



THE ADAPTIVE SCHOOL

Strategies & Moves for Facilitating Groups

Learning Cycle

Activate & Engage	Explore & Discover	Organize & Integrate
<ul style="list-style-type: none"> • <u>Analogy Prompts</u> • <u>Around the Room and Back Again</u> • <u>Banned Words</u> • <u>Brainstorm</u> • <u>Brainstorm Modalities</u> • <u>Brainstorm Questions</u> • <u>Brainstorm and Critique</u> • <u>Check In</u> • <u>Clearing</u> • <u>Diversity Rounds</u> • <u>First Job</u> • <u>Four Box Synectics</u> • <u>Give One to Get One</u> • <u>Greeting Circle</u> • <u>Grounding</u> • <u>Group Groan</u> • <u>Hopes and Fears</u> • <u>I'm In</u> • <u>Journal</u> • <u>Knots</u> • <u>Know, Think You Know, Want to Know</u> • <u>Like Me</u> • <u>My Bonnie Lies Over the Ocean</u> • <u>Paired Verbal Fluency</u> • <u>People, Places, Things Cards (PPT Cards)</u> • <u>People Search</u> • <u>Propose Working Agreements</u> • <u>Reenergize</u> 	<ul style="list-style-type: none"> • <u>1-2-6</u> • <u>3-2-1 Plus 1</u> • <u>A B Each Teach</u> • <u>Carousel Interview</u> • <u>Expert Jigsaw</u> • <u>Focused Reading</u> • <u>Gatekeeping</u> • <u>In and Out of the Frame</u> • <u>Jigsaw Carousel</u> • <u>Key Concepts/Key Ideas</u> • <u>Modified Jigsaw</u> • <u>Paired Verbal Fluency</u> • <u>Paraphrase Passport</u> • <u>Partners Report</u> • <u>Pyramid</u> • <u>Read and Example</u> • <u>Say Something</u> • <u>Sensing Interviews</u> • <u>Sort Cards</u> • <u>Stem Completion</u> • <u>Text Rendering</u> • <u>Triad Inquiry</u> • <u>Trios PPPI (Pause, Paraphrase, Pause, Inquire)</u> 	<ul style="list-style-type: none"> • <u>7-11 Conversations</u> • <u>5-3-1</u> • <u>Content Check</u> • <u>Gots and Wants</u> • <u>Key Word</u> • <u>Matchbook Definitions</u> • <u>Most Important Point (MIP)</u> • <u>One –Word Summary</u> • <u>People Search</u> • <u>Pluses and Wishes</u> • <u>Process Check</u> • <u>Recipe</u> • <u>Scrambled Sentences</u> • <u>Song Writing</u> • <u>Sound and Motion Symphony</u> • <u>Stir the Classroom</u> • <u>Stoplight</u> • <u>Strategy Harvest</u> • <u>Three Balloons</u> • <u>Tweet</u> • <u>Vocabulary Review</u> • <u>Walk About</u> • <u>What Comes Up</u>

Discourse

Dialogue	Discuss	Decide
<ul style="list-style-type: none"> • <u>Ask for Sabotage Ideas</u> • <u>Assumptions Challenge</u> • <u>Assumptions Inquiry</u> • <u>Assumptions Wall</u> • <u>Card Stack and Shuffle</u> • <u>Causal Loop Diagram</u> • <u>Conflict Conversation Template</u> • <u>Corners</u> • <u>Delve and Dialogue</u> • <u>Energy Sources Team Survey</u> • <u>First Turn/Last Turn</u> • <u>Here's What, So What, Now What</u> • <u>Inside Outside Circle</u> • <u>Left-Hand Column</u> • <u>Quartet Facilitation</u> • <u>Success Analysis</u> 	<ul style="list-style-type: none"> • <u>Appoint a Devil's Advocate</u> • <u>Close the Discussion</u> • <u>Criteria Matrix</u> • <u>Decision Options</u> • <u>Disagreement Grid</u> • <u>Issues Agenda</u> • <u>Lasso</u> • <u>Naïve Question</u> • <u>Set and Test Working Agreements</u> • <u>Setting Group Working Agreements</u> 	<ul style="list-style-type: none"> • <u>Combine Opposites</u> • <u>Eliminate the Negative</u> • <u>Existing State – Desired State Map</u> • <u>Focusing Four</u> • <u>Forced Choice Stickers I</u> • <u>Forced Choice Stickers II</u> • <u>Freeing Stuck Groups</u> • <u>Is/Is Not</u> • <u>Not A or B, but C</u> • <u>100% Consensus</u> • <u>Paired Weighting</u> • <u>Ranking</u> • <u>Rule of One-Third</u> • <u>Six-Position Straw Poll</u> • <u>Slip Method</u> • <u>Spend a Buck</u> • <u>Sufficient Consensus</u> • <u>Thumbs-Up</u> • <u>Value Voting</u>



Plan	Self-Management
<ul style="list-style-type: none"> • <u>Accordion Planning</u> • <u>Denominalize</u> • <u>Done – Yet to Do – Questions</u> • <u>Fishbone Diagram</u> • <u>Force-Field Analysis</u> • <u>Futures Wheel</u> • <u>Histomap</u> • <u>Outcome Mapping</u> • <u>Polarity Mapping</u> • <u>Responsibility Charting</u> • <u>Spot Analysis</u> • <u>Structure Conversations About Data</u> • <u>Wicked Problems Map</u> 	<ul style="list-style-type: none"> • <u>Two Sides of the Coin</u>



Facilitator Moves

Focus and Manage Attention	Manage Energy	Grouping
<ul style="list-style-type: none"> • <u>Above, Pause, Whisper</u> • <u>Applause</u> • <u>Adjournment Directions</u> • <u>Attention First</u> • <u>Break and Breathe</u> • <u>Cape</u> • <u>Choose Voice</u> • <u>Eye Hand Coordination</u> • <u>Finger Minutes</u> • <u>Freeze Gesture</u> • <u>Hand Signal</u> • <u>Relevancy Check</u> • <u>Show, Don't Say</u> • <u>Stance</u> • <u>Stand and Share</u> • <u>Visual Paragraph</u> • <u>Yes, Start</u> 	<ul style="list-style-type: none"> • <u>Airplane Stacking</u> • <u>Choreograph an Opening</u> • <u>Closing the Window</u> • <u>Decontaminate Problem Space</u> • <u>Foreshadow</u> • <u>PAG/PAU (Process as Given/Process as Understood)</u> • <u>Role Clarification</u> • <u>Satisfy, Satisfy, Delay</u> • <u>Signal Role Change</u> • <u>Stop, Redirect</u> • <u>TAG/TAU (Topic as Given/Topic as Understood)</u> • <u>Third Point</u> • <u>Volunteer Stand</u> • <u>Yellow Light</u> 	<ul style="list-style-type: none"> • <u>Card Games</u> • <u>High Fives</u> • <u>Learning Partners</u> • <u>Lineups</u> • <u>Mix-Freeze-Pair</u> • <u>Pairs Squared</u> • <u>Stack and Pack</u> • <u>Table Regrouping</u>



1-2-6

Explore and Discover

Generate Ideas

PURPOSE AND INTENTIONS

In large groups of sixty to two hundred, engage each member in generating ideas for decision making.

PROCESS

- Give a written task to individuals, such as naming one area to work on this year. (2 minutes)
- Pairs meet, share, and agree to one statement. (6 minutes)
- Each pair meets with two other pairs, shares, and agrees to one statement. (12minutes)
- Each group of six records its one idea on a sentence strip (8–12 words) and posts it in the front of the room.
- The facilitator leads an inquiry session in which members ask questions of clarification. The authors of the item being questioned respond.

CONTINUED

- The facilitator leads an advocacy session in which members advocate the items they think are most important.
- Rank ideas by using the Rule of One-Third (in this appendix) to determine a few items of the greatest interest of the group.
- Name a subcommittee to gather data on these items and bring back information or recommendations that should be perused.

VARIATION

- Have pairs converse before either inquiry or advocacy.

TIPS

- Individuals, not groups, should inquire, advocate, and rank.
- Use with large groups up to 120 members.

3-2-1 Plus 1

Explore and Discover

Process Text and Information

PURPOSE AND INTENTIONS

Recall and explain previous learning or what occurred at a recent event.

PROCESS

- Members draw a right-hand margin on a piece of paper. Label the margin "Plus 1."
- Individuals, in groups of three or four, write three key ideas they remember from the last meeting, two things they want to explore, and one point to ponder.
- Next, round-robin share one idea each. As members share, listeners may record personal notes in the right-hand margin.
- Plus 1 refers to notes members take as they listen to others.

CONTINUED

VARIATIONS

- Start the sharing at the second item (two things to explore), because more value probably comes from the second two categories.
- Process the activity with the full group.
- Use as follow-up to instruction
- Vary the prompts

TIPS

- Assign time, perhaps 12 minutes, so the group stays focused and brief.

5-3-1

Organize and Integrate Process Text and Information

PURPOSE AND INTENTIONS

Interdependently synthesize information.

PROCESSES

- Members identify five words that represent today's learning.
- Share the ideas, one at a time, in round-robin fashion. Explore the ideas as they emerge.
- Select three central ideas.
- If these three ideas were to go into a container with a label, what would that label be?

CONTINUED

ALTERNATIVES

- Use this strategy for what you want to remember from today's meeting or accomplishments.
- See *Most Important Point*, *Scrambled Sentences*, or *Three Balloons* in this collection.

TIPS

- Foreshadow several steps, but do not tell the name of the strategy.

7-11 Conversations

Organize and Integrate
Summarize

PURPOSE AND INTENTIONS

Recall, clarify, and correct misunderstandings regarding what happened in a meeting.

PROCESSES

- Members prepare comments they would make to a friend to summarize this meeting.
- After composing, either mentally or on paper, members mill about the room and share their comments with others.
- After a few minutes, the facilitator redirects the members to report some of their summaries to the full group.
- The facilitator and the group edit for consistency and accuracy.

CONTINUED

ALTERNATIVES

- Summaries can be written and passed around a table for editing.

TIPS

- Frame this as a conversation in a convenience store needing to be brief, informal, and without academic language.
- People often report different versions of what happens in meetings. This corrects this tendency.

A B Each Teach
Explore and Discover
Process Text and New Information

PURPOSE AND INTENTIONS

Explain content from text or other input.

PROCESS

- Pairs designate one partner as A and one as B.
- Person A reads one section of text.
- Person B reads another section of text.
- When both are ready, they teach their section to their partner.

VARIATIONS

- Pairs conclude by developing a summary of the text essence.
- Pairs join another pair and develop a summary.

CONTINUED

TIPS

- If energy is needed, create pairs through use of partners, or any device that will get people to move about the room.
- First, give instructions on the structure of the task, then name the partner with whom they will be working.

Above, Pause, Whisper

Facilitator Moves

Focus and Manage Attention

OUTCOME

Members return attention to facilitator

PROCESS

- “Above” in this context means, the facilitator’s voice briefly starts above the volume level in the room.
- Listen to the collective voice volume in a group rise and fall.
- As the volume begins to drop from its loudest point, speak a partial phrase in a voice just louder than what you are hearing. Examples are: “As you top...” or “This next stage...”.
- Pause as a momentary hush fills the room, then in a whisper finish your statement. For examples, “As you stop...and look this way, the next step will be to locate a new partner and share what you are learning.”

CONTINUED

TIPS

- The volume of voices in a group cycle every 8 to 10 seconds from high to low. Listen until you can identify these ranges. Timing is essential to achieve the desired effect. The pause in this sequence provides a break in pattern, which brains are hardwired to detect, causing the momentary silence into which you interject directions

Accordion Planning

Plan

Receive Full Group Input in Planning

PURPOSES AND INTENTIONS

- Allow planning teams to work deeply while informing and getting feedback from the larger group at various planning stages

PROCESS

- Planning team adopts a template such as define the problem, analyze causes, identify possible solutions, and implement and test solutions.
- After each stage, planning team members work with others in the organization, informing of the team's work and seeking reaction and guidance.
- The planning team takes into account responses from the larger group, refines that stage of their work, then repeats the process for the remaining stages up to implementation.

CONTINUED

VARIATIONS

- Select different planning templates.
- Have each team member report to a group in which they hold membership like a grade level or department.

TIPS

- Team members must be clear they are to think for themselves, rather than represent and only speak for the thinking of a group they are a member of.
- Accordion planning takes longer than using a process in which a planning team does the full work, then reports to the larger group. The benefit of this form of planning that makes it worth the extra time is the degree of ownership held by other members of the organization.

Adjournment Directions

Facilitator Moves

Session Closure

OUTCOME

Engage all participants in multiple tasks to close a session.

PROCESS

- Facilitator says, “To close the day, four things. Listen, then do. When I am done talking, you will do several things”:
 1. One of the teammates will put *gots* and *wants* in the appropriate place.
 2. Another team member will put the equipment back in the equipment bag.
 3. Recycling—another team member will put all the pop cans on the side table and trash into trash barrels.
 4. Another team member will push the chairs in neatly.

CONTINUED

VARIATIONS

- Vary according to your environment.

TIPS

- Purse packing, paper filing, and watch checking are normal activities at the end of a session. Be sure to get full attention before giving directions.

Airplane Stacking

Facilitator Moves

Manage Energy

OUTCOMES

1. Reduce or eliminate member anxiety when facilitator calls on speakers
2. Members hear ideas of others because they're not worried about their place in a queue.

PROCESS

- Explain metaphor related to control tower at airport directing the order in which planes are to land.
- Assign numbers to those with raised hands. Advise them to remember their number.
- Call on #1, then #2, and so on.
- Do not comment on participant responses. If a question is posed, list on a flip chart for later attention.
- When more hands are raised, add these to this list or start another list

Analogy Prompts

Activate and Engage

Activate Ideas Corresponding to a Challenge

PURPOSE AND INTENTIONS

Access and transfer concepts to a current situation

PROCESS

- Pose prompts as analogies such as:
 - How do runners manage to have a speed-up kick left for the finish?
 - How did the stagecoaches of the American West manage to race across great distances in just a few days?
 - How do the answers to the above relate to a challenge faced by the group?

EXAMPLE

- Making the observation that stagecoaches changed horses frequently might lead to the idea of rotating and delegating school improvement tasks.

Appoint a Devil's Advocate

Discuss

Hear Differing Views

OUTCOME

Break “Group Think.” Many people will not speak out at meetings for fear of retribution, low group trust, or just the fear of looking stupid. As a result “group think” becomes the norm and poor decisions result. By appointing a devil’s advocate, you give official permission for raising differing views.

PROCESS

- For each issue discussed, appoint the role of “devil’s advocate” with the function of offering differing views.
- Rotate this role. Change for each topic or meeting.
- At the end of the meeting explore the effects this role had on group thinking and make revisions if necessary, for the next time the role is used.

(Doyle & Straus)

Applause

Facilitator Moves

Focus and Manage Attention

OUTCOME

Break rapport in subgroups, bring focus to full group

PROCESS

- At the close of small-group work, ask participants to give themselves a hand.
- Model by clapping your hands.

TIPS

- Collective applause generates electrochemical energy in the brain, which contributes to a resourceful state for learning.

Around the Room and Back Again

Activate and Engage

Generate Ideas

PURPOSE AND INTENTIONS

Use novelty and physical activity to energize idea generations.

PROCESS

- Write one response to a prompt.
- Next, without taking notes, move about the room and share your response, mentally cataloguing the responses of others.
- When your head is full, or when you are signaled, return to your seat and list the responses you heard from others.
- Table groups should pool responses.

TIPS

- Connect the prompt to something being studied (e.g., things that go wrong in meetings) and refer back to the pooled list during the presentation.

Ask for Sabotage Ideas

Dialogue

Test Commitments

PURPOSE AND INTENTIONS

Achieve realistic commitments.

PROCESS

- State the agreement that the group has made.
- Say, “I know that none of you would ever deliberately sabotage this agreement, but if you were to do so, under what conditions might you make that choice?”

VARIATION

- Ask pairs or small groups to talk about this question.

TIPS

- Elicits hidden reservations or unconsciously held conditions under which members would not keep an agreement
- Provides an opportunity to clarify misunderstandings, develop ideas to overcome perceived obstacle, or reshape the decision

Assumptions Challenge

Dialogue

Test Ideas for Workability

PURPOSE AND INTENTIONS

Push beyond first easy and simple solutions.

PROCESS

- Participants set aside two to four good ideas from a generated list.
- Each idea is explored for conditions in which the idea would be productive and conditions in which it would be counterproductive.
- Discuss how good ideas are rarely rules, but instead represent principles.

VARIATION

- Use the process above to select ideas that address the needs of the group.

TIPS

- Especially when the group has generated the idea list, stress that this is not a right or wrong conversation.

Assumptions Inquiry

Dialogue

Clarify and Understand Members' Thinking

PURPOSE AND INTENTIONS

Identify and clarify assumptions

PROCESS

- Invite members to list their assumptions related to a challenge or initiative. Assumptions related to professional development, for example, might include: limited time for professional development, professional development must take place in seminar settings, or some teachers are resistant.
- Invite the group to inquire about these assumptions. What data inform them? What might be alternative interpretations to the same data? In which aspects are the assumptions generalizable, and in which aspects are they situational?

CONTINUED

ALTERNATIVE

- See *Card Stack and Shuffle* in this collection

TIPS

- Review and encourage pausing, paraphrasing, and inquiring

Assumptions Wall

Dialogue

Locate Assumption Sources

PURPOSE AND INTENTIONS

Understand own and others' assumptions on a topic

PROCESS

- Individuals list assumptions about a topic.
- Have participants choose one that most informs their behavior.
- Participants write their choice on sentence strip in 8–12 words.
- Post assumptions on the wall.
- Facilitator models inquiry (approachable voice, plurals, invitational stems, and positive presuppositions) and inquiry categories (importance, under what conditions, source, data, beliefs, values). Example: “I’m curious about that assumption.”

