

# Protocols For Culturally Responsive Learning and Increased Student Engagement

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Adapted from the work of Amy Coventry at the Center for Culturally Responsive Teaching and Learning

**Essential Questions: How often should I use these protocols? What activities or tasks are each of these protocols best suited to? How can I match these protocols to the learning styles and strengths of my students? How do I introduce them to my class?**

Incorporating protocols for responding along with cooperative learning structures for discussion helps to make instruction culturally responsive on a daily basis. The protocols are divided into two categories: responding and discussing. Responding protocols are designed for whole group instruction and discussion protocols are designed for small group instruction.

### **What is the purpose of the protocols?**

Responding protocols are used to *explicitly* communicate to students how the facilitator or teacher wants the students to respond or to question as a *whole group*. In other words, the facilitator knows the purpose of the question being asked (checking for understanding, assessing prior knowledge, checking for engagement, volunteering of personal experiences, etc.) and clearly communicates how s/he wants the students to respond to the question. This non-voluntary form of responding also encourages accountability and engagement on the part of the learner, as well as providing more accurate feedback to the teacher about student understanding as a whole group.

Discussing protocols provide structured, engaging, consistently used forums for students to discuss their learning. They can be used to introduce, clarify, support, and reinforce both learning content and process. The consistent use of a select set of discussion protocols establishes an efficient classroom learning community in which ideas and opinions are shared frequently and in an orderly, timely manner. It is suggested that 5-7 of the discussion protocols became a “staple” of the classroom, providing consistency in order to support quick, smooth, and orderly discussions. However, a variety of other discussing protocols can, of course, be utilized when desired.

### **Why are the protocols culturally responsive to our traditionally underserved learners?**

Incorporating non-mainstream Protocols for Responding both validates and builds upon the likely repertoires of practice (**learning styles**) that students bring to school which, when suppressed or discouraged lead to disengagement and classroom management issues.

These underserved youths often have a propensity for interdependent settings in which all members play a valuable part. Therefore, the importance of non-volunteer Responding Protocols cannot be overstated. The use of such Responding Protocols, such as Roll ‘Em or Train, communicates to students that their attention and participation during whole group instruction and questioning is not only required for them as learners but that they are all integral members of the classroom community, and everybody’s thoughts and ideas are necessary for an effective learning environment. In other words, it establishes a learning environment in which EVERYONE plays a critical role and is validated.

In addition, when teachers use a variety of explicit Responding Protocols, this further enables students to be more aware of the need to codeswitch, or use a variety of communication styles that correlate with the given needs for a particular setting, i.e. to be situationally appropriate. The use of an assortment of Responding Protocols also addresses this group’s affinity for spontaneity and variety.

Discussion protocols accentuate the strengths that many underserved students already bring to the classroom, namely a preference for sociocentric, cooperative, high movement (in some cases), variation, accepting, interpersonal, student-centered, and humanistic learning environments. It is more likely that SEL students have a familiarity with the cultural practice to respond immediately and verbally with each other as they make analytical and emotional connections, wonder, postulate, and question things that engage them. The Discussion Protocols supply a variety of engaging formats which can be used with ease and incorporated into nearly every lesson that will enhance, rather than stifle, these inherent learning strengths.

### **When should the protocols be used?**

Protocols should be used throughout the entire day. Think about how many times a day the whole class is engaged with you, or another designated speaker, or responding to your prompts or questions. During all of these times, you already have an expectation of how you want them to participate with you, whether it is simply listening, silently taking an assessment, answering questions one-at-a-time, shouting out an answer, etc. There is never truly a time when students are not participating in the classroom, whether as a whole group (Responding Protocols) or in small groups (Discussion Protocols). Therefore, students should always be aware of the Protocol.

Discussion Protocols should be incorporated regularly and consistently throughout the day to introduce, clarify, support, and review learning. They can be used during engagement/ accessing prior knowledge activities, immediately following direct instruction, during guided instruction, review for assessments or scaffolding, and can often accompany “independent” practice. Essentially, they should be employed before putting “understanding” into “action”. Typically, any significant “teacher talk” time should be partnered with at least one Discussion Protocol. In some cases, Discussion Protocols can be used to replace teacher-led review, as well. Discussion Protocols can also be partnered to build a scaffold of increased input before whole group discussions, i.e. Think-Pair-Share about the meaning of an African proverb before sharing during Put Your Two Cents In. Doing T-P-S prior to Put Your Two Cents In allows students who are unsure or hesitant to answer in a slightly larger group the opportunity to hear someone else’s thoughts before sharing with the team.

## **Responding Protocols (Whole Group)**

(How should students be participating with the facilitator during a whole group lesson, activity, or discussion?)

### **Call and Response**

**CRRE Element(s):** Call and response, rhythmic, interpersonal/interdependent preference for learning

**Description:** Students actively respond in unison to speaker either verbally or with movement (or both) to an either improvised or pre-taught “call”.

**Purpose:** to call students’ attention from small group or independent activities to the whole group for either a check for understanding/update with the teacher or a transition to another activity/lesson; also can be used to demonstrate appreciation during a performance or presentation

**Examples:** Thumbs-up or thumbs-down to express agreement with speaker or understanding of a concept; attention-getting signals (“Boom-shocka-locka.... Boom Boom!”); “You tell it!” or “Go ‘head” during a Poetry Slam performance (poetry recitation).

