

WAVELENGTH'S METHOD OF ENGAGING STUDENTS WITH IMPROVISATION

Stages of Learning	Structures and Strategies from Wavelength
<p>Accessing/ Acquiring Information</p> <p>Input</p>	<p>▶ VIDEO CLIP-IT! Ask everyone to “get out their I-phones” (which are imaginary). Tell them to turn to a partner, and ask them to take a five second video clip of their neighbor when you give them a topic. They are to show their partner whatever they know about the subject you are about to begin to study in class. This will establish what they already know about the topic.</p> <p>▶ YES-AND Get 4-8 students into a circle, and let them know they are going to share what knowledge they have acquired in the lesson. The only direction you give them is that before they say anything, they must say “Yes-And.” Everyone builds on another’s knowledge by always accepting ideas, saying “yes-and” before their contribution, and by the end they have gathered 4-8 facts about the topic. You can let them know if someone makes a false statement, they still say “yes-and” and can give the correct information. Note: “Yes-And” creates possibilities, while “yes-but” inhibits communication.</p>
<p>Processing Information</p> <p>Process</p>	<p>▶ PERSON ON THE STREET One player acts as a TV news anchor that is out on the street interviewing passers-by. This is an excellent opportunity for students to play different characters they imagine might be on the street. The moderator may have a series of preplanned questions, or topics that invite different opinions.</p> <p>▶ MACHINE One student starts a simple action that can be repeated for several minutes, accompanied by a simple vocal sound. Another student approaches and adds a movement and sound to the first student’s. Emphasize that each new movement must build upon a movement of another student. They are to make connections with each other, without actually touching one another. This add-on continues until you have five or six students “creating a machine.” Then one student explains how the machine works, following the logical, sequential cause and effect results. Encourage students to use different levels and planes, and to be in relationship with others. Variations: Pick a topic, such as photosynthesis, and then have students demonstrate by sound and movement the process whereby photosynthesis takes place. The final student will provide the overall description.</p> <p>▶ YOU GOTTA KNOW THAT! Get 3-4 students in a circle, have them each pick 3 facts they know about the subject studied in class. After they say their 3 facts, they all say, “You Gotta Know That!” and make a physical gesture that they all do together to cement the ideas.</p>
<p>Producing/ Presenting/ Communicating Information</p> <p>Output</p>	<p>▶ PANEL OF EXPERTS Get four students in front of the classroom. One of them will act as the Moderator or Presenter of the panel. You can decide beforehand which topic you want them to act as “experts” on—something they’ve been studying in class, or a topic they need to review before a test. Next the Moderator will get an occupation from the class for each expert; e.g., President, rock star, plumber, etc. Then each “expert” will present on a topic from the viewpoint of the occupation with the character quality.</p> <p>▶ GIVE & TAKE Ask six students to come up in front of class, and begin to silently walk around. Then say, “When you hear me clap my hands, you all have to stop walking/freeze, and only I can walk and talk until somebody claps their hands and walks and talks. The topic for today is what we’ve been learning and you can say anything you know about it.” The object of the game is to take and initiate boldly, and to give graciously, and to summarize a lesson or review for a test.</p>
<p>Monitoring Progress and Making Adjustments</p> <p>Reflecting and Improving</p>	<p>▶ GUIDED “SELF-TALK” REFLECTION Pick out the most important points of your lesson, ask students to shut their eyes for two minutes while you lead them in an inventory of the points you’ve covered, and give them time to reflect if they have any points they don’t understand or need questions answered.</p> <p>▶ GOOD BAD WORST ADVICE For this scene you will need three characters and a “host.” The premise of the “show” is that one character will give good advice, one will give bad advice, and the third will give the worst advice imaginable. The host should have the panel members introduce themselves. They can use a “character” name, tell a little about themselves, and establish which kind of advice they will be giving. “The “good advice” is usually thoughtful and honest and to the point of the question asked. The “bad” advice is questionable at best, and the “worst” advice is, of course, outrageous and utterly ridiculous. The host can request the questions all relate to a theme important to the audience (such as the lesson for the day), or can get free form questions on any topic. The host can also elicit questions from the audience.</p>

