

# Bounce Cards



## The Discussion Technique “BOUNCE CARD”

**Engagement is the cure!**

**“Over and over, throughout various drop out studies and initiatives, engagement is commonly cited as a key ingredient in addressing the drop out problem.”**

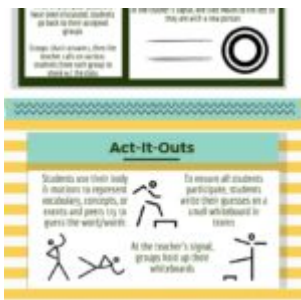
**(Himmele & Himmele, p.5-6)**

One reason cited for students dropping out is boredom. What their teacher says is going inside one ear and out the other. Learning just isn't fun for them. They just don't care. One way to encourage students towards being successful in school is through fostering meaningful conversation in the classroom from everyone. When you talk about things you will be more likely to remember them later. Having the teacher lecture for an hour... not so much!

Bounce cards are sentence starters to help students have a discussion that will lead to a deeper learning. Students learn to respect other's thoughts and ideas and contribute successfully to the academic conversation.

Click on the infographic below for more information

# 7 Teaching Strategies Involving Movement



## TEACHING STRATEGIES INVOLVING MOVEMENT

Students who have trouble staying on-task or remembering information can increase their recall and participate in higher order thinking discussions by simply adding movement to their discussion activities. By using movement, teachers can offer a chance for real success to students who may be caught in the web of academic failure. Giving a student a chance to rise and move, even for a moment will wake those daydreamers up.

In a traditional classroom, when a teacher asks a question, the same hands go up. The teacher will call on one student, and maybe another few, but the teacher will have no way of knowing what the other 20 students are thinking. When students move around the room and have a chance to discuss with many different classmates, the teacher can check for understanding for more students.



<p><b>STUDENTS SHARE THEIR ANSWERS TO QUESTIONS WITH A PARTNER, THEN THE CLASS</b></p> <p><b>QUESTION-ANSWER</b></p> <ol style="list-style-type: none"> <li>1. STUDENTS ASK ONE ANOTHER TO REPRESENT A VOCAB TERM OR CONCEPT</li> <li>2. STUDENTS SHARE THEIR PICTURE TO A PARTNER AND EXPLAIN HOW THEY WOULD USE IT</li> </ol>	<p><b>SHARE AN IMAGE FROM CLASS, AND EXPLAIN HOW IT RELATES TO THE TOPIC, THEN SHARE WITH CLASS</b></p> <p><b>QUESTION-IMAGE</b></p> <ol style="list-style-type: none"> <li>1. STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</li> <li>2. STUDENTS ASK ONE ANOTHER TO EXPLAIN HOW THEY WOULD USE IT</li> </ol>
<p><b>CLASS MEMBERS ASKING AND ANSWERING QUESTIONS ABOUT TOPICS, CONCEPTS, OR PHENOMENA ON A LARGE SCALE, INCLUDING AN EXPLANATION ON THE FRONT OF THE CLASS</b></p> <p><b>BOARD-SPRING</b></p> <ol style="list-style-type: none"> <li>1. ONE MEMBERS ASKING AND ANSWERING QUESTIONS ABOUT TOPICS, CONCEPTS, OR PHENOMENA ON THE FRONT OF THE CLASS</li> <li>2. CLASS MEMBERS ASKING AND ANSWERING QUESTIONS ABOUT TOPICS, CONCEPTS, OR PHENOMENA ON THE FRONT OF THE CLASS</li> </ol>	<p><b>STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</b></p> <p><b>STANDING</b></p> <ol style="list-style-type: none"> <li>1. STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</li> <li>2. STUDENTS ASK ONE ANOTHER TO EXPLAIN HOW THEY WOULD USE IT</li> </ol>
<p><b>STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</b></p> <p><b>STILL THINKING OR SLAP!</b></p> <ol style="list-style-type: none"> <li>1. STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</li> <li>2. STUDENTS ASK ONE ANOTHER TO EXPLAIN HOW THEY WOULD USE IT</li> </ol>	<p><b>STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</b></p> <p><b>STILL THINKING OR SLAP!</b></p> <ol style="list-style-type: none"> <li>1. STUDENTS ASK ONE ANOTHER TO EXPLAIN A VOCAB TERM OR CONCEPT</li> <li>2. STUDENTS ASK ONE ANOTHER TO EXPLAIN HOW THEY WOULD USE IT</li> </ol>

## Increasing Participation While Lecturing in a History Class

Do you teach history, but need help with students participating in your lecture? Also, I'm sure you know that you should not lecture for more than 5 minutes without having a question students discuss. First, you have to make sure you are asking questions that help students make connections, focus on deep meaning, or are relevant and lead to a Big Picture Objective. Students will remember information if they all are provided the opportunity to talk about it to someone else. Most history classrooms may have higher order questions, however only selected students are called on that raise their hand. Have a class rule that no one raises their hand to answer a question (only if they wish to ask a question or make a comment). The goal is to have ALL students process and formulate an answer before sharing with the class.

My favorite way for students to answer prompts or questions is to use strategies that only take 1-10 minutes called turn-and-talks or hold-ups. I also think adding movement is beneficial to students interacting with other students. There are also other ideas that I present in the following chart. \*note: A Word Bank to guide discussion, or a list of definitions/descriptions they will be talking about can be used to help students think (it's hard to participate in higher order thinking if you have no clue...): Also, I pulled the strategies from a wonderful resource called "Total Participation Techniques" by P. & W. Himmele 2011. I did add my own thoughts as well.

## PARTICIPATION TECHNIQUES TO USE EVERY DAY WHILE LECTURING