

Get On Your Feet

SINGLE SESSION - Facilitation Guide



ACTIVE LEARNING
FOCUS

RESOURCES

- [Get on Your Feet](#) (Google Slides)
- [Get on Your Feet Thought Catcher](#) (Google Doc)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to:

- understand what active learning actually is and how it benefits students and
- make a plan to create active and engaging learning experiences for students.

HOW TO PREPARE

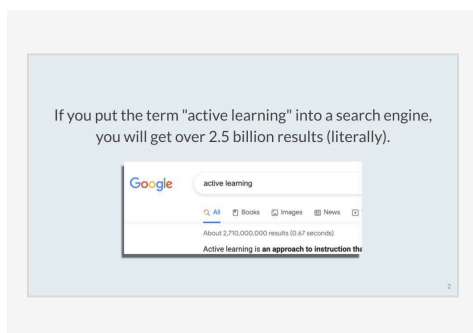
NOTE: this professional learning session provides *several* opportunities to model active learning strategies for participants. However, if preparation and/or session length are limited, you can choose the “🕒 TIME CRUNCH” options described in the Lesson Framework.

1. Preview the session activities that follow and review the options for groups and activities, particularly Slides 3 and 4.
 2. Slide 3: Prep collaboration space by either
 - a. creating a [mural](#) (like [this one](#)) for participants to collaborate virtually, or
 - b. handing out two sticky notes for every participant, along with two large sheets of poster paper that can be hung on the wall (like [this](#)).
 3. Slide 4: Choose one of the Active Learning Strategies for the small group investigation (strategies described in the Lesson Framework). Print copies of the resources for this activity if necessary.
4. Make a copy of the [Get on Your Feet slide deck](#) and edit based on your choices. You may share this with participants.
5. Make a copy of the [Get on Your Feet Thought Catcher](#) and edit for your needs. This will be shared with participants.

SESSION FRAMEWORK

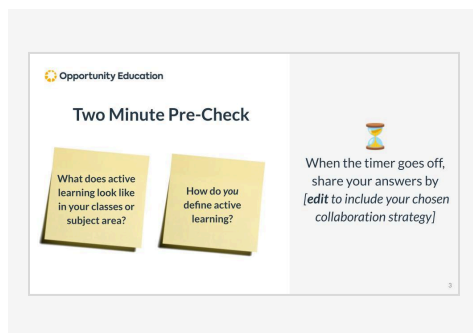
WHOLE GROUP

Slides 1-2



Introduce the topic of active learning as the session's focus, and then review the statement about Google search results for the term "active learning." (You may wish to ask teachers to verify this fact by taking out a phone/device and doing a quick search of the term themselves.)

Slide 3



Explain that this step is just a quick pre-check to see what participants already have "top of mind" regarding the subject.

Set a timer for two minutes and ask participants to form pairs and collaborate on answers to both questions before the timer goes off. (Note: this step can be done individually if necessary.)

Ask pairs to share their answers in one of three ways:



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1. add their responses to a [mural](#) (like [this one](#)) for participants to collaborate virtually,
2. put their responses on two separate sticky notes, which they then add to each of two large sheets of poster paper, [hung on the wall](#), or
3. 🕒 **TIME CRUNCH:** Use the turn and talk method, followed by a share out to the whole group.

Once all participants have shared and reviewed others' contributions, ask for volunteers to share questions and comments, as time allows. Then let participants know that you will be returning to these "pre-checks" at the end of the session.

SMALL GROUP INVESTIGATION

Slide 4


In this activity, small groups explore the following resources (also linked on the slide) to develop a definition of active learning.

- ["The Active Learning Method"](#) (video)
- [Active Learning](#) (article, infographic)
- [Active Learning: Teaching Guide](#) (article)

Choose one active learning option from the list below to facilitate this investigation. Then introduce the activity to participants and explain the process. No matter which strategy you choose, participants should make sure to take notes in their [Thought Catchers](#).