CONTINUED

- Whose is it? Help me to understand what are some reasons you value that highly are?”
- Individuals inquire about posted assumptions in round-robin fashion.

VARIATIONS

- The group lists assumptions related to a topic. One to three assumptions are selected. The group makes inquiries about these assumptions. The group then identifies implications of the selected assumptions.

TIPS

- Use groups of four to six
- Caution the group not to beat to death the first assumption explored.
- Model approachable voice.
- Intervene and correct whenever the inquiry begins to sound like interrogation and disbelief.

Attention First
Facilitator Moves
Focus and Manage Attention

PURPOSE AND INTENTIONS

Gain attention from group

PROCESS

- With a credible voice, call for attention. Example: “Look in this direction, please.”
- Maintain a frozen body and frozen gesture (described below).
- When the group is attentive and still, breaks eye contact, breathe, and step into another space (Break and Breathe, described below).
- With an approachable voice, give the next direction.

ALTERNATIVE

- With a credible voice, say “Thank you” when the majority of the group is attentive.

CONTINUED

TIPS

- As groups tire, they become less responsive to verbal directions. The visual nature of this strategy gets attention from visual processing people, whose silence alters auditory process to attend.

Banned Words

Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Evoke humor, playfulness, and efficacy in reluctant or discouraged group.

PROCESS

- Table groups identify a few words they would like banned from this session.
- One or two words are heard from each group and charted.
- The group agrees to collectively groan whenever one of these words is heard.
- The group practices the groan.

TIPS

- Explain that sometimes words are overworked in organizations. This will give participants an opportunity to be free from them during this session.
- Periodically use one of the banned words to playfully stimulate a response.

Brainstorm

Activate and Engage
Generate Ideas

PURPOSE AND INTENTIONS

Collective creativity without debate.

PROCESS

Members call out ideas while a recorder charts them.

VARIATIONS

- Post topics or questions on charts.
- Cluster members into groups of three to five and have each group stand before a chart with a marker color that is different from that of other groups.
- Each group calls out ideas, which are recorded on the charts.
- Each group moves clockwise to the next chart, reviews what the previous group has written, and adds ideas with the colored pen with which they first recorded.
- Members take a gallery walk to read all posted ideas.

CONTINUED

HISTORY AND WARNING

Brainstorming was invented in 1984 by Alex Osborne who theorized that a squad could generate more ideas than individuals by “storming” the objective without criticism of others’ ideas. More recent studies have found that free association activities without dissent lead to mostly predictable ideas and that imagination can be stimulated by conflict. A 2003 study by Nemeth at the University of California at Berkley found that teams encouraged to debate brainstormed ideas generated 20 percent more ideas than those that withheld criticism. This does not mean that traditional brainstorming processes should not be used. On the contrary, most people are more creative when working in teams. Familiar brainstorming processes provide voice, they start projects from members’ concerns and information, therefore representing a vital stage in collaborative work. See *Brainstorm and Critique* for a brainstorming format that safely includes criticism.

TIPS

- Stress that brainstorming means that there is no talking about the items, but rather the groups are to just list items. Even mature groups tend to forget this.

Brainstorm Modalities

Activate and Engage

Generate Ideas

PURPOSE AND INTENTIONS

Collective creativity on a topic using modalities as a lens.

PROCESS

- Define the subject.
- Give everyone a minute or two to think.
- Invite members to call out ideas.
- A member records ideas on flip chart.
- Code the first 10 ideas as either visual, auditory, or kinesthetic.
- Compute a ratio for each modality.
- Brainstorm again, focusing on the least represented modality.

CONTINUED

VARIATIONS

- Use paired conversations for think time.
- Have pairs or small groups brainstorm, code and brainstorm again instead of working as a full

TIPS

- Explain that considering the topic from the least used perspective will bring fresh ideas to the surface.

Brainstorm Questions

Activate and Engage
Safely Generate Ideas for Inquiry

PURPOSE AND INTENTIONS

Develop lenses for inquiry.

PROCESS

- Define the subject.
- Give everyone a minute or two to think.
- Invite members to call out questions.
- A member records questions on a flip chart.
- Categorize the questions and determine what information is necessary and how it might be gathered.

CONTINUED

VARIATIONS

- Use paired conversations for think time.
- Have the work done in pairs or small groups.
- Precede the activity with dialogue.

TIPS

- Explain that generating questions can illuminate the group's work.

Brainstorm and Critique

Activate and Engage

Generate Ideas

PURPOSE AND INTENTIONS

Enrich idea generation with psychologically safe critiques.

PROCESS

- Instruct the group of brainstorming research (see chapter 6 and “History and Warnings” under the brainstorm strategy). Brainstorming as commonly practiced has been found to be only partially effective, asserts Paulus (2003, 2006). Researchers find that idea generation and idea quality increases when after traditional brainstorming, members individually study the list thinking of downsides or alternatives.
- Define the subject.
- Give everyone a minute or two to think.
- Brainstorm in which members call out ideas without commenting or questioning other items on the list.
- Provide time in which members silently critique items, and then share and discuss.

CONTINUED

VARIATIONS

- Instruct trios to offer critiques, downsides or counter arguments for as many ideas as possible within a time frame (twelve to fifteen minutes), report, and process by full groups.
- Arrange the recording sheets in such a way that small groups can move to the sheets and record their ideas.
- Use the rule of one-third to identify the top few ideas. Critique these.

Break and Breathe

Facilitator Moves

Focus and Manage Attention

OUTCOME

Members attend to speaker

PROCESS

- When over 90 percent of the group is attending, momentarily break eye contact, perhaps by looking down, then step to one side, engage eye contact again and say “Thank you” in a credible voice.

NOTE

Break and Breathe is a Focus First move to be used after employing *Stance*, *Freeze Gesture*, and *Choose Voice*.

Cape
Facilitator Moves
Focus and Manage Attention

OUTCOME

Break rapport in subgroups, bring focus to full group

PROCESS

- Should a member offer an idea unrelated to the topic being discussed, the facilitator records the idea on a chart and says, “That’s an important idea. Let’s come back to it when we can give it full attention.”

VARIATIONS

- The facilitator directs the recorder to record.
- Some might know this strategy by the name Parking Lot.
- Encourage self-directed recording.

TIPS

- It is important to return to this item in some way. Options include the following: at the end of the meeting, in a subgroup after the meeting, or on the next agenda.

Card Games
Facilitator Moves
Grouping

OUTCOME

Energize and randomly regroup

PROCESS

- Distribute playing cards in a specific fashion. For example, place sets of three similar cards (e.g. Aces) randomly throughout the room, or sets of two distributed in a similar manner.
- Instruct members to locate a card partners, sit and respond to a prompt.

Card Stack and Shuffle

Dialogue

Clarify and Understand Members' Thinking

PURPOSE AND INTENTIONS

Identify implications of assumptions.

PROCESS

- Participants complete two stems such as “Good student writers . . .” and “Good teachers of writing . . .”
- Each response is written on a separate 3×5 card.
- Table groups, stack cards, and shuffle them. Pass them to the table on your right.
- Person A selects a card and reads it to the group.
- Members identify possible assumptions related to the response on the card.
- Group members then explore the implications of those assumptions.
- Repeat the pattern with people B, C, and D drawing cards in turn.

CONTINUED

VARIATIONS

- Use only one stem.
- Preface this activity with instruction about assumptions and implications.

TIPS

- Demonstrate drawing a card and eliciting assumptions.
- Demonstrate exploring implications of one of those assumptions.
- Encourage paraphrasing and inquiring.
- This can be a scaffold for dialogue.

Carousel Interview

Explore and Discover

Generate Ideas

PURPOSE AND INTENTIONS

Survey and explore a group's concerns or interests.

PROCESS

- Prepare interview-recording sheets, one for each question.
- Groups of six, each person with one question.
- Round 1 – write a response to your own questions in the top space.
- Round 2 – 1 and 2 interview each other; 3 and 4 interview each other, 5 and 6 interview each other.
- Round 3 – 1 and 3; 2 and 5; 4 and 6.
- Round 4 – 1 and 4; 2 and 6; 3 and 5.
- Round 5 – 1 and 5; 2 and 4; 3 and 6.
- Round 6 – 1 and 6; 2 and 3; 4 and 5.

CONTINUED

- Join others with the same question. Share the responses and create a synthesizing statement. Be prepared to share your statement with the large group.

VARIATIONS

- Groups of four, each person with own question.
- Have groups create a graphic to share with the large group, rather than a statement.

TIPS

- Provide recording page for each question, six spaces on each page.
- Make sure questions are open-ended and varied.

Causal Loop Diagram

Dialogue

Recognize that the Way a Problem is Defined Can Be the Source of the Problem

PURPOSE AND INTENTIONS

Examine underlying values, beliefs, and goals when repeated attempts at resolution are unsuccessful

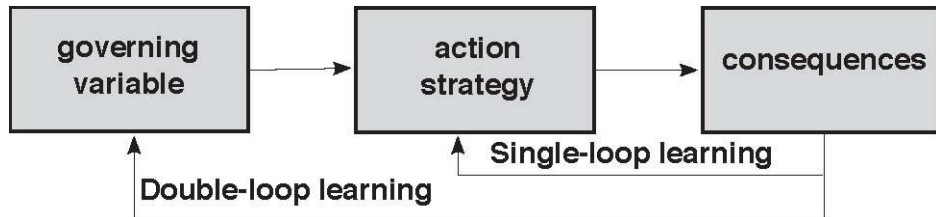
PROCESS

- Advise members that:
 - In single-loop learning, groups modify their actions according to the difference between expected and obtained outcomes.
 - In double-loop learning, groups question the values, assumptions, and policies that led to the actions in the first place.
- Identify and list the intended and unintended results of an action.
- Identify and list the mismatches between intentions and outcome
- Through dialogue, question the ways in which the framing of the problem, assumptions, values, and policies might have affected the outcome.

CONTINUED

TIPS

- This can be an appropriate time to talk about other language forms such as using “and” instead of “but” when responding to a previous speaker. “But” conveys the message that the previous speaker was wrong.



Check In

Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Facilitate mental and emotional transition from outside the meeting to being present in the meeting.

PROCESS

- Explain that this is a transition from outside the meeting to inside the meeting. For many people, sharing a little personal data helps them to make the transition.
- Members go around the circle, briefly naming their mood and anything that might detract them from fully participating.
- Ask a volunteer to go first. Ask the volunteer to indicate when he or she is finished by saying, “I’m finished” or another appropriate phrase.
- Stress that there is no side talk.
- At the end, make a summary paraphrase.

CONTINUED

ALTERNATIVE

- See *I'm In* in this collection.

TIPS

- Be the first speaker to model brevity.
- Stop anyone who interrupts a speaker.

Choose Voice
Facilitator Moves
Focus and Manage Attention

OUTCOME

Members attend to speaker

PROCESS

- Use credible voice. This is congruent with messages that give information and increases the “authority” of what is said.

NOTES

- A credible voice has a limited range of modulation and tends to drop at the end of a phrase or sentence. This voice communicates information. An alternative voice is the approachable voice with a higher range of modulation. The approachable voice is somewhat melodic and tends to rise at the end of sentences. This voice is used to elicit responses rather than for gaining attention.
- Use with *Stance*, *Freeze Gesture*, and *Break and Breathe* to achieve Focus First.

Choreograph an Opening (Kendall Zoller)

Facilitator Moves

Manage Energy

PURPOSE AND INTENTIONS

- Acknowledge resistance
- Members free themselves from a resistant state of mind

PROCESS

<i>Verbal</i>	<i>Nonverbal</i>
Thank you for coming	Eye contact with group. Mix credible and approachable voice with an open, palms up gesture.
As if you had a choice	Pause with hands vertical. Stand still and wait for a laugh.
On the agenda are four topics	Look and gesture toward the agenda. Use a credible voice and pause after each topic. After the last statement, turn to the group, stand still and count internally 3, 2, 1.

CONTINUED

<i>Verbal</i>	<i>Nonverbal</i>
I imagine a number of you would rather be prepping your classrooms today and are disappointed that this has turned out to be a work day instead of a classroom day as promised.	Without talking, walk a few feet from the easel.
There is good reason to want to be in classrooms, it is where our passion lies, directly supporting students.	Gesture outside toward the classrooms. Pause periodically. Use a credible voice. At the end, stand still, pause, and silently count 3, 2, 1. Then move halfway back to the easel.

CONTINUED

<i>Verbal</i>	<i>Nonverbal</i>
<p>As you know, there is the passionate part you have for your students' wellbeing. At the same time you may be wondering what information I could get here that would even increase the value of my support. How long might you be willing to listen to determine if the information is useful? What might it take to see how useful the information might be?</p>	<p>Approachable voice. With palm up gesturing, use inclusive language (our).</p> <p>Take a few steps toward the front center of the group.</p> <p>Approachable voice.</p> <p>Gestures of inclusion, palms up. Use downward beat gestures to accompany the words of your message like a maestro directing an orchestra (passionate—part—of you—students).</p> <p>Pause, stand still, and silently count 3, 2, 1...</p>
<p>And our first agenda item is...</p>	<p>Turn and walk toward easel, point to first agenda item using a new voice pattern, state the first agenda item.</p>

CONTINUED

VARIATIONS

- Select phrasing that might most accurately describe the group. All of us (you), some of, parts of, a few of...

TIPS

- Prepare by listing what you surmise about the group. What do you believe are the emotions they are feeling, the reasons for the emotions and what the group values.

Clearing

Activate and Engage

Inclusion

PURPOSE AND INTENTIONS

Facilitate mental and emotional transition from outside the meeting to being present in the meeting.

PROCESS

- Begin a meeting by inviting members to clear any thoughts that are on their minds.
- Nothing is irrelevant.
- Allow members to speak only twice.

VARIATION

- Use a round-robin approach or invite members to speak whenever they wish.

TIP

- Silence is okay

Close the Discussion

Discuss

Clarify and Flexibility

PURPOSE AND INTENTIONS

Members are clear about when a discussion is to be closed.

PROCESS

- The person in charge displays decision options.
 - Participants can vote on whether to keep the discussion going or not.
 - The person in charge decides whether to end the discussion or extend it.
 - Everyone has one more chance to make a point.
 - Continue the discussion but limit it to a specific topic.
 - Close the discussion if someone calls for closure and two others agree.
 - Delegate the decision making to a subgroup.
 - Talk until a predetermined time limit has been reached. Person in charge makes an executive decision if the group hasn't decided by then.

CONTINUED

- Members explore the advantages and drawbacks of each option.
- Group selects an option to use on a regular basis.

VARIATIONS

- Group selects a few options for consideration when approaching a decision.

TIPS

- The goal is efficiency, consistency, clarity, and flexibility.

Closing the Window

Facilitator Moves

Manage Energy

OUTCOME

- 1.Alert group time is ending
- 2.Members know time for process is ending

PROCESS

- The facilitator says, “You have this much time left on this topic,” while moving hands closer together starting at shoulder width apart.

TIPS

- Move hands slowly together while scanning the group for any signals someone wants to speak.
- This strategy may stimulate contributions from people who have been sitting on an idea but have not yet said it.

Combine Opposites

Decide

PURPOSE AND INTENTIONS

Subgroups resolve impasse without audience

PROCESS

- Use when the group is stuck. Ask if two sets of people with divergent views would be willing to step outside and bring a recommendation back to the group.
- Ask the group if this idea is agreeable.
- Determine a time for the subgroup to converse. Their choices are now, outside the meeting room, or later, at a break. The only limitation is that the recommendation must be made today.
- Clarify the subgroup's decision-making authority with the full group. Determine whether the subgroup will be making a decision to which the group will abide or bring a recommendation for group consideration.

CONTINUED

TIPS

- Request or suggest that certain members serve on the committee. Asking the most impassioned voice to serve increases the likelihood of group acceptance.
- Set a time limit for the subgroup.

Conflict Conversation Template

Dialogue

Safely Manage Conflict

PURPOSE AND INTENTIONS

Facilitate and manage conflict within and among groups

PROCESS

- The facilitator poses the following questions, providing time and processes for related conversations.
 1. What is your relationship to this conflict?
 2. How do you feel about it?
 3. What are your expectations?
 4. What are the worst possible outcomes of addressing this conflict?
 5. What are the worst possible outcomes of not addressing this conflict?
 6. What are the best possible outcomes of addressing this conflict?

CONTINUED

7. What do you imagine the other person (or group) thinks are the worst and best outcomes?
8. What are you willing to do to achieve the best possible outcomes?
9. What would you like the other person (or group) to do to achieve the best possible outcome?

VARIATIONS

- Divide the questions into sections, summarizing at the end of each sections.
- Example: 1-2-3 ; 4-5-6; 7-8-9
- Have members summarize or make facilitator observations
- Use this process with both parties when a conflict exists between pairs or small groups of people.
- Use this to help a group think through its perceptions about a conflict with another group.

TIPS

- The term *relationships* in question 1 is deliberately vague, so that members can speak from whatever viewpoint is safest or for which they have energy.

Content Check

Organize and Integrate
Summarize

PURPOSE AND INTENTIONS

Clarify the what, why, and how of next steps.

PROCESS

- Randomly distribute cards numbered 1 through 4.
- Display a chart with the following ideas:
 1. Walk out knowing what to do.
 2. Why are we doing it?
 3. What are we expecting to see?
 4. What are our next steps?
- The numbers members receive determine which meeting summary statement they make.

