

APPENDIX E: ACTIVE LEARNING STRATEGIES

This appendix describes a variety of active learning strategies that may be used to implement the instructional and assessment strategies suggested in this document:

- Carousel Brainstorming
- Find the Facts
- Jigsaw: A Cooperative Learning Strategy
- Opinion Corners and Opinion Lines
- Partner Paraphrasing
- People Search
- Rotating Reel
- Scavenger Hunt
- Talk Show
- Think and Link
- Think-Pair-Share
- What's Behind You?

Carousel Brainstorming

Carousel Brainstorming activates students' prior knowledge of a topic (or topics) through movement and conversation, which provides scaffolding for learning new information and ideas. Students move and rotate around the classroom in small groups, stopping at various stations for a designated length of time. Students can move in different ways (e.g., walk, run, hop, shuffle-step) and for various time allotments (set amount of time or number of laps). At each station, students generate ideas on different topics or different aspects of a single topic through conversation with peers. Ideas are posted at each station for all groups to read.

Procedure

1. Introduce the topic.
2. Divide the class into small groups.
3. At various locations around the room, place markers and blank posters/sheets, each identified with a category of the topic. (The number of posters/sheets should correspond with the number of groups.)
4. Each group starts at one of the posters and writes down any ideas team members have about a given topic.
5. On a given signal, students move around the room in a predetermined direction to the next poster and write down their ideas.
6. Students continue this process until they have visited all posters.

Find the Facts

Find the Facts allows students to demonstrate their knowledge in an active way by moving around the room or area searching for the facts that have been posted.

Procedure

1. The teacher or students make up questions and prepare answers or facts for each question.
2. Put the list of questions on one master sheet. Put each answer or fact on a separate sheet for posting around the room or area. Teachers may wish to use plastic protective sleeves to prevent the signs from tearing.
3. Students work individually, in pairs, or in teams to find the posted answer or fact to match each question on the master sheet.
4. Students correct their own work upon completion of this learning strategy.

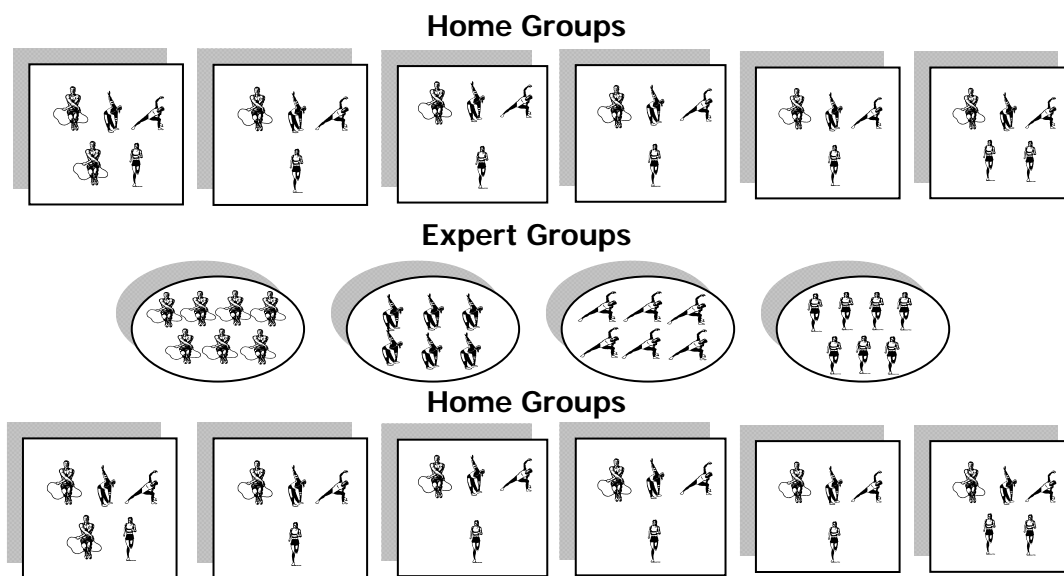
Jigsaw: A Cooperative Learning Strategy

Jigsaw (Aronson et al.) is a cooperative learning strategy that enables students to become experts on part of a topic (determined by the teacher), which they share within their group.

Procedure

1. Arrange students in small home groups, with a minimum of three in each group. Provide students with a specific topic or task (e.g., discuss how movement skill patterns transfer from one activity to another).
2. **Home group:** Each student within a group selects and explores a different component of the specified topic or task. (Ensure that the same sub-topics are selected in each group.)
3. **Expert group:** After completing the assigned task, each team member joins students from other teams who have chosen the same sub-topic, forming an expert group. Students share their information, synthesize group discussions, and expand on ideas.
4. **Home group:** Students return to their original home groups and share their “expertise” with each other.

A graphic representation of the Jigsaw strategy follows.



Opinion Corners

The Opinion Corners strategy helps students to recall information and to express opinions. It involves movement, decision making, responsible social behaviours, and use of communication skills and styles in a safe environment. Students respond to questions by moving to a designated area.

Procedure

1. Have students stand in the centre of the room or sit at their desks.
2. Make four signs, each indicating a response (e.g., “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”).
3. Post one sign in each corner of the room.
4. Ask questions to which the students can agree or disagree.
5. Students move to the appropriate corner to match their response.

Variation: Opinion Lines (see below)

Opinion Lines

The Opinion Lines strategy is a variation of the Opinion Corners strategy.

Procedure

1. Have students line up in the centre of the teaching space (e.g., classroom, gym, blacktop).
2. Have one side of the area represent “Agree,” another side “Disagree,” and a third side “Neutral” or “Unsure.”
3. Ask questions to which students can agree, disagree, or remain neutral about or unsure of. Students move to the area that represents their opinion, at which time they may be asked to justify their opinion/answer to the class.
4. Students return to centre line after every response.

