

Engaging Practice Strategies

Observation

- You will divide students into two teams.
- Team one will have 30 seconds to study Team two.
- Team one will turn around and team two will have 1 minute to change 5 things about themselves (remove jewelry, roll up your sleeves, swap watches etc.).
- Team one will turn back around and try to identify the 5 changes. They get one point for every one they get correct.
- Teams will switch roles.
- Virtual: show full grid screen so all students are visible. Divide groups into two breakout rooms. Group one will discuss their changes collaboratively. While group two will plan how they will work as a team to identify those changes. Example: Group one will decide who and what the changes will be. Group two can plan to have each member focus on a specific person to spot any changes. If you choose not to use virtual breakout rooms, encourage team one to mute and turn off their camera's while making changes.
- The team with the most correct observations wins!

Skills: Communication, Creativity and Collaboration.

Guess Gallery

- Ask students to bring in an item based on any prompt. Examples can be general interest or content related.
- Select one to three items to be displayed on a table replicating an art gallery.
- Fellow student will then guess who brought the item and why.
- Virtual: Students can take a picture of their item and send it to you. You can share your screen with students and display the picture. Students can be divided into small groups to collaborate. Students will return to the larger group and share their guess.

Skills: Critical thinking, Collaboration, Communication, Creativity and Social skills.

Make Your Case

- Develop handout with four to eight topic relation controversial statements or content questions.
- Students will complete it by answering agree/disagree (others can include acceptable/not acceptable, Fair/unfair or Positive/negative.)
- Pose the first statement to the group. Assign one side of the room as agree and the other side disagree. Prompt students to move to the side of the room that support their opinion, bringing their handouts with them.
- Give time for students to speak with each other and identify common ground. Prompt each group to make their case and use examples to persuade others to understand their point of view.
- Allow students to move sides if their opinion has changed. Each side will state their case, if time allow clarifying questions or rebuttals.
- Continue this process for each statement.
- Virtual: Put students in breakout groups based on their answer. They will collaborate during a small group discussion and return to the larger group to make their case.

Skills: Critical thinking, Collaboration, Communication.

Content Bingo

- Prepare BINGO cards indicating key points/phrases/statement related to topic.
- Hand out BINGO sheets at the start of class. This activity will be used throughout the lesson.
- Instruct students to mark off key words they hear used/discussed during the lesson.
- When a student calls "BINGO!" they will read out their card and choose one square to briefly explain.
- Break to acknowledge win, then continue lesson. Allow multiple winners as to maintain engagement.
- Discussion prompts: What have we discussed today that was not on the sheet? Is there anything you would like further explained?

Skills: Productivity and Communication.



Chat Café

- Discussing family traditions can lead to a richer understanding of others cultural backgrounds and perspectives.
- Divide student into groups of 2-5 and pose the following questions.
 - What are some traditions in your life? What was important to you as a child about this tradition? Do you keep up those traditions?
 - How and when does your family celebrate the new year?
 - What tradition do you have around new babies? How do you celebrate the coming of a new baby? What do you do for the arrival? Anything within the first year?
 - What was a food served in your family growing up that you liked or really didn't like?
 - If you wanted to serve a visitor a meal that would help them to understand your cultural heritage, what meal would you serve?
- Include current events for students to reflect on. Example, what conversations were had in your household during the rise of the current Racial Justice movement?
- Note: Creating safe spaces through shared agreements and consistent culturally responsive lessons, before introducing more difficult questions, is advised.
- Bonus: Use tablecloths and other diner style décor. Print questions as a menu for students to look over and choose.

Skills: Collaboration, Communication and Social skills.

What Does It Mean?

- Divide students into groups.
- Without providing definitions, give students terms they must collectively define.
- Examples: Equality, Equity, Inclusion, Diversity and Social Justice.
- Students are not permitted to use their phones or look up definitions.
- Groups will share out their definitions (can use gallery walk or word clouds if done virtually).
- Give students formal definitions and request groups to rewrite the definitions in a way that would resonate with them.
- Discussion: What is one new thing you have learned today? Name one thing that someone said that made you think about something in a new way. What can we do as a group to share what we have learned/are learning?

Skills: Critical thinking, Collaboration, Communication. Productivity and Social skills.



APPENDIX

THREE SIGNATURE PRACTICES

WELCOMING RITUAL: *Activities for Inclusion*

Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, and allow people to connect with one another creating a sense of belonging. To be successful they must be: carefully chosen, connected to the work of the day, engagingly facilitated, and thoughtfully debriefed.

ENGAGING PRACTICES: *Sense Making & “Brain Breaks”*

Engaging practices are brain compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory.

OPTIMISTIC CLOSURE: *Reflections and Looking Forward.*

Learning occurs when behavior changes. End each meeting or lesson by having students reflect on, then name something that helps them leave on an optimistic note. This provides positive closure, reinforces the topic, and creates momentum towards taking action.

Source: <https://casel.org/sel-3-signature-practices>

Chat Café: *Source: <https://community.astc.org>*

What Does It Mean: *Source: [Race Dialogues](#), Kaplowitz, Griffin and Seyka.*

