



## BOGGLE

1. Take two minutes to **REVIEW** notes. Look for “**BIG IDEAS**” or details.
2. Take two minutes to **RETRIEVE** information from your mind.  
On a clean sheet of paper dump everything you remember – big ideas, details, processes, etc. Don't use notes.
3. In groups of three, take two minutes to **REHEARSE** what you retrieved. Add to your list when you hear an idea you didn't list.
4. Take two minutes to **RACK UP POINTS**. Join with someone from another group. Give yourself a point for each idea that you have that the other person doesn't have. Goal is to rack up 100 points for the class.
5. Return to original triad and **ADD UP POINTS**. Compile list of things for which students got points.

## BRAINSTORMING CHOICES

**Brainstorming is a well-known, widely used tool that involves spontaneous contributions of ideas from all members of a group. In school, brainstorming encourages students to think imaginatively and creatively. Like divergent thinking, it helps students generate numerous responses to any given question.**

The brainstorming process begins by having students think about a situation or question, its elements, and what is known about the key elements.

The next step is to have them generate as many ideas as quickly as possible. All responses are accepted. No judgment or evaluation of the idea is made. In the brainstorming process everyone is encouraged to think up as many different, outrageous, and creative ideas as possible.

After the ideas have been generated, the group analyzes them according to great ideas, good ideas, and mediocre ideas. Students are asked to reflect on the criteria they used to analyze and rank their ideas.

The idea of generating as many ideas as possible without judging them initially is based on the principle that quantity of ideas will lead to a few quality ideas. When brainstorming, students should build off others' ideas and try to break traditional boundaries of conventional, stereotypical thinking. Humor and laughter often help the process.





The following pages can be reproduced and displayed in the classroom as a reference for students when engaging in a brainstorming session.

## BRAINSTORMING

1. **Inspect** the **question**.
2. **Develop** as many **ideas** as possible, as quickly as you can.
3. **Stretch** your **thinking** by developing ideas as quickly as possible.

## BRAINSTORMING GUIDELINES

1. **Set a time limit.**
2. Identify a recorder.
3. Record each idea as stated with no judgment or evaluation.
4. Solicit one idea from each participant before proceeding to next.
5. Move rapidly from person to person.
6. Build on the ideas of others.
7. Generate as many ideas as possible.

## CAROUSEL BRAINSTORMING

**Carousel brainstorming provides an alternative to traditional brainstorming by allowing participants to move from one area of the room to another and to work in groups. It provides an opportunity to generate lots of ideas in response to different prompts as well as to the thinking of others in the group.**





The carousel begins with groups positioned at different stations around the room. At each station a different idea or question relating to a general topic is posted.

A signal to begin is given. Each group brainstorms responses at its assigned station.

After an appropriate amount of time, groups rotate to new stations and generate responses to the question or idea posted at that station. The group can generate new responses, expand upon previous groups' responses, or provide support for ideas already generated. Groups continue to move until all groups have visited each station.

At the end of the session, groups participate in a "walk around the gallery" reading of the final list of responses.

## Compressed Conflicts

### Background Information

A compressed conflict is a type of analogy that is rich with paradox. Compressed conflict is a metaphor that describes an object or concept using two words that contradict or fight each other. It usually takes the form of a noun modified by an adjective or adjectival noun. The modifier is the element that causes the strain or conflict.

Some compressed conflicts are more subtle than others. "Imprisoned freedom" is an example of a compressed conflict where the two words that constitute the phrase are in conflict or opposition.

"Passive violence" is a compressed conflict that describes pollution and suggests more than just conflicting descriptive words. There is the sense that violence cannot be passive, yet we know that the results of pollution are destruction, death, and disease, words that connote violence. At the same time, pollution is passive in the sense that it does not occur on its own but occurs as a result of human activity. It appears impossible that these two words, passive violence, could be used together to describe one concept, but they can.

Conceptual strain is built in to compressed conflict. The two words that make up the compressed conflict oppose or fight each other. They present contradictory yet descriptive dimensions of the concept or process. It may provide broad insight into a subject. It is developed by a process that is essentially analytical.





## Introductory Activity for Students Unfamiliar with Compressed Conflicts

State the following to the students:

Have you ever felt happy yet sad? Confused about something yet sure about what to do? Angry because a loved one was late yet relieved that he or she arrived safely? Life is filled with contradictions and paradoxes. Problems, solutions, situations, even people have contradictions. Contradictions help us see the complexities of life. They help us recognize the duality in life and the need to keep things in perspective and balance.

Think about your own personality. Think of one word that best describes many aspects of your personality.

Now think of another word that describes your personality yet is in conflict with or fights the first word.

