13 Active Learning Strategies and Energizers
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**ACTIVE LEARNING STRATEGIES**

Tribes strategies are designed to create a culture for a community of learners; and the strategies are ways to achieve learning objectives, as well. In most cases, it is recommended that one uses the strategy, as written, for the social advantage. Then, after reflecting and realizing that the participants are perceptive to the strategy/process, follow the suggestions in the Options section, which includes formats for subject content. Tribes strategies can be used in combination with Spencer Kagan cooperative learning structures and other notable/creative learning structures that effective teachers acquire through experience.

The Strategy Index Grid that follows these introductory pages is alphabetized and coded so that you can select appropriate strategies and energizers. Each strategy contains the following notations:

1. Objectives
2. Suggested grade levels
3. Grouping: community circle, tribes, sub groups
4. Approximate time required
5. Materials needed

Following the instructions are three kinds of suggested reflection questions: content/thinking, collaborative/social skills, and personal learning. Next, every bit as important, are invitations for appreciation. Follow-up reflection questions and statements of appreciation not only enhance learning for students, but sustain the positive environment. Last, options for using the strategy in content areas are suggested. Remember, if your students liked “Milling to Music” as an opportunity to move and talk about themselves, why not use the strategy as a curriculum learning experience?

Many of the strategies have been adapted from other sources, some familiar to you. The Appendix section following this chapter contains listings of many collections. Some of the best, however, have been contributed by creative Tribes teachers.

Strategies need to be selected carefully, and tailored to fit the ethnicity, culture, age level, interests, language, and socio-economic status of the students in your
class. A strategy that is not sensitive to community culture undermines the teaching process. Following are some obvious examples of this:

✦ Using the names of Christian holidays but not those of other religions.

✦ Urging Native Americans, Latinos, and indigenous populations to make personal statements during the inclusion stage. The opportunity first to share about their culture, family, or group is traditional for them, and therefore more comfortable and inclusive.

✦ Ignoring the economic realities of a community (i.e., using examples of luxury items in a low-income area).

✦ Urging Cambodian and Thai students to demonstrate eye contact during attentive listening (when in their own culture averting one’s eyes denotes respect).

It also is very important to plan and implement strategies well. The chart on the next page will give you a quick summary for implementing Tribes strategies.

**ENERGIZERS**

In the midst of any time together groups of people will periodically experience lower energy within their environments. Concentration becomes more difficult; boredom and sleepiness can set in and will be counterproductive to accomplishing the task at hand. Students, especially, become restless. They are likely to withdraw or even create a disturbance. The remedy? A quick five-minute physical activity to revitalize the group with an “energizer.”

Energizers are satisfying because they engage many of the multiple intelligences primarily: body/kinesthetic, musical/rhythmic, interpersonal and visual/spatial.

Six outcomes can be achieved through the use of energizers:

1. The energy of the classroom or group is revitalized.

2. People’s attention can be drawn back to the classroom after a time away (recess, lunch break, or some other interruption).

3. Different types of academic learning activities can be bridged, renewing energy and concentration.

4. People can feel connected again with one another and the whole community.
5. Multiple intelligences can be reached and are engaged.

6. They add to the fun of learning and being together!

The pages that follow contain a collection of some favorite Tribes energizers. Some are more physical than others, and as with other activities in this book it is up to you to select the most appropriate ones for your students. Much depends upon the level of trust within the class at any one time, and the age level of your students.

Know that energizers can also be extended into content/subjects areas. For example, “Two Truths and a Lie” can easily be applied to writing true/false statements about a subject of study, to review or assess learning. And, asking reflection questions is always recommended, to ensure significance within context (listed above as outcomes).

The Tribes Energizer Box contains an additional 101 energizers, and is available from CenterSource.

**SUMMARY: FACILITATING TRIBES STRATEGIES**

1. Remind students about the Tribes agreements:

   ✦ Whenever appropriate, ask the class or tribe to review the agreements.
   ✦ Have the agreements posted at all times.
   ✦ Respect and model the agreements congruently yourself.

2. Give the instructions:

   ✦ Select and tailor an appropriate strategy or series of them to achieve your learning objectives.
   ✦ Tell your students what the objectives are (what they will learn).
   ✦ Give instructions simply and concisely; do not get off the track or use too many words.
   ✦ Tell students how much time they will have to complete the task.

3. If students are in a community circle:

   ✦ Initiate the sharing yourself.
   ✦ Let the students know who will be next—which way you’ll go around the circle.
   ✦ Ask people to speak directly to one another.
Withhold your own comments on what students share.

Encourage people to use first names.

Make it okay to pass.

Deal with put-downs or a lack of attentive listening.

Give people a second opportunity to share if they pass the first time.

Ask appropriate content, social, and/or personal reflection questions.

Wind things up when people feel bored or restless.

4. If students are working in tribes or small groups:

Follow suggestions noted above in sections two and three.

If using roles, discuss them, assign them, or have students choose them.

Describe the task to be accomplished (materials, resources, and time for completion).

Ask students to clarify the task to you or each other.

Observe their interaction and assist only as needed.

Ask reflection questions.

Assess (or have students assess) and evaluate outcomes.

5. Invite statements of appreciation:

Suggest sentence starters.

Be a good role model.

6. Celebrate class, tribe, or individual contributions and achievements.

7. REFLECT. Remember, “the activity alone is not enough!” It’s appropriate and effective to reflect before, during, and/or after the strategy/learning experience.
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Abstract Painting of Feelings

Objectives
1. To build inclusion
2. To express feelings by using colors

Instructions
1. Ask the students to meet in tribes or form groups of three to five.
2. Give each tribe member a sheet of paper and a brush.
3. Have each tribe choose three colors.
4. Ask each tribe member to paint a picture using the color that represents how he or she is feeling (refer to the chart made in the previous activity, “What Feelings Do You Have?”).
5. Invite the students to share the feelings they painted.

Suggested Reflection Questions

CONTENT/THINKING
✦ What were the different feelings painted by your tribe members?
✦ How did you know what colors to use?

SOCIAL
✦ How did this activity help you get to know your tribe members?

PERSONAL
✦ Did you discover anything new about yourself?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I’m a lot like you when...”
✦ “I admired your honesty about...”
✦ “I liked it when you...”

Options
Choose characters in literature or history, current events, or social issues at school. Illustrate feelings about those topics.
Objectives
1. To build inclusion
2. To promote awareness of how other family members feel

Instructions
1. Ask the students to form groups in different parts of the room according to their birth positions in their families: (eldest, youngest, in-betweens, only child).
2. Have each student share with the other members of his or her group:
   ✦ How does it feel to be [firstborn, etc.]?
   ✦ What are the responsibilities he or she has?
   ✦ What are the advantages he or she has?
3. Merge the groups so that the eldest are with the in-betweens, and the only children are with youngest (or mix the groups together whichever way you want).
4. Now ask these groups to share:
   ✦ Who do you think has the most power in your family?
   ✦ How do you feel toward other siblings?
   ✦ Who gets attention in your family and how do they get it?

Suggested Reflection Questions

CONTENT/THINKING
✦ What did you learn about birth order and power in a family?
✦ What generalizations can you make about birth order?

SOCIAL
✦ What social skills did you use to make this activity successful?
✦ How well did you participate?

PERSONAL
✦ How did you feel when you were with others in the same birth position as you?
✦ What did you feel about those in the same birth position/different birth position?
✦ What did you learn about yourself?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I’m a lot like you when...”
✦ “I felt good when...”

Options
Have students research facts about historical figures including the birth order of those people. Make a graph of the class results of birth orders researched (or the birth orders of students in the class, or the responses to reflection questions).
Am I Napoleon?

Objectives
1. To build inclusion
2. To identify and learn about famous people in history, politics, science, or some other academic content

Instructions
1. Give each person a 3 x 5-inch index card, a pin, and a pencil.
2. Ask each student to print on the card in large block letters the name of some famous person, living or dead. (With young students, use pictures of animals, plants, or fruits.)
3. Ask each student to pin his or her “famous person” card onto the back of another student, without letting that student know the name on the card.
4. Tell the students to find out who they are by milling around and asking other students questions that can be answered “yes” or “no.” Students may ask only one question each time they talk to another student. Continue the process until everyone has identified his or her famous name. Simple hints from other students or the teacher may be given to help those having a difficult time.

Suggested Reflection Questions

CONTENT/THINKING
✦ Who were some of the famous people?
✦ What kind of questions did you ask?
✦ What do you know about the person whose name was pinned onto your back?

SOCIAL
✦ How did you help each other successfully identify your famous people?

PERSONAL
✦ Do you identify with your famous person in any way?
✦ What kind of questions will you ask next time?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I’m a lot like you when...”

Options
Use historical figures, vocabulary words (practice definitions: Am I the word that means “talkative”?), or numbers (for example, practice simple equations or order of operations).
Objectives
1. To encourage influence
2. To increase awareness of animal families

Instructions
1. Lead a community discussion about cooperation. Emphasize:
   ✦ Each student wants all the people in the group to do well.
   ✦ Each student believes that he or she can help the others.
   ✦ Everyone must understand the task.
2. Ask the community to meet in tribes. Explain that the activity is to put a puzzle together, and that it can be solved only if everyone helps each other (cooperates).
3. Pass out an “Animal Triads” set to each tribe.
4. Read the following directions aloud: “Each tribe has an envelope containing twelve or fifteen triangles with the name (or picture) of an animal on each triangle. The triangles are blue, red and yellow. The task is complete when each tribe member has arranged three triangles with animals from the same family on them in a row. While doing this, follow the rules which are:
   ✦ No one may speak
   ✦ No one may signal for a triangle
   ✦ You may give triangles, but you may not reach over and just take any.”
5. Ask each tribe to distribute the triangles equally among tribe members giving each person, one of each color, but not in the same “family” (For example: fox, dolphin, and koala).
6. The remaining member(s) are to be “Observers,” who remain silent during the activity, and share their observations after the task is completed.
7. Each tribe works until the task has been completed.

Suggested Reflection Questions
CONTENT/THINKING
✦ What did you learn about animal families?
✦ Why is it important to follow the rules in this activity?
SOCIAL
✦ What did you learn about communication skills and giving to others?
✦ What did you learn about cooperation?
PERSONAL
✦ What was frustrating about this activity?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I felt good when...”

