Habits of Work

CURRICULUM OVERVIEW

An Employment Skills Curriculum
Part 1

Developed by
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Part of a series of resources for increasing work-based learning opportunities and transition skills for students with disabilities. MCST is funded by the Centers for Medicare and Medicaid Services (CFDA 93.768).
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MCST is a training and technical-assistance center that provides support to individuals, especially individuals with disabilities, as they transition from high school to adulthood. MCST also works to improve the employment opportunities for individuals with disabilities by creating and supporting different projects that encourage employment. Website: www.mcst-nh.org

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This curriculum is part of a series of resource guides from the Monadnock Center for Successful Transitions. All are available for viewing or download at no charge at www.mcst-nh.org or www.transitions.keenecommons.net. Other available resources are:

- Online access to the Habits of Work curriculum: habitsofwork.keenecommons.net – print individual units and easily explore the many linked resources.
- Build Partnerships for Career Exploration – a guide for partnering with an employer and offering a Job Shadow Day for students.
- Create Approved Work-Based Learning Experiences – a guide to meeting NH Department of Labor requirements for work-based learning experiences.
- Self-Advocacy and the Transition to College – an eight-lesson curriculum designed to address the specific needs of students with disabilities entering college.

Keene State hosts a Transition and Career Development Resources website, www.transitions.keenecommons.net, which includes a multimedia training and reference tool about IEP transition requirements and indicator 13.

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This curriculum could not have been completed without the contributions of ideas and expertise from many people. We are grateful to the following:

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INTRODUCTION

Welcome to the first part of Habits of Work, an employment-skills curriculum designed for use with internships and other work-based learning experiences. Habits of Work focuses on teaching universal workplace habits that will benefit any person in any kind of career. This unique curriculum includes not only the soft skills employers often identify as crucial for employee success, but also skills in the complementary areas of health and wellness. These are as important as soft skills in helping students grow within their chosen careers.

Soft skills are interpersonal skills and habits, as opposed to concrete skills like typing or using a power saw or creating a spreadsheet. They are skills such as the ability to look your manager in the eye or understanding that you should show up 10 minutes before your shift begins, not five minutes after. Soft skills involve an awareness of self and the impact of your behavioral choices on others. They are characteristics and habits that help build a successful and balanced adult life.

INTENT OF HABITS OF WORK

Habits of Work is a pick-and-choose curriculum. It's robust and intended to be flexible in its application. The units and lessons are research-based and apply to the learning of many prerequisite skills as well as skill deficiencies identified at the work site. Specific units, lessons, and activities may be used when they are most appropriate for the student's present level of functional performance or current and future workplace experiences. Activities apply many different instructional strategies in order to meet the needs of diverse learners.

The curriculum is published in four parts:

1. Curriculum Overview
2. Learning About Work
3. Keeping the Job
4. Staying Well

Each part contains three or four units with specific learning outcomes, background information for the teacher, assessment ideas, and lesson plan ideas. The lessons are organized in an instructional sequence around a workplace assignment. Most activities will be from 15 to 20 minutes long. There are individual and classroom activities for all lessons to enable Habits of Work to be used in a variety of learning situations. Habits of Work draws heavily on web
resources for instructor information and student activities. You will see many clickable web links throughout the units and lessons.

The pick-and-choose format means you can easily match lessons to the needs of your students. The preparation activities introduce a skill or concept, then the workplace activities ask the student to investigate the skill or concept further. The follow-up activities integrate and extend the learning. There’s a lot of emphasis on building awareness. All along, the students get extensive practice in noticing and interpreting what goes on inside themselves and in the world around them.

Although developed in response to the need to support high school students with disabilities in their work-based learning experiences, Habits of Work can be used with any high school population and also adapted for middle school, college, or adult learners. Note that it’s not meant to be exhaustive; it doesn’t address all the variables important to success in the workplace. Instead, Habits of Work targets areas identified by practitioners and employers as important.