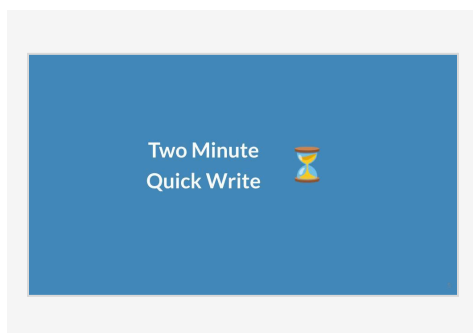
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- [Jigsaw](#): Divide participants into three small groups (Expert Groups). Assign each Expert Group one of the resources listed above. Ask each group to review and take notes on their assigned resource. When ready, re-group participants into new small groups (Jigsaw Groups), making sure that at least one resource expert is present in the new groups.
- **Resource Expert Presentations**: Divide participants into three small groups (Expert Groups). Assign each Expert Group one of the resources listed above, then ask them to review and take notes on their assigned resource. When ready, ask each Expert Group to take turns presenting their findings to the whole group, teaching the group about what they have learned.
- **Research Stations**: Designate three spaces in the room as stations; place printed copies of each resource (or a laptop and speakers for the video resource) at each station. Break participants into three groups (if you have a large group, double the number of stations and break participants into 6 groups). Invite groups to rotate through the stations, spending no more than ten minutes to review and take notes on each resource.
-  **TIME CRUNCH**: Share Slide 4 with participants. Ask them to work in pairs or small groups to review some or all of the resources and take notes in the Thought Catcher.

*SAY: We are going to use an active learning technique as we **investigate** several resources and develop a definition of active learning. As you work with your small group, record your notes in the Thought Catcher. [Explain the active learning strategy that you chose.]*

INDIVIDUAL REFLECTION

Slide 5

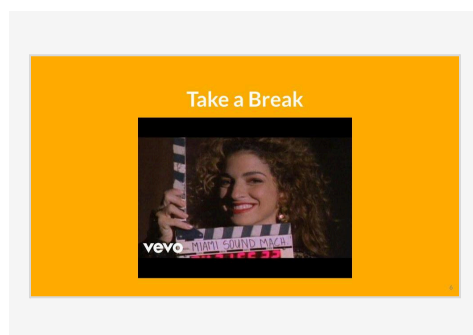


Once small groups have had time to investigate the resources (and share out if you used the Jigsaw or Resource Expert Presentations), direct participants to find a space for a two minute quick-write, preferably handwritten.

SAY: I am going to set a timer for two minutes so that we can do something called a "quick write." Once the timer starts, write down everything you learned about active learning in your notebook. Don't worry about grammar, punctuation, or any kind of editing - just let your ideas flow. Keep this two-minute paper to refer back to later.

TRANSITION

Slide 6



Transition to the next activity with an intentional break.

Encourage participants to get up and move around the room, and to avoid doing any work or using electronic devices if possible.

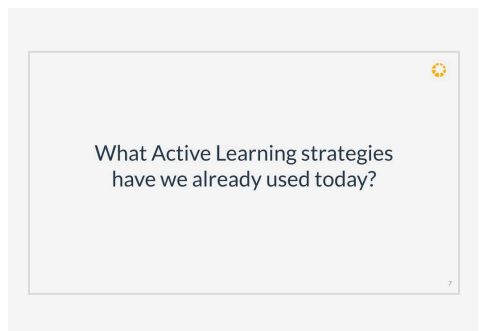


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Play Gloria Estefan's [Get on Your Feet](#) during this transition and make it a dance break.

WHOLE GROUP DISCUSSION

Slides 7-9



Regroup and facilitate a brief discussion with participants, referencing the slides and using the prompts below.

SAY: *Take a moment to reflect, what active learning strategies have we already used in this session?*

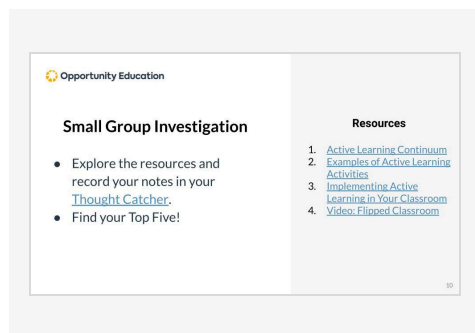
Whether or not you were aware, we have actually already used four strategies: our collaborative murals (or posters), our small group investigation with active reading, the two-minute quick write, and a dance break.

