

# Culturally Responsive Protocols

## Protocols For Participation (Whole Group)

(How should participants be participating with the facilitator during a whole group presentation or discussion?)

### Call and Response

**CR Element(s):** Call and response, rhythmic, interpersonal/interdependent preference for learning

**Description:** Participants actively respond in unison to facilitator either verbally or with movement (or both) to an either improvised or pre-taught “call”.

**Purpose:** To call participants’ attention from small group or independent activities to the whole group for either a check for understanding/update with the speaker or a transition to another activity/lesson; also can be used to demonstrate appreciation during a performance or presentation.

**Examples:** Thumbs-up or thumbs-down to express agreement with speaker or understanding of a concept; attention-getting signals (“Boom-shocka-locka.... Boom Boom!”);

### Pick-A-Stick

**CR Element(s):** Variety, opportunity to practice explicit “turn-taking”

**Description:** After the facilitator poses a question, students think about the answer silently (participants may also put finger to head indicating “thinking”). After sufficient thought time, the facilitator picks from a group of sticks that represent each participant. The chosen participant answers the question. Stick selection can continue until a sufficient number of answers are heard.

**Purpose:** Random sampling or “group check” to assess prior knowledge or understanding of concept/process; whole group engagement, created by the anticipation of being chosen, in required thinking processes during a directed or guided lesson; to prevent unconscious patterns in the selection of student responses on the part of the teacher that impede the engagement of the whole class.

### Roll ‘Em

**CR Element(s):** Variety, opportunity to practice explicit “turn-taking”

**Description:** Participants need to be seated in groups of 4-6. Participants think about a posed question as the facilitator rolls two dice. One die represents the table/group number and the other die represents the seat number. The participant sitting in the seat represented by the rolled dice answers the question. Rolling of the dice can continue until a sufficient number of answers are heard.

**Purpose:** Random sampling or “group check” to assess prior knowledge or understanding of concept/process; whole group engagement, created by the anticipation of being chosen, in required thinking processes during a directed or guided lesson; to prevent unconscious patterns in the selection of student responses on the part of the teacher that impede the engagement of the whole class.

### Give a Shout Out

**CR Element(s):** Overlap communication style; validates a verbal preference for learning

**Description:** Participants softly shout out responses at the same time. Facilitator can record “shout outs” on the board or flip chart, if appropriate. Posed questions can require either one correct answer or a variety of short answers.

**Purpose:** To keep verbal learners engaged by allowing them to provide SHORT 1-2 word answers aloud; facilitators should use this frequently throughout the day, especially during periods in which engagement is noticeably low.

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## Moment of Silence

**CR Element(s):** Opportunity to practice explicit *independent learning or demonstration of knowledge*

**Description:** Participants are silent and not communicating at all with one another. The facilitator should explain and review frequently the reasons for the necessity of silence at the times for which Moment of Silence is called. The facilitator can also explain and demonstrate different ways to communicate, i.e. nonverbal, that are also inappropriate at this time and the rationale behind it.

## Train or Pass It On

**CR Element(s):** Improvisation and variety; student-preference; interpersonal/sociocentric/cooperative preference for learning

**Description:** Participants call on each other to answer and/or ask questions. Participants should not raise hands to be called on and should be encouraged to call on a variety of people in the classroom. Participants can also “pass” on a question they do not want to answer by calling on another participant for help. This is called “Pass It On”. This can also be done with the use of a small soft object that participants can toss to one another in order to “pass it on”.

**Purposes:** To engage participants in the process of questioning in which a series of answers or questions is required or at least can be applied; to demonstrate combined classroom knowledge; to provide “aid” to participants who are called on through another protocol, i.e. Roll ‘Em, and do not want to share their answers; to keep participants engaged while sharing answers to a series of questions.

## Raise a Righteous Hand

**CR Element(s):** Field-dependent preference for learning; opportunity to practice explicit “turn-taking”

**Description:** Participants raise a hand/fist to volunteer information that is specific to their experiences.

**Purposes:** Hand-raising should only be used in the context of volunteerism, in which only particular students, if any, can offer information based on their experiences or particular knowledge that is not necessarily expected of the group.