Habits of Work is a work in progress. You can view and download the curriculum at habitsofwork.keenecommons.net. We welcome feedback and suggestions on any aspect of this curriculum or the website. Contact Betsy Street at bstreet@keene.edu or Steve Bigaj at sbigaj@keene.edu.

OVERVIEW

Each part of the curriculum focuses on a different aspect of employment:

**Curriculum Overview (Part 1)**

Curriculum Overview provides an introduction to the Habits of Work curriculum. It lays out the learning outcomes for each unit and provides an extensive glossary of instructional strategies to encourage extending and differentiating lesson activities.

**Learning About Work (Part 2)**

The lessons in Learning About Work provide the student with foundational skills that are important preparation for being successful in a job. These include personal presentation skills like making eye contact and shaking hands, skills and attitudes that demonstrate enthusiasm for working, and skills in understanding your disability and requesting accommodations.

Learning About Work also serves as a model for how you can expand this curriculum. There are more lessons in each unit and a deliberately wide variety of activities provided for each lesson, modeling diverse pedagogies that you can draw on in other units. The Glossary of Instructional Strategies in Curriculum Overview will be a valuable resource in this endeavor. Teachers, you know your students best – choose what will work for them.
Keeping the Job (Part 3)
The lessons in Keeping the Job provide the student with foundational skills that are important in keeping a job. These include managing time effectively, understanding and practicing respect for him- or herself and others, understanding the importance of workplace safety, and understanding what it means to learn from experience.

Staying Well (Part 4)
Staying Well provides the student with foundational skills in maintaining his or her health. These include the basics of wellness (sleep, exercise, diet, and regular health care), the potential impacts of substance abuse on work performance, and strategies for managing stress.

UNIT DESIGN
Each of the units follows the same design, but they vary in size and scope. Each unit contains the following elements:

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Concrete statements about what the students will be able to do at the conclusion of the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information for Instructor</td>
<td>A brief introduction plus links to topical readings online.</td>
</tr>
<tr>
<td>Unit Preparation Considerations</td>
<td>Things to get ready before you start the unit, including concepts that might need pre-teaching.</td>
</tr>
<tr>
<td>Summative Assessment Ideas</td>
<td>Options for determining if your students have achieved the learning outcomes. You could also use these for preassessment. You may use different assessments for different students, depending on individual student goals.</td>
</tr>
<tr>
<td>Unit Kickoff</td>
<td>A short and engaging activity to pique student interest.</td>
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</tbody>
</table>
| Lessons | Units are divided into lessons. Each lesson has several choices for introductory activities, activities to do at the workplace, and follow-up activities. Some activities are marked with a symbol for easy locating:

- Journaling
- Video clip
- Asking questions
- Guest speaker

There are individual as well as classroom options since not all teachers have class time with their students. Individual contact might mean e-mail, phone, podcasts, or... |
course-management software. Many of the individual activities could also be used in a classroom setting. The workplace activities usually involve practice, observation, or interviewing someone in the workplace.

| **NH Career Development Curriculum Framework** | Lists the specific proficiency standards (end of grade 10 and grade 12) towards which the unit provides practice. The full document is available on the NH Department of Education website: [www.education.nh.gov/career/guidance/documents/framework_k12.pdf](http://www.education.nh.gov/career/guidance/documents/framework_k12.pdf) |

**ONLINE ACCESS TO CURRICULUM**

The *Habits of Work* curriculum is available on the Internet at [habitsofwork.keenecommons.net](http://habitsofwork.keenecommons.net). You can view and print individual units or complete sections. Since the curriculum is heavily web-linked, especially for background reading and videos for activities, you’ll want convenient Internet access when you’re doing your planning. We suggest you use the website and a printed version together.

**VIDEOS**

You may want to show videos in a classroom. Many of them can be downloaded to a portable universal serial bus (USB) flash drive if you don’t have YouTube access at your school. It’s often worth asking your technical support people if there’s some way they can give you access, as security software grows more flexible every year.