CONTINUED

VARIATIONS

- Members draw a playing card.
- Numbered cards are thrown on the table, and members scramble for their questions of choice.
- Add other summary checks for groups larger than four. Some examples might be as follows:
 - Who needs to know what happened in this meeting?
 - By when are the next steps due?
 - What should be highlighted in the minutes of the meeting?

TIPS

- Make the process routine for greatest results or alternate with *Process Check* in this collection.

Corners

Dialogue

Reveal Preferences

PURPOSES AND INTENTIONS

Identify, make public, and process members' preferences.

PROCESS

- Post labels in corners of room.
- Participants move to the corner of greatest interest.
- Form clusters of two or three. Ask participants to explore and share their reasoning for selecting this topic.

VARIATIONS

- Can also use three or five “corners/locations” instead of four.
- After a period of time, instruct people to move to the corner of their second choice and repeat the sharing in clusters of two or three.
- Ask people to stand in the corner that represents their position on an issue.

CONTINUED

TIPS

- Learning is enhanced when participants identify interests within a topic.

ALTERNATIVES

- Use corners to represent different levels of agreement with a proposal.

Criteria Matrix

Discuss

Group Decision

PURPOSE AND INTENTIONS

Decisions based on identified values.

PROCESS

- Identify a decision you wish to make and the alternatives you are considering.
- Identify the criteria you consider important.
- Assign each criterion an importance score.
- Determine the extent to which each alternative poses each criterion.
- Express as High, Medium, or Low.
- Assign number values such as High = 3, Medium = 2, and Low = 1.
- Record on a criteria matrix and analyze the scores to see which alternative has the highest total points.
- Based on your reaction to the selected alternative, determine the next steps.

CONTINUED

ALTERNATIVES

- Assign a point value to each criterion if some are more important than others.

TIPS

- Group needs only rough agreement on High, Medium, and Low ratings.
- Should two alternatives appear to be equally desirable, add other criteria.

<i>Criterion</i>	<i>Alt. A</i>	<i>Alt. B</i>	<i>Alt. C</i>
Available resources	H	H	H
Could serve as stimulus to another desired change	H	M	M
Staff readiness	M	L	L
Congruence with Prog. X	M	L	M
<i>Numerical Values</i>	10	7	8

Decision Options

Discuss

Decisions

PURPOSE AND INTENTIONS

Clarify decision authority and strategy

PROCESS

- Executive Decision
 - Clarify whether the group's function is to inform or to recommend.
 - Announce when a decision will be made and the manner in which it will be communicated to the group.
- Fallback position
 - Limit group decision-making time.
 - Define a decision process if the group cannot decide within the allotted time.
- Subgroup decision
 - Clarify whether the subgroup will be bringing back a decision or a recommendation.
 - Provide decision parameters.

CONTINUED

VARIATIONS

- Specify the decision-making strategy to be used. (See *Criteria Matrix* in this collection).

TIPS

- Select an option before discussion begins.

Decontaminate Problem Space

Facilitator Moves

Manage Energy

OUTCOMES

- Regain positive energy
- Members regain resourcefulness, often evidenced by posture, facial expressions, etc.

PROCESS

- Locations evoke memory. When a negative or counterproductive statement has been made, the location from which it was made evokes emotional recall.
- Step away from any location in which a statement distressing to the group was made by anyone.

CONTINUED

VARIATIONS

- If the person introducing you is disliked by the group or says something that causes distress, begin your work in any space other than the space occupied by the introducer.
- If you say something clumsy or offensive, step out of the space in which it was said, point back to the space, and say, “Did I say that?” Or “That was stupid, I apologize for that.”
- Rooms also evoke memories. If you are required to work in a room in which the participants have negative reactions, redesign the work space and change the furniture arrangement.

TIPS

- The stronger the emotional message, the greater the decontamination effort. Move to the back of the room to decontaminate the effect of intense negative messages.

Delve and Dialogue

Dialogue

Text-based Learning

PURPOSE AND INTENTIONS

Deepen understanding of concepts and others through a structured dialogue.

PROCESS

- Read a selection of text and make connections to some aspect of your work.
- In groups, share some of your connections.
- Honor the spirit of inquiry with pausing, paraphrasing, and posing questions.

VARIATIONS

- Assign this to trios instead of a group.

TIPS

- Review the principles of dialogue prior to starting this process.
- Because not listening is a common default pattern, you might want to periodically stop the action and ask people to notice what is happening in the conversation or engage them in the *Round-Robin Reflection* described in this collection.

Denominalize

Plan

Render Concepts Amenable to Problem Solving

PURPOSE AND INTENTIONS

Be proactive in response to statements like “We have a problem with communication,” or “There is limited trust in our group.”

PROCESS

- Inform a group that when verbs or adjectives have been converted into nouns, they become nominalizations. It is not possible to solve nominalizations, so for planning to start they must be denominalized.
- Invite the group to denominalize by phrasing challenges as “What will we see and hear ourselves doing when we are communicating more effectively? This way of stating the problem reveals the desired state about which a group can plan.

Disagreement Grid

Discuss

Disagree Agreeably

PURPOSE AND INTENTIONS

Members can disagree respectfully.

PROCESS

- Ask participants to participate in the next activity as a warm-up to conversations in which diverse opinions are held.
- Draw a 4×4 grid on a chart. Ask the participants to assume that each square is equal in dimension to the other squares.
- Ask the participants how many squares they see.
- As each number is offered, write it on the chart margin without comment.

CONTINUED

- After several numbers are recorded, stop. Ask, “Who saw [one of the higher numbers of squares]? Would you please explain to the group where you see these squares?”
- Mark on the grid as a member explains what he or she sees.
- Ask “Was the person who said 16 wrong? 17? 24?”
- Addressing the whole group, say, “As we move into the conversation that follows, let me suggest that when you have a difference of opinion, you can say, ‘I see it a different way.’”

TIPS

- This can be an appropriate time to talk about other language forms that can be used when disagreement occurs. Suggest participants use the word “and” which implies addition, instead of “but” which implies the first speaker is wrong.

Diversity Rounds

Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Seek and identify likenesses in others, understand sameness and differences within group, and relate personal experience to topic.

PROCESS

- Indicate directions will be purposively vague so members can decide which subgroup they will report to.
- The facilitator chooses categories that fit the group's purpose going from lesser to greater levels of sensitivity. Examples: birth order, decade of birth, gender, cognitive style, time in the organization, ethnicity.
- As each category is named stand and search for three or four people that fit criteria.
- How has this identity criteria shaped or influenced you as a professional?
- Eight to ten minutes.

CONTINUED

- Hear reports from group.
- The facilitator names a new category and the pattern is repeated three or four times.
- Next, members write responses to prompts such as: “What I am noticing about myself, the group, and the effect of being in various subgroups”; “How I feel about the various subgroups that I selected; and what might we do to maximize the attributes of the various subgroups.”
- Responses are shared in heterogeneous groups.
- Each group develops a summary paraphrase of their findings and recommendations.

ALTERNATIVES

- Instead of journal entries, small groups might converse about their responses to the prompts.

TIPS

- Best for a group of at least twenty people. If group becomes too large, divide into small subgroups.

Done – Yet to Do – Questions

Plan

Name Action Steps

PURPOSE AND INTENTIONS

Identify and agree on what yet needs to be done.

PROCESS

- Regarding a group project, individual members record a list of tasks that are done, tasks that are yet to be done, and questions about getting the work done.
- In table groups, share the information.
- Get agreement on the next most important things to be done.

VARIATIONS

- Identify tasks that should be discarded even if not done.
- Run the process as a facilitated full-group activity.

TIPS

- Members are often so deep in the complexity of work that it hard to see where they are and generate focus and energy for the next tasks.

Eliminate the Negative

Decide

PUPROSE AND INTENTIONS

Reduce decision complexity

PROCESS

- Assuming that members have clarified items on a list, ask, “Are there any items you would be okay removing?”
- When a member names an item, ask if anyone objects. If not, remove the item.
- If there is an objection, do not remove the item. No discussion is required.
- When this process is complete, move to the next step in the decision-making process.

TIPS

- Explain that this process saves the group the time of talking about items in which the group has limited interest.

Energy Sources Team Survey

Dialogue Self-Assessment

PURPOSE AND INTENTIONS

Self-monitor and self-modify five group energy sources.

PROCESS

- Team members individually respond to questions about their team.
- Tabulate scores for each energy source for each person.
- Use the data to dialogue about its meaning.

VARIATIONS

- Use either an electronic version or a paper version.
- It might be useful to calculate a mean, median, and mode.
- Use the instrument in a prescriptive manner to determine what actions might be taken to increase certain energy sources in the group.

CONTINUED

TIPS

- Emphasize that the data is non-evaluative and serves as baseline impressions.
- Use the data to dialogue about its meaning. cont.
- Consider the strengths of the group as well as discrepancies.
- It is particularly useful to do item analysis.
- When items are considered, they become sources of understanding for goal setting.
- Copies and scoring can be purchased at www.thinkingcollaborative.com.

Existing State – Desired State Map

Decide

PURPOSE AND INTENTIONS

Reduce decision complexity

PROCESS

- Display a desired-state map, as shown below.
- Explain that defining the desired state establishes a goal and is more important than exploring why the problem exists.
- The group names a desired state in broad terms.
- Next develop a behavioral description. What would one see and hear when the desired state is achieved?
- Next identify the resources required to achieve the desired state. Consider skills, knowledge, and behavior.
- Select the most catalytic of resources and develop a plan for creating them.

CONTINUED

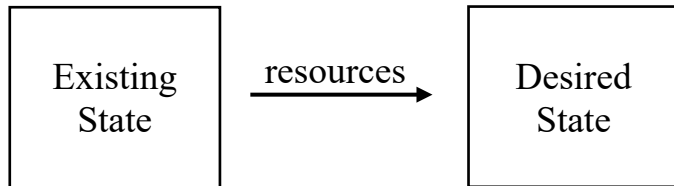
VARIATIONS

- Generate a description of the existing state, and then describe the desired state as a direct contrast to existing state elements.

TIPS

- The facilitator should preview the stages and sequence of thinking required in this approach.
- When members do not have the same information about an issue, it is useful to describe the existing state from the various perspectives. Otherwise, public display of the existing state is rarely of great value unless using the direct contrast approach described as an alternative.

DESIRED STATE MAP



Expert Jigsaw

Explore and Discover

Process Text and Information

PURPOSE AND INTENTIONS

Interdependently acquire, summarize, and communicate information.

PROCESS

- Cluster members into home groups of five (if five topics are to be studied) and number off one to five. Each number is assigned a reading.
- Have all the number ones, two, threes, etc., move into expert groups of like numbers.
- Provide questions to expert groups to help them process information.
- In the expert groups, members read the material, report on the questions, then converse about its meaning.
- Members determine what ideas they will share and how they will share the ideas in their home groups.
- Return to home groups and share what has been learned in the expert groups.

CONTINUED

VARIATIONS

- Expert groups develop an image or perform a skit to convey information.

TIPS

- While there is value in member choice, assigning topics takes less time than allowing members to choose their own topics.

Eye Hand Coordination

Facilitator Moves

Focus and Manage Attention

OUTCOME

Members eyes go to where facilitator points.

PROCESS

- Presenter looks in the direction (s)he points.

TIPS

- Member's eyes look in the direction in which the facilitator looks. Facilitators err when they look at the group while pointing to a chart. This becomes especially important when a facilitator/recorder team is at work. Recorders avoid eye contact with the group so as not to split the group's attention between the facilitator and recorder.

Finger Minutes

Facilitator Moves

Focus and Manage Attention

OUTCOME

1. Subgroup awareness they are part of the full group
2. Facilitator has data with which to announce additional time to be allotted for the activity

PROCESS

- During an activity, ask the group to pause.
- Participants in a group are to decide how many minutes they need to finish and designate one person to raise his or her hand to indicate how many minutes the group needs to finish the activity. Set a limit by indicating a fist (0) to the maximum number of minutes (with fingers) you want to allow (0, 1, 2, 3, 4, or 5).
- Name the finger numbers you see so the large group is aware of variations.

CONTINUED

- Estimate the average time that you think will allow most groups to finish without frustrating those groups already done.
- Report the remaining time to the group.

VARIATIONS

- Without giving a time range, ask groups how much more time they need.

First Job
Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Level the social perceptions of group members to similar youth-related experiences.

PROCESS

- In round-robin style, each person reveals his or her first paid job. Responses might include jobs like babysitting, shucking corn, and picking fruit.

First Turn/Last Turn

Dialogue

Dialogue Scaffold

PURPOSE AND INTENTIONS

This scaffold for dialogue enlists many cognitive and affective skills necessary for dialogue. This activity requires cognitive, emotional, and social skills including turn-taking, self-management, comprehension, interpretation, application, relating, integrating, metacognition, and appreciation of others.

PROCESS

- Form groups of four to eight.
- Silently and simultaneously, members read a section of text and highlight three or four items that have particular meaning for them.
- The facilitator names a person to start in each group.
- In turn, members share one of their items but do not comment on it. They simply name it.

CONTINUED

- In round-robin fashion, group members comment about the identified item WITH NO CROSS TALK.
- The initial person who named the item now shares his or her thinking about the item and therefore gets the last turn.
- Repeat the pattern around the table.

VARIATIONS

- When possible, have members read the text before coming to the meeting. When they have read prior to the meeting, allow 3–4 minutes for them to “review” what they marked. This can save face for those who forgot to read.
- Reading sources can include journal articles, policy statements, mission statements, a sample of student work, or original writing by members on a common topic.

CONTINUED

TIPS

- Select the first speaker geographically (e.g., the person sitting with his or her back most directly against the wall). Selection that is both structured and random can interrupt problematic patterns that occur in group dynamics (e.g., having one person always be the first responder).
- Stress that there is no cross-talk. Explain that when cross-talk occurs, it takes the focus off the speaker, changes the topic, diminishes the speaker's influence, and interferes with listening.
- Explain that structured dialogue allows members to develop the necessary emotional skills and values for high-quality dialogue. This experiential learning will serve as a scaffold as participants learn to dialogue.
- Monitor and intervene when cross-talk occurs as groups begin.
- Groups of six are ideal, sometime four as a first experience.

Fishbone Diagram

Plan

Planning for Technical Change

PURPOSE AND INTENTIONS

Discover cause and effect relationships.

PROCESS

- Draw a fishbone diagram on chart paper, as shown below.
- Code sections of the chart that are related to an existing condition of an issue. For tardiness, for example, getting to school, school responses to tardiness, school staff, and home might be listed.
- Brainstorm factors that might be affecting the existing condition and record on the diagram.
- Explore pros and cons of various combinations of solution approaches.

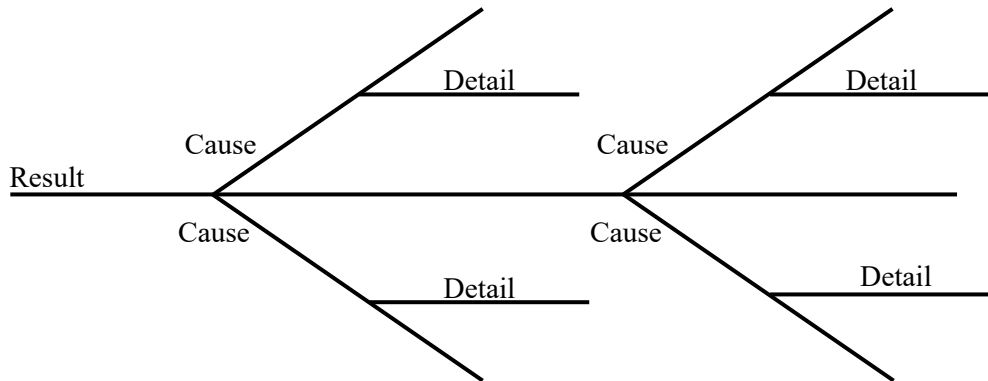
CONTINUED

ALTERNATIVES

- Have subgroups brainstorm each of the categories and record them on a separate chart.
- Next, report and explore the various charts. Allow additions.

TIPS

- Protect the group from delving into too much minutia.



Focused Reading
Explore and Discover
Process Text and Information

PURPOSE AND INTENTIONS

Select and interpret information as it relates to individuals and whole group.

PROCESS

- Members read and mark text for purposes, such as:
 - √ Affirms prior knowledge
 - ! Surprises you
 - ? You wish to know more about this
- Within small groups and in round-robin fashion, members explore the items they marked. Each member shares only one item at a time.
- Explore only items marked as ! or ?.

CONTINUED

VARIATIONS

- Change the prompts to fit the purpose of the task. Other prompts might include the following: what concerns you, what excites you, what neither concerns nor excites you.

TIPS

- Use for text that the members are to read before a session.

Focusing Four

Decide

Achieve Agreement

(See Garmston, Dolcemascolo (2009) The Focusing Four: A Consensus Seeking Activity For Prioritizing: DVD Viewers Guide. www.thinkingcollaborative.com)

PURPOSE AND INTENTIONS

Each member feels heard, understood, and contributes to decision.

PROCESS

- Explain task, topic, and process.
- Check for understanding.
- Brainstorm ideas and record on chart paper.
- Push for between 12 and 18 ideas.
- Next, members ask questions of clarification. The “author” responds.
- Next, members advocate items.

CONTINUED

- Finally, use the rule of one-third to determine which items are of greatest interest to the group. Use a hand count. (See *Rule of One-Third* in this collection).
- Conclude by determining a process to narrow the choices down to one or two if necessary. See *Close the Discussion* in this collection.

