed to provide a solution.
- Develop problem-solving skills that are necessary for lifelong learning and living.

Preparation

Teacher selects the:

1. General content and skills – Refer to the curriculum framework developed by your district and the state. Skills are determined by the teacher based on the needs/interest/abilities of students.
2. Determine availability of resources – provide a list of resources such as texts, internet sites, library and community resources appropriate to the question. Students should use this list as the starting point for their own investigation.
3. Writes a problem statement – Should be developmentally appropriate considering the age and maturity of the students, something students care about, based on essential learnings, use a variety of learning strategies, and requires the student to research for information for possible solutions.
4. Chooses a motivation activity – Show how this question is connected to the students' lives because when students are connected, they tend to become more invest in their learning.
5. Develops a focus questions – This can also be done cooperatively with the student.
6. Determines an evaluation strategy – may vary from a knowledge test to a performance-based rubric or the development of a journal or portfolio.

Performance

- Teachers provides the focus question OR cooperatively develops this question with students.
- Teacher provides a timeline for completing the learning activities.
- Student develop a plan for completing the learning activities, perhaps using the FCCLA Planning Process.
- Plan is carried out.
- Student demonstrates what was learned. . .what alternatives to the question were considered, what was the chosen solution or course of action, what was the rationale for that solution/course of action, and then assesses the value of the experience, including what they would do differently if they were to do it again.

Analysis

- When possible, students complete a formal self-assessment. This is one advantage to using a rubric as the evaluation strategy.
- Teacher provides an assessment and assigns grade.

ROLE-PLAYING

Role Playing allows students to:

- practice human relations skills
- practice problem solving and making decisions in a non-threatening environment
- put themselves in another persons shoes which may cause them to become more empathetic to people in situations not similar to their own.

Preparation

- (1) Organize students into small groups based on the number of roles in the situation. If you have a large class, consider dividing them into several small groups to maximize the number of persons involved in the role play and minimize the number of persons who are observers.
- (2) Read aloud the case study that will be used for the role play. Provide a copy of the case study to each group.
- (3) Within each group have students write the name of each character on a sheet of paper and a brief description of the person, the perspective that person is bringing to the situation, what positive attitudes/behaviors and negative attitudes/behaviors that person may exhibit and brainstorm, if they were the one to play that role, some of the things that would be said or done.
- (4) Have the group assign a role to each person and allow time for each person to think about what they will say and do within the role play.

Performance

- (1) Have students perform their role plays within their groups.
- (2) If time allows, have students switch roles OR have any students who were observers become the role players and repeat the process; this time have the performance before the whole class.

Analysis

Of the Role Play Content. If more than one role play was occurring at the same time, have the observers share their observations about what happened within their group. Compare and contrast the different interpretations, then have class discuss the following questions (or similar ones depending on the case study):

- (1) Was the situation resolved or improved?
- (2) What positive outcomes would you predict?
- (3) What negative outcomes might be possible?
- (4) What did you learn from this role play?
- (5) How will this information be useful to you in your future?
- (6) How was this situation related to previous class learnings?

Of the Role Play Process. As a class discuss,

- (1) How effective was your group in planning and executing the role play?
- (2) If we were to use role play again, what changes would you suggest?
- (3) What is your opinion of role play as a learning strategy?