**Examples:** “*Our next section of the training is about Types of Groups. Is there anyone who has ever been a member on a governing board? Please raise a righteous hand.*” If no one raises a hand, the questions can be broadened: “*Is there anyone who has attended a governing board meeting?*”, etc.

## Whip Around

**CR Element(s):** Opportunity to practice explicit “turn-taking”; affective (validation of everyone’s answers and providing personal responses)

**Description:** Each participant in the room takes a turn responding to a posed question with SHORT 1-5 second answers. *The order should be apparent based on seating in order for the facilitator to avoid having to constantly facilitate the direction of the participants answering. After several practices, participants should mostly be able to self-direct this activity. If participants are having difficulty with this, the facilitator can ask participants to point to the next person in order after they have given their answers in order cue them. This should go very quickly around the room so the question needs to be appropriately precise, as well.*

**Purpose:** To provide an opportunity for every participant to contribute a personal response and to be heard and validated; to practice being precise and focused with responses.

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## Discussion Protocols (Small Group)

(How should the participants be learning WITH EACH OTHER?)

Most of the cooperative grouping structures described below are taken from publications by Miguel Kagan, Laurie Robertson, and Spencer Kagan, however there are many more.

### Numbered Heads Together

Participants are put in groups of 4-6 and numbered. When asked a question, participants work together to find the best answer. When called together again, the facilitator rolls a die and asks the participants from each group with the number rolled to stand, i.e. "All 3's from each group please stand." Each participant then represents the group and reports the group's answer.

**Goal:** To form a consensus and have everyone be accountable for the information

**Uses/activities:** Whole group games; review

### Think-Pair-Share

This involves a three step cooperative structure. During the first step, students think silently about a question posed by the facilitator. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group. It is usually a good idea to have the individuals asked to share whole group to explain what their partner said in order to promote good listening skills.

**Goal:** To quickly clarify or share ideas about a topic/concept; to provide everyone with some talk time when there is a strong desire to share

**Uses/activities:** Review; summarizing; accessing prior knowledge; clarifying

### Merry-Go-Round

Each participant takes a very quick turn sharing with the whole group a thought or reaction to something posed by the facilitator. Responses should be quick 1-5 word phrases in order to keep it going quickly and keep thoughts concise.

**Goal:** To share personal responses in short time period without recording on paper

**Uses/activities:** Responses to books; express strengths and needs with content in order to be able to provide and receive help in a small group

### Put Your Two Cents In

Each participant has two coins (or other small objects) to use as talking pieces. In groups of four, each participant takes a turn by putting one coin in the center of the table and sharing his/her idea. Once everyone has shared once, each participant then puts one more coin in at a time and responds to what someone else in the group has shared, i.e. "I agree with \_\_\_\_ because..." or "I don't agree with \_\_\_\_ because..." etc.

**Goal:** To share, question, and support opinions

**Uses/activities:** Discuss current events, opinions about characters, proverb study, etc.

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## Circle the Sage

First, the facilitator polls the group to see which participants have a special knowledge to share, i.e. serving on a board, using Robert's Rules of Order, planning for an event, etc. Then, those participants (the sages) stand and spread out in the room. The facilitator then has the rest of the participants go to one of the sages, with no more than two members of the same team going to the same sage. The sage explains what they know while the participants listen, ask questions, and take notes. All participants then return to their teams. Each, in turn, explains what they learned. Because most have gone to different sages, they compare notes. If there is a disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

**Goal:** Utilize the expertise of class members to share/teach others

**Uses/activities:** Sharing cultural traditions; providing students who understand a particular problem the opportunity to explain it to a small group

## Give One, Get One

After thinking or writing notes about how to use the presented information, participants are asked to get up and find someone across the room with whom to share their thoughts or answers. Participants are then receiving an idea in exchange for giving one.

**Goal:** To have students choose with whom they would like to share; to provide movement

**Uses/activities:** Review, accessing prior knowledge, summarizing, clarifying

## Three Step Interview

Each member of a team chooses another member to be a partner. During the *first step*, individuals interview their partners by asking clarifying questions. During the *second step*, partners reverse the roles. For the *final step*, members share their partner's response with the team.

