Welcome back to school and welcome to our January Webinar: Providing Choice: task Cards and Think Tac Toe. This brief webinar will highlight these two simple strategies to use in your classroom to promote student engagement and improve classroom behavior.
I've been planning for more choice in my lessons! You may complete either the odd or even problems from the textbook!

Option 1
Complete the odd problems on page 33. Start your work.

I'm guessing technology isn't an option!

Option 2
Complete the even problems on page 33. Start your work.

Sigh!
When you design instructional tasks, consider these elements:

Can the students choose the order of completion? For example: students can choose tasks they know they will be successful in completing first and work up to the more challenging tasks.

What about allowing students to choose the materials they use to complete the task? Examples include: pen or pencil? Written or typed on the tablet?

Allow students to work alone or with a partner. Some students may always want to work alone or always prefer to work with a partner. You can address this by allowing this choice only at certain times.

Consider the location where students can complete the task: At their desks? Sitting on the floor or bean-bag chair? Quiet place in the room or in the hall? Outside?

And, finally, consider the type of task. For example: Draw or write an explanation, make a PowerPoint Presentation/podcast, “act” it out, design a meme, etc.
It is important to consider your students’ learning preferences to develop and use a menu of options to promote student choice.
Dr. Thomas Armstrong has written a book titled, “The Power of the Adolescent Brain: Strategies for Teaching Middle and High School Students”. Dr. Armstrong notes that during the adolescent years, the decision-making part of the brain is still maturing. By the age of 15 or 16, adolescents have the capacity to reason or make decisions on an adult level in controlled situations. Teachers can help students develop their decision-making skills by building frequent opportunities for choice into the curriculum. The book outlines nine practical strategies for incorporating student choice and student voice in middle and high schools that may be helpful to try.

Seven of these are applicable at the classroom level.

The first strategy is to provide choice regarding the kinds of homework assignments a student is asked to complete. Considering the large amounts of homework students are often assigned, students can be given a range of written assignments and then make choices about the ones they want to work on.

The 2nd strategy involves the use of student polling. Through the use of technology, teachers can now ask students to give their responses to questions, their opinions about topics, or other survey-related material in the form of an electronic reply, which
can be tabulated by the computer and displayed for all student to see and learn from. (Some apps to use: I Clicker, Poll Everywhere, LocaModa, Socrative, Answer Pad, and Plickers to name a few).

Strategy #3 is for students to create their own projects. This approach is useful for investigations in science, history, math, literature, and art.

The 4th strategy - student voice in school policy is not a strategy you would use in your classroom, however your PBIS Leadership Team might want to consider letting student help with discipline issues through a student court, student advisory teams, and peer mediation.

The 5th strategy involves setting aside a time during the school day when students can essentially follow their passions and do something, not for a grade, but simply for the joy of learning or creating something new. This is called “Genius hour.” Please go to the links http://geniushour.com/ or http://www.20timeineducation.com/ found in the notes section of the PowerPoint accompanying the webinar.

Strategy # 6 involves letting students choose their own books to read. Allowing students to make choices about their reading material helps to create a positive attitude and hopefully spill over into their pleasure reading in adulthood.

The 7th strategy allows students to learn at their own rate. Educational innovations such as the flipped classroom or curriculum compacting help accommodate varying rates of student learning.

Strategies #8 and #9 are also to be considered by a PBIS leadership team. There are an increasing number of online curricula available for students to complete their coursework and even design/ create their own curricula. Many systems have established their own online learning academies. #9 addresses elective courses where students can expand beyond the required curriculum to choose courses on topics they’re particularly interested in.

The book The Power of the Adolescent Brain is available at bookstores or online.
Why Should I Promote Student Choice?

- Empowering
- Prevents power struggles
- Increases Compliance
- Students respond better to choices
- Improved coping when student has to do an undesired task
- Decreases conflicts, refusals, defiance, and opposition
- Builds rapport

Although you want your classroom routines explicitly defined and consistent, consider opportunities to build in student choice within and across settings. Providing choice is a great antecedent strategy to promote academic engagement and prevent or decrease problem behaviors. Student choice is an effective strategy to build positive relationships with students, build student self-efficacy, and develop social competence.
You can provide student choice by creating task cards. Task cards can be used for behavioral skills or academic tasks. They can be created on paper, on Google forms, and even on Plickers. More information on how to create task cards with Plickers is included in the link provided in the notes. [https://www.lauracandler.com/plickers-made-easy-with-task-cards/](https://www.lauracandler.com/plickers-made-easy-with-task-cards/) There are also many task card samples on Pinterest.
Think-Tac-Toe is a strategy that allows students to choose how they will show what they are learning, by giving them a variety of activities to choose from. Students are given a 3 x 3 grid just like tic-tac-toe with the exception that each spot is filled with an activity/task/behavior.

OPTIONS INCLUDE:

• Create 9 activities related to the content that you are covering
• Create 8 activities, leaving the middle blank for a “free choice”
• Provide activities that are below level, on level, and above.
• Create activities that are based on different learning styles.
• Provide activities that encompass all subjects.

There are a variety of ways to use Think-Tac-Toe including using them for early finishers, allowing student to choose one activity per column, row, or diagonal with a total of 3.

Have students choose any three activities on the grid, assign for homework. You will want to provide deadlines for completion.

Think-Tac-Toe can be adapted to any grade level and content area. They can even be used as an assessment. You can design Think-tac-toe to correspond with Bloom’s
taxonomy or Gardner’s multiple intelligences. The link in the PowerPoint notes provides a YouTube Video with instructions on creating Think-Tac-Toe.

https://www.youtube.com/watch?v=EWMo4WbVSPQ
You can design Think-tac-toe to correspond with Bloom’s taxonomy
You can also design Think-Tac-Toe grids based on Gardner’s Multiple Intelligences

<table>
<thead>
<tr>
<th>Name</th>
<th>Musical</th>
<th>Verbal Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naturalist</td>
<td>Write a song using a familiar tune to tell how a type of rock (sedimentary, igneous, metamorphic) is formed.</td>
<td>Write a story about finding a rock. Include where you found the rock, which type of rock, and how you knew it was this type of rock.</td>
</tr>
<tr>
<td>Body Kinesthetic</td>
<td>Complete the “Name That Rock” Game. Record your score on the score sheet.</td>
<td>Design a tree map that identifies the properties and minerals of each rock (luster, color, streak, hardness, etc.).</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Logical Mathematical</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>In a group of no more than 3, write directions for how to identify a particular rock. Be sure to include steps for these rock properties (luster, color, streak, hardness, etc.) of these rocks.</td>
<td>Go outside and collect 2 rocks. Use these rocks to complete the “Rock Detective” activity about the properties (luster, color, streak, hardness, etc.) of those rocks.</td>
<td>In your journal, describe the most beautiful rock (either real or one you imagine). Be sure to include a description of the minerals and rock properties (luster, color, streak, hardness, etc.).</td>
</tr>
</tbody>
</table>
Thank you for participating in our webinar. Please join us for our next webinar, *Classroom Instructional Strategies: Checking In and Fishbowl* which will be posted on March 5th.