**BIG Zoo Lesson**

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| ***STRATEGIES for REFLECTION and DEBRIEFING*** | |
| ***LAYING the FOUNDATION*** | |
| **First Look:**  Outside for the start of each day. Group is in a circle, observing the morning—temperature, wind direction and speed, clouds (transparent, translucent, opaque), sounds, humidity, location of sun, etc. Many teachers use this strategy every day of the school year. | |
| ***LEARNING DEEP CONTENT*** | |
| **Parallel Lines:**  After a lesson, invite students to write a numbered list of things they learned. This can be big ideas, details, or facts—a quick list of things they remember from the lesson. Next, arrange in parallel lines, facing each other. Beginning with one side, participants use their lists and tell their partner ONE of the things on the list. This gets the conversation started, and both partners talk. Ring a bell and have people on one side to move to the next person, and then begin a new conversation with the new partner. Continue until participants have discussed several of their ideas, with several partners. | **Walk and Talk**  Pair students for this activity—give them a designated area to walk and talk with their partner, reviewing the expert lessons. This works well for walking around a field, the perimeter of the classroom, etc.  **Wonder Wall with Post-it Notes**  Using 2 large poster papers on the wall, label “Wonderful” and “I Wonder.” Invite students to write their ideas on post-it notes, one idea on each note. |
| ***SUBSTANTIVE CONVERSATIONS*** | |
| **Write and Pass:**  This works well as a culminating activity with students, especially for writing significant reflections and building relationships. Pass out 5x7 index cards and invite students to write about the day of learning, and its impact on oneself as a learner, their goals for using the new learning, etc. Each person stands when finished with writing (filling up one side of the index card), then pair up with a person who also has just finished writing. Students then read the card, and write a response on the back of the card, affirming their partner and expanding ideas. Partners then trade cards again to read the partner’s response, and continue the conversation. | **Four Square Conclusions:**  After a lesson, invite students to split the page into four squares. In the first square, each can write the main ideas or conclusions about what was learned. Then after this short writing time, students visit with three others, find out about their ideas, and write their partner’s responses in each square. Teacher keeps track of time, allowing for a few minutes for each of the 3 rounds. |
| ***CONNECTIONS to the WORLD Beyond the CLASSROOM*** | |
| **Three Questions Activity:**  After a lesson, invite students to write responses to these three questions:  (1) What did I learn? (2) What are my questions? (3) How is this connected to my life?  Expanding on these questions might help some learners: (1) What are the big ideas that I learned? What did we do? (2) What do I wonder, now that I’ve done this lesson? (3) How does this lesson relate to ME? Who else in my life would like to learn this lesson? | |
| ***PROBLEM-SOLVING*** | |
| **Questions and (maybe) Answers:**  After a lesson, invite students to generate a list of questions related to the content—just questions, without the focus on answers. The goal is to voice many ideas, concepts, and details, as students will get more creative as the list gets longer. After listing lots of questions, the teacher or curator might answer some of the questions, or talk to the group about how to find answers. | **Two Minute Survey:**  Finishing the day’s activities with a short survey gives feedback to the teacher, which can guide the next steps with students. Post a few sentence starters and invite students to write. Some suggestions:  “I used to think…but now I know…”  “I think the big idea about today is…”  “What intrigued you in today’s learning?” |