

TEACHING THAT TRANSFORMS



TOUGH CROWD

ENGAGING ALL KINDS OF LEARNERS

Introverts and Extroverts

Close to half the population are introverts. This is not the same as being "shy"

INTROVERTS

Energized by solitude

Process internally

Think first, then speak

EXTRAVERTS

Energized by interaction

Process externally

Speak first, then think

Methods and Activities

Think "idea bank." Use when appropriate.

BEFORE CLASS

SCRIPTURE ON STICKY NOTES (HEFLIN, 137)

- Write scriptures to be read on sticky notes and hand out ahead of time so participants can prepare to read

DURING CLASS

AGREE/DISAGREE CARDS (GALINDO, 74)

- For some questions, write down possible opinions/answers on sets of cards and pass out

- Have participants read and then state whether they *agree* or *disagree* and why
- If *disagree*, have another participant who *agrees* take the card and say why

PHILOSOPHICAL CHAIRS (GONZALES)

- Read a statement about which participants can agree or disagree.
- Participants then move to one side of the room or another, depending on their stance.
- Can also offer a spectrum (strongly disagree, somewhat disagree, somewhat agree, strongly agree).
- Can put one chair at each station for the “hot seat,” where someone taking that position will have to defend it.

THINK, PAIR, SHARE (HEFLIN, 132)

- First, participants get 1-2 minutes to think about an answer on their own
- Next, participants get 1-2 minutes to reflect with a single discussion partner
- Finally, participants report on their dialogue to the rest of the group

AFFINITY MAPPING (GONZALES)

- Ask a question to the class and have them write down responses on sticky notes.
- Participants then stick the notes to a wall or other surface, in no particular order or groupings.
- Read the responses to the class and work together to group responses into categories, discussing the question and responses as you go along.

CONVER-STATIONS (GONZALES)

- Put participants in groups of 4-6 and give them a question to discuss.
- After about five minutes, 1-2 members of each group rotate to another group.
- Participants will share a summary of their previous group’s discussion with their new group, and then groups will discuss a different, but related question.

AT END OF CLASS

REPORTER

- Before the session begins, ask a participant to take brief notes in order to give a brief summary at the end of the discussion

ONE-MINUTE SUMMARY (HEFLIN, 130)

- At the end of a session, ask each participant to take one minute to record their responses to the following:
 - When was I most engaged in the discussion?
 - What idea or comment was most interesting?
 - What was familiar that I’ve heard before?
 - What is one takeaway that is relevant to how I live?

AFTER CLASS/BETWEEN CLASSES

PROVIDE RESOURCES & REMINDERS

- Provide resources, links, etc. for people to explore during the week
- Send out next week's text/topic so people can read and think ahead.

PREPARE YOUR HOW, NOT JUST YOUR WHAT.

Selected Resources

Israel Galindo, *Mastering the Art of Instruction: The 9 Essential Instructional Skills Every Teacher Needs to Master*. ISBN: 978-1514645109.

An easy-to-read manual that is helpful to give teachers as they improve their skills.

Jennifer Gonzales, "The Big List of Classroom Discussion Strategies," Cult of Pedagogy, <https://www.cultofpedagogy.com/speaking-listening-techniques/>

An article listing several discussion strategies, ordering the ones that require low to high preparation.

Houston Heflin, *Teaching Eutychus: Engaging Today's Learners with Passion and Creativity*. ISBN: 978-0-89112-230-2.

Short chapters with practical ideas for classroom engagement.