

Glossary of Strategies

The glossary provides brief descriptions or definitions of strategies modeled during this training. The brief descriptions are intended to reinforce instruction and are not intended to be complete explanations with examples.

ABOVE – (pause) – *whisper* – a paralinguistic strategy used to get the attention of the group. It can be implemented during any phase of a lesson including pulling a group back from group work to the full class. Using the participant's natural cycle of voice tone in the room, the teacher speaks just above the loudest volume as the group volume descends, then the teacher pauses, next the presenter whispers to facilitate silence, and then continues in a normal teaching voice. It is also useful during instruction to get the attention of individuals or groups if concentration wavers.

Break and Breathe – Break from verbal and visual contact with the class, use a frozen hand gesture, and then move to a new locale to begin again. Useful to allow class members time to catch up, to slow energy in the room as desired or to allow the teacher time to think and start again.

Choose Voice – a paralinguistic strategy. Vary from credible to approachable voice depending on intent of communication. Credible voice is one that is relatively flat in tone and drops off at the end of the sentence. The purpose of the credible voice pattern is often to send information or make a point. The other end of the continuum is the approachable voice characterized by rhythmic tones and ending with a rising tone at the end of each sentence.

Expectations and Concerns – a grounding activity to help establish group identity. An individual and group exercise to surface the concerns of adult learners and the expectations of students with regard to course outcomes. Useful near the start of training, and then as a closing exercise to review expectations to align the learning experience with the original expectations and concerns.

Eyes Across the Room – a strategy to move class members and “mix” the room. Directions are to suggest that class members make eye contact with another person across the room, then stand, meet and talk about a specific topic given by the teacher(s). The strategy may be used for realigning groups, as a short interim exercise, or to infuse energy into the room when necessary.

Freeze Body – a paralinguistic strategy. Used to gain attention, re-focus energy in the room to the teacher, and in combination with a frozen hand gesture to convey information to follow.

Frozen Hand Gesture – a paralinguistic strategy, using a frozen hand gesture accompanied by a pause to encourage thinking, reflection and similar class activity.

Incomplete Sentence – a variation of the skill, ABOVE (pause) *whisper*, this strategy is used to gain the attention of class or group members by starting a sentence and then stopping mid-word or mid-syllable to induce students to look up or otherwise be attentive by the auditory break in words.

Like Me – a grounding exercise facilitated by teachers where class members stand or raise their hands in response to statements that describe them. This is useful for students to see others who share their perspectives, for teachers to assess the breadth of experience or knowledge by students and to enhance a sense of affiliation amongst class members.

Minute Fingers – a visual strategy for timekeeping in the class. Minute fingers may be used as a visual for directions for group breakout time, or for time remaining in group work. A variant of this strategy is to ask groups how much time, between 1-4 minutes, the need to finish work, then verbally or visually advising of the time consensus.

MIP – the Most Important Point. May be used as direction to group work, for individual work or for the class to identify and discuss. Adds depth to understanding and synthesis of taught concepts by encouraging the learner to recall and discuss with a peer or small group their “Most Important Point.”

MITS – the Most Important Twenty Seconds – a paralanguage strategy to release a class to small group or individual work by articulating directions, then standing without moving for 20 seconds. Used with visual exit instructions, it enhances class willingness to transition by ensuring kinesthetics do not follow the teacher’s movements.

PAG-PAU – Process as Given – Process as Understood – after process instructions are given verbally and visually, ask a class member (or solicit a volunteer) to recount the directions.

Paired Verbal Fluency – an activity for pairs used to bring energy into the room and to surface prior knowledge about a topic. Pairs stand. One person starts and says everything they know about a topic. At a signal, about 1 minute, they stop talking and the partner then starts talking saying everything they know about the same topic. At the signal, about 45 seconds, they stop and the first partner starts talking; again saying everything about a topic. Neither partner can repeat anything that has been said. Repeat this cycle about three times.

Pause – a paralanguage strategy. The pause can be used to accent a point, get attention, or allow for breathing. Pauses can be used in at least four ways during class discussions:

- 1) Before a question is asked,
- 2) Before an answer is given,
- 3) After an answer is given, or
- 4) By the whole group to allow for individual processing.

Say Something – a literacy strategy. The teacher informs the group where to break a large piece of text into readable sections, about 3-4 sections. At the end of each section, pairs say something about the text to each other with no crosstalk. They then move on to the next section and repeat the ‘say something’ process at the end of each section. This strategy moves large groups of people through text at relatively the same time. Also by requiring each reader to say something to their partner, adults tend to read for more detail when they are pressured to talk. This strategy supports self-cognition.

Show, Don’t Say – a paralanguage strategy used by the teacher to get the attention of groups and to maintain rapport. During instruction or exit directions when you are saying something to the group, leave out some detail that is visually displayed and use the term, “this _____.” For instance, write the page number of an activity on the easel, then say, turn to “this page.” By leaving out the necessary information, people need to look at you or the easel to gain the information.

Visual Exit Directions – a paralanguage strategy to support group learning and free a teacher from being a manager during group work. Write 3 or 4 directions on an easel describing the process you want participants to engage in. Leave the directions visible so when the group is released if they have additional process questions they can access the easel for necessary information.

Visual Paragraph – a paralanguage strategy used to anchor content and chunk information to support learners in the processing of new information. When teaching, as you break to content into 3 or 4 chunks, you deliver each chunk in a specific location. Separate each location with a pause and a “break and breathe.” If participants ask questions, return to the location where the specific content was delivered.

Yellow Light – a paralanguage strategy to support group dynamics and rapport. The yellow light in a presentation or lesson informs the group of what is coming. This can be a break, difficult content, a deep dive, or anything you want to let people know is coming. The yellow light is delivered within content as a statement. For instance, after this next section we will take a 10-minute break.