### Pick-A-Stick (Non-voluntarism)

**CRRE Element(s):** variety, opportunity to practice explicit “turn-taking”, interpersonal/interdependent preference for learning

**Description:** After the facilitator poses a question, students think about the answer silently (students may also put finger to head indicating “thinking”). After sufficient thought time, the facilitator picks from a group of sticks that represent each student. The chosen student answers the question. Stick selection can continue until a sufficient number of answers are heard.

**Purpose:** random sampling or “group check” to assess prior knowledge or understanding of concept/process; whole group engagement, created by the anticipation of being chosen, in required thinking processes during a directed or guided lesson; to prevent unconscious patterns in the selection of student responses on the part of the teacher that impede the engagement of the whole class

**Examples:** 1) *“Think back to yesterday’s lesson on irregular verbs...Let’s see what we remember...What are irregular verbs?”* Facilitator then chooses about three sticks, one stick and one answer at a time to ensure that students continue to anticipate their names being chosen throughout the review, to get a fair idea of what the class remembers from yesterday’s lesson. Chosen students may repeat a previous answer, elaborate, or answer differently. 2) *“...So those are the four primary operations in math. Let’s see if you can name them without looking... Everyone think...”* Facilitator then chooses sticks until someone can name all four operations as everyone continues thinking.

### Roll ‘Em (Non-voluntarism)

**CRRE Element(s):** variety, opportunity to practice explicit “turn-taking”, interpersonal/interdependent preference for learning

**Description:** Students need to be seated in groups of 4-6. Students think about a posed question as the teacher rolls two dice. One die represents the table/group number and the other die represents the seat number. The student sitting in the seat represented by the rolled dice answers the question. Rolling of the dice can continue until a sufficient number of answers are heard.

**Purpose:** random sampling or “group check” to assess prior knowledge or understanding of concept/process; whole group engagement, created by the anticipation of being chosen, in required thinking processes during a directed or guided lesson; to prevent unconscious patterns in the selection of student responses on the part of the teacher that impede the engagement of the whole class

**Examples:** See “Pick-A-Stick”

### My Turn, Your Turn

**CRRE Element(s):** opportunity to practice explicit “turn-taking”

**Description:** This turn-taking protocol is utilized in several protocols for participation and discussion. It should be used during times when it is necessary for the group to be silent as one person speaks, with the understanding that they will soon be able to participate and respond more actively with questions and/or comments. This protocol helps students practice turn-taking without jumping in when they feel engaged. They have to continue listening quietly and wait for

“their turns” to speak. Then questions and comments can follow. In elementary classrooms, the facilitator may remind students about the actions of good listeners with the phrase, “Hands free, eyes on me, and voices off.”

**Purpose:** direct instruction (must be limited based on age group); presentations; some performances (if call and response is not appropriate); journal sharing; clarifying with student questions

**Examples:** Used during Pick-A-Stick, Roll ‘Em, Raise a Righteous Hand, Train, Merry-Go-Round, Put Your Two Cents In, Circle the Sage, Give One/Get One, Musical Shares, Three Step Interview, etc.

### Give a Shout Out

**CRRE Element(s):** overlap communication style; verbal preference for learning

**Description:** Students softly shout out responses at the same time. Teacher can record “shout outs” on the board, if appropriate. Posed questions can require either one correct answer or a variety of short answers.

**Purpose:** to keep verbal learners engaged by allowing them to provide SHORT 1-2 word answers aloud; facilitators should use this frequently throughout the day, especially during periods in which engagement is noticeably low

**Examples:** 1) *“In using the trade-first method in subtraction, in which place value should we start? Give me a shout out.”* -*“The Ones!”* -*“Excellent! Okay let’s start in the ones then..”* (pointing to problem on board). This can continue throughout the subtraction problem as the facilitator walks students through it, step-by-step. 2) *“Based on the context of this sentence, what are some synonyms for the word ‘transitional’?...Give me a shout out as I record your answers on the board. Remember, shout out your answer no more than 3 times or until I’ve written it on the board. At the end, if I still haven’t written your answer, I’ll ask you to raise a righteous hand and then you can share it again.”* This allows you to discuss inappropriate answers at the end of the shout out when students are more apt to hear the explanation.

### Moment of Silence

**CRRE Element(s):** opportunity to practice explicit *independent* learning or demonstration of knowledge

**Description:** Students are silent and not communicating at all with one another. The facilitator should explain and review frequently the reasons for the necessity of silence at the times for which Moment of Silence is called. The facilitator can also explain and demonstrate different ways to communicate, i.e. nonverbal, that are also inappropriate at this time and the rationale behind it.

**Examples:** Independent assessments; journaling or quickwrites; sustained silent reading (SSR); meditation

### Train or Pass It On (Non-voluntarism)

**CRRE Element(s):** improvisation and variety; student-preference; interpersonal/sociocentric/cooperative preference for learning

**Description:** Students call on each other to answer and/or ask questions. Students should not raise hands to be called on and should be encouraged to call on a variety of people in the classroom. Students can also “pass” on a question they do not want to answer by calling on another student for help. This is called “Pass It On”. This can also be done with the use of a small soft object that students can toss to one another in order to “pass it on”.