If you have no way of using YouTube videos, try searching for something comparable using the video search feature in Google: [video.google.com](http://video.google.com).
These charts provide an overview of the full Habits of Work curriculum and the learning outcomes associated with each of the units.

1. Curriculum Overview
2. Learning About Work
3. Keeping Your Job
4. Staying Well

**Curriculum Overview (Part 1)**

Provides an introduction to the Habits of Work curriculum. Details learning outcomes for each unit. Provides an extensive glossary of instructional strategies to assist you to extend and differentiate lessons as needed.

**Learning About Work (Part 2)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1. First impressions</td>
<td>Students will introduce themselves demonstrating good posture, a firm handshake, good eye contact, and clear articulation. They will maintain good hygiene and dress appropriately at their workplace.</td>
</tr>
<tr>
<td>2. Understanding your disability</td>
<td>Students will identify strengths and talents they can apply in a work setting. They will describe how their disability might affect them in a work setting. They will explain their personal plan for disclosure and be able to request an accommodation. This unit can be adapted for students without disabilities who desire to learn more about their strengths and challenges in relation to a career.</td>
</tr>
<tr>
<td>3. A desire to work</td>
<td>Students will communicate effectively that they are enthused about working and be able to describe the rewards of sustained effort. They will be able to explore a company website and plan comments or questions to bring up during an interview. They will develop meaningful answers to challenging interview questions, including inappropriate (i.e., illegal) ones that are sometimes asked during interviews.</td>
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## Keeping Your Job (Part 3)

<table>
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<tr>
<th>Unit</th>
<th>Learning Outcomes</th>
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<tr>
<td>4. Managing your time</td>
<td>Students will describe their personal time-management strengths and weaknesses. They will apply new strategies for balancing work, social life, and school life demands. They will communicate the importance of being on time at a job or during their internships.</td>
</tr>
<tr>
<td>5. Respecting others and yourself</td>
<td>Students will explain the importance of respect for others, for themselves, and for authority. They will engage in appropriate conversation topics at the workplace and maintain healthy work friendships.</td>
</tr>
<tr>
<td>6. Workplace safety</td>
<td>Students will identify common workplace safety practices and describe personal habits that improve workplace safety. They will locate and follow posted safety rules and procedures.</td>
</tr>
<tr>
<td>7. Learning from experience</td>
<td>Students will identify skills they could improve on or acquire to remain employed in their current field. They will describe their transferable skills. They will describe their personal growth over time and create opportunities for future growth.</td>
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## Staying Well (Part 4)

<table>
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<tr>
<th>Unit</th>
<th>Learning Outcomes</th>
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<tr>
<td>8. Wellness basics</td>
<td>Students will describe the impact of exercise, sleep, and eating habits on work performance. They will define what regular health care should be in young adulthood. They will participate in at least one active and one passive leisure activity.</td>
</tr>
<tr>
<td>9. Substance use</td>
<td>Students will explain how substance use can be a problem in the workplace and what the policy is at their workplace. They will explain common rules and safeguards regarding smoking, drinking, and drug use in the workplace.</td>
</tr>
<tr>
<td>10. Stress management</td>
<td>Students will identify personal stress triggers and reactions and the impact on work performance. They will develop strategies for responding to stress in a productive manner. They will practice at least one activity that strengthens emotional resilience.</td>
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These instructional strategies – found at [www.beesburg.com/edtools/glossary.html](http://www.beesburg.com/edtools/glossary.html) – are excerpted from the *Glossary of Instructional Strategies*, an online resource of more than 1,000 strategies and methods.

The glossary is used with permission and is abridged, and slighted edited. We drew upon many of these strategies in designing the unit activities and include it as an additional resource for when you need to customize or extend any of the lessons. We suggest referring to this glossary to spark your own ideas to creatively teach career concepts.

Note: To further extend the learning from *Habits of Work*, you might consider having your students start companion journals to keep track of instructional strategies that work for them.

