

**I Like To
Move It,
Move It**

Road to Teaching 2016
Dr. Mary Funaoka

Strategies to Get Students Walking & Talking

- Block Party
- Mix-Freeze-Pair
- Microlabs
- Four Corners
- Labeling

Block Party

Why:

Gives students an opportunity to randomly group, reflect upon, and discuss text.



Block Party

1. Read and reflect on your quote.
2. Join a party with 4 different colors.
3. Each read your quote and share your response.



Mix-Freeze-Pair

Why:

Gives students an opportunity to randomly group and discuss a topic in pairs.



Mix-Freeze-Pair

- **MIX** around the room.
- **FREEZE** when the music stops.
- **PAIR** up and answer the question on the screen.



Mix-Freeze-Pair

What is your definition of diversity? What do you feel is (would be) challenging and rewarding about teaching in a diverse school setting?



Mix-Freeze-Pair

Describe a time you encountered conflict with a person from a different background than yours. How did you handle the situation?



Microlabs

Why:

- to democratize participation while addressing a specific content topic
- to promote reflection and active listening
- affirm individual ideas and withhold judgment



Microlabs

1. Form groups of 4: assign A, B, C, D
2. Five minutes/round:

- Listen to the question
- Silently reflect for 60 seconds*
- A responds for 60 seconds*
- B responds for 60 seconds*
- C responds for 60 seconds*
- D responds for 60 seconds*



*sit with the silence, if time is leftover

Microlabs

Round 1:

Describe a time you have experienced an “ism” (racism, sexism, classism, ableism, ageism). What was it like and how did you feel?



Microlabs

Round 2:

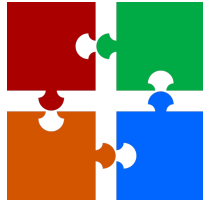
How do you encourage people to honor the uniqueness of each individual? How do you (would you) challenge stereotypes and promote sensitivity and inclusion?



Four Corners

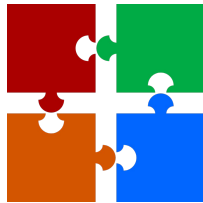
Why:

Gives students an opportunity to share their opinion about a topic both physically and verbally.



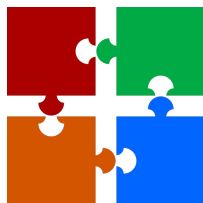
Four Corners

- Listen to each statement.
- Move to the corner that represents your belief.
- With those in your corner, share your reasons why.



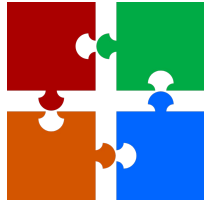
Four Corners

All students should be treated the SAME EXACT WAY.



Four Corners

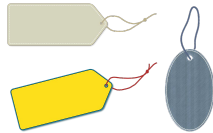
Our goal as teachers is to shape the values and beliefs of our students.



Labeling

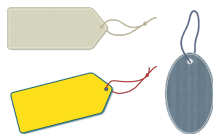
Why:

An opportunity to reflect on "labels" we assign others



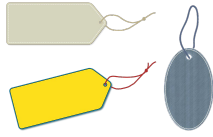
Labeling

- Place your label on your forehead
- Read the different labels around the room
- Form a group of 3 that you would best get along with



Labeling

- Group discussion: Why did the 3 of you choose each other?
- Class discussion: How does this connect to real classroom experiences?



“Crayons” -Author Unknown

We could learn a lot from crayons:
Some are sharp,
Some are pretty,
Some are dull,

Some have weird names,
and are all different colors,
But they all have to live in the same box.