Options
Use other lesson topics for categorization, such as geography, arithmetic, parts of speech, or history.
Animal Triads

Sea Lion  Walrus  Seal
Opossum  Kangaroo  Koala
Fox  Coyote  Wolf
Baboon  Gorilla  Monkey
Whale  Dolphin  Porpoise

This page may be duplicated for classroom use.
Objectives
1. To increase awareness of importance of stating appreciation
2. To practice the norms
3. To provide for initial inclusion

Instructions
1. Pass out “Appreciating Others” worksheet to all class members.
2. In the front of the room post a large visual of the worksheet from which you can work as a model.
3. Ask each student to fill in the boxes with positive statements, one to self, best friend, Mom and/or Dad, and a classmate. Suggest that they use some of the positive statement forms noted on the bottom of the worksheet, if they need to.
4. Ask the students to meet in tribes to share their positive statements.
5. Have one member of each tribe record all the core ideas that are included on the tribe members’ worksheets.
6. Ask the recorder from each tribe to report the summaries to the community.
7. Suggest that students tell one of their statements to the person it was written to.

Suggested Reflection Questions
CONTENT/THINKING
✦ Why did you learn to give statements of appreciation?
✦ What were three statements shared by your tribe members?

SOCIAL
✦ How can making statements of appreciation help a tribe work together better?
✦ Why is it important to make statements of appreciation to friends, family, and others?

PERSONAL
✦ How do you feel when you receive a statement of appreciation from someone else?
✦ Which of the statements you wrote would make you feel good?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “Thank you for...”

Options
Ask how many students would commit to using at least one appreciation statement every day. Have tribes write contracts to do so. Post the contracts and review them regularly.
Appreciating Others

<table>
<thead>
<tr>
<th>Self</th>
<th>Best Friend</th>
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<tbody>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mom/Dad</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested positive statement formats:**

_______________, I liked it when you...

_______________, I appreciate it when...

_______________, I’m glad you...

_______________, I want to give you a warm fuzzy for...

_______________, thanks for...

This page may be duplicated for classroom use.
Objectives
1. To build community inclusion
2. To divide people into tribes or random groups
3. To have a hilarious time

Instructions
1. Prepare a small slip of paper for each student. Depending on the number of tribes that the community will divide into, select names of that many noisy animals. Examples: horse, cow, chicken, pig, sheep, donkey, mouse, rooster, dog, cat.
2. Write the name of an animal (or use a picture) on each slip so that the students in the “horse” tribe all have slips labeled “horse” and the students in the “chicken” tribe all have slips marked “chicken.”
3. If you are assigning students to specific tribes, write the name of the student on one side of the slip and the name of the animal on the other side.
4. Before distributing the slips, tell the students that they are not to let anyone else know what animal names are on their slips.
5. Have the community circulate with eyes closed, making the noises of their animals.
6. When all the students with the same animal names find each other, have the “animal tribes” sit together and discuss and reflect.

Suggested Reflection Questions
CONTENT/THINKING
✦ What do you think of this way of finding tribe members?
✦ What made this an exciting way to divide into tribes?

SOCIAL
✦ How did it feel when you found each other?

PERSONAL
✦ How did you end up finding your tribe?
✦ How do you feel now?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I was [feeling] when...”
✦ “Thank you, [name] for...”
✦ “I liked it when...”

Options
Have the community divide into tribes by humming or singing nursery rhymes or familiar tunes. More mature groups may enjoy using different dance steps or acting out career descriptions, historical events, topics of study, or foreign language phrases.
Objectives
1. To make statements of appreciation to self and others
2. To build self-esteem
3. To build inclusion

Instructions
1. Prepare posterboard or construction paper cutouts similar to the one on the next page for each student, or have each student prepare one for himself or herself.
2. Ask the community to meet in tribes.
3. Have each student write his or her name in large, colorful letters on the head area of his or her cut-out.
4. Instruct the tribe members to pass the cutouts around the tribe so that each tribe member can write a positive statement on each other tribe member’s cutout.
5. Have a discussion about complimenting yourself and how it is different than bragging. Then ask each student to write a positive statement about himself or herself on his or her own card.

Suggested Reflection Questions
CONTENT/THINKING
✦ Why is it important to be able to make positive statements about others?
✦ What are two positive statements that you made to others/they made to you?

SOCIAL
✦ How can making positive statements to each other help us work together better?

PERSONAL
✦ How did you feel when you knew someone else was writing on your card?
✦ How did you feel when you read the comments on your card?
✦ Do you ever compliment yourself?
✦ Make a plan for complimenting yourself at least once every day.

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I’m glad you notice that I...”
✦ “I felt good when...”

Options
Use as a “book report” format, where students review the literature through one of the characters, using the historical figures’ attributes, opinions, or accomplishments.
Boasters
Brainstorming

Objectives
1. To energize a tribe
2. To promote inclusion and influence
3. To experience the fun and creative power of brainstorming as a decision-making or problem-solving technique

Instructions
1. Ask each tribe to appoint a recorder to jot down all the ideas on paper, chalkboard, or newsprint as fast as ideas are called out. (With very young students use an aide or older student.)
2. Instruct the tribes on the “DOVE” rules that they need to follow in order to “brainstorm.”
   D  defer judgment
   O  off beat, original
   V  vast number
   E  expand, elaborate
3. Have the community meet in tribes. Explain that each tribe will have five minutes to call out and write down as many ideas as possible on a subject. Examples:
   ✦ “How could we design a better bathtub—one for more enjoyment, efficiency, and comfort than ordinary tubs?”
   ✦ Other possible subjects: better bicycle, bedroom, car, school cafeteria, school
4. Stop the brainstorming after five minutes. Ask each recorder to read his or her tribe’s list. Lead applause after each tribe’s creativity.
5. If time allows, have the tribes draw their creations. Find a way to include everyone in the tribe.

Suggested Reflection Questions

CONTENT/THINKING
✦ Why is brainstorming fun?
✦ How do the “DOVE” rules help you to brainstorm?

SOCIAL
✦ What would have happened if we had judged, commented, or discussed ideas as they were offered?
✦ How could you tell that your tribe members were enjoying themselves?
✦ How well did your tribe members follow the “DOVE” rules?

PERSONAL
✦ How much did you participate?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when you said...”
✦ “Your suggestions helped me to...”

Options
Brainstorm possible endings to a story, a list of “meaningful sentences,” or multiple examples of a theme. Use for classroom issues or decisions.
Building a Time Machine

Objectives
1. To encourage tribe members to create something together
2. To have tribes present their creations to the community
3. To experience influence

Instructions
1. Ask the students if they have ever read any books or seen any movies about time machines.
2. Call on a few students to share what they know about time machines.
3. Let the students know that their tribes will have an opportunity to build a time machine.
4. Have the community meet in tribes. Give each group equal amounts of “junk” to build their time machine.
5. Give the tribes the next twenty minutes to construct their time machines.
6. Have the tribes take turns presenting their time machines to the class.
7. Have each student write a letter to someone in another time that could be delivered by his or her tribe’s time machine.

Suggested Reflection Questions

CONTENT/THINKING
✧ What decisions did your tribe have to make?
✧ Why is it important to use your imagination?
✧ What did you learn by doing this strategy?

SOCIAL
✧ How did your tribe make its machine?
✧ What did you do to help?
✧ How can your tribe work together better?

PERSONAL
✧ How did you help your tribe build the time machine?
✧ How did you feel while you were working?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✧ “[Name], you helped when...”
✧ “I liked it when...”

Options
Use this experience as a writing prompt. Have students write answers to reflection questions, the pros and cons of time travel, or a time they would like to travel to and why.
Bumper Sticker

Objectives
1. To present something special about oneself
2. To build inclusion
3. To encourage attentive listening

Instructions
1. Review agreements.
2. Give each student a long strip of paper and a marker or crayon with which to create a “bumper sticker” that he or she would enjoy displaying on his or her automobile bumper (wagon, bicycle, etc.).
3. Have each student in turn share his or her bumper sticker with the community. Remind everyone to give their full attention to the speaker.
4. Tell the students they may ask questions, and express mutual feelings and concerns after everyone has shared.

Suggested Reflection Questions

CONTENT/THINKING
✦ What similar kinds of things did you put on your bumper stickers?
✦ What’s one special thing you learned about another student?

SOCIAL
✦ How well did everyone listen when you shared your bumper sticker?

PERSONAL
✦ How did you feel as you shared?
✦ What can you do in the future to help others feel more comfortable when they share?
✦ Would you really want to put your sticker on your car or bicycle? Why or why not?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I admired you for...”

Options
Use subject area topics, such as “Why study Social Studies?”
Objectives
1. To build inclusion
2. To foster positive feelings in the community
3. To build self-esteem

Instructions
1. Have students meet in their tribes.
2. Pass out paper circles, cards, and a small bag to each tribe.
3. Instruct each tribe member to write his or her name on a slip of paper and drop it into a bag. Then have each member draw a name out of the bag (making sure he or she doesn’t draw his or her own).
4. Tell the students that each is to be the “campaign manager” for the person whose name he or she drew a person who has been nominated for “Wonderful Person of the Year.”
5. Explain that each student will design a campaign button on the circle of paper, and list three good campaign statements on the card to promote his or her nominee. The campaign manager may interview their candidate if they need more information on special qualities.
6. Have the campaign managers deliver the campaign speeches (using the cards) and present their nominees with their campaign buttons. Lead applause and cheering.

Suggested Reflection Questions

CONTENT/THINKING
♦ What similarities did you notice between the campaign buttons and the presentations?
♦ Why is it important to make a good campaign speech?

SOCIAL
♦ What social skills did you need to make this activity successful?

PERSONAL
♦ How did you feel when your manager was presenting your campaign?
♦ How did you feel when you were presenting your candidate’s campaign?
♦ Would you ever like to manage a campaign for someone?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
♦ “I liked it when...”
♦ “I felt good when...”