Many of the strategies include a web link for further information about that particular strategy. All links were working at the time of publication; however, things change quickly in the online world. If a link no longer works, try searching for the strategy using your favorite search engine.

**GLOSSARY OF INSTRUCTIONAL STRATEGIES (ABRIDGED)**

**3-2-1 (Three-Two-One)**
Writing activity where students write: three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.

**Acronym Memory Method**
Example: ROY G. BIV = Red, Orange, Yellow, Green, Blue, Indigo, Violet
[www.ldonline.org/article/5912](http://www.ldonline.org/article/5912)

**Acting Out a Problem**
Students can act out mathematical, scientific, or social problems to improve their comprehension.

**Activating Prior Knowledge**
Helping learners connect to concepts about to be taught by using activities that relate to or determine the level of their existing knowledge.
**Affinity**
A brainstorming approach that encourages less verbal members of a group to participate. First, all members of the group write responses to the problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, the agreed upon arrangement is recorded as an outline or diagram.

**Agree/Disagree Matrix**
A formal approach to discussing and researching issues. Students are polled for agreement or disagreement with a statement, and their responses as a group are recorded in the matrix. Students research the topic, and again their responses are recorded. Finally, small groups meet to discuss the results and changes.


**Agreement Circles**
An activity used to explore opinions. As students stand in a circle, facing each other, the teacher makes a statement. Students who agree with the statement step into the circle.

**Air Drawing**
Students draw or motion in the air to demonstrate how they will carry out a procedure before they actually do so. Used in science labs, home economics, and other classes where students use tools or musical instruments.

**Alphabet Summary**
Each student is assigned a different letter of the alphabet and asked to generate a word starting with that letter that is related to the topic being discussed. Students share their terms with the class.

**Alternative Scenarios**
A creativity technique in which students consider alternative futures. Useful in writing to encourage students to consider several plots and endings for their stories before settling down to write. In social studies or science classes, this approach can be useful in helping students see possibilities, both for the present and for their own futures.


**Analogies**
A thinking skill demonstrated by a student when he or she can give examples similar to, but not identical to, a target example. For example, the Internet is analogous to the post office (because in both multimedia information is delivered to specific addresses).


**Anecdotes**
A motivational technique to encourage creativity or empathy in students. Anecdotes can be about the teacher’s life or excerpted from biographies to help make real-world connections.
Anticipation Guide
Checklist written by a teacher to activate existing knowledge.
Examples: www.somers.k12.ny.us/intranet/reading/anticipexs.html

Application Cards
At the end of instruction, students write a real-world application for the new knowledge on a small card and submit the card to the teacher.

Artifact Strategy
The teacher presents carefully selected objects (artifacts) to the students, poses a problem, and allows the students to collect information about the object, then formulate answers to the presented problem.

Assumption Smashing
List assumptions, then eliminate one. What might happen? (For example, “All forms of transportation are now free.” What is the effect on society?)

Baggage Claim
Members in a new group are asked to write five interesting facts about themselves on a note card. For several minutes, people walk around the room, introducing themselves and sharing the facts on their cards. They then exchange cards (baggage) and move on to introduce themselves to others in the group. When time is up, the teacher or moderator collects all the cards and either returns them to their owners or reads the facts and asks people to identify the owner of the card. wwwaea267k12iaus/cia/index.php?page=teaching_strategies

Bio Poems
Students write poems about any specific person or object (a character in a book, either living or inanimate object) to summarize student knowledge of a topic.
wwwaea267k12iaus/cia/index.php?page=teaching_strategies

Brain Writing
A creativity or problem-solving technique similar to brainstorming, except individuals write their ideas. The ideas are then shared with others to act as triggers for more ideas.
www.mycoted.com/Brainwriting
creatingminds.org/tools/brainwriting.htm

Brochure
Students research a topic then create a brochure to explain the topic to others.