**Purposes:** to engage students in the process of questioning in which a series of answers or questions is required or at least can be applied; to demonstrate combined classroom knowledge; to provide “aid” to students who are called on through another protocol, i.e. Roll ‘Em, and do not want to share their answers; to keep students engaged while sharing answers to a series of questions

**Examples:** 1) “Let’s see how many states we can name together. Let’s use the protocol of Train...Maria, you start and I’ll record our answers on the board.” Maria either provides 1 state and calls on another student or says, “pass” and calls on another student. 2) If a student was chosen through Pick-A-Stick to answer a question and she does not feel confident with her answer, the facilitator may say, “Would you like to pass it on?” She then can call on another student to answer the question in her place. This should be monitored to prevent the same students from always “passing it on”. One way to prevent this is to provide multiple opportunities for these students to be successful with questions they can answer by checking privately with them before the lesson and validating their answers consistently. 3)

### Raise a Righteous Hand (Volunteering information ONLY)

**CRRE Element(s):** Additive teaching of situational appropriateness; opportunity to practice explicit “turn-taking”

**Description:** Students raise a hand/fist to volunteer information that is specific to their experiences.

**Purposes:** Hand-raising should only be used in the context of volunteerism, in which only particular students, if any, can offer information based on their experiences or particular knowledge that is not necessarily expected of the group; cannot be interchanged with another protocol due to its need for specific individuals to participate; student questions/comments after My Turn, Your Turn

**Examples:** “Our next piece of literature takes place in Guadalajara, Mexico. Is there anyone who has ever lived in or travelled to Mexico who can share with us about his or her experiences? Please raise a righteous hand.” If no one raises a hand, the questions can be broadened: “Is there anyone who has seen movie that takes place in Mexico? Read a book?”, etc.

### Whip Around

**CRRE Element(s):** opportunity to practice explicit “turn-taking”; affective (validation of everyone’s answers and providing personal responses)

**Description:** Each student in the room takes a turn responding to a posed question with QUICK answers. The order should be apparent based on seating in order for the teacher to avoid having to constantly facilitate the direction of the students answering. After several practices, students should mostly be able to self-direct this activity. If students are having difficulty with this, the teacher can ask students to point to the next person in order after they have given their answers in order cue them. This should go very quickly around the room so the question needs to be appropriately precise, as well.

**Purpose:** to provide an opportunity for every student to contribute a personal response and to be heard and validated; to practice being precise and focused with responses; whole group quick-check

**Examples:** 1) After reading a piece of literature, the teacher asks students to provide their first response to the book, i.e. favorite character or part, how it made them feel, what it made them think about, etc. It could be anything they want to say about the book but must be shared in under 5 seconds per students. 2) “Which stage of the writing process do you best/least understand?”

# Discussion Protocols

## *(Small Group)*

(How should the students be learning WITH EACH OTHER?) Most of the cooperative learning structures described below are taken from publications by Miguel Kagan, Laurie Robertson, and Spencer Kagan, however, there are many more. These cooperative learning structures set the stage not only for interdependent and collaborative learning but are the prerequisites for developing a communal classroom environment-the ultimate achievement environment for SELs.

### 1- Numbered Heads Together

Students are put in groups of 4-6 and numbered. When asked a question, students work together to find the best answer. When called together again, the teacher rolls a die and asks the students from each group with the number rolled to stand, i.e. "All 3's from each group please stand." Each student then represents the group and reports the group's answer.

**Goal:** To form a consensus and have everyone be accountable for the information

**Uses/activities:** Whole group games; review

### 2- Think-Pair-Share

This involves a three step cooperative structure. During the first step, students think silently about a question posed by the teacher. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group. It is usually a good idea to have the individuals asked to share whole group to explain what their partner said in order to promote good listening skills

**Goal:** To quickly clarify or share ideas about a topic/concept; to provide everyone with some talk time when there is a strong desire to share

**Uses/activities:** Review; summarizing; accessing prior knowledge; clarifying

### 3- Merry-Go-Round

Each student takes a very quick turn sharing with the team a thought or reaction to something posed by the teacher. Responses should be quick 1-5 word phrases in order to keep it going quickly and keep thoughts concise.

**Goal:** To share personal responses in short time period without recording on paper

**Uses/activities:** Responses to books; express strengths and needs with content in order to be able to provide and receive help in a small group

#### 4- Put Your Two Cents In

Each student has two tokens to use as talking pieces. In groups of four, each student takes a turn by putting one token in the center of the table and sharing his/her idea. Once everyone has shared once, each student then puts one more token in at a time and responds to what someone else in the group has shared, i.e. "I agree with \_\_\_\_ because...", or "I don't agree with \_\_\_\_ because...", etc.

**Goal:** To share, question, and support opinions

**Uses/activities:** Discuss current events, opinions about characters, proverb/affirmation study, etc.

#### 5- Circle the Sage

First, the teacher polls the class to see which students have a special knowledge to share, i.e. homework, understanding of long division, etc. Then, those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates go to one of the sages, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each, in turn, explains what they learned. Because most have gone to different sages, they compare notes. If there is a disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

**Goal:** Utilize the expertise of class members to share/teach others

**Uses/activities:** Sharing cultural traditions; having students who understood a particular problem explain it to a small group

#### 6- Give One, Get One

After thinking or journaling about a topic, students are asked to get up and find someone across the room with whom to share their thoughts or answers. Students are then receiving an idea in exchange for giving one.