Options
Use characters from literature, history or current events, or study candidates in a current election.
Career Choices

Objectives
1. To help the students make choices and honor each other’s choices
2. To give the students an opportunity to share some of their career views
3. To experience influence

Instructions
1. Make two signs with a career choice such as “chemist” and “marine biologist” (or use two other occupations) written on each of them and put them up on different sides of the room.
2. Tell your students that they are going to be asked to make a choice about occupations related to the field of science or health.
3. They will make their choice by moving to one side of the room or the other, to stand under the sign of the occupation of their choice.
   Example: Point out the sign “chemist” on one side of the room and “marine biologist” on the other side of the room.
4. Have students discuss in groups of 3 or 4 why they chose the occupation.

Suggested Reflection Questions:

CONTENT/THINKING
✦ Why is it important to make choices?
✦ What other occupations did you consider?

SOCIAL
✦ How well did the community honor the agreements?
✦ Which agreement might be the most important in an strategy like this?

PERSONAL
✦ Why did you make the choice you did?
✦ How did you feel about making your choice public?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I appreciated it when...”
✦ “It was great when...”

Options
Use current social issues (in school, society, the world). Use scientific hypotheses. Use as reflective practice (for example, choose a mathematical concept that you can explain thoroughly and correctly).
Objectives
1. To structure a cooperative learning experience for a history topic
2. To enhance communication skills
3. To experience influence

Instructions
1. Give each tribe the name of a celebrity or historical character, and allow time for each tribe to learn as much as it can about the person.
2. Set up a row of chairs in front of the room facing the class.
3. Ask each tribe to select a tribe member to “be” their celebrity.
4. Have each celebrity sign in on the chalkboard and then take a seat in the row of chairs (“interview panel”).
5. Ask each character to tell the other panel members about his or her prominence in history. After they have all done so, call time out and let tribe members huddle with their character to remind them of more data to present. After several huddles, invite the audience to ask questions of the “celebrity.” Allow tribe members to help answer.
6. Lead rounds of applause after each character’s performance.

Suggested Reflection Questions

**CONTENT/THINKING**
✦ What did you learn about the different celebrities?
✦ Why is this an interesting way to learn new information?
✦ What values were reflected by the characters?
✦ In what other ways can you use this activity?

**SOCIAL**
✦ What did tribe members do to support their celebrity?

**PERSONAL**
✦ How did you feel while you were portraying your character?

**Appreciation**

INVITE STATEMENTS OF APPRECIATION:
✦ “[name], I respect you for...”
✦ “[name], I liked the way you portrayed...”

**Options**
Use people in the news, history, and literature. Use content standard topics, inviting students to choose a tribe member to explain the topic.
Chain Reaction

Objectives
1. To build inclusion and influence
2. To increase communication skills
3. To share personal interests, opinions and ideas
4. To ask each other questions about subject matter

Instructions
1. Have the community meet in tribes.
2. Remind the students of their right to pass and to honor the other agreements. Remind tribe members to give full, caring attention.
3. Have one tribe member begin by asking a question of a second tribe member. Have the second tribe member answer the question and then ask another question of a third tribe member. Instruct the tribes to continue the chain until each tribe member has answered and then asked a question. In large tribes have students ask the persons directly across from them. This helps the students to speak loudly enough.
4. Explain that questions may be autobiographical or deal with curriculum or a number of issues (politics, hobbies, education, friendship, family interests). (This is a good activity for students to help each other prepare for a test.)

Suggested Reflection Questions

CONTENT/THINKING
✧ What did you learn about your tribe members?
✧ Why is this a good way to find out information about each other?

SOCIAL
✧ How could you tell whether your tribe was honoring the tribal agreements?
✧ How do the agreements protect you?
✧ How well did you give full, caring attention?

PERSONAL
✧ How did you feel when it was your turn?
✧ What do you feel about your tribe members now?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✧ “I liked it when...”
✧ “I admired your honesty when...”

Options
Practice spelling words, story sequence (retelling), how to construct a simple paragraph (pre-writing activity), steps in solving quadratic equations.
Objectives
1. To encourage active listening
2. To experience group support for a concern
3. To assist a peer, colleague, or friend to resolve a problem
4. To promote influence

Instructions
1. Have the class sit in their tribes.
2. Tell the students that each will have a turn expressing a concern or a problem that he or she may be experiencing at school. Each person will have a turn at being a “client” while the other tribe members are listening as “consultants.” Explain that the consultants:
   ✦ are to be non-judgmental
   ✦ are not to tell the client what to do
   ✦ are to offer alternative suggestions to the client for solving the problem
   ✦ and may ask for additional information if it seems helpful or necessary.
3. Review or remind the students about their caring listening skills (especially paraphrasing).
4. Allow approximately 10 minutes for each client’s turn.

Suggested Reflection Questions

CONTENT/THINKING
✦ What solutions did the consultants find for your problem?
✦ Why is having a consultant helpful to you sometimes?

SOCIAL
✦ What social skills did you need to be a good consultant?
✦ How well did the consultants listen? How could you tell?
✦ How does this activity affect the feeling tone in your tribe?

PERSONAL
✦ How does it feel to share your own concern with others?

Appreciation
INVITE STATEMENTS OF APPRECIATION (TO TRIBE MEMBERS):
✦ “I felt [feeling] when you...”
✦ “I cared a lot when you said...”
✦ “I feel I would like to help you...”

Options
Use for problems such as current events, general school issues, or social issues that are relevant to students (for example, dating, peer pressure).
Community Circle

Objectives
1. To build inclusion and community
2. To teach social skills

Instructions
1. Have the community sit in a large circle.
2. Review the Tribes agreements.
3. Ask a “Question-of-the-Day.”
   Example: “I feel happy when...”
   See more suggested questions on the next page.
4. Have everyone respond in turn to the question. Allow time at the end for those who passed to respond if they desire.

Suggested Reflection Questions

CONTENT/THINKING
✦ What’s one new thing you learned in the community?
✦ Why is it sometimes difficult to find something to say in a large group?

SOCIAL
✦ How does sharing this way help our class?
✦ How well did the community listen when you shared?

PERSONAL
✦ How did you feel about sharing with the community today?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I feel like you when...”

Options
Use questions to review material before a test, to practice answering in complete sentences, or to practice using vocabulary words in context.
Community Circle

Suggested Questions-of-the-Day

1. I feel happy when...
2. I feel sad when...
3. I feel angry when...
4. I feel scared when...
5. The scariest thing is...
6. The biggest thing in the world is...
7. I'm bigger than...
8. I'm smaller than...
9. The smallest thing is...
10. My favorite toy is...
11. My favorite pet is...
12. My favorite food is...
13. My favorite T.V. show is...
14. My favorite song is...
15. My favorite story is...
16. My favorite color is...
17. My favorite weather is...
18. Rain makes me feel...
19. Wind makes me feel...
20. Sunshine makes me feel...
21. Snow makes me feel...
22. Fog makes me feel...
23. When I think of blue, I think of...
24. When I think of red, I think of...
25. When I think of green, I think of...
26. When I think of yellow, I think of...
27. When I think of orange, I think of...
28. When I think of black, I think of...
29. When I think of brown, I think of...
30. Today I feel...
31. What is something scratchy?
32. What is something soft?
33. What is something sharp?
34. What is something smooth?
35. What is something sour?
36. What is something sweet?
37. What is something cold?
38. What is something cool?
39. What is something warm?
40. What is something hot?
41. If I were an animal, I would be...
42. If I were a building, I would be a...
43. The first thing I want to do when I grow up is...
44. When I grow up, I want to be...
45. When I daydream, I usually think about...
46. Someday I want to...
47. Friends are...
48. Put downs make me feel...
49. When I am doing math I am most like what animal?
50. Relate to the curriculum:
   ✦ The best/worst thing about this science project is...
   ✦ The main character in the book we are reading is like/not like me when...
   ✦ These math problems make me feel...

Note
The best questions are those most relevant to the participants’ experiences, interests and cultures.
Objectives
1. To build community inclusion
2. To share feelings about an aspect of school

Instructions
1. Begin with everyone in a community circle. Explain that the students will be completing the following sentence:
   “When I am working on [name a subject, such as math, writing, reading, art, music] I am most like a [name an animal] because I [name a behavior or quality].”
2. After brief thinking time, have the students form pairs. Ask the partners to face each other and discuss their answers to the question. Give the partners two to five minutes to share.
3. Ask several pairs to share their answers with the community.

Suggested Reflection Questions

CONTENT/THINKING
✦ What did your answers have in common?

SOCIAL
✦ Why is sharing with a partner easier than sharing with the community?

PERSONAL
✦ Did you share as fully as you could? Why or why not?
✦ How did you help your partner?
✦ How did you feel about sharing with your partner?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “It felt good when...”
✦ “One thing I liked about what you said was...”

Options
Use for conflict resolution (bullying). Use with content topics, such as “During the Renaissance, (person) was like (animal) because...” Instead of animals, use geographical features, natural disasters, or inanimate objects.
Objectives
1. To provide a way to work out problems
2. To enhance self-awareness
3. To reduce tattling by teaching communication skills
4. To encourage influence

Instructions
1. One day when a problem between two students comes to your attention, invite the community to sit in a community circle. Ask the two students for permission to share the problem.
2. State the problem or have the two students involved describe it. Example:
   Tanya: “Dawn keeps moving ahead of me when we are supposed to take turns.”
   Dawn: “No, I don’t. Tanya is always pushing people.”
3. Review the agreements carefully, and ask everyone to listen attentively without comment.
4. Have the two students involved sit facing each other in the center of the circle.
5. Ask each to tell the other what he or she is feeling about the problem by using “I-Messages;” help them phrase the “I-Messages” if needed.
6. Ask each to repeat exactly what the other has stated.
7. Then ask each what he or she could do to help resolve the problem.
8. If they have difficulty, turn to the rest of the community for suggestions. Tell the students not to judge who is right or wrong.
9. If the discussion wanders, ask leading questions to redirect the students to the problem. If the problem cannot be solved, set a time to work with the pair privately.
10. When a solution is reached, have the two students write a contract with each other.