CAF (Consider All Factors)
Edward de Bono’s guided approach to decision-making encourages individuals or groups to increase the number of factors or variables they consider before making a decision.
wwwaea267k12iaus/cia/index.php?page=teaching_strategies
INSTRUCTIONAL STRATEGIES

Causal Mapping
A form of concept mapping in which cause and effect are more clearly shown.
www97.intel.com/in/AssessingProjects/AssessmentStrategies/GaugingStudentNeeds/ap_concept_maps.htm

Cause and Effect
A pattern showing the relationship between two actions or occurrences. This activity works well for logical analytical learners.
www.education-world.com/a_curr/curr376.shtml
Graphic organizer: www.siue.edu/MLTE/LA%20Modules%20DONE/cause_and_effect.htm

Circles of Knowledge
A graphic organizer that prompts students to write: Three Facts I Know, Three Questions I Want Answered, and Answers to My Questions.
Sample activity sheet: quest.arc.nasa.gov/aero/wright/teachers/wfomanual/langarts/countdown/sheet3.html
Sample answer sheet: quest.arc.nasa.gov/aero/wright/teachers/wfomanual/langarts/countdown/sheet4.html
Other graphic organizers: www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm

Collages
Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view. This activity works well for visual learners.
www2.scholastic.com/browse/article.jsp?id=3751408
Free tool to make online collages: ilearntechnology.com/?p=3313

Collective Notebook
A notebook maintained by a group in which each member of the group is expected to add an idea or observation during a specified time period (typically each day or each week). The contents of the notebook are regularly shared or published and discussed.
www.mycoted.com/creativity/techniques/cnb.php

Comparing
An activity to observe or consider the characteristics of objects or concepts, looking for both similarities and differences.
Graphic organizer: www.siue.edu/MLTE/LA%20Modules%20DONE/compare_and_contrast1.htm

Comparison Matrix
A graphic organizer that can assist students in gathering information and comparing objects or concepts.
www.graphic.org/commat.html
INSTRUCTIONAL STRATEGIES

Comparison Table
A decision-making tool to enable a structured comparison between choices.
www.graphic.org/commat.html

Concentration
Pairs of cards are created (name of concept on one, description on other for instance).
Students take turns. On each turn a student chooses two cards from a facedown arrangement.
Students keep pairs they correctly identify as matching.

Concept Fan
A problem-solving technique that encourages people to examine and solve causes of problems.
www.mycoted.com/creativity/techniques/concept-fan.php

Construction Spiral
A three-step process: 1) individuals record their own thoughts, 2) small groups share ideas, and
3) the whole group’s ideas are written on the board. Corrections during the recording should
be by the group and with no judgments by the teacher. If refinement of understanding is
needed, a new question is posed.

Continuum
Students take keywords and arrange them to form a continuum based on a variety of criteria.
For example, “beaver, rattlesnake, deer, plankton” would be arranged as “rattlesnake, deer,
beaver, plankton” if students are asked to arrange the words according to their preference for
water, and “plankton, rattlesnake, beaver, deer” if they are asked to arrange the words
according to size.
Graphic organizer: www.sdcoe.k12.ca.us/score/actbank/scont.htm

CROWN Summarizer
A closure technique that encourages students to reflect on the completed lesson. CROWN
= Communicate what you learned. Reaction. Offer one sentence that sums up what the whole
lesson was about. Where are some different places you could use this? Note how well we did
today.

Cubing
A six-part technique to explore different aspects of a topic. The six parts include: describing,
comparing, associating, analyzing, applying, and arguing.
www.litandlearn.lpb.org/strategies/strat_cubing.pdf

Find Someone Who
A variation of the Human Scavenger Hunt. Usually this activity is used to encourage students to
seek out the students who know the answers to specific content questions. This works most
effectively if each student is an “expert” on a different topic or subtopic.
www.teachablemoment.org/middle/findsomeonewho.html
Fishbowl
A discussion format where students are selected from the class. They sit in front of the class as a panel to discuss a topic while the class observes. Then the discussion is opened to everyone.

