

Getting to Know You

Peter Newbury

peter.newbury@ubc.ca @polarisdotca

Center for Teaching and Learning

University of British Columbia, Okanagan

Full details at peternewbury.org/2016/08/getting-to-know-you/



Here are 6 worksheets for the Getting to Know You jigsaw for discussing 6 students:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

Each letter / student goes on a different colour of paper – I haven't written anything in the handout about actual colours so whatever you do will work. When you've picked paper colours, try to get PPT slides to match. That will help with the choreography of forming and then re-grouping.

~100 participants into 6 colours means 16 or 17 copies of each colour. If the numbers of each colour aren't quite working out, like there's a whole extra table of yellows or something, intervene with that group and distribute them with different colours to even things out.

At the end of this PPT file, I included some big A,B,C,D,E,F slides you can use as "flags" on the meeting tables, using the same choices for colours, of course. There are 2 slides so you can print the flags double-sided.

The worksheets are pretty dense but I tried to write the instructions as clearly and concisely as I could.

I had good luck fitting the document onto the paper by printing directly from PPT. That is, when I saved as PDF and then printed the PDF, the "actual size" or "shrink to fit" options messed things up.

Peter

“Getting to Know You” – Please sit at a table with your colour of paper

In this discussion, you’ll work together to think of advice to give an instructor about creating the environment in freshman STEM course where each of these students is welcome and empowered to contribute:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

This is a “jigsaw” activity. In Part 1, you’ll work with colleagues to reach consensus on advice about one particular student. In Part 2, you’ll share your advice with colleagues supporting the other students.

Your student: Alicia, a woman of colour

Part 1 (in groups with the same colour of paper / same student)

Introduce yourselves! Who’s in your group?

Work together and reach consensus on advice to give the course instructor about what to do:

assure the student they’re welcome to contribute to the class

build on the student’s diverse voice, strengths, experiences

what not to do

Part 2 (when prompted, break up and reform groups of 6, one of each colour)

Introduce yourselves! Who’s in your group?

Take turns talking about your students, starting with “assure the student they’re welcome to contribute to the class.” Then discuss “build on the student’s diverse voice, strengths, experiences” and finally, “what not to do.” Listen to others’ advice about their students, give and get improvements and new ideas. At the end of the discussion, we’ll collect all the papers and then the results tomorrow.

“Getting to Know You” – Please sit at a table with your colour of paper

In this discussion, you’ll work together to think of advice to give an instructor about creating the environment in freshman STEM course where each of these students is welcome and empowered to contribute:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

This is a “jigsaw” activity. In Part 1, you’ll work with colleagues to reach consensus on advice about one particular student. In Part 2, you’ll share your advice with colleagues supporting the other students.

Your student: Brian, a student on the autism spectrum who needs to use a laptop

Part 1 (in groups with the same colour of paper / same student)

Introduce yourselves! Who’s in your group?

Work together and reach consensus on advice to give the course instructor about what to do to:

assure the student they’re welcome to contribute to the class

build on the student’s diverse voice, strengths, experiences

what not to do

Part 2 (when prompted, break up and reform groups of 6, one of each colour)

Introduce yourselves! Who’s in your group?

Take turns talking about your students, starting with “assure the student they’re welcome to contribute to the class.” Then discuss “build on the student’s diverse voice, strengths, experiences” and finally, “what not to do.” Listen to others’ advice about their students, give and get improvements and new ideas. At the end of the discussion, we’ll collect all the papers and then the results tomorrow.

“Getting to Know You” – Please sit at a table with your colour of paper

In this discussion, you’ll work together to think of advice to give an instructor about creating the environment in freshman STEM course where each of these students is welcome and empowered to contribute:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

This is a “jigsaw” activity. In Part 1, you’ll work with colleagues to reach consensus on advice about one particular student. In Part 2, you’ll share your advice with colleagues supporting the other students.

Your student: Cheng, an international, non-native speaking student

Part 1 (in groups with the same colour of paper / same student)

Introduce yourselves! Who’s in your group?

Work together and reach consensus on advice to give the course instructor about what to do:

assure the student they’re welcome to contribute to the class

build on the student’s diverse voice, strengths, experiences

what not to do

Part 2 (when prompted, break up and reform groups of 6, one of each colour)

Introduce yourselves! Who’s in your group?