Suggested Reflection Questions
CONTENT/THINKING
✦ Why is it important to tell someone you are upset with him or her?
✦ What do you think will happen now?
SOCIAL
✦ What kind of listeners were you?
✦ Why is listening important when you’re involved in a conflict?
PERSONAL
✦ How do you feel right now?
✦ What feelings did you have as the discussion was going on?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I admire you for…”
✦ “I learned…”

Options
Use school or social issues pertinent to students’ lives. Use to determine persuasive writing topics.
Consensus-Building

Objectives
1. To reach a consensus or agreement on shared concerns, ideas, or priorities
2. To build tribe cohesiveness
3. To experience influence

Instructions
1. Have the students meet in tribes, and distribute 5 x 7-inch cards to each person.
2. Discuss the importance of groups having a way to make decisions together so that every member can contribute his or her ideas.
3. State a question that students will try to come to an agreement on through discussion. Example: What field trip sites would be most interesting for our class?
4. Ask each student to write down five answers to the question.
5. Have two tribe members get together, compare lists and agree on four ideas eliminating all others.
6. Have two pairs get together, compare lists, agree on 4 out of their 8 combined ideas and eliminate the others.
7. Have the tribes report their four final ideas to the class. Keep a list on the chalkboard of all ideas.
8. Have the class discuss all of the ideas and eliminate those that seem unworkable or less possible. Then use “sticker voting” to give each student an opportunity to choose his or her three preferred ideas. (See “Group Problem Solving.”)
9. Add up the value of the stickers to determine the final choice of the class. The value of the stickers are: Blue=15 points, Red=10 points and Yellow=5 points.

Suggested Reflection Questions

CONTENT/THINKING
✦ What four ideas did your group come up with?

SOCIAL
✦ Why might making decisions this way be easier/difficult sometimes?
✦ How did your group come to a consensus?

PERSONAL
✦ How did you feel when your tribe made their final choices?
✦ How did you influence your tribe’s decision?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I like our choices because...”
✦ “Our tribe is cool because...”

Options
Have tribes research an important event in history and then build consensus on a question related to the topic. Have tribes use this strategy to decide how to research or present a curriculum topic to the class.
Objectives
1. To encourage cooperation
2. To help students become aware of their own behaviors that may help or hinder community effort
3. To build inclusion and influence

Instructions
1. Begin the strategy with a community circle discussion of the meaning of cooperation. List on the chalkboard the requirements for cooperation as generated by the community.
   Example: Everyone has to understand the problem.
   Everyone needs to believe that he or she can help.
2. Ask the community to meet in tribes. Describe the activity as a puzzle that only can be solved through cooperation.
3. Hand out one puzzle set (see next page for instructions) to each tribe.
4. Read or state the following instructions aloud:
   “Each tribe should have an envelope containing pieces for forming five squares of equal size. Each square contains three puzzle pieces. Each tribe needs to select five students who each get three puzzle pieces; the other tribe members can be observers. The strategy is complete when each of the five tribe members has formed a perfect square. While doing this, the five tribe members may not speak or signal for puzzle pieces, but they may give puzzle parts to others in the tribe if they think they might help them complete their squares.”
5. Now ask each tribe to distribute the puzzle pieces equally among its five chosen members.
6. Have the observers share their observations after the puzzles are completed.

Suggested Reflection Questions

CONTENT/THINKING
✦ What did you learn about nonverbal cooperation?
✦ Why did you do this strategy without talking?

SOCIAL
✦ What social skills did you need to make this activity successful?
✦ Why is “giving” a social skill?

PERSONAL
✦ How did you feel when someone finished his or her square and then sat back without helping others solve their puzzles?
✦ How did you feel when someone held a puzzle piece and did not know you needed it or did not see the solution?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I felt good when...”
Cooperation Squares

Options
Use only one set of shapes (duplicate one square per tribe), but use words or phrases that deter-
mine a complete square (for example, attributes of a character in literature or history, numbers to
form an equation that equals 10, synonyms for vocabulary words). For a real challenge, have the
students design the shapes and what is written on each piece.

Directions For Making A Puzzle Set
A puzzle set consists of one envelope containing fifteen cardboard pieces that are cut in the design
below. When properly arranged they form five separate squares of equal size. Each square con-
tains three pieces. Prepare one puzzle set for each group of five persons.

To prepare a puzzle set:

1. Cut out five six by six-inch cardboard squares.
2. Line them up in a row and mark them as illustrated below, penciling the letters a, b, c, etc.
   lightly, so that they can be easily erased later.
3. Cut each square as marked.
4. Mark 5 envelopes A, B, C, D and E.
5. Place the 15 cardboard pieces, a-j, on top of the five enve-
   lopes as follows:
   A: pieces i, h, e
   B: pieces a, a, a, c
   C: pieces a, j
   D: pieces d, f
   E: pieces g, b, f, c
6. Before inserting the pieces into the envelopes, erase the pen-
ciled letters and write the appropriate envelope letter on each
   piece. This will make it easy to return the pieces to the enve-
   lopes so that the activity may be used again.
Creative Storytelling

Objectives
1. To encourage listening
2. To promote the expression of fantasy
3. To develop inclusion and influence

Instructions
1. Tell the community, “We are going to make up a group story.”
2. Give instructions as follows: “The leader will start by saying a few sentences, then we’ll choose someone to continue the story where the first person left off. That person will do the same until the story goes around the circle two or three times.”
3. Choose a setting for the story that involves the students themselves yet leaves lots of room for fantasizing.
   Example: “Once there was a group of kids named [name], [name], [name] and [name] who wanted to find a place to go swimming together. They came upon a big water hole that looked very inviting. But as soon as one person jumped in, a funny animal reared its head out of the water and...”
4. Encourage the students to listen to each other, and have them continue the story however they want to.
5. Review the “right to pass” and other agreements.

Suggested Reflection Questions

CONTENT/THINKING
✦ Why is creating a group story fun?
✦ How is it different if just one person creates a story for everyone to hear?

SOCIAL
✦ How can you improve the way you worked together on your story?

PERSONAL
✦ How did you feel as a storyteller/listener?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I like your part of the story because...”
✦ “I felt good when...”

Options
Practice with content standard topics, such as elements of plot, literary devices (metaphor, symbolism, irony), elements of a business letter, resume, etc.
Current Events Debate

Objectives
1. To enable students to express their views
2. To encourage discussion of current events
3. To enhance the student’s ability to see different sides of an issue
4. To provide a structure for learning or reviewing the curriculum
5. To experience influence

Instructions
1. Arrange six chairs in a circle.
2. Tell the community that you would like to have five volunteers sit in the circle to express their views on [topic]. Explain that the extra chair is for anyone who wants to come in briefly and add information to the debate (facts, dates, etc.), after which he or she must go back to his or her seat.
   Examples:
   ✦ Should skateboards be allowed at school?
   ✦ How important is it for people to learn to use computers?
   ✦ How can people resist peer pressure to use cigarettes, alcohol, or other drugs?
3. Say that the remaining community members are to be silent until all the students in the circle have been heard.
4. After the circle members have debated the topic, invite the community to direct questions to the circle members.

Suggested Reflection Questions

CONTENT/THINKING
✦ What did you learn about the topic?
✦ Why is the debate circle a good way to learn about a topic?

SOCIAL
✦ What social skills did you need to be good debaters?
✦ How did it help to have the “open” chair in the circle?
✦ How well did you listen to others?

PERSONAL
✦ How did you feel being inside/outside the circle?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I felt good when you said...”
✦ “I liked it when...”
✦ “I am glad you said...”

Options
Use “historical” rather than “current” events, or create “future” events and debate with facts and opinions, acknowledging which is which.
Objectives
1. To encourage active decision-making
2. To build appreciation for another's point of view
3. To share a concern or problem anonymously, and have peers suggest solutions
4. To promote influence

Instructions
1. Have the community meet in tribes, and give each tribe a pile of cards on which you have previously written a concern or problem (real issues) appropriate to your students' age level.
2. Ask tribe members to each take a turn at reading a problem out loud from a card to rest of the tribe. Then have them say, “If I were Dear Abby I would suggest this person [advice].”
3. Later (that day or a different one), distribute blank cards to the tribes and ask each tribe member to write one real concern or problem on the card, addressing it to the fictitious news columnist, “Dear Abby.”
4. Collect the cards and redistribute the cards back to tribe members to suggest what they, as “Dear Abby,” would advise the person to do.

Suggested Reflection Questions

CONTENT/THINKING
✦ What type of problems seemed to be the most frequent?
✦ Why is being able to solve problems an important skill?

SOCIAL
✦ How well did your tribe members listen? How could you tell?
✦ What is the link between good listening and good solutions to problems?

PERSONAL
✦ What did you feel when you listened to other students' concerns?
✦ How did you feel when you were giving a solution?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “[name], you were a good listener...”
✦ “[name], I liked it when you said...”

Options
Write about historical issues or events in literature, or practice as a letter-writing lesson (content standard).
Objectives
1. To build community inclusion
2. To share a personal goal for the year

Instructions
Note: This is an excellent strategy to start the year or the semester.

1. Have the community sit in a circle.
2. Ask each student to think of a goal for the year, something he or she wants to accomplish.
3. Ask students to choose a partner and take turns sharing their goals.
4. Now pass out squares of paper to the students and ask them to write or illustrate their goals.
5. In a community circle, ask the students to share their goals with the class.
6. After all the students have shared their goals, have them decorate their square, sign their name, and post all the squares together on a bulletin board in the form of a quilt.

Suggested Reflection Questions
CONTENT/THINKING
✦ What did you learn?
✦ What type of goals did most of you have?
✦ Why are goals important?

SOCIAL
✦ What could you do to improve this strategy?

PERSONAL
✦ How did you feel about putting your goal down on paper?
✦ What other goal didn’t you put down that you might want to share?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “Thanks, [name] for...”
✦ “I appreciated your sharing...”

Options
Make a dream quilt of “what we learned” in any subject (for example, for Math, each square is a different math problem that is designed and solved by a student).
Extended Nametags

Objectives
1. To promote inclusion
2. To share personal history, interests, beliefs
3. To enhance communication skills

Instructions
1. Distribute 5 x 8-inch cards.
2. Ask each student to print his or her first name or nickname in the center of the card, and directly under it the quality he or she most values in people.
3. Then have each student write the following in the corners:
   ✦ upper left—a place where he or she spent his or her happiest summer option: his or her favorite place on earth
   ✦ lower left—the name of a person who taught him or her something important option: the name of his or her best friend
   ✦ lower right—the year he or she last spent three great days in a row option: the year he or she went on a big trip
   ✦ upper right—three things he or she does well option: a goal that he or she has for the future
4. Have the students meet in triads. Explain that the triad will talk about the upper left corner of their cards for three minutes, which means each person has one minute to talk. Ask them to keep track of their time and to share equally.
5. After three minutes, have the triads give statements of appreciation. Allow two minutes for the statements. Examples:
   ✦ “I liked it when...”
   ✦ “You’re a lot like me when...”
6. Have the students form new triads three more times, sharing the other three corners and giving statements of appreciation after each round. Use the same time periods as suggested in steps four and five above.
7. Form a community circle and invite each student to share something special he or she learned about a class member.