VARIATIONS

- Occasionally have partners confer before a new step in the process begins.

TIPS

- Each step in the process must be kept separate.
- Statements of advocacy must be stated in the positive, such as “I advocate this because . . . ,” and never “I don’t like this because . . . ”
- Tell group members they will be guided, not bound, by the numbers. For example, in a group of 15 members, item A gets 9 counts and item B gets 11; that might not be a sufficient enough difference to select B. In cases like this, the facilitator will ask the group how it wants to handle the situation.
- See a detailed description of this process in the in the *Adaptive Schools Learning Guide*.

Force-Field Analysis

Plan

Technical Change Planning

PURPOSE AND INTENTIONS

Select opposing forces to weaken and favorable forces to strengthen.

PROCESS

- Post a T-chart with a topic or goal at the top. On the left side, write “forces for” and on the right side, write “forces against.”
- Members list forces that fall into either category.
- Members may paraphrase or question for clarity.
- Limit each list to about six items. Once the list is deemed complete, mark the three strongest forces on either side.
- Explore how the forces against might be made weaker and the forces for might be strengthened. This phase may take the form of dialogue.
- Rate the forces and how feasible it would be to modify them.
- Select one or more on which to work.

CONTINUED

VARIATIONS

- Assign the first three tasks above to small work groups, then chart and post group results.
- As a full group, entertain questions of clarification.
- Continue with the process as a full group.

TIPS

- Some forces may legitimately appear on either side of the chart.
- It is usually easier to weaken the forces restraining change than it is to strengthen the helping forces.
- Topics such as to decrease dropout rates, to increase attendance, or to increase student motivation to write might prove challenging, because their complexity exceeds this simple analysis.

Forced Choice Stickers I

Decide

PURPOSE INTENTIONS

Provide interactive decision-making protocol.

PROCESS

- List options on a flip chart.
- Distribute an equal number of stickers to each member.
- Instruct members to spend all their stickers.
- Members place stickers near preferred options.
- The stickers represent a vote and are binding. See variations.

VARIATIONS

- Distribute stickers based on a Rule of One Third formula.
- Clarify options before members spend stickers.

Forced Choice Stickers II

Decide

PURPOSE AND INTENTIONS

Provide advocacy and interactive decision-making protocol.

PROCESS

- Chart and post various options from which to select.
- Invite members to stand by the chart of their first choice. Ask the members to talk about why they value this option. Have each group select a spokesperson.
- Each spokesperson gives a brief advocacy statement.
- Entertain questions of clarification.
- Provide each member with an equal number of stickers.
- Stickers are spent.

CONTINUED

VARIATIONS

- The group examines sticker distribution and decides which few options should receive further consideration and conversation.
- Post options on several flip charts. Subgroups stand by options representing their choices and tell group rationale for their choice.
- After advocating and inquiring about members' choices, fresh stickers are distributed and spent.

TIPS

- Some members will want to know if they can spend all their stickers on one option. Discourage this.
- It is acceptable to place more than one of one's stickers on an item.
- Prior dialogue is valuable.

Foreshadow
Facilitator Moves
Manage Energy

OUTCOMES

- 1.Signal a transition
- 2.Members anticipate next events

PROCESS

- Before a break, name the next topic or activity to occur.

VARIATIONS

- Build suspense by not naming the topic, but suggesting that the information will be surprising.

TIPS

- Anticipation serves the function of an advance organizer.

Four Box Synectics

Activate and Engage

PURPOSE AND INTENTIONS

Evoke energy, creativity, and humor related to new topic.

PROCESS

- On chart paper, draw a 2×2 box. Post.
- A recorder at each table draws a similar box to collect the group's thinking.
- Elicit recommendations for an object or a concept to place in each of the boxes. Suggest each time that the next recommendation be as different as possible from the previous recommendation (examples: lamppost, sailboat, hammer, daisy or shopping, sailing, cleaning, fishing).
- Instruct table groups to brainstorm three or four responses for each box to the prompt you provide. (Example: Professional communities are like a lamppost because _____. Professional communities are like a sailboat because _____.)

CONTINUED

- Give groups two minutes to select their best items and a spokesperson.
- Elicit responses from the groups using a full statement such as “A professional community is like a lamppost because _____.”

VARIATIONS

- People synectics. Provide each table group with three to five postcards that have images of famous people on them. Ensure that the postcards represent diversity.
- Direct the groups to talk about what they know about each person on the cards.
- Have the groups select one card and complete the phrase: (name the person) is like (the topic you are working on) because _____.
- Complete the phrase: (name the person) is NOT like (the topic you are working on) because _____.
- Synectic questions can be posed. “What game are you playing in this organization?” Responses carry insights and humor, as, “We are playing badminton in a hurricane.”

CONTINUED

TIPS

- Explain that *synectics* is derived from two Greek roots: *syn* (bringing together) and *ectics* (diverse elements). This activity draws from the metaphoric brain, which hold information holistically.

Freeing Stuck Groups

Decide

PURPOSE AND INTENTIONS

Facilitate decision-making

PROCESS

- The facilitator asks, “What’s stopping us from making a decision?” or “Who would be willing to meet with (name) and (name) and develop a proposal for the next meeting?” or “Are you willing to give the subcommittee the authority to make that decision?” or “Would it be agreeable to the group if we asked (name) to bring us more information before we proceed?” or “I think this is a decision for (name). Shall we ask her to make it?”

CONTINUED

VARIATIONS

- Group members can also pose these questions.
- See *Naive Questions* in this collection.
- See *Close the Discussion* in this collection.

TIPS

- Identify, when possible, the time available in the meeting to reach closure.

Freeze Gesture
Facilitator Moves
Focus and Manage Attention

OUTCOME

Members attend to speaker

PROCESS

- Hold one gesture still and after making a call for attention. A gesture might be one or two hands pointing to self, accompanied with the words, “Look this direction, please,” (or words of the facilitator’s choice) delivered in a credible voice.
- Other gestures could include pointing to a chart while maintaining the frozen body. The only principle for selecting a gesture is that the gesture should be above elbow level.

Futures Wheel

Plan

Identifying Possible Consequences

PURPOSE AND INTENTIONS

Reveal factors to consider in planning.

PROCESS

- Display a futures wheel on chart paper.
- Write the name of the innovation or idea that the group will be working with in the center of the wheel.
- Work outward from the center to the first layer of circles.
- Identify two positive consequences and two negative consequences. Have the positive and negative be as different as possible.
- Continue in this manner to the second layer, then the third, or fourth.
- Dialogue about the findings. How might this information influence the perceptions and decisions of a planning team?

CONTINUED

VARIATIONS

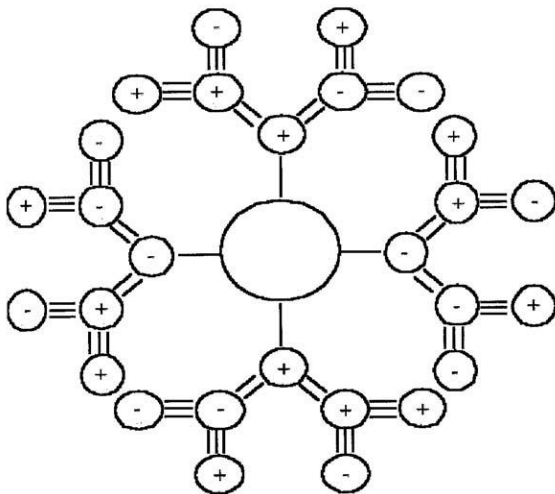
- Through this process, a need for more information may surface. Determine what is needed and how to gather it.
- Two small groups could work on the same decision, then share results to gain greater perspective.

TIPS

- These are not predictions. They are possible consequences.
- An analysis of the data may lead a group to abandon the idea.
- An analysis of the data may inform a group of ways of implementing the idea that would avoid some negatives.
- Use the information to learn what needs to be communicated to whom and in what ways.

CONTINUED

Futures Wheel



Gatekeeping

Explore and Discover
Invite Participation

PURPOSE AND INTENTIONS

Open opportunities for quiet members to speak

PROCESS

- A member notices that a colleague has not talked.
- The member says, “(Name), I’m aware you have not talked for a while. Is there anything you would like to add?”

VARIATIONS

- “(Name), I know you served on a committee addressing this. Do you have anything you’d like to say?” or “What might you like to add?”
- “(Name), from where I’m sitting, your eyebrows look furrowed. What comments might you like to add?”

TIPS

- Phrase the questions so that the colleague can gracefully decline to speak.

Give One to Get One

Activate and Engage

PURPOSE AND INTENTIONS

Generate energy, community building by interacting with others, and generate information about the new topic.

PROCESS

- Individuals write data on a 3×5 card. Example: name, role, agency, time I spend doing _____, a trick of the trade about _____, a technique that works for me.
- Members move about the room and share the information on their card with another person. Members paraphrase and inquire so they can, in a moment, share their partner's card and the information with another person.

CONTINUED

- At a signal, members trade cards.
- Members then locate a new partner and share the new card and information they just acquired with their new partner.
- At a signal, return to table groups. Share what you learned.
- As a group, identify what patterns or themes you detected.

VARIATIONS

- Go a third round.
- Provide a template for the sharing of patterns. “There were three themes here, _____, _____, and _____.”
- Use to activate concepts such as, “”A belief I have about adult learners is ...”

Gots and Wants

Organize and Integrate

Meeting Assessment

PURPOSE AND INTENTIONS

Adjust ways of working with group based on group feedback.

PROCESS

- Individuals compose “gots” on sticky notes, one idea per sticky note. A “got” might be an idea received, something learned, or a positive response to working with colleagues.
- Individuals compose “wants” on sticky notes, one idea per sticky note. A “want” might be a comment about process (go faster or slower), a request for information, or a comment about materials.
- As the group adjourns, members place their sticky notes on charts labeled GOTS and WANTS.

CONTINUED

VARIATIONS

- See *Pluses and Wishes* in this collection.

TIPS

- After the event, categorize and label the gots and wants. Use this information to adjust your practices at the next session.
- Communicate to the group your response to their needs as you open the next session.

Greeting Circle

Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Access affective states and establish a sense of group and self within group.

PROCESS

- Form a circle.
- The facilitator (or designated person) moves inside the circle and greets the person to his or her left.
- They continue inside the circle greeting each person in turn.
- Those who have been greeted follow the person who greeted them inside the circle.
- When the facilitator returns to his or her original location, those inside the circle continue to greet them, a second time.
- This time, the person inside the circle is the greeter, not the greeted. This balances the circle.

CONTINUED

- When the greeting is complete, ask two questions. (1) How do you feel about the activity? (2) What did you learn from it that will make you successful?

VARIATIONS

Moving right around the circle

TIPS

- No ritual is older, and none more anxiety-ridden, than that of greeting each other. The natural tendency is to seek out those one is comfortable with, those who are like them.
- The greeting circle allows the anxiety and apprehension of the individuals to be encountered. It releases energy into the room in the sound of high voices, and laughter.
- The emotional material must be expressed first to allow learning to take place. It grounds the person in the moment and allows people to be real.
- Useful as a grounding for sessions on conflict, hard-to-talk about topics and, or when, two or more groups are brought together for difficult conversations.

Grounding
Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Activate internal resources for addressing sensitive topics with respect and skill.

PROCESS

- Form groups of six to eight.
- Explain that the purpose is to set a norm for respectful listening, to get everyone's voice in the room in a manner that is non-confrontational, to allow people to connect with one another, to allow for the expressions of hopes and apprehensions, to value thinking and feeling, and to surface agendas that might not otherwise be heard.

CONTINUED

- Explain the procedure:
 - Members take turns talking.
 - When one member talks, all others are silent.
 - Full nonverbal attention is given to the speaker.
 - After everyone has talked, the first speaker will summarize what was said.
 - When the members indicate that they understand the process, the facilitator names the first speaker. Alert in advance.
- Post on a flip chart what members are to talk about:
 - My name is . . .
 - My name is . . .
 - My relationship to this topic is . . .
 - My expectations are . . .
 - How I feel about being here is . . .
- When all groups are finished, the facilitator calls on the first speaker in each group to give a summary statement to the full assembly.

CONTINUED

VARIATIONS

- Another prompt might be: What is the commitment that brought you into this room?
- With twelve members, the grounding can be done with the full group.

TIPS

- Since this activity's primary purpose is to provide participants with an opportunity to be heard, this activity operates on earth time, not clock time.
- Use when a meeting is going to address hard-to-talk-about topics. The harder the topic is to talk about, the more valuable the full group grounding is.
- With a group size of forty to fifty people, this activity might take as much as forty-five minutes.

Group Groan

Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Through humor, induce ownership and responsibility for personal reactions in the session.

PROCESS

- Table groups list what are the best and worst things that can happen in this session. Hear a few and record them on a flip chart.
- Make an agreement that should any of the worst things occur, all will participate in a group groan.
- Practice the groan once.

VARIATIONS

- Give think time before receiving the items.
- With groups of 12 or fewer, elicit both the best and the worst from the full group. Record in two columns.

Hand Signal
Facilitator Moves
Focus and Manage Energy

OUTCOME

Members return attention to facilitator

PROCESS

- With frozen body and a frozen gesture, and with eyes downcast, the facilitator raises one hand at right angle to the body and waits until the room is quiet. Members raise their hands, finish their current thought, then silently attend to the facilitator
- The facilitator breaks and breathes, says “Thank you” and makes a transition
- statement to the next order of business

CONTINUED

TIPS

- Explain this is the most respectful signal you know, as it allows adults to finish their thought before attending to full group business.
- Using the same spot to do this will begin to anchor the space as a signal to fall quiet and attend
- Visually oriented members are first to notice the hand signal, begin to quiet, and then the more auditorily oriented members notice the decrease in volume, and also fall quiet.

Here's What, So What, Now What

Dialogue Data Analysis

PURPOSE AND INTENTIONS

Move beyond data to implications

PROCESS

- Distribute a three-column work sheet.
- Explain the purpose of each column: “Here’s What” for specific data the group is working with; “So What” for an interpretation or meaning of the data; “Now What” can be a predication, an implication, or a question for further study.
- In pairs or in small groups, members complete the Now What and So What columns.
- Conduct a full-group dialogue.

CONTINUED

VARIATIONS

- Structure the task to provide skills practice in paraphrasing and posing questions.

TIPS

- Provide an example and elaborate a response for each column.
- Provide specific Here's What data such as "60 percent of female students scored X while 40 percent of male students scored Y," or have groups generate their own data for this column.

High Fives

Facilitator Moves

Grouping

OUTCOME

Energize and randomly regroup

PROCESS

- Demonstrate three persons grasping hands above their heads for a “high five.”
- Instruct members to stand with one hand in the air. Locate and grasp a hand of two other persons. This is the group for the next task.
- Sit and respond to a prompt.

Histomap

Plan

Learn from Group History

PUPROSE AND INTENTIONS

Release emotional barriers to working toward a desired state.

PROCESS

- Hang chart paper on the wall for a timeline.
- Mark eras in the group's history—the year the bond issue passed, the year the new principal arrived, the loss of a federal program.
- Use icons to illustrate the different events that occurred within each of the eras.
- Next, groups of people add words and icons to the timeline and share their memories.

VARIATIONS

- Organize groups randomly or as intact working groups.

(Suzanne Bailey)

CONTINUED

TIPS

- When people hear about the same event from different perspectives, a more complex history is understood.
- What is expressed and understood can be released and does not have to dominate the working space of the group.

Hopes and Fears

Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Establish common ground and normalize member's reaction to setting or topic.

PROCESS

- Briefly write your fears and hopes about this session or topic.
- Pairs share their greatest fear and greatest hope.
- Quartets (pairs squared) meet and identify themes in fears and hopes.
- Report themes to full group.
- Facilitator makes comments to normalize fears and identify common hopes.

VARIATIONS

- Pairs report all fears and hopes.
- Conduct process as full group, with the facilitator eliciting and charting.

TIPS

- With either alternative, start with private reflection.

I'm In
Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Facilitate mental and emotional transition from outside the meeting to being present in the meeting.

PROCESS

- Members go around the circle briefly naming anything on their mind. (Examples: “I’m concerned about my eighth grader. She says she doesn’t have any friends. I know she is just down and does have friends. I’m figuring out how to handle this. OK. I’m in.” or “I’ve never had a third grade class so excited about creative writing. Their enthusiasm lifts me up every day. OK. I’m in.”)
- Stress that there is no side talk.
- At the end, make a summary paraphrase.

CONTINUED

VARIATIONS

- Be the first speaker to model brevity.

TIPS

- Stop anyone who interrupts a speaker.
- Should someone ask to pass, that is OK, though we suggest not offering that as an option as you set up the activity.

In and Out of the Frame

Explore and Discover

Generate Ideas

PURPOSE AND INTENTIONS

Identify and explore frames of reference other groups and members of this group may be holding.

PROCESS

- Form groups of four to six persons.
- Stand before charts showing large rectangle.
- Group members brainstorm associations with the topic. Use only one pen color.
- Stop. Categorize the brainstormed items. Record categories in the top portion of chart.
- Assign each group another frame of reference as a lens, based on other perspectives that might need to be considered such as parents, students, community members, etc.

CONTINUED

- With a new pen color, circle the ideas in the frame that this new group might have named had they been present.
- Below the frame add ideas this new group might have added.
- Reflect. Ask, “How might knowledge of these other perspectives influence planning and action on the topic under consideration?”

TIPS

- Use to plan new initiatives.
- Think about this framing map as a way of anticipating different perceptions and using knowledge of those perceptions in communicating, planning, and action.

Inside Outside Circle

Dialogue

Explore and Extend Ideas

PURPOSE AND INTENTIONS

In the spirit of dialogue, small groups augment concepts.

