

<p>Stark County ESC Presents Student Engagement Curriculum Tips for November 2011</p>

Excerpted from *Total Participation Techniques: Making Every Student an Active Learner*, by Himmele and Himmele, ASCD, 2011

Confer, Compare, and Clarify

This activity allows students to read each other's notes, make comparisons, and add to their own notes. Implementing this simple technique can provide several benefits for your learners. First, it gives the opportunity to pick up tips by seeing how their peers take notes. It also allows them time to reflect on the content, compare understandings with their peers, and ask questions that can be the difference between comprehension and lack of comprehension.

1. Ask students to pair up (or assign them pairs) and "Confer, Compare, and Clarify." *Confer* refers to getting together and sharing a one-sentence summary of what they believe was the most important part of the presentation. *Compare* refers to students actually getting an opportunity to read each others' notes. They should then compare what they recorded in their notes and what their peers recorded. Let students know that they are encouraged to "borrow" ideas from their peers' notes and add them to their own. *Clarify* refers to students recording any questions that they have regarding what was presented.
2. Ask pairs to join other pairs, forming groups of four, and share questions (from the *Clarify* piece.)
3. Ask students to record the questions that could not be answered in the larger group of four on the board in a *Chalkboard Splash*, or they can record these questions on scrap paper or index cards.
4. Address the questions that were recorded before moving on.

Chalkboard Splash

This activity is helpful if you want the entire class to see the collective responses of their peers. . . . These are great for addressing the big picture and the relevance factor with whatever topic you are teaching.

1. Create a sentence starter, prompt, or question for which you would like all students to see all of their peers' responses. . . .
2. As students generate responses, ask them to copy their responses onto random or designated places on the chalkboards, white boards, or chart papers.
3. Debrief by asking students to walk around, analyze, and jot down similarities, differences, and surprises. . . .
4. Ask students to get into small groups and share what they noticed in terms of similarities, differences, and surprises, before asking for volunteers to share.