



PRESENTATION IDEAS FROM SPARK

REFLECTION/PROCESSING:

Whenever possible give teachers time to “sit-with” or discuss the information presented. There are different ways to facilitate this and they are provided below.

When choosing one to use, there are some factors to consider:

1. The amount of time you have,
2. The number of participants, and
3. The format of the workshops (e.g., complete in two consecutive days).

Think, pair, share: People **think** individually about what was just presented (an important concept, an instructional unit, etc.), then they **pair** and **share** their thoughts. Barriers? Obstacles to implementation? Debrief by asking for some pairs to share out. This is an effective strategy for discussing point from a previous inservice.

Traveling partners: People make “appointments” early in the inservice. Then, on leader prompt, they find their “walking” partner for discussion. Later, they find their “sailing” appointment, etc.

KWL’s: Prior to beginning a workshop on K-2 for example, teachers would write what they Know about teaching physical education to students in their particular grade level. (The K) Then, they would write what they Want to learn. (The W) At the conclusion of the program, they would write what they Learned. (The L)

Expectation Trio’s: In groups of 3, each person states her/his expectations for the training. Trios agree to 1 reason they are interested in the topic. A spokesperson from each group reports to all participants. The list of expectations can guide the trainer in adjusting content for the audience.

Jigsaw Method: Get participants to present. Divide them in groups, and give a group a game or dance to learn and teach to either, 1. Their group, or 2. The entire audience. Another way to jigsaw: Take a dance, split it into parts (e.g., 4). Mingle mingle 4’s. Each group numbers off. 1’s learn 1st part of the dance, 2’s learn 2nd, etc. When all have learned their parts, put them back together in their groups of 4. One’s teach the first part, 2’s the second, until the dance is learned by each group. Leader then puts the whole thing together with music.

Another jigsaw strategy: Take a unit without equipment (e.g., Gymnastics) and split people into groups of 7 or ? They number themselves. One’s learn lesson 1, two’s lesson 2, etc. In time, they each teach the key points of the lesson (3-4 min. summary) to the group.

As A Result: One a piece of paper, teachers write, “As a result of this workshop, here is 1 thing I will: Keep doing; Stop doing; Begin doing. Ask for some to share their thoughts in each category.