Partner Paraphrasing

Partner Paraphrasing is a strategy that helps students increase accuracy in note-taking.

Procedure

1. Have students take notes during a lecture segment (15 to 20 minutes).
2. Following the segment, organize students into pairs and have the partners work together to combine and refine notes to clarify major and minor points.

People Search

People Search involves movement, conversation, and questioning, and activates prior knowledge of a topic. Students find other students who can answer statements on a grid (e.g., Bingo card, questionnaire, chart). The teacher confirms the required responses.

Procedure (for a Bingo Card)

1. Make a list of 25 statements.

Example:

Find someone who . . .

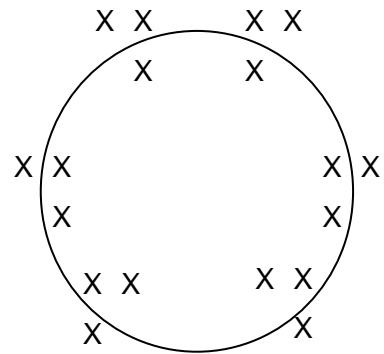
- eats a minimum of two servings of dairy products daily
 - belongs to a “fitness club”/team
 - ate a minimum of five servings of fruit/vegetables yesterday
 - exercised for a minimum of one hour yesterday
2. Place each statement on one square of a five-by-five-square grid.
 3. Provide each student with a grid/card.
 4. Students obtain the signatures of other students who can answer the statements on the grid.
 5. Play until someone fills one row, forms the letter *T* or *X*, or completes the entire grid with signatures.

Rotating Reel

Rotating Reel helps students to recall information and discuss it in small- and large-group settings. This strategy involves movement, communication, discussion, and responsible social behaviours. Questions are posed and small-group members rotate in a circular fashion, sharing their answers with the new group.

Procedure

1. Have students form groups of three, and assign each person a number (e.g., 1, 2, 3).
2. Have students in each small group distribute themselves evenly on a large circle.
3. Ask the class a question and have each group discuss it to determine a small-group answer.
4. Choose a number and ask the person with that number to move in a specific direction (e.g., clockwise, counter-clockwise, skip a group) to the next group.
5. The moving person shares the answer with the new group, thereby generating discussion.
6. Students present the answer to the large group.
7. Clarify the answer to ensure that all groups have the correct response.
8. Continue the sequence of asking and answering a question, selecting a number to identify the “messenger” who should move in a specified direction to the next group, and sharing the answer.



Scavenger Hunt

A Scavenger Hunt activates students' prior knowledge of a topic (or topics) through movement, critical thinking, problem solving, and conversation (if done in pairs or groups). Students move around to find objects, cards, symbols, and colours, and sort them into categories.

Procedure

1. Make cards containing the information related to a given topic (e.g., food groups, safety symbols, rules of a specific game such as badminton).
2. Spread cards around a designated area indoors or outdoors (e.g., turned over, placed under pylons, posted on a wall).
3. Prepare a recording sheet for students.
4. Have students walk/run to find the cards and record the card information on the sheet.
5. Upon completion, check students' results. Alternatively, have students check their own results.

Talk Show

This learning strategy provides an opportunity for students to ask questions and to make comments in an enjoyable and entertaining manner. This game is more effective when the instructional content is conversational or opinion oriented (e.g., laws about drinking and driving, banning junk food).

Procedure

1. Have students work in groups of three or four, with one person taking the role of the talk show host and the others assuming the role of guests.
2. Ask students to choose a topic, prepare interview questions, and prepare a list of key points or responses that should be shared as part of the interview.
3. Students plan how they will present their talk show and the order in which the guests will speak. The format for the talk show may involve a panel, or it may involve having students being interviewed individually, similar to the format of popular talk shows on television.
4. Provide an opportunity for the audience to ask questions following the show or presentation.

Think and Link

The purpose of Think and Link is to engage students in using or applying the information they already know by sorting or linking the information based on particular criteria (e.g., by category, by definition).

Procedure

1. Provide students with information to sort. Different formats could be used (e.g., lists, cards, sticky notes).
2. Working individually or in groups, students think about each item on the list or card and make the required link.
3. Students discuss their reasons for their decisions.

Think-Pair-Share

The Think-Pair-Share strategy (McTighe and Lyman) engages students to think about a topic or question individually, and then share information first with another person (working in pairs) and then with the class. The questions can be used to check students' prior knowledge, brainstorm ideas, summarize information, or work together to create a better answer.

Procedure

1. Provide students with a topic or question. Have students, working individually, think about what they know or want to say about the topic or question for a set period of time (e.g., two to three minutes). Teachers may decide to have students record or not record their thoughts before sharing information with a partner.
2. Organize students in pairs. Encourage students to pair up with different students by using different strategies such as the following:
 - Find a partner who has a birthday in the same month as you.
 - Choose someone whose telephone number ends with an even (or odd) number.
 - Choose a person sitting beside (or behind, in front of) you.
3. Randomly choose pairs of students to share their comments or answers with the class.

What's Behind You?

What's Behind You? helps students recall or activate prior knowledge of a topic (or topics) through conversation, clarification, and encouragement. Students work in pairs, taking turns asking each other questions and assessing each other's answers. Teachers can provide the questions or students may generate their own.

Procedure

1. Place a poster/sign on the wall or display it on an overhead screen.
2. Have pairs of students stand facing each other, with one student having his or her back turned to the poster/screen.
3. Have students take turns asking each other questions based on the information on the poster/screen. The person facing the poster/screen asks the questions, while the other person answers the questions without turning around to look.
4. Students switch roles after each question/answer.