Suggested Reflection Questions

CONTENT/THINKING
✦ Why is it important for the members of a community to have opportunities to share information about themselves?
✦ Are there other good questions we could ask?

SOCIAL
✦ How did you know that others were listening well when you spoke?

PERSONAL
✦ What were your feeling when you were speaking? What were you feeling when you were listening?
✦ How did this activity help our class community get better acquainted?
Extended Nametags

Appreciation

SUGGEST PEOPLE MAKE STATEMENTS OF APPRECIATION:

✦ “I liked hearing...”
✦ “I admire your...”

Options

Use as a prewriting outline (topic sentence, transition words, detail sentence, conclusion). Use as a review for a test, with students asking questions of each other, or using teacher-designed questions. Use as a reflective practice after introducing new material. Collect and review, or have students share.
Objectives
1. To promote critical thinking
2. To learn to assess and set priorities
3. To have students share special things about themselves
4. To promote respect for individual differences
5. To experience influence

Instructions
1. Ask the community to meet in tribes, and pass out the “Family Camp Trek” worksheets to each student.
2. Tell the students that they are to imagine that each of their families has been invited on a special three-month camping trek next summer in Canada. Tell them that each person may carry one backpack. All the other supplies (food, medicines, tents, sleeping bags, etc.) are being provided. Say that each trek group will consist of three families (about twenty people) and an experienced guide. Explain that each student is to make a list of important or satisfying things to have in his or her backpack, because he or she will be away from home for such a long time.
3. Allow the students ten minutes to make their lists. Then have them share their lists with their tribes.
4. Next have each student decide which three items would be the most important and note them with a star.
5. Again have the students share their lists with their tribes, explaining why these items are more important to them than others.

Suggested Reflection Questions

CONTENT/THINKING
✦ What were some of the things you took in your packs?
✦ What was similar/different?
✦ Why is it important in life to set priorities?

SOCIAL
✦ What social skills do you need when a group is setting priorities?

PERSONAL
✦ What did you learn about yourself during this activity?
✦ How did you feel about having to leave some things out of your pack?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “Thank you, [name], for...”

Options
Use this strategy within the context of history (such as an evacuation), social issues (such as a conflict), essentials of a story, or elements to include in a checklist or rubric.
Family Camp Trek

Family Camp Trek Worksheet

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Family Changes—Comparing/Contrasting

Objectives
1. To give students an opportunity to share something about their parents
2. To have students compare and contrast the differences between their parents when they were younger and now

Instructions
1. Ask each student to find two pictures of one of their parents—one as a child and one current. Ask him or her to mount the photos together on cardboard and bring them to school. Give the students a few days to gather the photos.
2. Have the community meet. Have each student share his or her parents’ photos with the community.
3. When everyone has shared, explain the meanings of compare and contrast (compare is to look for the similarities, contrast is to look for the differences). Then ask for a volunteer to compare and contrast his or her parents’ photos.

Suggested Reflection Questions:
CONTENT/THINKING
✦ What did you learn about comparing and contrasting?
✦ What did you learn about your parents or someone else’s parents?
✦ Why is this strategy difficult?
SOCIAL
✦ What social skills were important during this strategy?
✦ How can you improve this strategy?
PERSONAL
✦ How did you feel sharing your parents’ pictures?
✦ How did you feel listening to others as they shared?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “It helped me when...”
✦ “I liked it when...”

Options
Use pictures from history (compare and contrast). At the end of the school year, use student photos (one from the start of the year, one taken recently) as a reflective writing opportunity. Have students demonstrate understanding of mathematical concepts, such as linear equations and corresponding graphs.
Find the Word

Objectives
1. To introduce a unit’s vocabulary words and their meanings
2. To build inclusion and influence

Instructions
1. Give each student a card with a word printed on it from the social studies, history, science, or language unit. (If the words have been only recently introduced, write a work dist on the chalkboard.) Have kindergarten students do this activity with pictures rather than printed words.
2. Have each student pin his or her card on the back of another student’s without that student seeing it.
3. Tell the students to move around the room and ask each other questions that can be answered “yes” or “no” until each student determines what is written on the card on his or her back. Explain that they may ask each student only one question and then must move along to the next student.

Suggested Reflection Questions

CONTENT/THINKING
* ✦ What kind of questions did you ask?
* ✦ Why might this be a fun way to learn new vocabulary words?

SOCIAL
* ✦ What social skills did you need to make this activity work?

PERSONAL
* ✦ How did you feel when you found out what or who you were?
* ✦ How did you enjoy this activity?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
* ✦ “I enjoyed it when…”
* ✦ “I liked it when…”
* ✦ “I’m similar to [name] because…”

Options
Use vocabulary words, review key concepts (people, places, events), demonstrate feeling words; act out or role play.
Objectives
1. To give students an opportunity to introduce themselves
2. To give students an opportunity to work in pairs and find commonalities
3. To build inclusion

Instructions
1. State that we are a unique group about to start an exciting journey together, and that, like any people coming together, we need to learn about each other.
2. Have each student find a partner he or she does not know at all or does not know very well. Say “In the next five minutes find out all the things that you have in common with your partner (likes, dislikes, qualities, skills, goals or whatever).”
3. Have the community sit in a circle. Have each partner introduce himself or herself and tell what he or she discovered.

Suggested Reflection Questions:

CONTENT/THINKING
✦ What are things many of you have in common?

SOCIAL
✦ Why is finding out what you have in common a good way to get to know somebody?
✦ Why is attentive listening so important for this strategy?

PERSONAL
✦ How did you feel about finding out all that you and your partner had in common?
✦ How did you feel about sharing what you and your partner have in common?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I really liked...”
✦ “It was great when...”

Options
Have students share common facts from the day’s lesson. Compare attributes or characteristics. Review what “I know,” or share what “I hope to learn...”
Objectives
1. To enhance the abilities of students to think constructively by developing the capacity to investigate, analyze, solve-problems and construct meaningful knowledge
2. To enable students to take responsibility for their own learning
3. To practice the collaborative skills of team planning, project management and assessment
4. To enable students to discover and believe in their own unique abilities

Instructions
Pre-class preparation: Select an academic theme or topic for group exploration and assemble a list of resources applicable to the investigation or project to be carried out by student groups. Define the objectives and outcome tasks for the learning groups.

1. **Engage (teacher leadership):** Define an inclusion question or strategy that links the topic to students’ interests or personal experiences. Connect the topic to past learning. State the objectives, task and the time for the tribes to accomplish their explorations or projects. Describe your role as a “guide on the side” who is available to suggest resources, to clarify the process as necessary and to review the tribes’ progress.

2. **Explore (student leadership):** Transfer responsibility to the tribes to review the four Tribes TLC agreements, and then to discuss and list several questions about the topic that they would like to explore. Each tribe selects one question and informs the class community what they will research. Each group decides how they will research their selected question (interviews, Internet, library, videos, books, articles, conduct experiment, etc.). Each tribe makes an action plan (who will do what) and initiates their investigation.

3. **Explain (student leadership):** The tribes discuss their discoveries, plan presentations (how they will teach the class); they confer with the teacher-guide and present their discovery to the class community. They share their action steps and justify conclusions from researched information.

4. **Elaborate (student leadership):** The tribes involve the class (other tribes) to expand on concepts, connect to real-world issues and think of questions for further exploration.

5. **Evaluate (student leadership):** Each tribe asks reflection questions they have prepared. They complete assigned individual or group reports.

Suggested Reflection Questions:

**CONTENT/THINKING**
- What was the most important thing that your tribe learned?
- How can your tribe’s discovery be applied elsewhere?

**SOCIAL**
- What was difficult for your group to do?
- What was most interesting?

**PERSONAL**
- What feelings did you have during your tribe’s presentation?
- What makes this a good way to learn about a topic?
**Appreciation**

**INVITE STATEMENTS OF APPRECIATION:**

✦ “I liked it when….”

✦ “I appreciated the way our group….”

**Options**

Role play this process and reflect or discuss to help students refine and monitor for success. Introduce content standards, such as including a business letter in the “explore” stage of discovery learning.
Objectives
1. To build inclusion
2. To share current feelings
3. To help build a feeling vocabulary

Instructions
1. To prepare for this strategy, duplicate the “Five Tribles” worksheet, one for each student.
2. Have community sit in a circle.
3. Talk about how they all arrived today with different feelings: some of them are happy and excited; some of them are feeling sad, tired, or angry; and some of them feel kind of in between in their own emotions: not happy, not sad, just here.
4. Pass out the “Five Tribles” worksheet.
5. Ask people to look at the five Tribles and decide which face looks most like they feel right now.
6. Review the Tribe agreements.
7. As the teacher, share first to model the activity. Be honest. Share which face you feel like and why.
8. Go around the circle, giving each student an opportunity to share or pass. If many pass, go around again until you feel that all who wish to share have done so.

Suggested Reflection Questions

CONTENT/THINKING
✦ Why is it important to share how you are feeling with others?
✦ What were some of the feelings you shared?

SOCIAL
✦ How does sharing our feelings help us to know each other better?
✦ What’s the mood of the community now?

PERSONAL
✦ How did you feel as your turn came closer?
✦ What did you learn as a result of this activity?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I felt like you when...”
✦ “I liked it when...”

Options
Use as a reflective practice to show feelings about a particular idea or lesson.
Use shapes, colors, or content-related images instead of Tribles, if appropriate.