**Goal:** Asking and answering student-created questions

**Uses/activities:** An ice breaker for team members to get to know one another; to get to know concepts in depth by assigning roles to students; character interviews

## Jigsaw

Groups of 4-5 participants each are established. Each group member is assigned some unique material to learn and then teach to his group members. To help in the learning, participants across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these "expert" groups, the original groups reform and participants teach each other.

**Goal:** Interdependency and accountability within a small group

**Uses/activities:** Dividing a large portion of content into smaller more manageable parts, i.e. stages of data use.

## Team–Pair–Solo

Participants work together first as a team, then with a partner, and finally on their own. It is designed to motivate participants to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning, or scaffolding. Participants can do more things with help (mediation) than they can do alone.

**Goal:** Scaffolding

**Uses/activities:** Especially useful with analyzing data; review

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## Partners

The whole group is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half. Partners studying the same material go to one side of the room and consult with one another about the material and how to best teach it to the other half of their team. Teams then go back together with each set of partners teaching the other set. Partners quiz and tutor their teammates. The team reviews how well they learned and taught and how they might improve the process.

**Goal:** Interdependency and accountability within small groups

**Uses/activities:** Review; research

## Corners

Each participant moves to a corner of the room representing a facilitator-determined alternative. Participants discuss within corners, then listen to and paraphrase ideas from other corners.

**Goal:** Participant-choice interest groups

**Uses/activities:** Group they most associate with; role on a group; communication style; size of community; regional parts of the state, etc.

## Send-a-Problem

Each participant writes a review problem on a flash card and asks teammates to answer or solve it. Review questions are passed to another group to be answered.

**Goal:** Ask and answer participant-created questions

**Uses/activities:** Discuss and review material, or potential solutions to problems, related to content information

## Silent Appointment

After the facilitator poses a problem/question to be discussed, the facilitator says, "Make your first appointment." Each participant "makes an appointment" with another participant by making eye contact, nodding and holding up 1 finger to indicate they will be talking with that participant first. The facilitator then continues this process until participants have made the number of appointments desired. When all appointments have been made, the facilitator calls, "Go to your first appointment", and participants go to the person with whom they made their first appointments and share. The facilitator then calls, "Go to your second appointment", and so on. The facilitator should then review whole group by asking what participants heard shared by others.

**Goal:** To have participants choose with whom they would like to share; to provide movement

**Uses/activities:** Review, accessing prior knowledge, summarizing, clarifying

## Musical Shares

This is similar to Give One, Get One. Facilitator poses a question and turns on music. Participants move/dance around the room until the music is turned off. Participants discuss the question with whomever they are closest to when the music is turned off. Facilitator resumes music and the process continues until they have had enough opportunities to share.

**Goal:** Incorporate music and movement with opportunities to share ideas

**Uses/activities:** Review, accessing prior knowledge, summarizing, clarifying

# Culturally Responsive Protocols

## Roundtable

Each team uses a single sheet of paper and pencil, and, in turn, responds to a question or problem by stating their ideas aloud as they write them on the paper. The paper is then passed around the table until time is called. It is important that the ideas be vocalized for several reasons: (a) silence in a setting like this is boring, rather than golden; (b) other team members need to be reflecting on the proffered thoughts; (c) variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat; and (d) hearing the responses aloud means that participants do not have to waste valuable brainstorming time by reading the previous ideas on the page. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in Roundtable.

**Goal:** All participants write and contribute to group's ideas

**Uses/activities:** To brainstorm ideas and to generate a large number of responses to a single question or a group of questions

## Round Robin Brainstorming

One person in each team is appointed as the recorder. A question is posed with many answers and participants are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called. A person may "pass", if needed, and provide input on the next rotation after she has had time to think.

**Goal:** Allows a proficient writer to do all the writing while others share verbally

**Uses/activities:** To brainstorm ideas and to generate a large number of responses to a single question or a group of questions

Adapted from the Center for Culturally Responsive Teaching and Learning **"Teaching Situational Appropriateness and the Use of Protocols for Responding and Discussing"** by Dr. Sharroky Hollie and Amy Coventry