Now, put the two words together to form a phrase and explain to your neighbor how the phrase describes your personality.

Phrases such as cheerful pessimist, flexible determination, or warmly aloof are examples of compressed conflicts that might describe a personality.

(Teacher may wish to make a handout of this definition to post in the room as a visual aide.)

### Steps in Creating Compressed Conflicts

1. **Examine the content and explore an analogy.**
2. **Choose a word that compresses many dimensions of the subject or many of your feelings toward the subject.**
3. **Choose a descriptive word that opposes or fights the first word.**
4. **Explain how the two words apply to the subject.**
5. **Generate other similar ideas that could be described by the compressed conflict.**

## CONCEPT GAME – NERF BALL





The teacher makes a statement or gives a specific example of a concept, then tosses a Nerf ball to a student. That student must correctly identify another specific example of the concept, and then throw the ball to another student. If the student gives an incorrect response, the ball is given to the teacher. For example, the teacher might say “Gauteng.” The student must decide if the concept is cities, baseball teams, state capitals, etc., and then provide another example of the concept he or she believes the teacher is considering.

## CONCEPT GAMES

To get the students to focus on comparisons and patterns, play the game “I’m Going on a Picnic.”

The teacher makes the following statement: “I’m going on a picnic and I’m taking \_\_\_\_\_ but I’m not taking \_\_\_\_\_.”

The blanks can be filled in with almost any series of words that represent a concept or pattern. For example, if the pattern involves words spelled with double letters, the teacher begins by saying, “I’m going on a picnic, and I’m taking a **ball** but not a **bat**. I’m going on a picnic, and I’m taking **cheese** but not **bread**.”

The teacher repeats the statement three or four times using different items spelled with double letters. The teacher encourages students in the class to tell what they will and will not take as soon as they think they know what the pattern or concept is.

The object is for students to recognize the pattern or concept illustrated by the items. If students are not catching on, the teacher should list the items on the board. Seeing the items written usually enables students to see the pattern within a few rounds.

Variations of the game include “taking a trip,” “having friends over,” and “making a purchase.”

### Think of a Time...

- Students are grouped into 3’s and numbered 1, 2, and 3.
- Students examine an issue from three points of view as a...
  - participant
  - observer
  - supporter





- Students respond individually in writing, compare their stories, and collect common attributes.
- After exploring each point of view, one student from each group joins a new group (#1 moves first, #2 moves next, #3 moves last).
- The last triad develops a set of attributes or elements critical to the concept being examined.
- Individuals reflect upon what they know about the concept, what they noticed about themselves as learners, and one goal for the next time they engage in the process.

## RANK ORDER LADDER

The simplest tool to weight the value or importance of ideas or objects is to put them in rank order. Rank order shows what gets top value, second, third, etc. Rank order is an evaluation tool used to force choices among priorities or alternatives. The ranking may be **subjective** based on personal likes or dislikes and biases, or **objective** based on measurable facts.

In the Rank Order technique students are given related topics, characters, or events from material they are studying. The students are asked to think about the items and rank them according to a specified criterion the teacher provides or the student selects.

After students complete their ranking, students should explain and justify their reasoning. The teacher should discuss with students the criteria they used to rank their choices and how important such action is when making decisions. Students should be asked to reflect upon what effect rank order has on how they make judgments.

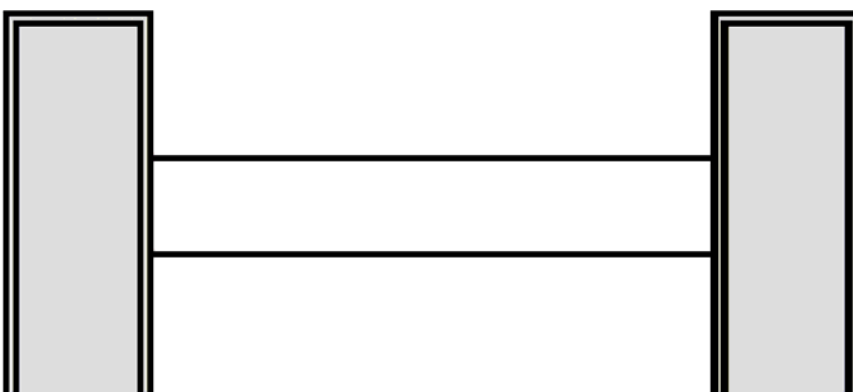
## RANK ORDER EXAMPLE

You might ask students to rank these three animals according to size, height, or population size. What subjective criteria could students use to rank these same items (which they like best to least, which are most lovable to least lovable, etc.)?

Horse                      dog                      elephant

1. Rank according to size (smallest to largest).
2. Rank according to height (shortest to tallest).
3. Rank according to population size (least to most).