A Trible is a warm, fuzzy, loving creature that first appeared from outer space in the television program “Star Trek.”
Five Tribles

This page may be duplicated for classroom use.
Flies On the Ceiling

Objectives
1. To identify the dynamics of group interaction
2. To process a sequence of learning activities and behaviors
3. To practice reflecting on systems and situations
4. To experience influence

Instructions
1. After students have been working together on a task, have them set aside their books and papers.
2. Ask the students to close their eyes and pretend they had been flies on the ceiling watching their tribe work together during the last few minutes or hours. Tell them to “run the movie backwards now” and think what the flies saw happening.
   ✦ Who did what to get you started?
   ✦ What did you do while your tribe was working together?
   ✦ What did other tribe members do?
   ✦ What helpful things happened?
   ✦ Who did them?
   ✦ Did everyone participate?
   ✦ How did you help each other?
3. After a few minutes, have the tribe members share what they as flies saw happening. It is helpful to have each tribe choose a recorder to make a list of behaviors, positions, acts, interactions, etc.
4. Have the tribes give their report to the community.
5. Then ask each tribe to make a list of “things what we could do to have our tribe work better next time.”

Suggested Reflection Questions:
CONTENT/THINKING
✦ These questions were handled in #2 above.
SOCIAL
✦ Why is it important to look at how groups are working together?
PERSONAL
✦ How could you use this strategy in other groups and relationships?
✦ How can you help your tribe to work together better?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “Thanks for...”
✦ “It helped me when...”

Options
Use the strategy as a written reflection or assessment. Have students summarize (in writing or orally) a sequence of events in history or literature, or even steps in an equation.
Objectives
1. To build interdependence
2. To practice reading with a partner
3. To experience influence

Instructions
1. Have the students get some identical reading (history, social studies, or other).
2. Ask the students to line up (without talking) across the room according to their birth dates, beginning with January on one side of the room.
3. Starting on one side, have each student in turn state his or her birth month and date.
4. Create two lines by leading the last person, so that each student is facing a partner. Have the partners stand an arm's length apart.
5. Have one partner read the first paragraph of the text. The other partner paraphrases what was read.
6. Next have the other partner read the next paragraph. Partners alternate reading and paraphrasing until they finish reading the selection you assigned.

Suggested Reflection Questions

CONTENT/THINKING
✦ What did you learn from the material you just read?

SOCIAL
✦ Why is reading together helpful?
✦ Why is choosing partners using a lineup fun?

PERSONAL
✦ How did you help make this strategy successful?
✦ How do you feel reading to another person?

Appreciation
INVITE STATEMENTS OF APPRECIATION (TO PARTNERS):
✦ “I liked your reading because...”
✦ “Thanks for helping me...”

Options
Review school discipline policy, classroom procedures, or have students edit and assess one another’s work in progress.
Funeral for Put-Downs

**Objectives**
1. To promote awareness and sensitize the students to the hurt of put-downs
2. To involve the students in eliminating put-downs (good strategy for secondary students)
3. To create a positive community climate and inclusion

**Instructions**
1. Give each student a slip of paper.
2. Have each student write a hurtful put-down remark or behavior he or she never wants to hear or see again. (Have the teacher, aide, parent, or student helper write the slips for younger students.)
3. Have each tribe put their slips in a community box and ask three to four students to take turns reading the slips to the class.
4. Invite several students to share how they felt when put down by another person in the school.
5. Take the class outside and light a fire within a metal wastebasket or trashcan. Throw the box of slips into the fire. (Other options are to bury the slips or put them into a dumpster.)
6. Invite statements of good-bye to the put-downs.
7. Ask the students what they could do to help each other keep the painful statements dead.

**Suggested Reflection Questions:**

**CONTENT/THINKING**
- What did you do?
- Why is it important to “burn, bury, or trash” the put-downs?
- What can the community do to keep the put-downs buried?

**SOCIAL**
- What can your tribe do to keep those put-downs buried?

**PERSONAL**
- What can you do to keep those put-downs buried?
- How did it feel to burn or bury the put-downs?

**Appreciation**

Invite statements of appreciation:
- “I appreciated...”
- “It was great when...”

**Options**
Use the strategy as a reflective process (what not to do on the next report, project, etc.).
Objectives
1. To build tribe inclusion
2. To understand the importance of kindness to others
3. To learn to work cooperatively on tasks

Instructions
1. Ask the community to meet in tribes.
2. Read, or preferably tell, the story “Fuzzyland.”
3. Discuss and clarify the meaning of the story. Ask questions such as:
   ✦ What is a warm fuzzy? A cold prickly?
   ✦ Why did people in the story need warm fuzzies?
   ✦ Why did people stop giving warm fuzzies freely after the witch cast her spell?
4. Give each tribe a large sheet of paper and colored markers or crayons.
5. Review the agreements. Ask each tribe to create a map of Fuzzyland, with each tribe member drawing some part of the map.
6. Visit each tribe to make sure the instructions are clear.
7. Ask each tribe to share its map with the community. Encourage each student to share what he or she has contributed.

Suggested Reflection Questions
CONTENT/THINKING
✦ What did you learn from the story of Fuzzyland?
✦ Why did I have you create maps?

SOCIAL
✦ Name two things your tribe did well while working together.
✦ How well did you share ideas, materials, etc.?
✦ Did everyone participate?

PERSONAL
✦ Would you like to give something nice to someone in your family? To whom? What would it be?

Appreciation
INVITE TRIBE MEMBERS TO GIVE EACH OTHER WARM FUZZIES, SUCH AS:
✦ “I liked it when you said…”
✦ “You’re neat because…”
✦ “I’m like you when…”

Options
Use the terms (warm fuzzy, cold prickly) and apply to content, or have students create new words or descriptions that are more age-appropriate or applicable.
Once upon a time, a long time ago and far from here, there was a place called Fuzzyland. People were very happy in Fuzzyland because in those happy times everyone at birth was given a small, soft, fuzzy bag. Any time a person reached into this bag he was able to pull out a warm fuzzy. Warm fuzzies were very much in demand because whenever somebody was given a warm fuzzy, it made him feel warm and good all over. People who didn't get warm fuzzies regularly were in danger of developing a sickness called “Fuzzy Deficiency Anemia.” Their backs would shrivel up, and they would shrink up so much in size that they would hide from people.

In those days it was very easy to get warm fuzzies. Anytime you wanted a warm fuzzy, all you had to do was walk up to someone and say, “I'd like a warm fuzzy, please.” The person would then reach into his bag and pull out a fuzzy the size of a little girl’s hand. As soon as the fuzzy saw the light of day, it would smile and blossom into a large, shaggy warm fuzzy. The person would then lay it on your shoulder or head or lap and it would snuggle up and make you feel good all over. Fuzzies were always given freely, and getting enough of them was never a problem. Fuzzyland was a happy place because everyone felt so friendly and kind to each other.

One day, a bad witch came to Fuzzyland and tried to sell people her strange potions and salves. When no one wanted to buy them, she became very angry and cast an evil magic spell on the people of Fuzzyland. The spell made the people believe that warm fuzzies were getting scarce and that eventually the supply would run out. So people reached less and less into their fuzzy bags and became very stingy. Everyone began to notice the lack of warm fuzzies, and newspapers carried stories about the “great fuzzy shortage.” People started to feel that they were shrinking, so they went to the witch to buy her potions and salves, even though they didn't seem to work at all.

The bad witch didn't really want people to shrink and hide. Who then would buy things from her? So she devised a new scheme. She gave everyone bags that were very similar to fuzzy bags, except these were cold instead of warm. Inside the bags were cold pricklies. These cold pricklies did not make people feel warm and fuzzy but made them feel cold, prickly, and crabby. From then on, people who would not share warm fuzzies would give away cold pricklies.

A lot of people were unhappy, feeling very cold, prickly, and crabby. Remember, it really all began with the coming of the bad witch, who made people believe that there was beginning to be a shortage of warm fuzzies in their land.

Finally, on one sunny day, a good witch arrived in Fuzzyland. She had not heard about the bad witch and wasn't worried about running out of warm fuzzies at all. She gave them freely to everyone. The kind witch knew that cold pricklies were bad for people. She never ever would give anyone a cold prickly. Many people disapproved of her because she
was giving children the idea that they really should never worry about running out of warm fuzzies. And then a new wonderful magic began to happen! Each time the good witch gave a child one of her warm fuzzies, the bad witch’s evil spell was broken, and that child could break the evil spell again by giving someone else a warm fuzzy. Many people, children and grown-ups alike, were so used to exchanging cold pricklies that at first they refused to accept warm fuzzies. But the children whom the good witch had befriended kept giving warm fuzzies freely until everyone in Fuzzyland was once again feeling good and warm and fuzzy all over—everyone, that is, except the bad witch. They say that she just sneaked out of Fuzzyland one dark night, hoping to peddle her potions and crabbiness elsewhere.

This story was adapted from *A Fairy Tale* by Claude Steiner, Sacramento, CA: JALMAR Press, Inc. 1977. Mr. Steiner gave permission for the adaptation and its use.
Objective:
1. To build communication skills
2. To build self-esteem and pride in work
3. To build inclusion and influence

Instructions:
1. Invite several students to stand next to projects on which they have been working. Refer to them as “Artists of the Day.”
2. Have the remaining students form triads.
3. Invite the triads to take a “gallery walk” around the room to view articles on display, projects-in-making, etc.
4. Have each student artist stand by his or her work and share the origin of his or her ideas, materials used, personal objectives, feelings about finished work, etc.

Suggested Reflection Questions

CONTENT/THINKING
✦ What kind of things did the artists mention?
✦ What different talents do people have?
✦ How did the artists seem to feel about their work?

SOCIAL
✦ What social skills did “gallery walkers” and artists need to use to make this activity successful?

PERSONAL
✦ How did you feel when you shared your work?
✦ What did you do best when you presented your work?
✦ What did you do to keep the focus on the artist?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when you said...”
✦ “Some of your talents are...”
✦ “I like your masterpiece because...”

Options
Use this strategy for a “work in progress,” to help students reflect on their own work for improvement or achievement.
Objectives
1. To demonstrate understanding geometric vocabulary terms
2. To use spatial reasoning to think in three dimensions
3. To learn that accomplishing a group task depends upon each member contributing their skills and knowledge.