*These activities fell into two categories of active learning strategies: 1) activities that helped you **engage more deeply** in your learning and 2) activities that serve as [Brain Breaks](#) so that you could intentionally **disengage and re-energize** with physical activity.*

1. *How does each of the activities we did fit into each of those categories?*
2. *When might students benefit from active learning that provides a brain break, rather than deeper engagement in learning?*
3. *How should both types play a role in your classroom and subject area?*

SMALL GROUP INVESTIGATION

Slide 10




Return participants to their pairs or small groups. Share Slide 10, directing their attention to the linked resources. Ask groups to explore the resources, taking note of their favorite strategies in the Thought Catcher.

SAY: *As you work through the articles, make a list of your favorite strategies, then try to identify your “top five,” any that you would like to use going forward. You will be using these top five in our final activity.*



DIFFERENTIATE

If you are in a  **TIME CRUNCH** or would like participants to begin planning for active learning strategies more immediately, share this [Active Learning Menu](#) instead of the listed resources. Individually or in pairs, ask participants to highlight, mark, or otherwise annotate any categories, strategies, or terms that they don't recognize or want to learn more about. Then, set aside time for research before moving to the final activities.

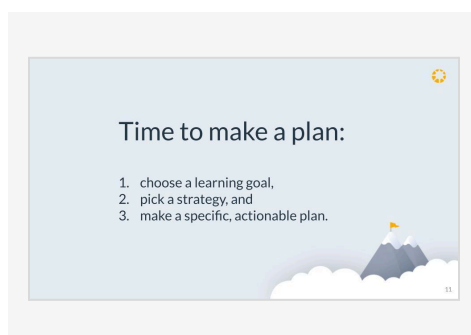


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If you would like participants to collaborate on a whole group list of their favorite strategies, cover a table with butcher paper to create a table version of a [graffiti board](#). Write "Active Learning Strategies" in large print in the middle. As they explore the resources, ask them to add specific strategies to the paper to build a collaborative list that you can hang up at the end of the session.

INDIVIDUAL PRACTICE

Slide 11

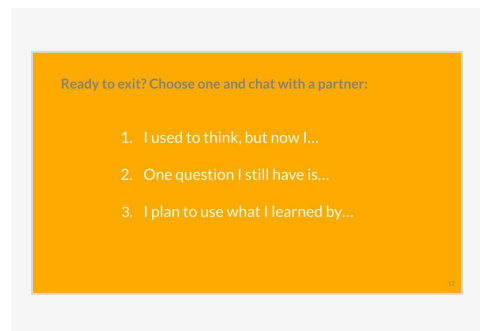


Participants should choose at least one active learning strategy from their list of favorites and make a specific, actionable plan to use this strategy during an upcoming lesson. Ideally, participants will make a plan for two strategies: one designed to engage students more deeply and the other so that students can take an intentional "Brain Break."

SAY: *Make a plan to use an active learning strategy sometime in the next week. And remember to be intentional: do you want to use a strategy that will help students engage more deeply in their learning? Or do you want to incorporate a strategy to help students take an intentional, short "Brain Break."*

TAKEAWAYS

Slide 12



Invite participants to review their answers from the pre-check activity and two minute quick writes, then compare them with their top five strategies and plan for active learning. After reflecting on their growth, ask participants to choose one of the following sentence starters to start a conversation with a partner. Encourage participants to reflect on what they have learned and what more they would like to know.

- I used to think...but now I know...
- One question I still have is...
- I plan to use what I learned by...

Optional Follow-Up: Set up an [Active Learning Tracker](#) for teachers to share what strategies they used, how they went, and what they learned.

Get more resources like this at www.opportunityeducation.org/resources