**Goal:** To have students choose with whom they would like to share; to provide movement

**Uses/activities:** Review, accessing prior knowledge, summarizing, clarifying , etc.

#### 7- Three Step Interview

Each member of a team chooses another member to be a partner. During the first step, individuals interview their partners by *asking clarifying or interview questions*. During the second step, partners reverse the roles. For the final step, members share their partner's response with the team.

**Goal:** Asking and answering student-created questions

**Uses/activities:** An ice breaker for team members to get to know one another; to get to know concepts in depth by assigning roles to students; character interviews



### 8- Jigsaw

Groups of 4-5 students are established. Each group member is assigned some unique material to learn and then teach to his group members. To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these “expert” groups, the original groups reform and students teach each other. Tests or assessments can follow.

**Goal:** Interdependency and accountability within a small group

**Uses/activities:** Dividing a large portion of content into smaller more manageable parts, i.e. science chapter or research

### 9- Team-Partner-Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which are initially beyond their ability. It is based on a simple notion of mediated learning, or scaffolding. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team, and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

**Goal:** Scaffolding

**Uses/activities:** Especially useful with computation practice; review

### 10- Partners

The class is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half. Partners studying the same material go to one side of the room and consult with one another about the material and how to best teach it to the other half of their team. Teams then go back together with each set of partners teaching the other set. Partners quiz and tutor their teammates. The team reviews how well they learned and taught and how they might improve the process.

**Goal:** Interdependency and accountability within small groups

**Uses/activities:** Review; research

### 11- Corners

Each student moves to a corner of the room representing a teacher-determined alternative or point on a scale. Students discuss their choices in their own corners then listen to and paraphrase or debate ideas and opinions from other corners.

**Goal:** Develop student choice interest groups; establish and support opinions

**Uses/activities:** Character they most associate with; hobbies; book preferences; “Take a Stand” issues

## 12- Send-a-Problem

Each student writes a review problem on a flash card and asks teammates to answer or solve it. Review questions are passed to another group to be answered.

**Goal:** Ask and answer student-created questions

**Uses/activities:** Discuss and review material, or potential solutions to problems, related to content information

## 13- Silent Appointment

After the teacher poses a problem/question to be discussed, the teacher says, "Make your first appointment." Each student "makes an appointment" with another student by making eye contact, nodding and holding up 1 finger to indicate they will be talking with that student first. The teacher then continues this process until students have made the number of appointments desired. When all appointments have been made, the teacher calls, "Go to your first appointment", and students go to the person with whom they made their first appointments and share. The teacher then calls, "Go to your second appointment", and so on. The teacher should then review whole class by asking what students heard shared by others.

**Goal:** To have students choose with whom they would like to share; to provide movement

**Uses/activities:** Review, accessing prior knowledge, summarizing, clarifying

## 14- Musical Chairs

This is similar to Give One, Get One. Teacher poses question and turns on music. Students move/dance around the classroom until the music is turned off. Students discuss the question with whomever they are closest to when the music is turned off. Teacher resumes music and the process continues until they have had enough opportunities to share.

**Goal:** Incorporate music and movement with opportunities to share ideas

**Uses/activities:** Review, accessing prior knowledge, summarizing, clarifying

## 15- Roundtable

Each team uses a single sheet of paper and pencil, and, in turn, responds to a question or problem by stating their ideas aloud as they write them on the paper. The paper is then passed around the table until time is called. It is important that the ideas be vocalized for several reasons: (a) silence in a setting like this is boring, rather than golden; (b) other team members need to be reflecting on the proffered thoughts; (c) variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat; and (d) hearing the responses said aloud means that students do not have to waste valuable brainstorming time by reading the previous ideas on the page. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in Roundtable.

**Goal:** All students write and contribute to group's ideas

**Uses/activities:** To brainstorm ideas and to generate a large number of responses to a single question or a group of questions

## 16- Round Robin Brainstorming

One person in each team is appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called. A person may "pass", if needed, and provide input on the next rotation after she has had time to think.

**Goal:** Allows a proficient writer to do all the writing while others share verbally

**Uses/activities:** To brainstorm ideas and to generate a large number of responses to a single question or a group of questions

## 17- Inner Outer Circle

Have students stand in a big circle. Every other person should take one giant step inside the circle and turn around facing those in the outer circle. In other words, there should be two circles with the outer circle people facing inward and the inner circle people facing outward, and everyone should be face-to-face. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once the inner circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth.

**Goal:** Allows a variety of questions and interactions in a short time span while including the use of movement

**Uses/activities:** To review for an assessment, practice questioning and responding (Question-Answer-Relationships or inferential/literal), or check for comprehension of a passage

## 18- Greet and Respond/Tea Party

Provide each student with a unfinished sentence, question, or prompt to which a response can be made. As you call out or display particular settings/situations, students walk around and use situationally appropriate greetings to greet each other, read their prompts, and respond to each other, in turn.