Instructions
1. Have students meet in tribes or small groups of four to six members.
2. State the objectives and the task: to build a three dimensional figure with colored cubes, using the information on the “Build It” clue cards.
3. Distribute eight colored cubes (two blue, two green, two red, and two yellow) to each tribe. Have each tribe member draw one clue card.
4. State the rules:
   ✦ the clue card is theirs alone and no one else may touch it
   ✦ the blocks may be touched only when it’s a member’s turn
   ✦ students share their clue by reading its information aloud
   ✦ help may be asked in reading the information
   ✦ if a question arises, ask tribe members before asking the teacher
5. Tell students to:
   ✦ read the clues on their cards to their tribe
   ✦ share their thinking to help the tribe come to an understanding of each vocabulary term
   ✦ analyze the clues until a solution seems to have been found
6. Tell the students that they will recognize the correct solution when everyone agrees that the three dimensional figure matches with the clues.
7. Have the tribes record their solution by drawing it.

Suggested Reflection Questions
CONTENT/THINKING
✦ Which vocabulary words needed to be clarified by your tribe?

SOCIAL
✦ What did tribe members do to help your tribe be successful?
✦ What did tribe members say or do that opened up your thinking?

PERSONAL
✦ What did you do that was helpful?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”

Options
Have students make clue cards for solving equations, identifying historical figures, or determining scientific classifications. Then have tribes exchange clue cards and solve.
This strategy is adapted from Get It Together—Math Problems for Groups 4–12. Lawrence Hall of Science, Berkeley, 1989. Permission to use granted. © 1989 The Regents of the University of California, from Get It Together—EQUALS, Lawrence Hall of Science.

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**BUILD IT #1**

There are six blocks in all. One of the blocks is yellow.

**BUILD IT #1**

The green block shares one face with each of the other five blocks.

**BUILD IT #1**

The two red blocks do not touch each other.

**BUILD IT #1**

The two blue blocks do not touch each other.

**BUILD IT #1**

Each red block shares an edge with the yellow block.

**BUILD IT #1**

Each blue block shares one edge with each of the red blocks.
Objectives
1. To enable a large group to identify shared goals and concerns
2. To structure interest-related work groups
3. To experience influence

Instructions
1. Decide upon a relevant question for the full community to address: Example: “Where would we like to go on a field trip?”
2. Ask the community to form small groups or meet in tribes.
3. Review the rules for “Brainstorming;”
   D defer judgment  O offbeat, original  V vast number  E expand, elaborate
4. Ask each tribe to choose a recorder and then brainstorm for five minutes, listing all ideas.
5. Ask the recorders to read all the ideas to the community. Discuss consensus and how to form a consensus. (See “Consensus-Building”)
6. Instruct each tribe to form a consensus on three ideas.
7. Record the three ideas from each tribe on a single sheet of paper or the chalkboard.
8. Discuss the ideas as a full community. Combine and/or eliminate ideas that are similar or repetitive.
9. At this point choose among several options:
   ✦ Form task or interest groups around listed concerns
   ✦ Sticker vote as individuals to determine highest priority

Suggested Reflection Questions
CONTENT/THINKING
✦ Why is this a good way to find out what a group wants?
✦ What makes goal-storming difficult?
✦ Why are the DOVE brainstorming guidelines important?

SOCIAL
✦ What social skills did you need to make brainstorming successful?
✦ How could you tell if your tribe worked well together?

PERSONAL
✦ How do you feel about the group’s priority?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when you...”
✦ “I felt good when...”

Note: “Goal-Storming” is a variation of “Brainstorming.” The group should first become familiar with the Brainstorming process.

Options
Use in combination with the “Five E’s” to help students refine goals for each “E” stage. Use the strategy to solicit student input on classroom procedures or expectations, both social and academic.
Objectives
1. To graph and review information gathered by tribes
2. To develop an appreciation of differences
3. To develop a sense of community
4. To experience influence

Instructions
1. Prior to initiating this strategy, select some different types of graphs (Venn diagram, bar graph, line graph and/or picture graphs) to teach the recording of statistical information. Sketch the graph models on newsprint or the blackboard. Set aside large sheets of paper, one for each tribe.
2. Have the students meet in their tribes, and explain that each tribe will graph information on the large sheets of paper about the members of their tribes (heights, eye colors, numbers of siblings, distance from school, shoe sizes, head circumferences, etc.).
3. Have tribe members choose roles: recorder, reader, measurer, taskmaster. Review the responsibilities of each role.
4. Ask each tribe to discuss and choose which graph model they will use.
5. Invite a tribe to use you as an example, measuring your height and recording the information.
6. Have the tribes present their graphs when completed to the community.

Suggested Reflection Questions:
CONTENT/THINKING
✦ Why is it important to be able to read graphs?
✦ What did you learn about graphing in this strategy?

SOCIAL
✦ What social skills did you need to be successful in this strategy?

PERSONAL
✦ How did you help your tribe?
✦ What else might you have done to help your tribe?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I appreciated...”
✦ “It was great when...”

Options
Once students are successful with various graphs, invite students to graph (any content) information and then assess one another’s graphs.

Adapted from “All About Us,” by Nan and Ted Graves, Cooperative Learning, Vol. 11, No. 2, December, 1990
Objectives
1. To practice constructive thinking skills (assessing information, interpreting, synthesizing and applying)
2. To practice collaborative team skills
3. To transfer responsibility to students

Instructions
1. **INCLUSION:** Build inclusion within the tribes by using the structure, write/pair/share. Ask people to take 5–10 minutes to write down the skills, talents and abilities that they bring to the group. You may want to list and discuss the various collaborative skills (See chapter 5 for Tribes collaborative skill list). Have people share their lists first in pairs. Then share with the tribe.
2. **CONTENT AND OBJECTIVES:** Discuss the general subject content and sub-content areas to be researched by the tribes. It is optional whether the class or teacher defines the sub-content areas. List the objectives to be learned from the experience. Have the tribes choose or randomly draw slips of content areas. (See option.)
3. **RESOURCES:** Detail resources they can use for their inquiry or research (books, articles, computer info, library, interviews, films, etc.)
4. **TASK:** Detail the task to be accomplished (group report, presentation, role play, article, etc.) within a specific time; inquiry projects can run from one hour to several weeks or months.
5. **ROLES:** You may want to use roles within elementary tribes (facilitator, encourager, materials manager, recorder, etc.) If so, have people those their roles according to the skills and resources they believe they bring to the group.
6. **ACCOUNTABILITY:**
   ✦ For presentations to the whole class, a peer evaluation sheet may be used.
   ✦ Your own observations of individual performance can be made by taking notes.
   ✦ Group and individual reports can be made and graded.

Suggested Reflection Questions
**CONTENT/THINKING**
✦ What was the most important content (theory, information, etc. that can be applied to ____________ today? Or help people to understand ________________?

**SOCIAL**
✦ What was the value for our community in using this teaching method?
✦ What collaborative skills were demonstrated?

**PERSONAL**
✦ What would you like to know more about?
✦ What skills did you notice in others that you would also like to learn?

**Appreciation**
Invite oral or written statements of appreciation to individuals or the tribes.

**Options**
Instead of using sub-topics within tribes, use the “Jigsaw” method to have individual tribe members research the subject in expert groups. Then ask students to return to teach the content to their tribe.
# Group Inquiry

## Peer Evaluation of Group Presentation

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Outstanding</th>
<th>Good</th>
<th>Improvement Needed</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td></td>
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<tr>
<td>2. Organization</td>
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<td>3. Cooperation of tribe members</td>
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<tr>
<td>4. Use of aids: handouts, video, etc.</td>
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<tr>
<td>5. Involvement/Interest for class</td>
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</tbody>
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Specific Suggestions for Improvement:

I Appreciated Learning:

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This chart is an adaptation of one in the article "Using Jigsaw Groups for Research and Writing in High School," by Glory-Ann Drazinakis, Cooperative Learning, Vol. 13, No. 2. Winter 1993.

This page may be duplicated for classroom use.
Objectives
1. To teach a group problem-solving process
2. To analyze alternatives
3. To experience influence

Instructions
1. Have the class community meet in tribes.
2. Give each tribe five minutes to come up with three typical problems that a student might have with another student—or that a student might have with someone else at the school.
3. Have each tribe read their problem to the class. Make sure that the problems are well-defined.
4. Explain that each tribe will have ten minutes to brainstorm and list possible solutions. Review the “Brainstorming” strategy and post the brainstorming rules. Give each tribe a large sheet of paper, a felt pen and three colored stickers (red, blue and yellow).
5. Write the “Group-Problem Solving” process on the board.
   ✦ Brainstorm for ten minutes. Have one person record all ideas.
   ✦ Each person selects three top choices with colored stickers (1st choice blue=25 points; 2nd choice red=15 points; 3rd choice yellow=5 points).
   ✦ Add up the total points for each idea.
   ✦ Present your top solutions to the community.
6. If this strategy is used for real-time problems, you may want to teach the tribes how to make a “Tribe Action Plan” that will identify tasks, responsibilities and completion dates. See chapter 9 for the plan format.

Suggested Reflection Questions
CONTENT/THINKING
✦ What is the value of this process?
✦ What other ways can decisions be made in the tribe?

SOCIAL
✦ How well did your tribe honor our tribe agreements?
✦ What social skills did your tribe use when doing this strategy?

PERSONAL
✦ How do you feel about your tribe’s work together?
✦ How do you feel about your participation?
✦ How do you feel about your action plan?

Appreciation
SUGGEST PEOPLE MAKE STATEMENTS OF APPRECIATION:
✦ “Thanks for your help...”
✦ “You made a positive difference when...”

Options
Use in literature study (character, plot line).
Use with complex equations, word problems, and in science labs.
Objectives
1. To build inclusion
2. To learn names
3. To practice agreements

Instructions
1. Have the students sit in a circle, leaving one chair in the circle empty.
2. Have students move into the empty chair in succession as follows:
   ✦ student #1 says, “I sit” (and moves into the empty chair)
   ✦ student #2 says, “in a chair” (and moves to the empty chair left by student #1)
   ✦ student #3 says, “with my friend” (and moves to the empty chair left by student #2)
   ✦ student #4 says the name of anyone in the circle (and moves to the empty chair left by student #3).
3. Now, the student whose name was said, gets up and walks to the empty chair and simply sits down.
4. The new empty chair is now the one left by the “named” student.
5. Those sitting on either side of the newly emptied chair race to move into it while saying “I sit.” The succession begins, according to who gets to the empty chair first.