## RANK ORDER LADDER





## GIVE ONE! – GET ONE!

1. Collect one new and different idea.
2. Give one new and different idea.
3. If neither has a new and different idea, go from person to person until you have collected 15 ideas.
4. Go from person to person until you have collected 15 ideas.
5. Compile a list of ideas generated.

## PHYSICAL BAROMETER

Too often students do not take the time to think through why and where they stand on an issue. Publicly declaring where you stand on a particular issue and seeing where others stand can influence your decision-making on that issue. The Physical Barometer is a technique that gives students an opportunity to take a physical stand on a particular issue, to see where others stand, and to discuss their points of view with those who hold similar views.

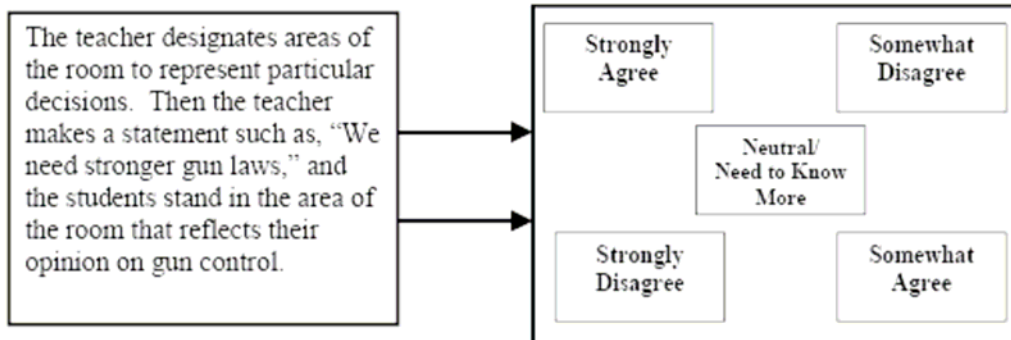
### Physical Barometer Steps

1. Teacher designates areas of room to represent decisions, alternatives, etc.
2. Teacher poses statements or questions requiring students to make a choice.
3. Students stand in area that reflects their decision or alternative.
4. Students analyze the data. What is happening? What did most people choose? What did the fewest or no one choose?
5. Students discuss the reasons for their stance with those who have taken the same position.
6. Groups communicate their reasons with the entire group. After the explanations, the groups can ask questions of each other.





7. Individuals review initial positions and remain in or change groups to reflect final decision.



## Q-SPACE

Q-SPACE is a tool or technique used when responding to students. The way in which teachers receive and respond to students' answers plays an important role in determining the depth and type of thinking that follows. Once a student answers a question, the teacher can respond by asking additional questions, making statements, or asking other students to ask questions or make statements. By consciously weaving these options the teacher can launch a quest that promotes depth of thought and quality in responses.

**Q** stands for **question**. The quest is a journey or exploration of content initiated by the posing of a focus question.

**S** stands for **silence and wait time**, which provide students with the time necessary to think prior to responding, while responding, and following a response. The teacher should wait at least five seconds and maintain eye contact before responding. Depending on the type of questions and the thinking required, up to 15 seconds of wait time may be appropriate.

**P** stands for **probing**. Probing is responding to an answer with another question or request in order to have students explain or support their response and to expose as much of the students' thinking as possible. "How did you get that answer?" "Why do you think that might happen?" "Tell me more about that."

**A** is for **accepting** all answers without judging them. If answers are considered provisional, then all answers have the potential for being acceptable at some point. Provisional acceptance for thinking and for communicating the thinking is important. Responses such as, "That's possible" or "That's an interesting point" indicate provisional acceptance. Remember every answer is a gift and should be accepted as such.

**C** stands for **clarifying and correcting**. Clarifying is action taken to make a students' answer clear by paraphrasing the students' response. Clarifying helps students to hear and reflect upon their own thinking. Using phrases such as, "Are you saying...?" or "Do you mean...?" helps clarify any misleading or ambiguous points in a non-threatening way.

**E** is for **elaborating**, a behavior in which the teacher asks students to expand on an idea. Where probing looks for reasons for giving a particular answer, elaborating looks for where the answer might lead. Elaboration can include giving additional examples or giving more information to support an answer. For example, a teacher might have students elaborate by asking, "Are there any other possibilities?"

Elaboration can also involve having students make generalizations that unite and explain a variety of data. A teacher might ask, "What are some possible causes of...?" or "What do most of \_\_\_\_\_ have in common?"

Q-SPACE is a valuable tool in the Questioning Cycle. How teachers respond to the answers offered by students and how students respond to each other have a tremendous impact on the learning that takes place in a classroom.