**Goal:** Allows a variety of questions and interactions in a short time span while including the use of movement

**Uses/activities:** To preview literature or other content by accessing or introducing prior knowledge, review, check for comprehension, practice questioning and responding, and practice explicit situational appropriateness

## Responding Protocols Quick Check

**DIRECTIONS:** Using Numbered Heads Together, identify the Responding Protocol(s) that correlates with the questions or activities below. There may be more than one Protocol that would be appropriate for each listed situation. Be prepared to explain your group's rationale, however. Discuss them with your group and come to a consensus about each. You can use the abbreviations below.

**P-** Pick-A-Stick

**RO-** Roll 'Em

**C-** Call and Response

**RH-** Raise a Righteous Hand

**T-** Train

**MS-** Moment of Silence

**MT-** My Turn, Your Turn

**G-** Give a Shout Out

**W –** Whip Around

1. \_\_\_\_\_ A 3<sup>rd</sup> grade class is taking an independent assessment.
2. \_\_\_\_\_ A 7<sup>th</sup> grade Science teacher is reviewing yesterday's lesson on the periodic table and wants to see what her class remembers: "How do scientists use the periodic table?"
3. \_\_\_\_\_ A third grade teacher is reviewing the names of the stages of the writing process by accessing students' prior knowledge.
4. \_\_\_\_\_ "This book takes place in Alabama. Has anyone ever been to Alabama? Does anyone have family in Alabama?"
5. \_\_\_\_\_ An algebra class is working in pairs to solve binomial equations and the teacher needs their attention to clarify one of the problems with which many of the pairs are having difficulty.
6. \_\_\_\_\_ A Kindergarten class just finished illustrating their favorite part of a read aloud and the teacher wants a few students to share.
7. \_\_\_\_\_ A fifth grade teacher wants to check in with her whole class on an at-home science project in which they have to demonstrate all of the stages of the scientific method. "Which stage of the scientific method do you understand the least, or are having the most problems with?"
8. \_\_\_\_\_ A History teacher is beginning an introductory lecture about the Great Depression and expects his students to take Cornell Notes and ask questions afterwards.
9. \_\_\_\_\_ A student is performing a poem for the class in which audience engagement is a significant part of the grade.
10. \_\_\_\_\_ An English class is practicing identifying figurative language, so the teacher is reading examples and wants the class to identify them as she goes.
11. \_\_\_\_\_ "What character trait would you use to describe the main character after reading chapter 5?"

<b>Learning Profiles of SELs</b>	<b>Strategies</b>
Sociocentric/Interpersonal	Protocols for Discussion, morning song (while they socialize and prepare for the day), non-volunteer Participation Protocols (equity and inclusiveness)
High movement	Give One/ Get One, Tea Party, Silent Appointment, Musical Shares, Inner Outer Circle
Cooperative/Interdependent	Numbered Heads Together, Put Your Two Cents In, Three Step Interview, Jigsaw, Team-Pair-Solo, Partners, Send-a-Problem, Roundtable, Round Robin Brainstorming, Whip Around, Train, Give a Shout Out, Call and Response, non-volunteer Participation Protocols (equity and inclusiveness)
Highlighting/Performance	Corners, Roll 'Em, Train, Pick-a-Stick, Circle the Sage, Numbered Heads Together, Whip Around, role plays, poetry slam, speeches
Choice Activities	Give One/Get One, Silent Appointment, Tea Party, Train, multiple forms of assessment
Musical/Auditory	Call and Response, Musical Shares, Give a Shout Out, chants, rhymes
Overlap	Give a Shout Out, Numbered Heads Together, Corners, Tea Party (some greetings)
Purpose-driven	Participation Protocols, visual organizers depicting unit activities, Thinking Maps, explicit direct instruction, Morning Report/Daily Agenda, real-world connections and applications
Inductive	Visual organizers, Thinking Maps, frontloading
Field dependent	Visual organizers, Thinking Maps, frontloading, accessing prior knowledge, personal connections, culturally and linguistically responsive literature/text/content, Personal Thesaurus, Personal Dictionary, thematic instruction

# How can I be more culturally responsive when the content of the lesson is not culturally relevant?

## Introducing Responding Protocols into the Classroom

### How to Begin

#### Activities:

- 1) A) As you display common traffic signs, students are told to shout out what they think each one means as you provide affirmative/corrective feedback. Ask the students to think about why society needs these traffic signs and why they are different depending on the situation, i.e. different speed limits, crosswalks, stop signs vs. slowing signs, parking vs. no parking signs, etc. Some responses could be: so people know when it is safe to cross the street or go through an intersection, know to slow down in places where kids might be playing, where it is safe to park, etc. Students then use Merry-Go-Round to share some of their thoughts. Students do a quickwrite about the prompt and share whole group using Train. B) OR for older students...Have students play Traffic Sign Concentration in pairs instead of initially displaying the traffic signs. Then, have them discuss the need for traffic signs using Merry-Go-Round, etc.
- 2) Explain that Participation Protocols are akin to traffic signs because they tell when and how to participate with the class as a whole. Explain that when students shout out answers or have side conversations about the lesson, you recognize their attempt to participate and learn, but that this form of participation cannot be used all the time because, as with traffic signs, there are certain expectations for different situations. Then, in small groups using Roundtable have them list on a transparency some situations/scenarios in the classroom in which different types of participation may be required when working as a whole group. At this time, you could introduce the different Participation Protocols as examples of different ways to participate in the classroom. You may have them use pictures, words, or both to explain their thoughts on the transparency. You can begin with an example of your own, if needed. (We can all shout out the answer to 5x2; it needs to be silent while taking a test; one person has to speak at a time if the answer may be longer than a few words and we can all learn from it, etc.) Afterwards, a member from each group (or the entire small group) can share their group's transparency on the overhead projector with the class. Acknowledge and praise all of the appropriate answers, expanding on them as necessary.  
**Note:** For Kindergarten, you could have them use Merry-Go-Round in small groups to discuss instead of write or draw. Then, you can use Roll 'Em to choose students to answer as you record their ideas on chart paper. Make sure to give teams credit for their answers by writing their team name/number next to their contribution.
- 3) Introduce and practice all of the Participation Protocols using non-threatening and engaging content. It is important at this time to have them practice thinking about the answer to a posed question without raising hands, shouting out, or talking with someone else, etc. Continue to relate what you are doing to