PROCESS

- Form inner circle facing outward and outer circle facing inward with one-to-one correspondence.
- Provide a prompt such as, “Students in grade six should be able to...” or “We could enhance students’ sense of belonging by...”
- Inner circle persons generate a response.
- Outer circle persons paraphrase and extend the idea.
- Outer circle people rotate clockwise three or four persons.

(Spenser Kagan)
CONTINUED

- Outer circle people respond to the same prompt, while the inner circle paraphrases and extends.
- Repeat the pattern with another prompt, if desired.
- Have members be seated and respond to the prompt “We are learning...”

VARIATIONS

- If space does not permit one large set of circles, run activity in more than one circle.
- Use to review or refine other skills such as pausing or posing questions to specify thinking.
- Use as a preface to extended dialogue.

TIPS

- Demonstrate the double circle configuration with eight participants.

Is/Is Not

Decide

PURPOSE AND INTENTIONS

Identify most relevant data

PROCESS

- In one column write the facts that are known about a problem, where it is, what its effects are, when it occurs, and so on. For example, the boys scored higher than the girls in four of the five test batteries.
- In a second column, write the facts that are known to not be part of the problem. For example, boys and girls are doing equally well in daily assignments.

VARIATIONS

- Small groups generate “is” and “is not.” Report and agree on the most significant
- Follow this with data gathering based on the is/is not analysis.

(Doyle and Strauss)

CONTINUED

TIPS

- Provide categories for “is”: where, when, to what extent, and with whom does the problem occur?
- Provide categories for “is not”: where, when, to what extent, and with whom does this not occur? Therefore, what might explain the pattern of occurrence and nonoccurrence?

Issues Agenda

Discuss

Identify Issues

PURPOSE AND INTENTIONS

Illuminating issues

PROCESS

- Brainstorm issues related to a project.
- Dialogue on degrees of importance, desirable attention sequences, and connections.
- Develop and agree to a timeline.

ALTERNATIVES

- After brainstorming, develop a criteria matrix (see strategy in this collection) to analyze importance and attention sequences.
- An issues agenda can be conducted informally, focused only on topics to be addressed during the current meeting.

CONTINUED

TIPS

- Remind members of brainstorming rules. Even experienced groups can forget these without a reminder.

Jigsaw Carousel

Explore and Discover

PURPOSE AND INTENTIONS

Interdependently acquire, summarize, and communicate information.

PROCESS

- Form groups, one for each concept. (Example: If working with four concepts, you will need four groups.)
- Each group describes a concept in its own words.
- Give behavioral examples: What would they see and hear as indicators of this concept?
- Have groups identify and describe situations in school, life, or work in which it would be important to draw on this concept.
- Pose questions intended to help others become aware of this concept in their life or work.

- Have groups create a logo or a simile as a reminder of this concept. (e.g., “Complete the simile: This concept is like a _____ because _____.”)
- Compose a brief statement or slogan that summarizes the concept.
- Report work to full assembly.

TIPS

- Provide an advance organizer for the entire process.
- Have each member be responsible for learning one concept and then teaching it to others.

Journal

Activate and Engage

PURPOSE AND INTENTIONS

Journal writing can be used for stimulating thinking prior to dialogue, reflecting time in a think-pair-share activity, leveling the playing field when various roles or cognitive styles are present, or capturing ideas in a fast-write format after being presented with information.

PROCESS

- Give the reason for a prompt and tell how it will be used in the session.
- Provide the prompt. Clarify terms.
- Set a time limit.

TIPS

- Write the prompt using attributes of mediational questions: plurals, tentative language, syntactical substitutions, and positive presuppositions.

Key Concepts/Key Ideas

Explore and Discover

Process Text and Information

PURPOSE AND INTENTIONS

Select and interpret information and relate to member's experience.

PROCESS

- Organize members into pairs.
- Assign a reading.
- Individuals read text, marking key concepts and ideas.
- When both have finished reading, they take turns sharing and exploring the concepts and ideas marked by each partner.

VARIATIONS

Assign the reading in sections. After each section, share concepts and ideas.

See *Say Something* strategy in this collection

TIPS

- As with all text-based learning, remind members that a key value of this strategy is the different experiences and perspectives that each member brings to the topic.

Key Word

Organize and Integrate

PURPOSE AND INTENTIONS

Synthesize new learning

PROCESS

- In round-robin fashion, each member shares a key word that captures some important aspect of his or her learning that day.

VARIATIONS

- The facilitator offers a summary paraphrase at the end of the process.
- Table groups identify a keyword.
- Participants tell why the word is important.

TIPS

- Many can have the same word but for different purposes.

Knots
Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Leaving the familiarity of words, kinesthetically forming a working group. Evoke humor and energy.

PROCESS

- Form groups of eight. Form a circle.
- Everyone places left hand in circle and grasps the hand of ONE other person whose hand is in the circle.
- Now place right hands in the circle and grasp the hand of ONE other person whose hand is in the circle.
- Everyone now should be holding the hands of two other people.
- Without letting go of the grips, untangle the human knot.

(Bob Chadwick)
CONTINUED

VARIATIONS

- Place the right hand in first.

TIPS

- Groups of six to eight are ideal. Ten are possible. Twelve are too many.

Know, Think You Know, Want to Know

Activate and Engage

PURPOSE AND INTENTIONS

Engage constructivist-learning experience working with a fresh topic.

PROCESS

- Label chart paper with three columns: Know, Think You Know, Want to Know.
- Give a topic to the groups and have them complete the charts.
- Post the charts and have the group look for patterns and themes.

VARIATIONS

- Facilitator responds to the “Want to Know” columns by providing responses to the large group.

TIPS

- If groups disagree on the “Know” column, encourage them to place content in the “Think You Know” column.

Lasso

Discuss

Language Specificity

PURPOSE AND INTENTIONS

Members gain clarity on terms.

PROCESS

- Circle or lasso words on a flip chart that lack specificity.
- Invite members to define the words within the context of the group's work.
- Ex. "How to solve drug use at schools." Ask what you mean by drugs, which ones, which schools, what age levels, and even what do you mean by solve: reduce, eliminate entirely, prevent, etc.?

ALTERNATIVES

- Ask pairs or small groups to define the words and report out for group reinforcement or adoption.
- Record the definitions on chart paper.

CONTINUED

TIPS

- Classes of language most useful to question for specificity: vague nouns or pronouns; vague verbs or action words; universal quantifiers like all, everyone, never; modal operators like must, have to, can't; and comparators like better, worse, greater.

Learning Partners

Facilitator Moves

Grouping

OUTCOMES

Members choose four partners for future paired work.

PROCESS

- Provide a page displaying four partner choices. These might be seasons, places on a clock, sports teams or other symbols meaningful to the group.
- Instruct members to make appointments with four people. If using a clock, for example, members would choose a partner for 3, 6, 9, and 12 o'clock and record the appointments on the provided page.
- Check to see that each has a partner for each partner space. Form partnerships from those indicating they are missing the same partner slot.
- Indicate a space to which members can move if they cannot locate their partner. If no one is available to pair with, advise them to join the brightest group.

Left-Hand Column

Dialogue

Self-assessment

PURPOSE AND INTENTIONS

Increase awareness of personal assumptions, thoughts, and feelings that govern one's thinking and contribute to blocking hearing others.

PROCESS

- During dialogue, members maintain a split-sheet format for recording items in either a right- or left-hand column.
- Record in the right-hand column data or ideas one wants to remember.
- Record in the left-hand column what one notices about self-talk and reactions to the conversation.

(Chris Argyris)

CONTINUED

- Examples include, what I need to set aside in my listening in order to stay present; what are my intentions; what are my judgments; what am I feeling in the moment, and is the feeling evoked by a correct interpretation of the interaction, or am I responding to “noise in my head” or personal history in some way; what are my assumptions; what can I learn about me from my reactions.

ALTERNATIVES

- Provide members with two-column recording sheets, with prompts in the left-hand column like assumptions, feelings, judgments, and supportive data.

TIPS

Invite members to keep right-hand column, then reflect together on what they learned about themselves and dialogue.

Like Me
Activate and Engage
Inclusion

PURPOSE AND INTENTIONS

Recognize sense of self within community.

PROCESS

- Participants move chairs back from tables so it will be easy to stand if appropriate.
- Name categories like “my work is done at the elementary level, high school, middle school, central office,” or “I have been in this district five or more years, ten, twenty, thirty, more,” or “I am a teacher, principal, consultant, etc.” or “I am typically up before 6a.m.”
- As people stand, remind them to look around and see who else is also in that group.
- Finally, ask the questions “other” regarding roles. In other words, if your role has not been called, please stand. The facilitator asks standing members to state their roles.

CONTINUED

VARIATIONS

- For parent groups, change the prompts. My first child in this school, I attended this school, I speak a language other than English, etc.

TIPS

- Because this strategy is done as an inclusion activity when you do not yet have relationship with the group, it is important to state the multiple purposes of inclusion activities like this: They include setting norms of participation, focusing mental energy inside the room, answering the questions who am I in relation to others in the room and beginning the journey from an aggregate of individuals to a group.
- The category “other” is essential. People feel left out if their role is not acknowledged.
- DO NOT ask participants to say “like me” when they stand. Perhaps appropriate for elementary children, it is embarrassing for adults.

Lineups
Facilitator Moves
Grouping

OUTCOME

Energize and regroup

PROCESS

- Announce that the purpose is to regroup and energize.
- Designate a space in the room for members with low responses to stand and for members with high responses to stand. Others will form a line representing their response in relationship to those two points.
- Provide a topic (e.g., how hot do people like their salsa, birth dates) by another desired profession, if not in education (alphabetically).
- Sample responses from different parts of the lineup.
- Cluster people into working groups by counting off or by moving along the line by threes, fours, or whatever group size is desired.

CONTINUED

VARIATIONS

- Have half the line step forward. These people will walk toward the other half, forming a double line, with people facing each other. Facing members become partners for the next activity.

TIPS

- Structure lineups around the perimeter of the room for the best use of space.
- Choose a topic based on group members' knowledge of one another; intact groups might be more interested in alternative professions than groups whose members do not know one another.
- Choose a topic based on the amount of time available; some lineups require more reporting (e.g., years in the district), whereas others do not (e.g., how hot you like your salsa).

Matchbook Definitions

Organize and Integrate

Summarize

PURPOSE AND INTENTIONS

Reveal the essence of a topic.

PROCESS

- Following the introduction of a topic, groups craft a “matchbook” definition.
- Like a matchbook, very few words can be used (8–12).
- Groups have 5 minutes to craft and post the definition.

VARIATIONS

- Use this strategy to check understanding by summarizing conclusions from a discussion or dialogue.

TIPS

- Set something aside. Save it for a different task.
- Keep the definitions posted for later reference.
- Use half sheets of chart paper to encourage short definitions.

Mix-Freeze-Pair

Facilitator Moves

Grouping

OUTCOME

Energize and regroup.

PROCESS

- Instruct members to stand and move around the room.
- At a signal, freeze and pair with the nearest person.
- Sit together and respond to a prompt.

Modified Jigsaw
Explore and Discover
Process Text and Information

PURPOSE AND INTENTIONS

A high-energy and time-saving alternative to *Expert Jigsaw* that also requires members to acquire, summarize, and communicate information.

PROCESS

- Form a team.
- Apportion a reading to members of the team.
- Each member reads an assigned section and plans how to teach it to the team.

Most Important Point (MIP)

Organize and Integrate

Summarize

PURPOSE AND INTENTIONS

Energize members as they distinguish and report personally relevant information.

PROCESS

- Invite the group to reflect on something learned or a conversation held.
- Stand, locate a partner, and share your most important point.

VARIATIONS

- Add *Partners Report* to this activity. Members will report to the full assembly the Most Important Point of their partner. The reporting does not have to be reciprocal, and reporting is best done while members are still standing.
- Instead of locating another partner, share MIPs at tables and agree on a table MIP.

CONTINUED

TIPS

- Learning partners, eye contact partners, or any configuration of partnerships can be used. See *Learning Partner* in this collection.
- When partners report, because they are reporting their partner's ideas, they will be briefer.

My Bonnie Lies Over the Ocean

Activate and Engage

PURPOSE AND INTENTIONS

Recover energy as it begins to wane.

PROCESS

- Describe that the purpose of this activity is to promote energy for the next portion of the meeting.
- Lead the group in singing “My Bonnie Lies Over the Ocean.” When the letter *B* is used in the song, stand if you have been seated, and sit if you have been standing.

TIPS

- Advise members to take care of any physical needs during the activity. Protect knees, back.

Naïve Question – (also a group member strategy)

Discuss

Direct Topic or Process Back on Track

PURPOSE AND INTENTIONS

Members influence group's fidelity to meeting standards (one process at a time, one topic at a time, clarity about decision making, etc.).

PROCESS

- A group member asks a naive question, to which the group responds. Examples:
- Who is making this decision? How much detail do we need to move this item?
What parts of this issue exist in our area of responsibility? Who will do what by when? Is there something we are not talking about?

VARIATIONS

- The facilitator asks a question: "Given what you know about meeting standards, what seems to be going on right now?"

CONTINUED

TIPS

- A naive question is one asked with innocence, a desire to know, and in a melodic, approachable voice. This is a powerful way for group members to offer corrections to group work.

Not A or B, but C

Decide

PURPOSE AND INTENTIONS

Eliminate decision obstacles.

PROCESS

- The group is polarized on two options.
- Ask if anyone can suggest a third option (C) that might contain what seems to be attractive about the first two (A and B).

VARIATIONS

- List the desirable features of A.
- List the desirable features of B.
- Have small groups generate options that contain the positive aspects of A and B while minimizing the negative aspects of each.

TIPS

- If the group remains stuck, use *Criteria Matrix* in this collection.

100% Consensus

Decide

Full Consensus on Guiding Documents such as Mission Statements or Values

PURPOSES AND INTENTIONS

Commitment of each member to adoption of a document.

PROCESS

- In a group of six or fewer, invite someone to volunteer to be a facilitator and someone to be a scribe.
- Define the facilitator's role as calling on people and keeping the process intact. The scribe's role is to chart exactly what each person says, then make the exact corrections requested by subsequent group members.
- The facilitator poses a question such as, "What should be the role of the project leader?" or "How shall we define completion?"
- In round-robin fashion, members are called on to contribute one sentence, which is recorded word for word by the scribe.

(Bob Chadwick)

CONTINUED

- Before the process is complete, both the facilitator and scribe can have someone briefly take their roles while they contribute a sentence.
- When all sentences are charted, the facilitator asks, “Is there anyone who cannot live with this as stated?”
- Members may raise their hand and offer different wording for parts of the sentence. Without consultation, the scribe scratches out the original and adds the new.
- The facilitator asks again, “Is there anyone who cannot live with this as stated?” “The process continues until no more changes are suggested for the first sentence.
- The facilitator repeats the process for the second sentence.
- The process is repeated for all the remaining sentences.

VARIATIONS

- For larger groups, have subgroups work on the same task – report results to the full group, then have the scribes draft a statement containing all the words of the several versions.
- Develop a full paragraph before editing.

CONTINUED

TIPS

- Schedule a couple of hours for this strategy.
- Don't wordsmith. Request corrections only if the corrections refine the meaning.
- Do not "go along" with something you are uncomfortable with.
- This will go slowly at first. About midway through it will pick up speed.

One –Word Summary

Organize and Integrate

Summarize

PURPOSE AND INTENTIONS

Synthesize a conversation or information from a text.

PROCESS

- Write one word that summarizes the central idea from this conversation.
- Share with a neighbor or a group.

ALTERNATIVES

See *Most Important Point*, *Scrambled Sentences*, *Three Balloons*, or *5-3-1* in this collection.

TIPS

- Allow open text, in which members might review notes or text before arriving at a one-word summary.

Outcome Mapping

Plan

Resolve Persistent Performance Problems

PURPOSE AND INTENTIONS

Discover and strengthen internal resources to improve performance.

PROCESS

- Reveal the purpose and process to the group.
 - Display six columns with these headings:
 - Presenting problem
 - Tentative outcome
 - Desired behavior of selected others
 - Internal resources required to achieve desired behaviors
- Change-agent strategies to build resources
- Internal resources required for change agent to perform strategies
- Elicit responses from group; paraphrase and record responses.
- If there is disagreement regarding what the group members say, dialogue may be scheduled for another meeting.

CONTINUED

VARIATIONS

- Facilitate the use of this map with a change agent from another group or individual.
- Use as a group facilitation tool.
- Direct the focus to others or to self as a group.
- Use to explore potential strategies to promote growth for an individual.

TIPS

- This is task-analysis work and must be followed in sequence. Intuitive leaps and leaps to a solution should be set aside. We can't prescribe solutions until the exact behaviors and required resources are known.
- *Presenting problem.* Don't need specific descriptors. (Ex. Don't function as a team.)
- *Tentative outcome.* Don't need specific descriptors. (Ex. Uses team work)

CONTINUED

- *Desired behavior.* State behaviorally: What, by when, how much.
 - Behaviors must be specific, measurable, achievable, relevant to the larger outcome, and tactical. Tactical means the positive byproduct of the existing state can be maintained.
 - Select a few behaviors, most amenable to change in the near future, for the analysis that follows.
- *Internal resources.* Answers the question: “What knowledge, skills, attitudes, or states of mind would be necessary to perform these behaviors?” The assumption is that if they were present, the behaviors would be present.
- *Change-agent strategies.* Answers the question “What strategies might the change agent perform in order to have the group access the required resources?”
- *Internal resources for the change agent.* Answers the question “What knowledge, skills, attitudes or states of mind would the change agent need to have to perform identified strategies?”