Take turns talking about your students, starting with “assure the student they’re welcome to contribute to the class.” Then discuss “build on the student’s diverse voice, strengths, experiences” and finally, “what not to do.” Listen to others’ advice about their students, give and get improvements and new ideas. At the end of the discussion, we’ll collect all the papers and then the results tomorrow.

“Getting to Know You” – Please sit at a table with your colour of paper

In this discussion, you’ll work together to think of advice to give an instructor about creating the environment in freshman STEM course where each of these students is welcome and empowered to contribute:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

This is a “jigsaw” activity. In Part 1, you’ll work with colleagues to reach consensus on advice about one particular student. In Part 2, you’ll share your advice with colleagues supporting the other students.

Your student: Danielle, a confused student who never asks questions

Part 1 (in groups with the same colour of paper / same student)

Introduce yourselves! Who’s in your group?

Work together and reach consensus on advice to give the course instructor about what to do:

assure the student they’re welcome to contribute to the class

build on the student’s diverse voice, strengths, experiences

what not to do

Part 2 (when prompted, break up and reform groups of 6, one of each colour)

Introduce yourselves! Who’s in your group?

Take turns talking about your students, starting with “assure the student they’re welcome to contribute to the class.” Then discuss “build on the student’s diverse voice, strengths, experiences” and finally, “what not to do.” Listen to others’ advice about their students, give and get improvements and new ideas. At the end of the discussion, we’ll collect all the papers and then the results tomorrow.

“Getting to Know You” – Please sit at a table with your colour of paper

In this discussion, you’ll work together to think of advice to give an instructor about creating the environment in freshman STEM course where each of these students is welcome and empowered to contribute:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

This is a “jigsaw” activity. In Part 1, you’ll work with colleagues to reach consensus on advice about one particular student. In Part 2, you’ll share your advice with colleagues supporting the other students.

Your student: Eric, a white, male student who tries to dominate every discussion

Part 1 (in groups with the same colour of paper / same student)

Introduce yourselves! Who’s in your group?

Work together and reach consensus on advice to give the course instructor about what to do to:

assure the student they’re welcome to contribute to the class

build on the student’s diverse voice, strengths, experiences

what not to do

Part 2 (when prompted, break up and reform groups of 6, one of each colour)

Introduce yourselves! Who’s in your group?

Take turns talking about your students, starting with “assure the student they’re welcome to contribute to the class.” Then discuss “build on the student’s diverse voice, strengths, experiences” and finally, “what not to do.” Listen to others’ advice about their students, give and get improvements and new ideas. At the end of the discussion, we’ll collect all the papers and then the results tomorrow.

“Getting to Know You” – Please sit at a table with your colour of paper

In this discussion, you’ll work together to think of advice to give an instructor about creating the environment in freshman STEM course where each of these students is welcome and empowered to contribute:

- A) Alicia, a woman of colour
- B) Brian, a student on the autism spectrum who needs to use a laptop
- C) Cheng, an international, non-native speaking student
- D) Danielle, a confused student who never asks questions
- E) Eric, a white, male student who tries to dominate every discussion
- F) Francis, a first-generation student

This is a “jigsaw” activity. In Part 1, you’ll work with colleagues to reach consensus on advice about one particular student. In Part 2, you’ll share your advice with colleagues supporting the other students.

Your student: Francis, a first-generation student

Part 1 (in groups with the same colour of paper / same student)

Introduce yourselves! Who’s in your group?

Work together and reach consensus on advice to give the course instructor about what to do to:

assure the student they’re welcome to contribute to the class

build on the student’s diverse voice, strengths, experiences

what not to do

Part 2 (when prompted, break up and reform groups of 6, one of each colour)

Introduce yourselves! Who’s in your group?

Take turns talking about your students, starting with “assure the student they’re welcome to contribute to the class.” Then discuss “build on the student’s diverse voice, strengths, experiences” and finally, “what not to do.” Listen to others’ advice about their students, give and get improvements and new ideas. At the end of the discussion, we’ll collect all the papers and then the results tomorrow.

A

A

B

B

C

C

D

D

E

E

F

F