Five Whys?
Students are asked a chain of why questions, with each question deeper into the root cause of a problem.
www.aea267.k12.ia.us/cia/index.php?page=teaching_strategies

Five Words, Three Words
Students list five topic-related words independently. Students are grouped and share words. Groups pick the best three words and explain them to the class.

Forced Choice (Pros and Cons)
A classroom activity in which a small number of choices are placed around the classroom and students are asked to examine all the choices and stand next to their choice. Students selecting the same choice then discuss reasons or advantages and disadvantages of their choice.

Forecasting
Forecasting is a kind of extrapolation in which current trends (in weather or the economy) are analyzed, and predictions are made about future events based on those trends.

Gallery
Similar to Carousel Brainstorming. Students move past the ideas (as in an art gallery) rather than the ideas moving past the students.
www.mycoted.com/creativity/techniques/gallery.php
www.aea267.k12.ia.us/cia/index.php?page=teaching_strategies

Grab Bag
Near the conclusion of a lesson, have a student draw an object from a bag. The student must explain or illustrate how the object is related to what they have learned. You can use actual objects or simply word cards.

Guess Box
An object is hidden in a container; students ask questions about the content of the box in order to identify it and its characteristics. You could have a touch panel opening as well.

Idea Spinner
A teacher creates a spinner marked into four quadrants and labeled Predict, Explain, Summarize, Evaluate. After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the Summarize quadrant, the teacher might say, “List the key concepts just presented.”
Inside-Outside Circle
A review technique. Divide the class into two equal groups and ask each group to form a circle. The inside circle faces outward and the outside circle faces inward to form pairs of students. The pairs of facing students quiz each other with questions they've written. The outside circle moves to create new pairs. Repeat. Alternate questions and answers between student circles.

Interviews
Interviews may be by the student or a form of assessment of the student.

Inverted Pyramid
A writing format in which the most important information is presented first, followed by the next, and closing with the least important. This activity is most commonly used in news reporting, but it's also useful in teaching students to prioritize information. It's also called the Journalism Model.
Story format: mtsu32.mtsu.edu:11178/171/pyramid.htm
Checklist: www.jprof.com/courses/mc102/week04/04invpyrchecklist.html

Jeopardy
Like the television game. Many variations (individual or team competitions). A board with answers is prepared in advance (for overhead or on large cardboard sheet). Students respond with acceptable questions.

Jigsaw
Cooperative activity. The basic steps include: reading, meeting with expert groups, reporting back to the main team, and demonstrating knowledge through a test or report.

Jigsaw II
Cooperative activity. Basic steps: read with a group, discuss individual topics with expert groups, report back to your team (to teach them what you learned in your expert group), test, and evaluate team recognition.
www.aea267.k12.ia.us/cia/index.php?page=teaching_strategies

Journal
A form of writing typically done for a few minutes each day in a notebook. It's often used to encourage reflection or an exploration of a student's ideas. Journal writing is typically not graded and, in some instances, is not read by anyone but the student. In other instances, the journal can be used to establish an ongoing written dialog between the student and the teacher.
7-12educators.about.com/library/weekly/aa083100a.htm

Justifying
To explain why one choice is better than another. Typically used as part of an assessment that asks students to justify or explain the merits of their answers.
**Keyhole Strategy**
A writing format in which the author begins with the main idea, narrows the idea until the end of the first paragraph, uses the body of the writing to lead up to the strongest idea, and then in the last paragraph builds to a broad conclusion. Diagrammed, the format looks like an old-fashioned keyhole.

[www.muskingum.edu/~cal/database/general/writing.html#Keyhole](http://www.muskingum.edu/~cal/database/general/writing.html#Keyhole)

**Keyword Memory Method**
In the keyword method, students generate keywords that are similar to the concepts to be memorized, then put the keywords into an arrangement that can be mentally pictured. For example, given the task of memorizing “St. Paul is the capital of Minnesota,” the student would first break up the phrase into five related words: saint, Paul, cap, mini, soda.” Finally the student would imagine their favorite “Paul” with a halo as a cap and drinking a very small soda.

