

Agenda for Remaking Education, “Deepen” Track

Total Run Time, 60 minutes

Goals:

- Develop group rapport to enable story sharing;
- Deepen insight into your teaching and learning stories through the context of someone else’s experience and perception;
- Use context of shared stories to collaboratively derive teaching and learning beliefs;
- Consider ways to identify, expand upon, or approach opportunities to apply your teaching and learning beliefs in your practice or life.

MATERIALS

- Thought bubbles from thick poster board (200 per track if cycle through two sets of partners)
- 100+ markers and pens
- Microphone
- Instrument for sound cues
- Instax cameras <http://instax.com/>
- Means to put instax pictures up on the wall
- Hand stamps
- Signage for groups based on hand stamp
- “Cue Cards” for instructions and tips printed on good card stock (150 of each, divided into 3 stacks of 3 and placed for facilitators at each of the 10 groupings).

LOGISTICS

- To **divide participants into groups of 10, get hand stamped** when enter deepening track space and then find corresponding group via signage.
- While waiting for everyone to congregate, groups will have a **student doing ice breaker exercises** for a few minutes.
- To signal end of exercise, provide a **warning sound** (1 minute left) and a “time’s up” sound.
- Students take **Instax pics** of partners with their thought bubbles
- Use **fun ways to decide what partner goes first** for story share (most colorful outfit, healthiest breakfast)...
- Create “cue cards”

- Grad students stamp hands of folks arriving and direct them to group signage
- Grad students run theater warm up while waiting for all groups to assemble (5 minutes)

Grads will lead their small groups in “Sociograms.” This is a warm-up that allows participants to share names and establish 1 casual connection. See directions below.

Sociogram

Tell participants to get in groups of 2, then 3, then 4 by the time Leader counts backwards from (the same number of people in the group.) Explain “leftover” rule. If someone is a “leftover” in one round, it is the responsibility of the group to make sure they’re in a group in the next round. Have them exchange names with anyone in their group each time. End with the prompt, ‘Go and put your hand on the shoulder of the person who is closest to you in height. It’s okay if more than one person is connected to the same person.’ Exchange names with anyone you’re touching or who’s touching you.

Handshake Take One (5 minutes, groups of 10)

Prompt:

→ *Share a memory from elementary school*

Instructions:

Explain that you wave hello, say name, share, stay together until you each find a new partner, then (finger) wave goodbye.

Drama:

- ☆ *look down while thinking, look up to show you’re ready*
- ☆ *finger wave your hello to another person who is also looking up so that you can partner.*

Handshake Take Two (5 minutes, same groups of 10)

Prompt:

→ *Share a belief you have about teaching or learning*

Instructions:

Explain that “teacher” and “learner” could apply to any aspect of your life: as a professional, as a parent, as a friend, as a mentor...

Drama:

- ☆ *look down while thinking, look up to show you’re ready*
- ☆ *regular adult wave hello to another person who is also looking up so that you can partner.*
- ☆ *At the end of this sequence, jazz hands goodbye to each partner.*

Story Share (24 minutes total, groups of 2, run 2x, 12 minutes per pair)

Drama:

- ☆ *Prompt: Your last partner in the handshake will be your first story share partner.*
- ☆ *Person wearing the most colorful outfit shares first.*

Share Prompt:

→ *Share a moment that felt important to you as a teacher or learner. (2 mins)*

React Prompt:

→ *Share a story reacting to something you heard: "I was intrigued by the part of your story where you talked about (x) because it made me remember (y)..." (2 mins)*

Instructions:

Explain that one partner will share a story for 2 minutes, and then the other partner responds by sharing a 2 minute story inspired by or in reaction to the first story shared. Partners should feel free to ask questions during a story and have a conversation about the story as or after it is shared.

Partners will then swap "share" and "react" positions to run through story share again. (4 additional minutes)

Derive Prompt:

→ *Derive a teaching and learning belief based on the conversation you just had and record it on your thought bubble. (You can derive a joint belief, or two different beliefs, but each participant should create a bubble).*

→ *Grad students take pic of the pair with thought bubbles, tape on wall (4 mins total)*

Drama:

- ☆ *Prompt: Go put your hand on the shoulder of the person who has shoes most similar to yours. Exchange names.*
- ☆ *Person who had the healthiest breakfast shares first.*

Instructions:

Find a new partner and run the share/react swap again, then derive belief and write a new thought bubble.

Apply Belief (6 mins total, 3 mins per person, new groups of 2)

Drama:

- ☆ *Prompt: Go put your hand on the shoulder of a person who seems like they know something you wish you knew.*
- ☆ *Person who had the longest commute to attend Remaking Education goes first.*

Prompt:

- *Read aloud a teaching & learning belief from one of your thought bubbles.*
- *Brainstorm and discuss with your partner how you might **identify, expand upon or approach opportunities** to apply this belief in your practice or life. (3 mins)*

Instructions:

Find a new partner, choose who goes first, and take 3 minutes each to share one teaching and learning belief from your thought bubble and brainstorm how you might apply this belief in your practice or life. Write your ideas on the back of your thought bubble.

Final Share (7 minutes total)

Instructions:

Return to circles of 10 and each share which teaching and learning belief feels most important or most true to them. It may be one they wrote on their bubble or one they heard from someone else. (5 mins total)

Drama:

- ☆ *Prompt: If you hear a belief that also feels important or true to you, do jazz hands (which is a form of applause in the Deaf community).*

Closing Drama:

- ☆ *In the circle, say one word that communicates anything memorable about today.*

Punchline for Workshop:

This workshop reflects our belief that, when talking about teaching and learning in any context, we are each other's best resource for reflection and growth. Thank you for sharing!

“Cue Cards”

FRONT: Cue Card #1: Story Share

BACK: **Sharing Partner Prompt** (2 minutes)

→ *Share a moment that felt important to you as a teacher or learner*

Reacting Partner Prompt (2 minutes)

→ *Share a story reacting to something you heard: “I was intrigued by the part of your story where you talked about (x) because it made me remember (y)... ”*

Tips:

For the sharing partner...

- ☆ “Teacher” and “Learner” could apply to any aspect of your life: as a professional, as a parent, as a friend, as a mentor...
- ☆ The “moment” you share could be big or small, so long as it feels important to you.
- ☆ Include context and details in your story.
- ☆ If you finish early you can keep talking with your partner about the story or tell an additional story.

For the listening partner..

- ☆ This is meant to be dynamic, involved listening--not the stony silent type. So jump in anytime to ask your partner questions or engage in conversation during or after the story!
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FRONT: Cue Card #2: Derive Belief

BACK: **Prompt** (4 minutes)

→ *Derive a teaching and learning belief based on the conversation you just had.*

→ *Record it on your thought bubble...*

Tips:

- ☆ You can derive a joint belief or two different beliefs, but each participant should create a bubble.
 - ☆ Collaborate with your partner to brainstorm your belief.
 - ☆ Challenge yourself to be specific and to push beyond the obvious!
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FRONT: Cue Card #3: Apply Belief

BACK: **Prompt** (3 minutes each)

→ *Read aloud a teaching and learning belief from one of your thought bubbles.*

- *Then Brainstorm and discuss with your partner how you might identify, expand upon or approach opportunities to apply this belief in your practice or life.*
- *Write your ideas on the reverse side of your thought bubble...*

Tips:

- ☆ Try not to edit yourself. Even connections that seem silly or far from teaching and learning may prove useful!
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