the concept of interdependency in the classroom, of students and teacher alike. In other words, continually remind them that everyone's thoughts and ideas are necessary to the learning environment as all of them have something valuable to contribute. If students are having a difficult time (as many of them might) not raising their hands or making an immediate verbal response, have them put a hand on their head, or develop another nonverbal gesture, to indicate to you that they are participating with the you and the class by thinking about the answer. Sometimes, you may want to wait until most students have an answer before having them share. At these times, you can ask them to give you a thumbs-up, or another non-verbal signal, to indicate they are ready to share. The goal is to have students THINK FIRST and wait until you have designated a Participation Protocol before attempting to answer. You could call out the Participation Protocol either before or after the questions you ask, but you must specify it EVERY TIME. However, do not choose someone to share through non-volunteerism before everyone has had a chance to think about the answer they will provide. This is going to take a lot of practice on your part if you are used to using hand-raising, as many teachers are.

Below are some possible activities and questions you can use to introduce the Participation Protocols with non-threatening but engaging content. Your activities will vary depending on the grade/subject and interests of your class, of course.

- a. **Pick-A-Stick or Roll 'Em** (interchangeable): What is your favorite type of ice cream, and why? Who is your favorite player in the NFL, NBA, etc., and why? What do think the cafeteria should serve at lunch, and why?
- b. **Train:** 1) How many flavors of ice cream can we name? 2) Teacher writes a series of very simple math questions (1 for each student in the class – 20 students, 20 questions) on the board that can be answered without any written computation.
- c. **Moment of Silence:** Sustained Silent Reading; journal entry; a very simple written assessment in which all of the students will be successful
- d. **Raise a Righteous Hand:** Who has ever travelled outside of the United States and would like to tell us about it? Have you ever gotten a really bad haircut..and would like to tell us about it? Who travelled somewhere on a plane over the break, and where did you go?
- e. **Give a Shout Out:** 1) What state do we live in? What month is this? Who has their hair in braids today? 2) Play a very simple version of charades in which either you or the students act out verbs from an observable list and students shout out which verb they think is being performed. It needs to be fairly obvious to promote feelings of success but challenging enough to be fun. 3) Shout out adjectives to describe the principal as you record them on the board.
- f. **My Turn, Your Turn:** Teacher gives a very simple directed lesson on something highly engaging (see "Why Do I Burp" at [www.kidshealth.org/kid/talk/yucky/burp.html](http://www.kidshealth.org/kid/talk/yucky/burp.html)) while students practice listening (eyes on me, hands free, and voices off) and/or taking notes and waiting in order to ask questions or make comments. To help facilitate this for some students, you can have them write questions they think of as you are talking on post-its in order for them to ask when it's "their turn". This will enable them to continue paying attention to the lesson without having to stay so focused on remembering their own questions. First, make sure to tell them about how long you will be talking in order for them to know what to expect and to keep yourself within the talk-time limits appropriate for your students. You may also want to set a timer to keep yourself on track and accountable. At first, students will want to ask a lot of questions and make a lot of comments about your lesson, which is understandable seeing that they are practicing. Be patient. If this continues, you can always specify the number of questions and/or

comments you will take beforehand and then collect the post-its on which they have written their questions in order to answer at a later time.