PAG/PAU (Process as Given, Process as Understood)

(Doyle and Strauss)

Facilitator Moves
Manage Energy

OUTCOMES

1. Signal a transition
2. Members anticipate next events

PROCESS

- With a credible voice, the facilitator gives directions for the next activity.
- Next, the facilitator pauses, breaks eye contact, silently moves to a new space, and in an approachable voice says, “Just to be sure that I stated that clearly, what are you about to do?”

VARIATIONS

- Ask specific questions, such as “What will you do first, next, etc.?”
- Invite pairs or table groups to clarify the directions.

CONTINUED

TIPS

- This strategy respectfully places any failure of communication on the facilitator.
- The effectiveness of the two messages are enhanced because they are communicated in space, voice, and language.

Pairs Squared
Facilitator Moves
Grouping

OUTCOME

Create quartet-working groups.

PROCESS

Instruct current pairs to join another pair, sit together and respond to a prompt.

Paired Verbal Fluency

Activate and Engage

PURPOSE AND INTENTIONS

Recall prior knowledge.

PROCESS

- Form pairs.
- Describe the process:
 - A and B will take turns responding to a prompt.
 - At a signal one will speak and one will listen.
 - At a signal the other will speak while the first speaker listens.
 - Each time, no one is allowed to repeat anything that was said by the other.
 - Check for clarification.

CONTINUED

- Repeat the cycle two or three times. For activating prior knowledge:
 - First round twenty seconds each.
 - Second round forty seconds each.
 - Third round sixty seconds each.
- For organizing and integrating:
 - First round sixty seconds each.
 - Second round forty seconds each.
 - Third round twenty seconds each.

VARIATIONS

- Gauge the time allotted for the second and third round by the level of participant engagement. The purpose for the declining amounts of time is to focus thinking. The purpose of the increasing amounts of time is to broaden thinking.

TIPS

- Announce the time allotted for rounds only after the exercise is completed so participants can apply this strategy elsewhere without knowing the structure until experiencing it.

Paired Verbal Fluency

Explore and Discover

Generate Ideas

PURPOSE AND INTENTIONS

Primes the pump for full group conversation.

PROCESS

- Form pairs.
- Describe the process:
 - A and B will take turns responding to a prompt.
 - At a signal one will speak and one will listen.
 - At a signal the other will speak while the first speaker listens.
 - Each time, no one is allowed to repeat anything that was said by the other.
 - Check for clarification.

CONTINUED

- Repeat the cycle two or three times:
 - First round sixty seconds each.
 - Second round forty seconds each.
 - Third round twenty seconds each.

VARIATIONS

- Prompts might ask for solutions, concerns, assumptions.

Paired Weighting

Decide

PURPOSE AND INTENTIONS

Rank larger groups of items.

PROCESS

- Individuals compare each item with every other item according to importance.
- Example: Which is more important, A as compared to B, A as compared to C, A as compared to D, etc. Then B as compared to A, B as compared to C, B as compared to D, etc.
- Participants go through the items, comparing each pair, circling their preferences. They count up all the As, the Bs, the Cs.
- When counting up their responses, participants count across the A line: From then on they count down and then across, starting with B in the top line and then down (counting only the circled letters); then C down and across, then D down and across, etc.

CONTINUED

VARIATIONS

- You can also compare the items in reference to performance: How are we performing? Which are we performing better? A or B, A or C, A or D, etc. Then B or C, B or D, etc. – You can do either or both processes.
- Numbered cards are thrown on the table and members scramble for their question of choice.
- Add other summary checks for groups larger than four Some examples might be:
 - Who needs to know what happened in this meeting?
 - By when are the next steps due?
 - What should be highlighted in the minutes of this meeting?

TIPS

- These processes are complicated and require a lot of time. The recording page for participants looks something like the following:

CONTINUED

$$\frac{A \quad A \quad A \quad A \quad A \quad A}{B \quad C \quad D \quad E \quad F \quad G}$$

$$A = \underline{\hspace{2cm}}$$

$$\frac{B \quad B \quad B \quad B \quad B}{C \quad D \quad E \quad F \quad G}$$

$$B = \underline{\hspace{2cm}}$$

$$\frac{C \quad C \quad C \quad C}{D \quad E \quad F \quad G}$$

$$C = \underline{\hspace{2cm}}$$

$$\frac{D \quad D \quad D}{E \quad F \quad G}$$

$$D = \underline{\hspace{2cm}}$$

Paraphrase Passport

Explore and Discover

Dialogue

PURPOSE AND INTENTIONS

Deepen paraphrasing skills and norms; increase understanding of each other and a specific topic

PROCESS

- Provide a prompt for a conversation.
- Groups explore a topic:
 - Person A makes an initiating statement.
 - The group pauses for 5 seconds.
 - The next group member (anyone) paraphrases the previous statement before inquiring or adding related ideas.
- Repeat the pattern as time permits.
- To close the talk, the group constructs a summarizing and organizing paraphrase of the full conversation.

CONTINUED

VARIATIONS

- The person designated to paraphrase could be sitting next to A, and other players round-robin from there.
- After a speaker has been paraphrased, any member may inquire or add ideas.

TIPS

- Forecast these multiple purposes at the beginning of the activity.
- Have the group reflect on the benefits they realized from listening and being listened to and the metacognitive disciplines they used.

Partners Report

Explore and Discover

Process Text and Information

PURPOSE AND INTENTION

Synthesize constructed meaning.

PROCESS

- Partners engage in conversation knowing they might be asked to report their partner's ideas.
- Provide two minutes for each person to be sure they can paraphrase their partner correctly.
- Ask for a volunteer to share.
- Repeat the pattern as time permits.

VARIATIONS

- To increase energy, partner people from different locations and have them stand throughout this exercise.

CONTINUED

TIPS

- It is not necessary for both partners to share. One speaker does not obligate the other.
- When possible, sequentially call on people from different quarters of the room, because this causes listeners to adjust body positions to hear, thus maintaining energy.

People, Places, Things Cards (PPT Cards)

Activate and Engage

PURPOSE AND INTENTIONS

Provide a variation of an A/E activity through attention to third point objects.

PROCESS

- Place cards on each table. These may be postcards of famous people, pictures of places, or pictures cut out from magazines.
- Ask table groups to engage in a question regarding the cards. (See variations below.)
- Share with large group.

CONTINUED

VARIATIONS

- Put enough People, Thing, or Place cards on a table so that each person can choose one. Ask a processing question (e.g., “Which picture best describes where you are in your journey right now?”). Ask each person to share his or her response with the table.
- Put one person card on each table and ask the group to fill in the blanks with a stem (e.g., _____ is like a facilitator because _____ ; _____ is not like a facilitator because _____). Each table shares with the large group.
- Use Thing cards for a Visual Synectics.

TIPS

- Be sure People cards represent diversity.

People Search

Activate and Engage
Organize and Integrate

PURPOSE AND INTENTIONS

Information processing

PROCESS

- Construct a handout that lists the content information being learned (e.g., can name the seven norms of collaboration), the ways in which the participants might have applied the content (e.g., used norm in a meeting), or interesting information about participants (e.g., drives a sports car). Provide a space by each item for a name to be recorded.
- Ask participants to stand and find one person who can respond positively to an item on the page. The participant places the person's name beside the item, thanks the person, and then finds another person who can respond to another item.
- Continue until time is called, filling blanks with different names.

CONTINUED

VARIATIONS

- Provide a prompt with each item so that participants engage in a brief conversation about the effect of that item.

TIPS

- Be sure the participants understand that they must ask each other questions; they cannot just hand their sheet to a person and ask them to sign one of the lines.
- Use information about the participants to help people get to know each other.
- Use content information to connect people to their learning.

Pluses and Wishes
Organize and Integrate
Meeting Assessment

PURPOSE AND INTENTIONS

Adjust ways of working with group based on group feedback.

PROCESS

- Inform the group you will be requesting members to name pluses (things they appreciated or things that supported their learning) and wishes (things they wish the group had done more of, less of, or differently).
- Use two to four flip charts depending on size of group. Each chart is displayed as a T-Bar with pluses at the top left and wishes at the top right.
- Recruit recorders.
- Request pluses first. As each plus is named, paraphrase and direct it to the recorders in turn.
- As for wishes and repeat the patterns.

CONTINUED

- Members orally report pluses – what they wish had been done more, less, differently, or wishes for the next session.

VARIATIONS

- With a small group, up to ten or so people, you can serve as both facilitator and recorder.
- Use multiple recorders to speed the charting process.

ALTERNATIVES

- *Gots and Wants* (in this collection) is another strategy that serves this purpose.

TIPS

- After initial contributions always ask “What else?” rather than “Is there anything else?” to elicit further comments.
- State as “”What are some pluses...,” not “Are there any pluses?”
- After the session, organize each category into sub-topics and report to the group at the next session how their ideas have informed this next session.
- Keep your facial and verbal responses neutral.

Polarity Mapping

Plan

Identify and Manage Paradoxes

PURPOSE AND INTENTIONS

Engage members with polarized positions to look beyond one view and forge a workable way to manage the situation.

PROCESS

- Identify an ongoing chronic issue.
- Identify a key polarity.
- Agree on value-neutral names for each of the poles.
- Draw the map below on chart paper.
- Write the pole names on the map.
- Brainstorm content for each quadrant.
- Agree on a name for the highest purpose and deepest fear.

CONTINUED

- Facilitate a conversation so members can view and explore the dilemma as a whole and various perspectives.
- Develop strategies for realizing the upsides of both poles while avoiding the downside of each pole.

VARIATIONS

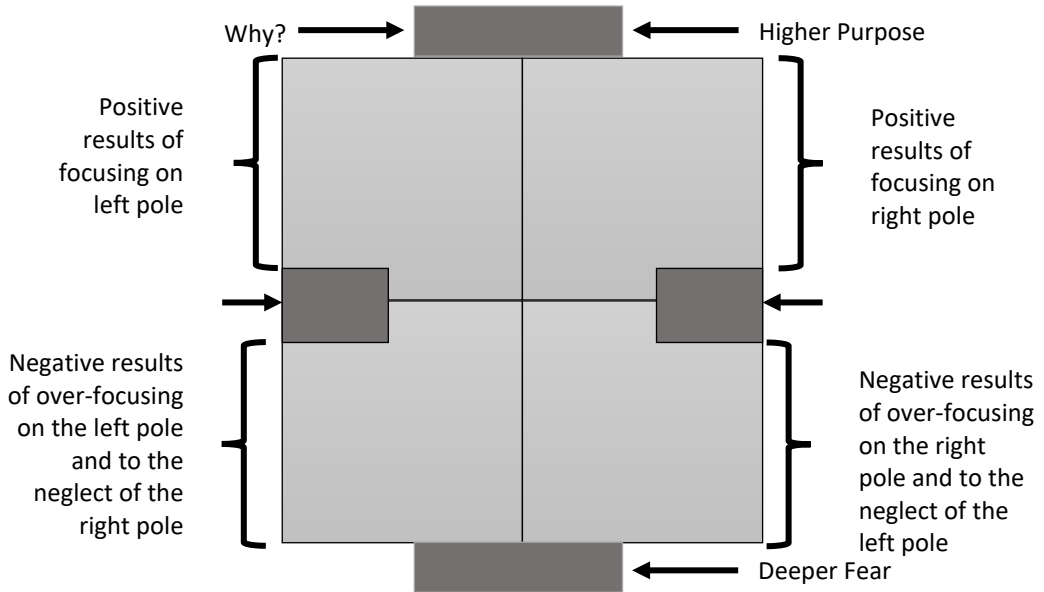
- See an expanded description of Polarity Mapping in Appendix J of *The Adaptive School Sourcebook* or at www.thinkingcollaborative.com.
- See the polarity website www.polaritymanagement.com

TIPS

- Naming purpose and fear integrates oppositional views and provides a reason to manage the tension between the two views.
- Some examples of polarities are work and home; individual and team; stability and change; independence and interdependence.
- Empathetically paraphrase the participants, for all need to know that they are being understood for the process to proceed.

CONTINUED

A Polarity Map



Process Check
Organize and Integrate
Meeting and Group Assessment

PURPOSE AND INTENTIONS

Adjust ways of working with group based on group feedback.

PROCESS

- At the end of the meeting the group reflects about its processes, guided by posted questions.
- Display the following questions on chart:
 - Was this meeting successful? Why or why not?
 - Did we achieve our objective in this meeting?
 - In what norm has our group shown progress?
 - On what norm does our group still need to work?

CONTINUED

VARIATIONS

- Randomly select a person to initiate the conversation and converse about the topics in a round-robin fashion, each member adding a new idea.
- Draw cards to indicate who will speak to which question.

TIPS

- Make the process routine for the greatest results.

Propose Working Agreements

Activate and Engage

PURPOSE AND INTENTIONS

For one-time, short, or initial meetings agree to selected working agreements.

PROCESS

- Display and describe posted Working Agreements as shown below.
- Describe Sufficient Consensus and its benefits as shown in this appendix.
- Ask if members can agree to these during this meeting.

VARIATIONS

- Eliminate sufficient consensus.
- Have the group develop meeting Working Agreements.
- Once a group has agreed to these Working Agreements, print them on each succeeding agenda.

CONTINUED

TIPS

- Working agreements are not always needed or wise as they might signal negative presuppositions about a group's working capacity.
- When time is short and the meeting routine, this process can respectfully set agreements.
- Group-developed agreements may be useful when little working experience or trust exists.

Meeting Working Agreements

Demonstrate Mutual Respect (Respect people and ideas – such respect does not represent agreement)

Employ Skillful Listening (seek to first understand, then to be understood)

Sufficient Consensus (each person has equal voice, the group works to understand all view, distinguish between dialogue and discussion and 75% agreement of those present constitute consensus)

Pyramid

Explore and Discover

Find Common Elements in Member Thinking

PURPOSE AND INTENTIONS

Give individual input to develop group thinking.

PROCESS

- Give a written task to individuals.
- Pairs meet and share common elements.
- Quartets meet and share common elements.
- Octets meet and share common elements with large group.
- The work of the octets can be charted for large group processing.

TIPS

- It is difficult for groups larger than eight to find common elements. If there is lack of consensus when charts are shared with the large group, time for dialogue should be scheduled.

Quartet Facilitation

Dialogue

PURPOSE AND INTENTIONS

Structured dialogue to deepend individuals' skills with applying pausing, paraphrasing, and posing questions in group settings.

PROCESS

- Seat one person, the facilitator, across from the other three with no table between them.
- Give a task to the group and ask the one person to facilitate the conversation with the group. The facilitator listens to what will probably be egocentric comments and paraphrases at summary-organize and shifting logical levels.
- End of round 1: processing. To facilitators: What were you paying attention to internally and externally that was guiding your decisions as a facilitator? Silence.
- Facilitators report so the whole group hears them.

CONTINUED

- Change facilitators for round 2: same topic. End of round 2: no processing.
- Change facilitators for round 3: same topic. End of round 3: reflection questions for group members. “What decisions did you make about your participation in the dialogue? What effect did your decisions have on you and other group members?” Silent reflection only.
- Change facilitators and topic for round 4: “What insights and big ideas are you taking from here about facilitation?”

Ranking

Decide

PURPOSE AND INTENTIONS

Prioritize multiple options within large groups

PROCESS

- Distribute 10 option slips to each member.
- Each member labels options A, B, C, and so on.
- Each member ranks options according to personal preference: 10 = high, 1 = low.
Gather all the slips and separate according to letter.
- Add up the numerical values for each letter.
- Post the result on a flip chart.

VARIATIONS

- Ask subgroups to tally the papers.

CONTINUED

TIPS

- This is time-consuming but very useful when groups have limited trust in the facilitator, themselves, or the process.
- This can be used for groups as large as 50.
- This provides a more exact ranking than the Rule of One-Third.

Read and Example
Explore and Discover
Process Text and Information

PURPOSE AND INTENTIONS

Summarize, interpret, and construct examples.

PROCESS

- Letter off A and B.
- Each partner reads the first paragraph.
- Pairs generate examples of this idea in action.
- A summarizes.
- Repeat the pattern, alternating the summarizing role.

VARIATIONS

- Structure as a trio, with each person reading the paragraph, A and B giving examples, and C paraphrasing and summarizing. Rotate roles.

CONTINUED

TIPS

- Producing examples can be challenging for some individuals, so always have at least a pair generating examples.

Recipe

Organize and Integrate

Review and Condense

PURPOSE AND INTENTIONS

Engage both sides of brain in review.

PROCESS

- Provide format: “Recipe for _____; Name of Dish _____; From the Kitchen of _____; Serves _____; Ingredients _____”
- Table groups develop and post recipes on chart paper.
- Spokesperson from each table makes a brief presentation to the group.

VARIATIONS

- Provide ingredients with which the dish will be made.
- Use a *Gallery Walk* to share recipes.

TIPS

- Give a time estimate, usually about fifteen minutes.

Reenergize
Activate and Engage
Manage Energy

PURPOSE AND INTENTIONS

Generate ideas for recovering energy

PROCESS

- Notice if the group seems tired or unfocused.
- Ask each person to respond to this question on a sticky note: “What would it take to get you reenergized?”
- Members place their notes on a flip chart or the wall.
- Members organize the notes into categories and label them.
- Explore ways to respond to the ideas.

CONTINUED

VARIATIONS

- Small groups respond to the question and report one idea to be charted and discussed by the group.

TIPS

- The simple act of recognizing fatigue reenergizes people.
- This process itself will usually provide all the reenergizing that is necessary.