[ababasoft.com/mnemonic/tech01.htm](http://ababasoft.com/mnemonic/tech01.htm)
[www.jimwrightonline.com/pdfdocs/keywords.pdf](http://www.jimwrightonline.com/pdfdocs/keywords.pdf)

**Knowledge Grammy Awards**
Near the completion of a unit, students nominate and vote on which knowledge was most useful to them.

**KWHL**
Know. Want to know. How to find out. Learn.

[www.ncrel.org/sdrs/areas/issues/students/learning/lr2dogmo.htm](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2dogmo.htm)

**KWL**
Know. Want to know. Learn. Students identify what they know about a topic, what they want to know, and after reading or instruction, identify what they learned or would still like to learn.

**Learning Log**
Students summarize responses to teacher questions about what they have learned or what they do not understand. This activity is used for reflection and to inform the teacher of progress.

**Lineup**
Student teams are given concepts that can be put in order. Each team member holds one concept and the members line up to represent the correct order.

**Listen, Think, Pair, Share**
Students listen to questions, individually think about a response, discuss their ideas with a partner, and then share their ideas with the class.

**Lotus Blossom Technique**
From central idea, propose eight new ideas. For each of eight ideas, propose and evaluate necessary details to implement the ideas.
Medium-Size Circle
First, five to 10 volunteers share something important they learned. Second, volunteers remember (restate) what one of the first people shared. Continue until each of the original speakers is remembered.

Minute Papers
An end-of-class reflection in which students write briefly to answer the questions: “What did you learn today?” and “What questions do you still have?”
home.capecod.net/~tpanitz/tedsarticles/Assessment.htm
www.gdrc.org/kmgmt/c-learn/methods.html#one-minute

Mnemonics
Any of several techniques or devices used to help remember or memorize names or concepts.

Muddiest Point
A question used to stimulate meta-cognitive thinking. Students are asked to name or describe the concept they understand the least (their muddiest point).
www.wfu.edu/~brown/Syllabus%20Articles/SylMuddiestPoint.htm

Multiple Solutions
Require students to find all acceptable solutions, not just the best. Add a pro or con to each solution.

Negative Brainstorming
Like brainstorming, except participants propose things not to do. This activity can generate a lot of humor. Encourage students to generate actions not to do, then ask them to rephrase the ideas in a more positive way. Example: brainstorm ideas for how not to solve the problem.
www.mycoted.com/creativity/techniques/negbrain.php

Nut Shelling
A form of summary. It usually involves asking a student to write a brief statement that captures the essence of all that has been written or stated up to that point. This activity is often used in writing classes to help students find the key points in their own writing.
www.bedfordstmartins.com/technotes/workshops/nutshelling.htm

Observation Logs
An observation log is a form of journal kept by a student to assist in guiding observation. Students typically are asked to answer specific questions during the course of keeping an observation log. This technique is often employed in teacher education to guide students during their observation of classroom teachers.

One Sentence Summary
Students are asked to write a single summary sentence that answers questions about the topic such as who, what, where, when, why, and how.
One Word Summary
Select (or invent) one word that best summarizes a topic. Write two to three sentences justifying the selection of the summary word.

Opinion Sampling
Opinion sampling can be used as an assignment for students. Teachers may also collect student opinions for the purpose of altering classroom structure.
www.wordiq.com/definition/Opinion_poll

Pair Problem Solving
A problem-solving technique in which one member of a pair is the thinker, who thinks aloud as they try to solve the problem, and the other member is the listener, who analyzes and provides feedback on the thinker’s approach.
www.wcer.wisc.edu/archive/cl1/cl/doingcl/tapps.htm

Paired Verbal Fluency
A form of brainstorming used to warm-up students before a whole-class discussion. One student in a pair remembers while the other student listens. Switch roles and repeat twice.