- g. **Whip Around:** Explain to the students how Whip Around works and have the class decide the direction of the student responses, preferably in a circular fashion. Explain that you are going to read a book aloud and they are going to respond to the book by stating their favorite part, an adjective or adjective phrase that describes how it made them feel, favorite character, or essentially anything they want to say about it in less than 5 seconds. You can compare their responses to a “sound bite” about a movie, making sure to stress the point that the responses are short and to the point. Read aloud a culturally relevant book, preferably with a theme surrounding social justice, and begin the Whip Around with your own reaction to the book. Then, point to the first student in the “circle” in order to cue them to respond. Students continue pointing, or “sending”, the responses in the direction the class had already decided. If the first few Whip Around sessions take an exceedingly long time, you can time them and have them try to beat their time with each session.
  - h. **Call and Response:** Introduce at least two attention-getters with which you are comfortable using. Explain that you will be “calling” for the whole class’ attention using the first part of these phrases in order to explain something or transition to a new activity, and they will be responding with the second half of these phrases (for example, Ago....Away, Eyes on me in....1,2,3, etc.). Practice them a few times while you have their attention, and then assign them a task, so that you can practice them while they are engaged with something else. Remember, the goal is that they will be paying attention to what you need to tell them once you have “called” for their attention, so make sure to reiterate the need for “eyes on me, hands free, and voices off”. Of course, this expression may not be suitable for more mature children, so make sure to just be clear and consistent with them about your expectations. Once they are comfortable with those two attention-getters, ask the class to brainstorm some other call and responses they would like to be used in the classroom, as well. Give them some examples that could include something with the school’s name, the mascot, your classroom number, or a popular song. Decide on at least two more and continue to add them into your repertoire. As the year progresses, you could add as many as you like. The best attention-getters are usually created by the students themselves.
- 4) Have small groups of students create posters for each of the Participation Protocols. Have them use pictures, words, descriptions, etc. as a reminder for how each one works and when it is situationally appropriate. Post them prominently all year as a reference.



# Introducing Discussion Protocols in the Classroom

## How to Begin

### Activities:

1) Tell the class you are going to do a little experiment with them. Project the overhead of the “library” (see attached) for one minute and tell them to try to remember as many details as they can about it. Then, ask for volunteers to describe cooperative learning. If needed, briefly explain that cooperative learning involves explaining your thoughts and ideas to your peers (which helps you to learn and remember things) and learning from your peers’ thought and ideas to better understand something. It could also mean that each person in a small group contributes to an assignment. Then, distribute the “What Do You Remember?” handout – half of the class will get their own and the other half will share amongst a group of four (whoever you handed the paper to will be the “Scribe”, or writer). Tell them that half of the class is going to work independently and the other half is going to work cooperatively to answer the questions. After several minutes, stop them and check answers. Ask students to share the benefits of working cooperatively and record them on chart paper for future reference.

2) The following day, return to the idea of teamwork by telling your students that you have given it some thought and, in your experience, it sometimes helps teams be more successful when team members have assigned jobs or responsibilities. You can use the analogy of sports teams to help explain your point (What would happen if there was not a designated quarterback on a football team? What if there was no one assigned to the catcher position on a baseball/softball team? and so on). Once they have had an opportunity to discuss this concept, tell them that everyone is going to work in their teams of four today, but they are going to have to plan with their teammates and assign jobs in order to get their task accomplished. Hand each student the Shapes/Colors handouts and the four correspondingly colored crayons. Explain to them they need to have the whole team’s papers colored correctly according to the handout within an allotted time (varies by age group), but they will need to share only those four crayons. Give them 2 minutes or so to plan with their group and tell them to begin. When the time is up, have students share their group’s strategies, successes, and difficulties, providing much praise and affirmation for teamwork and the use of “roles” within the group.

3) After choosing the 5-7 “staple” Discussion Protocols you would like to incorporate into your daily activities, introduce 1-2 of them each day with low-content discussion prompts. Be sure to practice each one at least 3 times per day allowing students to become comfortable and confident with their structures and nuances so that they will readily be able to employ them whenever they are called. Continue introducing and practicing them in this manner until it seems students are ready to work with them within the content areas. Then, incorporate them into your daily lessons to enhance student understanding through their areas of strength.

4) Once they have all been introduced, have small groups of students create posters for these 5-7 Discussion Protocols you plan to use regularly throughout the year. Remember, you want the Discussion Protocols you choose to be easy enough for your students to “get” after practicing several times yet challenging enough to be engaging throughout the year. Include a mixture that will allow for a variety of types of activities, including a quick share, listing opportunities, opinions/student choice, movement, etc. Then, post them prominently in the room all year as a form of reference as needed.

Once both you and your students have mastered your designated Discussion Protocols, you can begin adding new ones to your routine to enhance the dynamics of the students’ discussion. You may even invent some of your own....and if so, please be sure to share with us! I think I might like to use these Discussion Protocols in my classroom...

Discussion Protocols I plan to use	Rationale/Purpose (movement, consensus building, quick review, engaging and fun, encourages opinions and discussion, etc.)

Stop	Speed Limit 50 miles per hour	No right turn across tracks	Bicycles stay to the left and pedestrians stay to the right	Information Center	Winter Recreation Area
Hill ahead	Trucks allowed	Traffic light	Playground	Dead End	Railroad Crossing
Do not enter	Seatbelts required	Curvy road	No pedestrians	Pedestrians cross only on the signal	Wrong way for bicycles
Taxis in this lane only	Do not pass other cars	Go straight or turn right	Detour to the right	Bicycle parking	No right turn
Work zone	Road work next 5 miles	Pedestrian zone	School bus stop ahead	Speed limit for trucks is 40 miles per hour	Yield to other traffic

# Team Coloring

Taken from “Tribes”