Components for High Engagement, Motivation, Performance, and Achievement

Motivation	Stages in the Learning Process	Learning Neuropathways	Literacy						
<p>1. Safety People need to believe that they are safe from fear of embarrassment or physical harm.</p> <p>2. Success People need significant evidence of meaningful progress toward a goal, mastery of significant challenges, valued competence, creativity, or skillfulness.</p> <p>3. Love & Belonging People need to feel valued, protected, accepted, respected, cared about, supported, and held truly accountable and included.</p> <p>4. Fun & Enjoyment People need to feel their situations are pleasurable, satisfying, challenging, successful, caring, interesting, meaningful, and/or enjoyable.</p> <p>5. Freedom & Independence People need to feel included in meaningful choices, decisions, options, and direction setting in addition to believing their opinions are valued.</p> <p>6. Valued Purpose People need to be involved in worthwhile, valuable, meaningful, interesting, and fun objectives and activities.</p> <p>Adapted from: Rogers, S. Peak Learning Systems (2005)</p>	<p>1. Input Accessing/Acquiring Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 1. Reading 2. Viewing 3. Observing 4. Listening 5. Notetaking 6. Memory Storage </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 7. Summarizing 8. Drawing/ Diagramming 9. Navigating on the internet 10. Using a CD, DVD 11. Self-Engaging/ Focusing </td> </tr> </table> <p>2. Process Processing/Understanding Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 1. Reading 2. Writing/ Summarizing 3. Speaking 4. Listening 5. Notetaking 6. Memory Storage </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 7. Drawing/ Diagramming 8. Using technology 9. Self-Engaging/ Focusing </td> </tr> </table> <p>3. Output Producing/Presenting/Communicating Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 1. Written analytical expression 2. Oral analytical expression 3. Handwriting and keyboarding </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 4. Test Taking (selected response and performance) 5. Using technology 6. Applying creative thinking to create products/ performances </td> </tr> </table> <p>4. Reflecting and Improving Monitoring Progress and Making Adjustments</p>	<ol style="list-style-type: none"> 1. Reading 2. Viewing 3. Observing 4. Listening 5. Notetaking 6. Memory Storage 	<ol style="list-style-type: none"> 7. Summarizing 8. Drawing/ Diagramming 9. Navigating on the internet 10. Using a CD, DVD 11. Self-Engaging/ Focusing 	<ol style="list-style-type: none"> 1. Reading 2. Writing/ Summarizing 3. Speaking 4. Listening 5. Notetaking 6. Memory Storage 	<ol style="list-style-type: none"> 7. Drawing/ Diagramming 8. Using technology 9. Self-Engaging/ Focusing 	<ol style="list-style-type: none"> 1. Written analytical expression 2. Oral analytical expression 3. Handwriting and keyboarding 	<ol style="list-style-type: none"> 4. Test Taking (selected response and performance) 5. Using technology 6. Applying creative thinking to create products/ performances 	<p>1. Use visual images that are colorful, moving, familiar, unusual, bizarre, or funny.</p> <p>2. Use auditory sounds/images that sound like changes in tone/pitch (high, low), loudness (soft, loud), have a rhythm (fast, slow), tempo/speed (fast, slow), and rhyming sounds.</p> <p>3. Use kinesthetic/ movement images that make you feel or see fast, slow, irregular, familiar, and- unusual movement where you might be able to do with your body.</p> <p>4. Use tactile images where you can imagine touching something that reminds you of the item to be remembered. Imagine shape (round, square), surface (soft, rough, bumpy), and size (large, small).</p> <p>5. Use smell and taste images when you can imagine something familiar or unfamiliar to you that connects to the items to be remembered.</p> <p>6. Use emotional images (funny, scary, familiar, loving, dislike) that remind you of the items to be remembered.</p>	<p>Comprehension and Thinking</p>
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<p>Writing</p>	<p>Speaking and Listening</p>								
<p>Writing Applications</p> <ol style="list-style-type: none"> 1. Expressive 2. Expository 3. Functional 4. Persuasive 5. Literary Response 6. Research 7. Summary <p>Writing Elements</p> <ol style="list-style-type: none"> 1. Focusing on a Topic 2. Ideas and Content <ol style="list-style-type: none"> a. Expressing Judgments b. Developing a Position 3. Organization 4. Voice 5. Word Choice/ Using Language 6. Sentence Fluency 7. Conventions 	<p>Speaking</p> <ol style="list-style-type: none"> 1. Present planned and impromptu oral presentations 2. Lead and participate in group discussions 3. Self-monitor communication 4. Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict 5. Use multi-media and other visual resources during oral presentations 6. Describe key components of communication theory and processes <p style="text-align: center;">Listening</p> <ol style="list-style-type: none"> 1. Summarize and paraphrase spoken messages 2. Ask and respond to questions 3. Restate and carry out multi-step oral instructions 4. Identify and manage barriers to listening 5. Take notes 6. Interpret and respond to nonverbal messages 7. Listen and respond appropriately during interpersonal and conflict situations 								
<p>6. Main Idea</p> <ol style="list-style-type: none"> 2. Significant Details 3. Sequential/Order Relationships 4. Comparison Relationships 5. Cause and Effect Relationships 	<p>6. Understanding and Using Words</p> <ol style="list-style-type: none"> 7. Generalizations and Drawing Conclusions 8. Problem-Solution Relationships 9. Interpreting Instructions 10. Author's Purpose and Techniques 								