Pantomime
The expression of ideas using only movement and gestures. One form of pantomime commonly used in the classroom is the narrative pantomime. In narrative pantomime, the leader (usually the teacher) reads a passage of text and the others in the groups act out the passage to demonstrate the ideas using their movements.
digitaldjs.info/joomla/index.php/pantomime
www.cccoe.net/social/pantomines1.htm

Picture Mapping
A form of the graphic organizer concept that is similar to story mapping. However, instead of diagramming concepts using keywords, the concepts are illustrated with pictures.

Plus, Minus, Interesting (PMI)
A decision-making strategy devised by Edward de Bono. Students silently list positive, negative, and other aspects of a problem or solution. Aspects are shared as a group list. All alternatives are considered before a decision is made.
www.aea267.k12.ia.us/cia/index.php?page=teaching_strategies

PORPE (Predict, Organize, Rehearse, Practice, and Evaluate)
A strategy to help students prepare for exams by predicting the questions on the exam.

Prep Creation
A creativity activity. A list of prepositions (above, in, because, opposite) is interposed between two lists of words; try to make sense of the combinations. This technique is used to generate novel solutions to problems. web.utk.edu/~mblank/pdf/d5strats/prep.pdf
**Provocation**
This approach, similar to the Devil’s Advocate technique, requires the teacher to make statements that are obviously foolish in order to provoke students to generate statements or situations in which the statement makes sense. For example, “food should be free” can lead students into a discussion of different economic and social structures.


**Questions**
Tell students to apply who, what, when, where, why, and how to all problems. Or ask students to generate questions.

[questioning.org/](http://questioning.org/)

**Quick Draw**
A pair activity in which students have a short period (typically 30 seconds) to share all they know by writing with symbols or drawings.

**Quick Talk**
A pair activity in which students have exactly 30 seconds to share all they know.

**Quick Write**
A pair activity in which students have a short period (typically 30 seconds) to share all they know by writing in a graphic organizer.

**Reciprocal Teaching**
Students take turns being the teacher for a pair or small group. The teacher role may be to clarify information, ask questions, or ask for predictions.

**Relay Summary**
A team activity to summarize reading. One team member writes a sentence summarizing the reading then passes the page to a teammate. This exercise continues until everyone in the team has added at least one sentence.

**RSQC2 (Recall, Summarize, Question, Connect, and Comment)**
A summarization technique in which students:
- *recall* (list) key points
- *summarize* in a single sentence
- ask unanswered *questions*
- *connect* the material to the goals of the course
- write an evaluative *comment*. 
INSTRUCTIONAL STRATEGIES

Share-Pair Circles
Divide the class into two equal groups and ask each group to form a circle. The inner circle faces outward and the outer circle faces inward to form pairs of students. In response to teacher questions, each pair discusses their ideas, then one of the circles rotates to create new pairs. Repeat until the original pairs are facing each other again.

TAPPS (Thinking Aloud Pair Problem-Solving)

Word Associates
Students are shown a series of cards in which one of the cards does not fit. Once the students identify the card that does not fit, they attempt to discover the word or phrase associated with the objects or ideas that do belong together.

Word Chain
A game that helps students categorize. The teacher supplies the category and a first word, then students supply the next word in the chain. The chain is formed by having the next word start with the ending letter of the previous word. For example: Category = Things found in the kitchen. Words: SinK, KnifE, EggbeateR, RefrigeratoR, and so on.

Word Splash
Students make predictions about a reading based on a collection of key words and the name of the central topic. Splash refers to the random arrangement of the key terms around the topic at the start of the activity.

Yes, No, Maybe So
Choose a student to begin. The student chooses a word or picture card. Classmates take turns asking questions, to which the student responds “yes,” “no,” or “maybe so.”

members.tripod.com/~ESL4Kids/games/yes.html

ZOOM
An extension to the In What Ways Might We approach to creative problem-solving. Teams create questions around a problem or opportunity, moving into higher levels of abstraction, one level at a time.

Example using IWWMMW: web.utk.edu/~mblank/pdf/d5strats/iwwmw.pdf
Example using ZOOM: www.thiagi.com/game-zoom.html

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