Relevancy Check

Facilitator Moves

Focus and Manage Attention

OUTCOME

Member adjusts behavior to match topic.

PROCESS

- A group member says something unrelated to the group's topic.
- The facilitator, with an approachable voice, says, "Name, help us to understand how your comment relates to the topic being explored?"
- Speakers will either explain the relevance, in which case the conversation proceeds, or take it off the table.

VARIATIONS

- The facilitator records the item on chart paper, announcing that the group will return to it at an appropriate time.
- See the strategy *Cape* in this collection.

CONTINUED

TIPS

- A topic delayed must be returned to at some stage. Options include: subgroup after the meeting, added to this or next meeting agenda, or a subgroup drafts a statement about the topic to be talked about at the next meeting.

Responsibility Charting

Plan
Decisions

PURPOSE AND INTENTIONS

Insure follow-up accountability

PROCESS

- List all major responsibilities on the left side of a chart. List the names of team members and other people related to the responsibilities along the top.
- Review all responsibilities and code “R” to mean responsible for the task, “A” to indicate who must authorize decisions, “S” to indicate members providing support, and “I” for those who must stay informed.

VARIATIONS

- Do this work with a subcommittee to reduce full-group meeting time on this task.

TIPS

- This can become cumbersome to complete with a full group.

Role Clarification

Facilitator Moves

PURPOSE AND INTENTIONS

Being explicit about a facilitator's role in a meeting/session.

PROCESS

- The facilitator introduces him- or herself to the group and indicates that his or her job is to support the group in getting its work done.
- A facilitator providing basic facilitation (see the alternatives below) will specify that his or her services are to do the following:
 - Monitor time and guide processes.
 - Intervene when processes are interfering with the group achieving its goals.
 - Monitor and guide the use of time.
 - Be neutral to content.
- A facilitator providing developmental facilitation will intervene when processes are interfering with the group achieving its goals, as above; when processes or factors hinder the long-term effectiveness of the group; or when reflecting on process will help group resilience and skills.

CONTINUED

VARIATIONS

- Choose between two facilitator functions:
 - (a) basic facilitation, in which the group uses a facilitator to temporarily improve its process to get work done; when the group has accomplished its task, its effectiveness as a group might not have increased; and
 - (b) developmental facilitation, in which the group will accomplish a task while improving its effectiveness; after the facilitation task is completed, the group will have improved its capacity to manage its process.

TIPS

- Even when time is available, if a group is temporary and/or has changing membership, developmental facilitation might not be worth the time.
- Facilitation can be tightly or loosely structured. Ask the group how it wants you to work.

Round-Robin Reflection

Dialogue

Self-assessment and Self-modification

PURPOSE AND INTENTIONS

Discover thoughts, feelings, and internal talk influencing participation.

PROCESS

- At a stopping point or at the end of the meeting, the facilitator asks, “What were some of the decisions you made about when and how to participate, and what were some of the effects of those decisions on you and the group?”
- Members reflect privately.
- In round-robin fashion, each member shares one decision and the effects of the decision.

CONTINUED

VARIATIONS

- During the round-robin the facilitator paraphrases and inquires, “How did the effects of your decision compare to what you intended?” “How might this be a pattern for you?” “What are some ways you can apply this learning to future meetings?”
- Pairs share instead of the full group.
- Journal writing only.

TIPS

- Be clear that the prompt refers to decisions about participation, not the meeting content.
- Members self-direct performance improvements through this process faster and more permanently than process observers reporting participant behaviors. Teams become more accomplished.

Rule of One-Third

Decide

Identify the Most Important Ideas

PURPOSE AND INTENTIONS

Achieve agreement

PROCESS

- Alert the group that after sufficient items have been identified, members will be asked to pick about a third of the items they feel are most important. Explain that this will identify the items most important to the group for further analysis.
- Use the formula one-third plus one in this way: For a list of twelve items each member would choose five. For a list of twenty items, each member would choose 8.
- For each items on the list, the facilitator asks for a show of hands and records the number of hands on the chart, circled, in a color not yet used.
- After counting is completed, ask the group to identify the top few items – mark these in some fashion.

(Doyle and Strauss)

CONTINUED

- When about a third have been identified, or at the point in which a large gap appears between two numbers as in 20, 18, 16, 12, the group will be asked if they want to include the last number (in this example 12).

NEXT STEPS

- Depending on the purpose for identifying high priority items, a number of options exist including: (1) accept all as in a staff development menu, (2) have a subcommittee study and return with recommendations when only one choice is to be made, (3) address the high priority items with other tools of discernment, such as pros and cons or measuring items against a list of criteria.

TIPS

- Explain that numbers will not make the decisions; group members will be able to advocate for an item not selected and if the group agrees, add it to the list.
- See the video “Focusing Four: A consensus Seeking Activity for Prioritizing,” Robert Garmston and Michael Dolcemascolo, Denver, Colorado (www.thinkingcollaborative.com, 2009) for a demonstration of the entire process.

Satisfy, Satisfy, Delay

Facilitator Moves

Manage Energy

OUTCOMES

- 1.Recover positive energy
- 2.Members attention are diverted from distressing member

PROCESS

- The facilitator notices that when one particular group member speaks, the group appear annoyed. The signals might be eye rolling, deep sighs, or facial expressions.
- Noticing this is a pattern, at the third time this member asks to be recognized, the facilitator does NOT call on the member, but calls on another, or closes the conversation.
- Later, make an attempt to rehabilitate this member's status in the group by calling positive attention to a later contribution.

(Michael Grinder)

CONTINUED

VARIATIONS

- Move to another part of the room and ask if anyone from that area would like to add something.
- Direct pairs to talk on a related topic.

TIPS

- The facilitator's relationship is with the group, not an individual.

Say Something

Explore and Discover

Process Text and Information

PURPOSE AND INTENTIONS

Select and interpret information and relate to member's experience.

PROCESS

- Choose a partner.
- Read silently and simultaneously to designated stopping points.
- When each partner is ready, stop and “say something.”
 - The something might be a question, a brief summary, a key point, an interesting idea, or a personal connection.
- Continue the process until you have completed the selection.

VARIATIONS

See the *Key Concepts/Key Ideas* strategy for a more holistic approach to the construction of meaning.

(Jerome Harste)
CONTINUED

TIPS

- Stop and share at the end of each paragraph for an incremental approach to the social construction of meaning.
- Do not use with readings longer than four to five paragraphs.

Scrambled Sentences

Organize and Integrate

Review

PURPOSE AND INTENTIONS

Energy and collective review.

PROCESS

- Each person writes one word on a card or sticky note illustrative of the individual's learning.
- The group constructs a sentence that uses all the words, while adding as few words as possible.
- Group spokespersons read the sentences to the full group.

VARIATIONS

- Write words for a common experience.
- After creating one sentence, have participants take their word and form another group, creating another sentence.

CONTINUED

TIPS

- Give a signal for the group work to begin.

Sensing Interviews

Explore and Discover

Generate Ideas

PURPOSE AND INTENTIONS

Learn about the culture of a work group: its pride, perceived problems, and recommendations.

PROCESS

- Arrange for thirty-minute confidential interviews with affected individuals.
- Advise that sources of information will remain confidential, but if the same idea is heard from three or more people, it will be shared with the full group without identifying authors.
- Ask: “What are you feeling good about here? What problems exist? What recommendations do you have?”
- Organize the data and “publish” it with the full group. Display the ideas on flip charts.

CONTINUED

- Ask if you got the information right in order to start a conversation about the data.
- Paraphrase and inquire as members offer “corrections” to the data. If appropriate, change the text on the flip charts.

VARIATIONS

- Publish the data in the text for pairs to read and explore before a full-group conversation.
- Share the data with the leader; the leader shares the data and his or her analysis with the group.
- Facilitator might engage in “Public Coaching” with the leader.

TIPS

- Have small groups talk about the data if comments are not easily forthcoming: then engage the full group in conversation.
- Use when entering a new group as a leader or when problems exist within group but information is not being shared about it.

Set and Test Working Agreements

Discuss

Generate and Adhere to Agreements

PURPOSE AND INTENTIONS

Members influence group process.

PROCESS

- A group member says, “I notice that our meetings are not starting on time. Could we make an agreement to start on time?” (*Set agreement*).
- The facilitator leads a conversation in which the group develops an agreement.
- In a later meeting a group member says, “I’d like to talk about the agreement we made to start our meetings on time. I notice we are not doing it. What has to happen to keep our agreement?” (*Test agreement*)
- The facilitator leads a conversation in which the group develops an agreement.

CONTINUED

VARIATIONS

- A group member requests that this topic be placed on the agenda.

TIPS

- This relates to the group-member capability of knowing when to self-assert and when to integrate.

Setting Group Working Agreements

Discuss

Establish Ground Rules

PURPOSE AND INTENTIONS

Member ownership of working agreements.

PROCESS

- Sometimes, when a group is beginning a long-term relationship, invite the group to develop their own working agreements.
- Brainstorm and record possible agreements.
- Clarify brainstormed items.
- Select the five to seven most important to group success.
- Post these at each meeting or place on each printed agenda.
- Later, should members stray from an agreement, the facilitator or a member intervenes.

CONTINUED

ALTERNATIVES

- For mature groups this might convey negative attitudes about the group's capacity. When this is so, or when a group is working well, do not use this.
- For ad hoc groups suggest a set of predetermined working agreements such as demonstrate mutual success, employ skillful listening, develop sufficient consensus, and ask if the group is willing to adopt them. Define each set of terms.

Show, Don't Say
Facilitator Moves
Focus and Manage Attention

OUTCOMES

1. Attend to facilitator's instructions or
2. Separate facilitator from data

PROCESS

- The facilitator, holding two fingers in the air, says, "You have this many minutes."
- Hold the posture and gesture until members have visually acknowledged the signal and have gone back to work.

CONTINUED

VARIATIONS

- Stand to the side of a chart (or whatever the visual focus is to be) so that you, the chart, and the group form a triangle. Swing your shoulders and arm into a pointing gesture toward the chart. Keep your eyes on the chart. Be silent.
- Use this in a conference when you need to present difficult to accept data (e.g., with a parent to document a student's late assignments).

TIPS

- Use the variation when you want to direct energy away from you or toward an important information that the group can read by itself. Look at the data, not at the group. The group's eyes will go where yours are focused; you want people to be examining the data toward which you are pointing.

Signal Role Change

Facilitator Moves

Manage Energy

OUTCOMES

1. Role clarity
2. Members know the person facilitating has left that role

PROCESS

- When facilitating a meeting and wanting to contribute content, ask, “May I add something?” The group usually will concur.
- Move off to the side of the group. From this space, make a contribution in a credible voice.
- Without speaking, return to the facilitation space. In an approachable voice say,
- “Okay, let’s move on” or “How does that add to your thinking?”

CONTINUED

VARIATIONS

- Instead of moving off to the side of the group, ask a participant to stand in your place while you occupy that seat and make your contribution.
- If you are seated, signal the change by broad changes in posture: leaning back, removing your glasses, briefly standing.

TIPS

- Physical signals are essential. Without them, some will not realize that you are temporarily stepping out of the role and will see the process as less than honest.

Six-Position Straw Poll

Decide

PURPOSE AND INTENTIONS

Display proposition preferences.

PROCESS

- Members give poll page to designated person who records the tallies on a wall chart.

TIPS

- If you have a lot of 5s and 6s, you should think carefully before implementing it.

CONTINUED

1	2	3	4	5	6
I strongly agree	I agree	I agree with some reservations	I disagree but I'm willing to go with the majority	I disagree but don't want to stop others	I disagree strongly and will work to block it
I really like it	I like it	It's OK	I don't think it's all that great but I'm willing to go along with the majority	I don't like it, but am willing to go along because I don't want to stop them	I really don't like it and will work to change it
I'll advocate for it publicly and privately whether or not it's adopted	I'll advocate for it publicly and privately	I'll support it publicly even with my reservations	I'll support it publicly and privately when asked	I won't advocate against it publicly or privately	I'll actively advocate against it publicly if adopted
I'll actively support its implementation	I'll support its implementations	I'll participate in its implementation	I may be involved in its implementation. I will wait and see	I won't be involved in implementing, but I won't sabotage it	If implemented I will work to change it

Slip Method

Decide

PURPOSE AND INTENTIONS

Develop “trustworthy” data on member preferences

PROCESS

- Distribute a large number of 3×5 cards to each member.
- State a problem in “how to” language such as “How to increase student attendance” or “How to support the lower quartile kids in mathematics.”
- Members write only one idea per card.
- Collect and categorize the cards. Discard duplicate, ambiguous, or illegible items.
- Present and study categories and ideas.

CONTINUED

VARIATIONS

- Use slips to prioritize items. On each slip, members record a letter for the item (A, B, C, and so on) and a number representing the priority weight they assign to it. Assuming they have twelve items, 12 would be the highest weight, 11 the next highest, and 1 the lowest.
- Slips are turned in and stacked alphabetically. The numbers for each letter are tabulated and presented to the group.

TIPS

- Fifteen participants should be able to generate 150 ideas.
- Because it is so mechanical and free from influence, this form of prioritizing is useful when there is low trust in the group.

Song Writing

Organize and Integrate

Review

PURPOSE AND INTENTIONS

Engage right and left brain in summarizing important points.

PROCESS

- Have individuals write the name of a song from their childhood on a sticky note.
- Next, have them write the name of a song from their high school years.
- Have them write down the name of a song they associate with celebrations.
- Using these songs as activators, direct table groups to develop a song that expresses something about the full group in which they are participating and prepare to perform it.
- Ask which group wants to go first, second, etc. Perform and appreciate.

CONTINUED

VARIATIONS

- Use this to celebrate accomplishments or transitions in the life of the group.

TIPS

- Use this only when table groups have five or more members. This provides enough musical repertoire and style variance for a group to be successful.

Sort Cards

Explore and Discover

Process Text and Information

PURPOSE AND INTENTIONS

Generate, organize, display, and compare ideas.

PROCESS

- On your own, generate examples of strategies used in successful meetings. One idea per 3×5 card.
- Table groups share, categorize, label categories, and make a display.

ADD A MUSEUM TOUR

- Each group selects one person to stay at the table and answer questions.
- Others tour the displays and search for new ideas.
- Members return to home base and exchange information.

CONTINUED

VARIATIONS

- Other topics:
 - Knowledge about any topic the group is about to address.
 - Recollections and insights about any topic the group has already addressed.
 - Considerations that should drive a decision. Then identify and explore values that the considerations illuminate.
- After a museum tour, the groups identify and report themes in the data.
- Eliminate the museum tour.

TIPS

- Levels the playing field in mixed groups.
- Stress rationale for the activity to include honoring member expertise, leveling the playing field, equalizing member status, and getting a lot of information in a short period of time.

Sound and Motion Symphony

Organize and Integrate

Full-bodied Review

PURPOSE AND INTENTIONS

Energy, creativity, and group cohesion

PROCESS

- Table groups select a collective sound and a motion to represent their learning.
- Stand and rehearse.
- When groups are ready to perform, the facilitator assumes the role of symphony conductor.
- After each section of “instruments” is rehearsed, the facilitator conducts the group, bringing different sections in and out as appropriate.

CONTINUED

VARIATIONS

- The facilitator might stand on a riser or a table for greater visibility.

TIPS

- Emphasize the rationale. Explain that of the many ways humans organize and integrate knowledge, body movements bring a special opportunity for the kinesthetic learner. This activity focuses more on the affective domains of learning than the cognitive.
- Prerequisites for this activity are a safe learning environment and a trusting relationship with facilitator. Rarely would this occur on the first day of a group's work.

Spend a Buck

Decide

PURPOSE AND INTENTIONS

Reveal individual or collective choices.

PROCESS

- Members have one hundred imaginary pennies they can distribute among a few options.
- Explain the options.
- Individuals decide how many pennies they will spend on each option.
- Gather and present the data to the group.

VARIATIONS

- Use this for individual choices rather than for a collective expression of priorities.

TIPS

- Provide think time before members assign their pennies.

Spot Analysis

Plan

Strategic Planning

PURPOSE AND INTENTIONS

Develop a plan.

PROCESS

- Hang chart paper on the wall divided into quadrants.
- Label the four sections *strengths*, *problems*, *opportunities*, and *threats* (SPOT).
- List strengths, then problems.
- Rank the strengths and problems, if you have time.
- Brainstorm opportunities. Invite members to see potential opportunities within problems.
- List the threats. Explore which ones could invalidate the work of the group.
- Review the chart for insights and action ideas.

CONTINUED

VARIATIONS

- Next, categorize the elements of an issue to be addressed, such as curriculum, assessment, and staff development.
- List concerns or goals within each category.
- Identify connections across categories.
- Consider intervening at various starting places.

TIPS

- Assign the alternative ideas to a subgroup.

Stack and Pack

Facilitator Moves

Grouping

OUTCOMES

Alert members that a transition is coming in which they will be moving their materials to work in a seat different from the one in which they are now seated.

PROCESS

- Display a stack and pack slide.
- Initially, explain that this slide indicates a transition is about to occur in which members will bundle their materials in readiness to sit with new partners.

Stance

Facilitator Moves

Focus and Manage Attention

OUTCOME

Members attend to speaker

PROCESS

- Assume a credible stance, with an erect body, arms to the side and straight legs in alignment with shoulders.

Stand and Share

Facilitator Moves

Focus and Manage Attention

OUTCOME

- Members self-organize group reporting. Rather than depend on the facilitator to choose who speaks next, members look to who else might be standing and adjust reporting sequences accordingly.

PROCESS

- The facilitator explains that when members hear the direction “Stand and Share” the group manages the order in which members report.
- When a member stands, if no one else is standing, the member shares. If others are standing, by verbal or non-verbal communication they arrange the order of reporting.