Purpose: To provide opportunities for cooperation and collaboration

## Activity

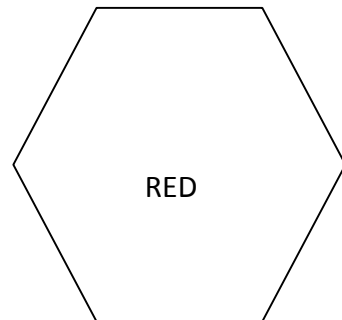
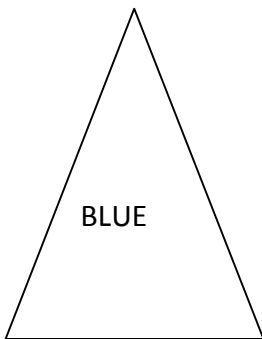
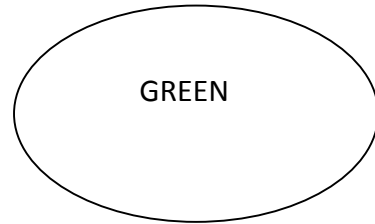
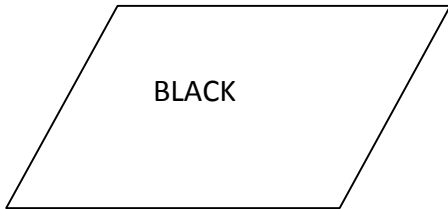
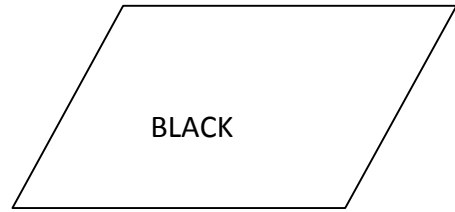
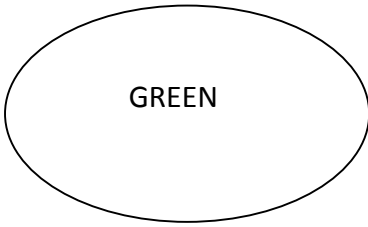
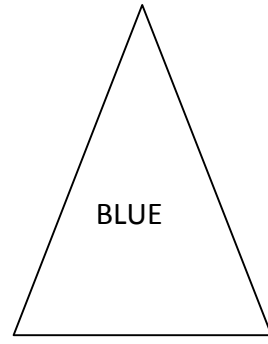
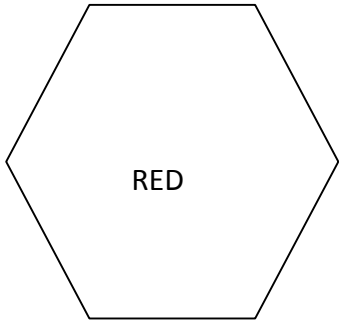
1. Copy sheets with eight geometric shapes on them. Print the names of four different colors on the shapes, one color to two shapes.
2. Divide the group into teams of four.
3. Give each member a sheet of shapes and each team four crayons of the appropriate colors.
4. Explain that each team is to color all the shapes on each team member's sheet by sharing the four crayons. Each shape must be filled in with the color on that shape, and most of the crayon marks must be inside the shapes, Team members can color on each other's sheets if they like.
5. Give the teams a few minutes to discuss what their strategies might be.
6. Give the signal to begin. When a team has finished coloring all the shapes, have the team members raise their hands. Wait until each team is finished.
7. Check over the sheets to make sure the two rules have been followed.
8. Reflect on the activity.

## Questions for Reflection:

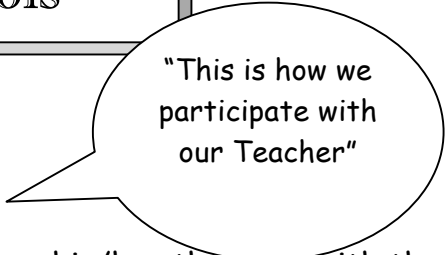
Was it easy for your team to develop a strategy? Why or why not?

Did your team work together or individually? How did you help each other?

If you were going to do this again, would you do it differently? If so, how?



# Our Responding Protocols



"This is how we participate with our Teacher"

## Pick-a-Stick

To show what we know, only the student whose stick is picked shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

## Roll 'Em

To show what we know, only the student who is sitting in the rolled seat and table shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

## Pass It On

To show what we know, we call on each other. We can also use this when we need help answering. All of us are ready to share and help, and we use turn-taking.

## Give a Shout Out

To show what we know, all of us answer aloud. Sometimes we have the same answers, and sometimes our answers are different. We shout out our answers no more than 3 times if our Teacher is writing our answers on the board.

## Raise a Righteous Hand

To volunteer for something, we raise our hands silently. Not all of us may be able to volunteer information, so only some of us will raise our hands to share.

## Whip Around

To show what we know, we each take a turn sharing our very quick thoughts. All of us are ready and share our ideas aloud, and we use turn-taking.

## Moment of Silence

The room is completely silent because we are participating in something by ourselves. We are showing respect to our classmates by providing them with the silence they need to concentrate.

# Our Discussion Protocols

Numbered Heads Together



My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group.



Give One, Get One

I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner.

Silent Appointment



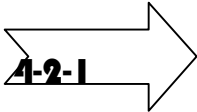
We make an appointment with a partner using only nonverbal communication without talking. Then, we meet with our partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and are ready to share what we heard from our partner.



Round Robin Brainstorming

At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

Team-Pair-Solo



I work with my table TEAM of 4 to solve several problems. Then, I work just with my seat partner as a PAIR to answer several more problems. Finally, I work SOLO to answer several more problems all by myself.



Think-Pair-Share