



Community Building Strategies

Four Celebrations

LitART Community Building Strategies emphasize developing group identity.

Student Actions

Students clap three times.

① 3 claps for _____.



Students clap once, raise hands in the air, and wiggle fingers.

② Fireworks for _____.



Students wiggle their fingers in approval.

③ Silent applause for _____.



The whole group raises their hands above their heads and says, "The roof, the roof, the roof, the roof is on fire!"

④ Raise the roof for _____.

"The roof, the roof, the roof is on fire!"





Community Building Strategies

Five Attention Getters

LitART Community Building Strategies emphasize developing a group identity.

Student Actions

Students clap once.

1 “If you can hear me clap once...”



Students freeze wherever they are and look at the leader.

2 “Stop...Look...and Listen.”



Students say “Cheese.”

3 “Macaroni and _____.”



Students say “MMM” by humming.

4 “Everybody say MMMMMM.”



Students say, “One, two, eyes on you,” and look at the instructor.

5 “1, 2, 3, Eyes on me...



1, 2, Eyes on you...

3, 2, 1, Now I’m done.”



Community Building Strategies

LitART Community building strategies emphasize developing a group identity.

Brainstorming

Student Actions

Students silently think of a response.

Students volunteer by raising their hands.

Students say their response aloud after being chosen by the facilitator.



- 1 Write the category at the top of the board.
- 2 Say, "Take ten seconds to think of at least one idea."
- 3 Say, "Okay, who has an idea?" Repeat what was said and write it under the category.
- 4 Repeat the process and write down all contributions.
- 5 Stop after seven ideas.
- 6 Review the list aloud and look for any ideas that do not fit the category.

Tip: Remember to write and repeat all contributions. Do not comment on the quality of the contributions.

Every Learning Experience

Student Actions



GOAL

Why are we doing this?



CONNECT

How does this relate to the student's life?



SAY/DO

What exactly will you say or do?



RESPONSE

What exactly are the students expected to do/write/say/create?



TIME

How many seconds/minutes will be offered?



MATERIALS

What items do I need to do this?



GROUPING

How will the students be grouped?



ASSESSMENT

What do students know or do that they did not already know or do?



Grouping Strategy

LitART grouping strategies offer techniques for getting students into pairs or small groups.

RGRS
(pronounced rigorous)

Student Actions

Students think of a response silently for 10 seconds.

Students take five seconds to group with a partner or several others.

The first partner shares his or her response.

The students switch so the second partner can respond.

R e f l e c t 🕒 10 seconds

G r o u p 🕒 3 seconds

R e s p o n d 🕒 15 seconds

S w i t c h 🕒 15 seconds

Tip: End each RGRS session with an attention getter.