TIPS

- Any move that releases member dependency on a facilitator contributes to self-directed learning and the reality that it is the “group’s group”. Facilitators reinforce this assuming members will read page numbers on slides and not need to hear the facilitator’s voice.

Stem Completion

Explore and Discover

Generate Ideas

PURPOSE AND INTENTIONS

Generate and report a group's perceptions of itself.

PROCESS

- Members complete a thought from a prompt. For example: "I believe my culture affects my coworkers by . . ." or "In order to be more inclusive we should . . ."
- Pairs or small groups share and explore meanings from responses to the prompts.
- Small groups summarize and report.

VARIATIONS

- Change groups and share again.

TIPS

- Select stems that would be psychologically safe for members to talk about.

Stir the Classroom
Organize and Integrate
Generate Ideas

PURPOSE AND INTENTIONS

Recall, discern, integrate, and report information.

PROCESS

- Arrange group members around the perimeter of the room in groups of four.
- Number off one to four in each cluster.
- Clusters respond to a prompt.
- At a signal, one member moves to the next cluster to bring information from the home group and learn information from the new group.
- Repeat the pattern with new prompts for the new group.

VARIATIONS

- Conduct the strategy with clusters seated at tables instead of standing.
- Can also be used to review learned materials – prompts would include recall, apply, and assess questions.

CONTINUED

TIPS

- Draw from a deck of playing cards to randomly select the next person in each group to move.
- Benefits wane after three or four rounds.

Stop, Redirect

Facilitator Moves

Manage Energy

OUTCOMES

1. Maintain one topic at a time.
2. Member off topic will save comment for more appropriate time.

PROCESS

- In a credible voice say, “Name, please hold on to that idea. We will return to it in a moment.”
- Accompany the words with a slight move toward the participant with your arms hugging opposing arms as in “holding on.”

VARIATIONS

- See Cape and Relevance Challenge in this collection.
- Vary language and nonverbal expressions to match the culture of the group.

CONTINUED

TIPS

- Use this when a group member has violated the one topic at a time standard.
- You have permission to use this only when the group is clear about the topic and the one topic at a time standard.

Stoplight

Organize and Integrate

PURPOSE AND INTENTIONS

Members reflect on content and connect to own work.

PROCESS

- Display the image of a traffic light with green, yellow, and red lights.
- Members write one thing they are going to start doing, one thing they will continue, and one thing they will stop.
- Hear a few reports.

VARIATIONS

- Share with a neighbor.
- Reflect and record what people will do to remind themselves to take the self-prescribed action.

TIPS

- Reporting reinforces application thinking and adds ideas.

Strategy Harvest

Organize and Integrate

PURPOSE AND INTENTIONS

Members plan for use of session strategies in their own work.

PROCESS

- With a partner, review and clarify a list of strategies so you can explain them.
- Select two or three strategies and develop applications for your work.

VARIATIONS

- Assign task to an affinity group – members who work together.

TIPS

- When triple-track presenting is used, strategies will be recorded on flip charts.

Structure Conversations About Data

Plan

Data-Driven Planning

PURPOSE AND INTENTIONS

Utilize data to achieve outcomes.

PROCESS

- Select type of outcome, demographic, or process data.
- Select the most useful organization of data.
- Determine type of analysis.

See The Adaptive School Sourcebook, Chapter 11, *Facilitating Data Teams*

Success Analysis

Dialogue

Reflection on Practice

PURPOSE AND INTENTIONS

Gain insights into improving practice.

PROCESS

- In advance of the meeting, participants develop notes describing an area where they are finding success or making progress.
- In the meeting, participants share their “case studies” of successful work with a student or with a group of students.
- In round-robin fashion, members share while colleagues take notes.
- Next, colleagues paraphrase, then ask questions of clarification seeking specificity related to the presenter’s language such as, “When you said ‘those students,’ to which ones were you referring?”

CONTINUED

- Next, colleagues paraphrase then ask questions seeking elaboration such as, “How did you know to move on at that point?” or “What is your sense of the most catalytic decision you made?” or “What are some learnings you are taking from this situations?”
- Next, colleagues offer thoughts and ideas while presenter takes notes without responding.
- Finally, the presenter initiates conversation with colleagues inquiring more deeply about their thoughts.
- After the last round, the group summarizes what was learned and what can be applies from this session.

VARIATIONS

- Use this process for events that were not successful.
- Use with trios.

TIPS

- A total round for one person should take about thirty minutes.
- Use small groups of three to six members.
- Expressed judgments, positive or negative, are more threatening than data or open-ended, nonjudgmental questions.

Sufficient Consensus

Decide

PURPOSE AND INTENTIONS

Achieve agreement

PROCESS

- Determine a figure – 80% – that will represent sufficient consensus.
- Keep to one process at a time.
- Members clarify and advocate for items.
- Members may inquire about the reasoning of another member's choice.
- Minority view voices must be encouraged to speak.
- Member views can be paraphrased.
- Call for a show of hands.
- Announce the result.

CONTINUED

VARIATIONS

- Determine what percentage will qualify as sufficient consensus in general.
- In any meeting, an item can be singled out for even a 100 percent consensus. This should be very rare.

TIPS

- No member has the right to block a group.
- Employ a guideline for members who are not budging from a position. Ask if this is a matter of principle or preference. If a principle, encourage dialogue; if a preference, after others understand the preference, set it aside.

Table Regrouping

Facilitator Moves

Grouping

OUTCOME

Quickly reorganized groups

PROCESS

- Ask group members to number off.
- Direct all the even-numbered members to pick up their materials and move clockwise to the next table.

TIPS

- Explain the purpose of the regrouping.

TAG/TAU (Topic as Given/Topic as Understood)

Facilitator Moves

Manage Energy

OUTCOMES

1. Check for understanding
2. Members are clear about the next topic

PROCESS

- With a credible voice, the facilitator names the next topic or task, with the information clearly displayed on a chart.
- The presenter defines key words.
- Next, the facilitator pauses, breaks eye contact, silently moves to a new space and in an approachable voice says, “Just to be sure that I state that clearly, what is the next topic (or task)?”

(Doyle & Strauss)

CONTINUED

VARIATIONS

- Ask pairs or table groups to restate the topic and report to the group.

TIPS

- Like PAG/PAU, the effectiveness of the message is enhanced because it is communicated in space, voice and language.

Text Rendering
Explore and Discover
Process Text and Information

PURPOSE AND INTENTIONS

Select, interpret, explain, and synthesize.

PROCESS

- Members review a document and highlight a sentence, a phrase, and a word that are meaningful.
- Provide strips of paper of various lengths to accommodate a sentence, phrase, or word.
- Each member, in round-robin fashion, posts and explains his or her strips.
- Once all the strips are posted and explained, the group agrees on one sentence, one phrase, and one word that are most meaningful.

CONTINUED

ALTERNATIVES

- Instead of making sentence strips, have a facilitator guide a conversation as first a sentence is shared by each, then a phrase and a word. Record the phrase and word on chart paper. The group shares insights about the document.
- In either alternative use summarizing insights for the selection of a final sentence, phrase, and word.

TIPS

- When working with a large group, divide into clusters of about six, allowing the small groups to share results.

Third Point

Facilitator Moves

Manage Energy

OUTCOME

Direct attention

PROCESS

- Get the group to look at a screen or flip chart by using a frozen hand gesture pointed toward the screen and directing your own eyes at the screen.
- Walk away without making eye contact with the group. The group will continue to look at the screen.

VARIATIONS

- Direct attention to a section of the text for members to interact with it.

TIPS

- The group's eyes go where the facilitator's eyes are directed. When the facilitator maintains eye contact, this is two-point communication.
- Three-point communication separates the message from the messenger.
- When two-point communication is used related to hard-to-talk-about data, the facilitator is considered to be connected to the problem.

Three Balloons

Organize and Integrate
Summarize

PURPOSE AND INTENTIONS

Quick individual and collective review.

PROCESS

- Imagine that each member had three balloons on which there was space to write one word or phrase capturing an important idea from today's work.
- Members record their ideas.
- Members report to the full group.

VARIATIONS

- Do not report.

TIPS

- Reporting is useful when the goal is to reinforce certain ideas, stimulate recognition of others, and contribute to a sense of "we" rather than "me".

Thumbs-Up

Decide

PURPOSE AND INTENTIONS

Members and facilitator understand tentative degrees of agreement.

PROCESS

- The facilitator or any member can call for a thumbs-up to determine the degree of agreement the group has on an item.
- Thumbs up means yes, thumbs down means no, thumbs held sideways means not sure or it doesn't matter.
- Call for a show of hands.
- Announce the result.

CONTINUED

VARIATIONS

- Use as a poll to learn what direction/thinking the group is favoring prior to further conversation.
- Use as a mechanism for Sufficient Consensus.

TIPS

- Ask members with thumbs held sideways to explain their reasoning.
- Ask members with thumbs held down what would need to be modified in the proposal for them to give it thumbs up.

Triad Inquiry
Explore and Discover
Process Text and Information

PURPOSE AND INTENTIONS

Select, interpret, paraphrase, and analyze/categorize.

PROCESS

- Trios read and highlight the first section of a text.
- Person A says, “A key point for me is ____.”
- Person B pauses and then paraphrases.
- Person C pauses and then asks, “What are some things that make that important to you?”
- Rotate roles and continue process with the remaining sections.

VARIATIONS

- Person C scripts the paraphrase for later analysis.

TIPS

- Connect the two purposes – conversations about content and skills practice.

Trios PPPI (Pause, Paraphrase, Pause, Inquire)

Explore and Discover

Process Text and Information

PURPOSE AND INTENTIONS

Recognize, interpret, and construct skills practice (paraphrasing).

PROCESS

- Letter off A and B and C.
- A reads the text selection aloud.
- B pauses and paraphrases.
- C pauses and inquires.
- Repeat the patter alternating roles.

VARIATIONS

- Each reads text selection, A can share key idea, B can pause and paraphrase, C can pause and inquire.

CONTINUED

TIPS

- Encourage C to choose one of the productive areas for inquiry such as: personal meaning, values, goals, consequences, examples, counter-examples, applications.

Tweet
Organize and Integrate
Summarize

PURPOSE AND INTENTIONS

Reveal the essence of a topic.

PROCESS

- Following the introduction of a topic, groups craft a “tweet.”
- The summary can be no longer than 140 characters.
- Groups have five minutes to craft and post the definition.

Two Sides of the Coin

Self-management

PURPOSE AND INTENTIONS

Manage one's inner states during discourse.

PROCESS

- Direct members to write one word on a 3×5 card indicating how they want to feel at the end of this meeting.
- Next, on the other side of the card, members write a short phrase or “self-talk” that they will use to guide their choices and attain their outcomes.
- In small groups and in round-robin fashion (one speaker at a time with no responses or comments from others) members share side one of their cards.
- Next, in round-robin fashion (one speaker at a time with no responses or comments from others) members share side two of their cards.

CONTINUED

TIPS

- After about an hour, invite members to examine their cards and in small groups, report in round-robin fashion (one speaker at a time with no responses or comments from others) their goal, strategy and current progress.
- At the end of the day, members may, in small groups, reflect on their strategies, outcomes, and transferable learning.

Value Voting

Decide

Assess Preferences

PURPOSE AND INTENTIONS

Display member preferences

PROCESS

- Ask the group to express their response to a statement visually.
- Show five fingers for strongly agree, four for agree, three for neutral, two for disagree, one for strongly disagree.
- Phrase the statements as “I’m satisfied with the direction the group is taking,” or “We should move forward on this initiative now.”
- Say the number of fingers you see as you scan the group, as 3, 3, 2, 5, 4, 5, 5, 5, 3, 2.
- Interpret what you see as, “Seems to be an average of about four,” or “I notice Responses on both ends of the scale. Can members voting low share some reasons for their response and members voting high do the same thing?”

CONTINUED

VARIATIONS

- Ask members to look around the room and compare what they see with the number of fingers they are displaying.

TIPS

- The benefit of value voting is that the responses are public, giving the group a sense of the whole.
- Use this as a straw poll only, not a final decision - unless you see a unanimous display of five fingers.

Visual Paragraph

Facilitator Moves

Focus and Manage Attention

OUTCOME

Increased understanding as members unconsciously match content with space

PROCESS

- Stand in one space and speak.
- Without speaking, break eye contact, move to a new space, pause, and speak.

VARIATIONS

- If seated, change your position in the chair by leaning forward, to one side, or backward.

Vocabulary Review

Organize and integrate
Process Text and Information

PURPOSE AND INTENTIONS

Recall

PROCESS

- Ask individuals to brainstorm and list words they've learned in the work so far. The words can be new or have new meanings as a result of their learning. The more words are better. Participants should try to think of words that others might not remember.
- After a few minutes, instruct participants to stand up, take their list and a pencil with them, and share their list with one other person.
- For every word that a person has on a list that the other person does not, a point gets tallied. After sharing lists with one person, participants continue sharing with others until time is called.

CONTINUED

- At the end of ten to fifteen minutes, participants sit down and tally their points.
- Share at the table and determine who at the table collected the most points. (Do not ask for a table total.)
- Survey the room by asking each table to identify the person with the most points.
- Acknowledge the highest-point person and ask him or her to identify the words on the list that received the most points.

VARIATIONS

Provide a small prize to the winner.

TIPS

- If more than one person in the room have close to the same number of points, acknowledge all of them.
- Be sure to emphasize that the brainstorm includes both new words and words that have new meanings.

Volunteer Stand

Facilitator Moves

Manage Energy

OUTCOMES

1. Redirect energy
2. Surprise and laughter

PROCESS

- Announce the need for a spokesperson for each group.
- Ask a volunteer from each group to stand.
- Ask for applause for the standing members' willingness to serve.
- Instruct standing members to raise their right hand, move it in a circle above their heads, and allow the hand to drop on the shoulder of the person who will be spokesperson for the group.

CONTINUED

VARIATIONS

- Add anything that will add to the suspense and light atmosphere of the instructions.

TIPS

- It is not necessary for members to remain standing.
- You might have to coax volunteers from some groups.

Walk About

Organize and Integrate

Review

PURPOSE AND INTENTIONS

Reflection on what has been important, personally and as a group.

PROCESS

- Establish groups of four to six participants.
- Distribute the Walk About form. (See below).
- Members write what they know in the left margin (five minutes).
- Demonstrate talking with a person from a different table. Each provides one idea to the other.
- Each records in one of the cells the idea and the person's name so that others can be referred to that person for more information.
- After ten to twelve minutes, have people seated, sharing the data they gathered.
- Group members analyze the data they have collected, looking for themes or patterns.

CONTINUED

VARIATIONS

- Reduce the number of cells to four to save time.
- Select prompts, such as recall-insights-applications or know-want to know-think you know.

TIPS

- Ensure that people write their original barter material outside instead of inside one of the cells.

Walk About Form

			Facilitating Groups
			Becoming a more skillful group member
			Developing Groups

What Comes Up

Organize and Integrate

Process Text and Information

PURPOSE AND INTENTIONS

Investigate, compare, and apply instructional concepts to student work.

PROCESS

- Arrange six to twenty people seated in a circle with two or three pieces of recent student work.
- Presenter offers first piece of student work (read or posted or copies distributed). Participants review.
- Presenter asks, “What comes up for you when you examine this piece of work?” Provide a few moments think time.
- Each responds to the question in turn. No repeats.
- Open conversation in which members compare observations, relate elements of student work to local standards, hypothesize about student thinking, and generate teaching ideas.

CONTINUED

- The process is repeated with a second piece of student work and perhaps a third.
- Close the conversation with a summary of new understandings or learnings.

TIPS

- Allow about thirty to forty-five minutes.

Wicked Problems Map

Plan

Preparing Action Plans

PURPOSE AND INTENTIONS

Reveal systems for adaptive planning.

PROCESS

- Draw a large circle on chart paper and a smaller circle in the center.
- The smaller circle describes the project/initiative the group is working on. It could, for example, be implementing rigorous content standards.
- In the outer circle, list the systems and practices that would be affected. For implementing standards, these might include curriculum alignment, parent expectations, data collection, special education, teacher evaluation, district culture, professional development, reporting practices, and so on.
- Identify complexities and factors that would have to be taken into consideration in developing an action plan.

CONTINUED

VARIATIONS

- Generate a list of affected systems and practices in small-group conversations prior to developing the problem map.

TIPS

- Apply to “wicked problems” for which no known solution processes are available. Often these require new mental models or are dynamical, producing emergent phenomena within systems and subsystems.

Yellow Light

Facilitator Moves

Manage Energy

OUTCOMES

- 1.Signal transition
- 2.Members mentally prepare for transition

PROCESS

- Stop the group and gain attention.
- Indicate how many minutes are left in the activity.

VARIATIONS

- Use Show, Don't Say (in this appendix) instead of verbally announcing the remaining time.
- Indicate that if groups have not started on ____ task they should do so now, because only ____ minutes remain.
- When groups are deep at work on lengthy tasks, move to the groups silently and show a large sign that displays the remaining minutes.

TIPS

- Use this to prepare members for transitions

Yes, Start

Facilitator Moves

Focus and Manage Attention

OUTCOME

Members confirm they are ready to start

PROCESS

- After giving directions for an activity, the facilitator remains standing, motionless, and visually scans the group for about 20 seconds.

TIPS

- When the facilitator remains motionless after giving directions, members get the message that they are to start the activity. Should members glance at a facilitator who is moving during the first 20 seconds, the message is that it is not necessary to start yet. Michael Grinder discovered this and named it The Most Important 20 Seconds.