

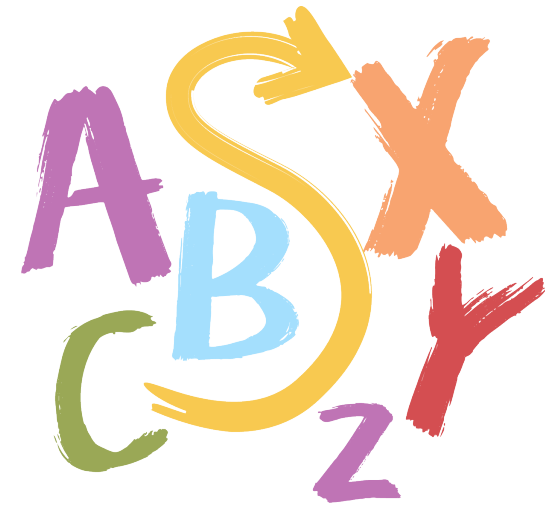
ABC GRAFFITI

SUMMARY: Students rotate through a circuit of ABC posters every 2–3 minutes, generating words or phrases for each letter of the alphabet related to the topic provided.

PROCEDURE:

1. Organize students into small groups and provide the class with a topic.
2. Provide each group with one colored marker (each group gets a different color) and poster paper that shows the alphabet in two columns (one letter per row in each column) while providing room for students to write.
3. Groups write down words/phrases for as many letters on their poster as they can in the time provided using their prior knowledge of the topic.
4. Call time. Groups rotate to the next poster, taking their marker with them. They pick up where the last group left off in trying to fill out the poster.
5. Call time. Groups rotate again. This time, have them use an outside resource to generate new words/phrases for the remaining letters. Students can also add to letters that were previously used.
6. Call time. Groups rotate to their original poster to construct a summary statement that synthesizes the poster's information.
7. Groups share out their summary statements with the class.
8. **Optional:** Individual students write a paragraph or two detailing how the information from the statement and poster affected them as a learner.

INSTRUCTIONAL STRATEGIES



ABC GRAFFITI

This group brainstorming strategy is designed to promote thinking about a specific topic, concept, or text. Students recall prior knowledge and make connections to new learning via other resources.

HUMAN BINGO

SUMMARY: Human Bingo is an activity where students talk with classmates to identify traits they see in the bingo card squares. This can be used as an icebreaker by putting common traits in the squares like “rides a bicycle” or “listens to country music.” However, it can also be adapted for content areas. For chemistry, you can assign elements to students and put elemental traits in the squares. For English, you could assign literary characters to students and the character traits in the squares. There are many options for expanding this activity.

PROCEDURE:

1. Before the activity, print one copy of the provided template, or one of your own creations, for each student in the class. There should be at least three variations between them to prevent patterns from emerging too easily.
2. When you are ready to begin the activity, distribute the bingo cards to each student and make sure they have a pen or pencil.
3. Tell students they need to walk around the room and find someone who matches the description in one square. When they have located someone, have that person write their name on the square.
4. When a student has five squares in a row signed in any direction, they should shout, “Bingo!” The game immediately pauses, and the student who shouted will give the card to the teacher.
5. The teacher will read each square in the line along with the content and ask the person whose name appears in the square if they can verify the fact. If they all can, the student wins that round.
6. You can repeat for as many rounds as you would like or use different Bingo victory strategies like blackout or four corners.

INSTRUCTIONAL STRATEGIES



HUMAN BINGO

A quick icebreaker activity where students move around the room, share conversations, and work to identify traits in others.

STILL PICTURES

SUMMARY: Students demonstrate their understanding of a topic through a series of three rounds. During the first round, groups share a unified gesture that represents a given image. During the second round, groups read a corresponding passage, and then each individual within the group shares a unique gesture representing their understanding of both the image and the added passage. During the final round, groups choreograph and then give their group performance. For example, when studying the Selma to Montgomery marches, a group performance might include a pair of students locking arms and looking straight ahead, symbolizing solidarity, while another student may be kneeling with a fist raised to represent peaceful resistance and courage in the face of injustice.

PROCEDURE:

1. After selecting a topic, have students form groups of 4–5.
2. Begin round one by displaying or providing an image/art/graphic related to the topic.
3. Allow students to discuss the image briefly within their groups. Students should come up with a single group pose or gesture they could do to represent the image.
4. Have groups hold their poses. Each member of a given group should hold the same pose as their group members.
5. Unfreeze one student from each group to explain the group's chosen gesture. Everyone else should remain frozen.
6. Begin round two by displaying or providing a passage related to the topic. Allow students time to read through it.
7. This time, have students discuss both the image and passage. Instead of coming up with a single pose, each student in the group should come up with a unique gesture that represents both the image and the passage.
8. Unfreeze one student to explain their group members' gestures.
9. Begin round three by giving students time to choreograph a group performance that summarizes their learning. Students should come up with a unique gesture, a single word to say, as well as a final group phrase to say all together. The group may wish to play soft background music during this time to enhance creativity or to emphasize their message.
10. Call on groups to perform. One by one, students walk on stage, say their word, and freeze in their gesture. When all are frozen, the group speaks their shared phrase in unison, then exits for the next group.

INSTRUCTIONAL STRATEGIES



STILL PICTURES

Integrating the arts into education supports diverse learning styles. This strategy blends creativity and critical thinking as students use frozen gestures and minimal words to embody powerful ideas from given images and texts.