Suggested Reflection Questions
CONTENT/THINKING
✦ What names did you learn?
✦ How did we honor the agreement of “mutual respect”?
SOCIAL
✦ What did we have to do to make this activity successful?
✦ How could you tell that others were being good observers and listeners?
PERSONAL
✦ How did you feel while you were participating in the activity?

Appreciation
INVITE STATEMENTS OF APPRECIATION
✦ “I liked it when...”
✦ “Thank you for...”

Options
Use the strategy to act out any sequence, such as mathematical equations, facts, vocabulary definitions, or prewriting sentence examples.
I Used to Be; We Used to Be

Objectives
1. To give the students an opportunity to look at personal changes
2. To give tribes an opportunity to look at how they have changed
3. To share personal and tribal changes
4. To experience influence

Instructions
1. Have the community meet in tribes.
2. Ask each student to (silently) compare the following things about himself or herself today, and his or her old self in the past: physical appearance, favorite things to do, behavior, hobbies, beliefs, fears, friends, etc.
3. Have each tribe member write a poem, using the following format:
   I used to be... But now I am...
   I used to be... But now I am...
4. Ask the tribe members to share their finished poems.
5. While students are still in their tribes ask each tribe member to create a poem about his or her tribe, using the following format:
   We used to be... But now we are...
   We used to be... But now we are...
6. Ask the tribe members to share their finished poems.
7. Ask each tribe to share one or two of its “we” poems with the community.

Suggested Reflection Questions:

CONTENT/THINKING
✦ What did you find out about your tribe members?
✦ What changes have your tribe members made?

SOCIAL
✦ How well did your tribe honor the agreements during this strategy?
✦ How do your tribe members feel about each other now?

PERSONAL
✦ How do you feel about how you have changed?
✦ What other changes do you want to make?

Appreciation

INVITE STATEMENTS OF APPRECIATION:
✦ “I appreciated it when...”
✦ “Thank you, [name] for...”

Options
Use as a reflective practice in assessing group or project development after a period of time. Assess development in a scientific, historical, or social context (for example, geology, countries in Africa, civil rights).
I’m Proud Appreciation Circle

Objectives
1. To encourage sharing good feelings about oneself
2. To encourage acceptance and appreciation of others
3. To build inclusion

Instructions
1. Discuss the difference between stating appreciation of oneself and bragging.
2. Invite one person of the community or one person in each tribe to sit in the middle as the focus person.
3. Have the focus person make an “I’m proud” statement.
   Examples:
   ✦ “I’m proud that I am...”
   ✦ “I’m proud that I am able to...”
   ✦ “I’m proud that I...”
4. Have the other tribe members give positive feedback or make statements of appreciation to the focus person.
5. Continue the process until each person takes a turn being the focus person.

Suggested Reflection Questions

CONTENT/THINKING
✦ How did you choose your “I’m proud” statement?
✦ What did you learn about your tribe members?

SOCIAL
✦ Why is it important to be able to acknowledge what we are proud of?
✦ How supportive was the tribe when you made your “I’m proud” statements?

PERSONAL
✦ How did you feel when you made your “I’m proud” statements?
✦ How did you feel when you gave/received statements of appreciation?

Appreciation
INVITE PEOPLE TO MAKE STATEMENTS OF APPRECIATION:
✦ Is there anyone who would like to make a statement to anyone else in the class?

Options
Use the strategy in a community circle. Share or reflect on academic achievements.
Objectives
1. To involve students in defining class agreements
2. To alter the climate from negative to positive
3. To transfer responsibility to students
4. To experience influence

Instructions
1. Draw a large circle on the board and label it “The Ideal Classroom.”
2. Ask the students to think about the following question: How would people act and interact in an ideal classroom?
3. Have student divide up into pairs.
4. Ask the partners to discuss and make a list of what an ideal classroom would be like. After ten minutes have them share their ideas with their tribe.
5. Have the tribes save the lists. Ask everyone to think about the question until the next day.
6. On the following day, use the strategy “One, Two, Three” or “Group Problem-Solving” to have the community select one to three ideas that they consider most important for their classroom.
7. Post the ideas in a prominent place.
8. Ask, “How many of you want to make these agreements that the whole community respects for the next [week, month or year]?” Invite students to stand and say, “That’s me!”
9. Ask, “Who will help to remind others to respect our agreements?”

Suggested Reflection Questions:

CONTENT/THINKING
✦ What is the ideal classroom like?
✦ What would have to change to make this classroom an ideal classroom?

SOCIAL
✦ What social skills would be needed in your ideal classroom?
✦ Why is working together in pairs a good idea?

PERSONAL
✦ How can you make our classroom better?
✦ How can these rules apply to other areas of your life?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “It felt good when...”
✦ “One thing I liked about what you said was...”

Options
Use the strategy to reflect on or synthesize information (for example, have tribes design a country with an “ideal” democracy, a “Bill of Rights” for teens, the “ideal” meal plan for health).
Interview Circle

Objectives
1. To build inclusion and influence
2. To enhance communication skills
3. To share personal beliefs, feelings, and interests

Instructions
1. Ask the community to sit in a large circle.
2. Explain that we will interview one student who will sit in the center of the circle and answer three questions. The person will choose the questions from people who raise their hands. He or she has the right to “pass” on any questions that she or he chooses not to answer.
3. Model the activity first by being in the center and responding to three questions yourself.
4. Suggest that questions may be autobiographical or may relate to issues, curriculum, politics, hobbies, friendship, sports, etc.
5. Have the community interview a few students each day until everyone has had a turn.

Suggested Reflection Questions
CONTENT/THINKING
✦ What did you discover about a community member?
✦ Why is it difficult to answer some of the questions?

SOCIAL
✦ Which social skills did community members use to make this activity successful?
✦ Did the community use good listening skills? How could you tell?

PERSONAL
✦ How did you feel about being interviewed?
✦ What did you learn about yourself from this activity?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I admired your honesty when...”

Options
Use in tribes to review subject matter or as an actual assessment.
Encourage substitute teachers to introduce themselves to your class with this strategy.
Objectives
1. To structure team learning/team teaching in tribes
2. To build the academic self-image of students
3. To develop tribe spirit and pride
4. To help each student feel valuable to others
5. To experience inclusion and influence

Instructions
1. Select a lesson that you consider appropriate for the following process.
2. Divide it into equal parts (or the number of members per tribe) and define study questions. Prepare sufficient materials for the study groups.
3. Explain the Jigsaw process to your class. Then ask the students to meet in their tribes.
4. If you have not already done so, engage them with an activity on the personal feeling level to awaken interest about a topic.
5. Give each tribe one set of lesson materials. Ask each tribe to decide who will become an “expert” for each part of the lesson.
6. Ask people responsible for Part 1 to move to a jigsaw study group; do the same for the other parts.
7. Tell the groups what their specific task is and the amount of time that will be allowed. Move from group to group, helping only as needed.
8. When all have finished, ask people to return to their own tribes.
9. Beginning with Part 1, ask the “experts” to share the material that they prepared in their Jigsaw group; prepare a format for sharing if you think it will help them.
10. After each segment has been shared, take time for a full group discussion and in tribes to reflect on the experience.

Suggested Reflection Questions

CONTENT/THINKING
✦ What did you learn?
✦ Why is this a good way to learn a lot in a short time?

SOCIAL
✦ What social skills did you need to make this activity successful?
✦ Why do you need good listening skills for this activity?

PERSONAL
✦ How did you feel to have other students teaching you?
✦ How did you feel teaching others what you had learned?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “I liked it when...”
✦ “I want to thank [name] for...”
Jigsaw

Options
Use with any content material. Expert groups need not have great amounts of information or text to be successful. Combine this strategy with a reflective practice (such as, Group Inquiry, Flies On The Ceiling, Two Truths and A Lie).

Acknowledgment is made to Elliot Aronson’s work (see Bibliography).
Objectives
1. To give each person an opportunity to share something special with others
2. To practice listening skills
3. To build inclusion

Instructions
1. Ask each student to think of three things that he or she would like to share. Use the letters of the word “joy” to structure what is to be shared:
   J: something in your life that just happened
   O: one thing you would like to do for yourself
   Y: a part of you that makes you a very special person
   Point out that the key words say, “just one you!”
2. Urge the students to listen attentively as each student takes a turn sharing.

Suggested Reflection Questions

CONTENT/THINKING
✦ Why is it helpful to share information about yourself?

SOCIAL
✦ How well were people listening?
✦ What can we do to help each other to be better listeners?

PERSONAL
✦ How did this activity make you feel?
✦ What did you find out about yourself?

Appreciation
INVITE STATEMENTS OF APPRECIATION:
✦ “It helped me when...”
✦ “I appreciated...”
✦ “Thank you for...”

Options
Choose any two or three letter word and use the letters to invite purposeful responses, both personal and academic (for example, NOW: something New you learned, One question you have, Write a 10 word sentence summarizing...).
**Objectives**
1. To build inclusion and influence
2. To experience the creative power of brainstorming as a problem-solving technique
3. To promote creativity and fun

**Instructions**
1. Prepare packets containing two 3 x 5-inch cards, two paper clips, four toothpicks, and one pencil in a sealed business-sized envelope.
2. Have the community meet in tribes or form subgroups. Review the agreements.
3. Give each tribe a packet. State that they will have twelve minutes to invent and build “one kitchen utensil every household simply must have.” Encourage bizarre, zany, and unique ideas. State that all tribe members need to participate.
4. Stop the “inventors” at twelve minutes.
5. Ask each tribe to then prepare a short, three minute commercial advertising its product. All members need to take part in the commercial.
6. Have each tribe present their commercial to the community.

**Suggested Reflection Questions**

**CONTENT/THINKING**
- What inventions did the tribes create?
- How did the purpose of the utensil change as you built it?
- What did you learn from this activity?

**SOCIAL**
- How did leadership in your tribe evolve?
- How can building project like this help build tribe spirit?

**PERSONAL**
- How did you feel before your tribe knew what it would build?
- How did you feel when you completed the invention?

**Appreciation**

INVITE STATEMENTS OF APPRECIATION (TO TRIBE MEMBERS):
- “I felt good when...”
- “I liked it when...”

**Options**
Use the “invention” theme and have students develop an invention to accompany a unit of study (for example, a way to move a heavy stone using materials common in ancient Egypt). Have students write an expository description of the finished product.