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| **Name(s): Charles Hall** |
| **School: Letcher Middle School** |
| **Title of Strategy**  **Socratic Inside & Outside Circle Strategy** |
| **Type of Strategy** *(i.e. self-reflection, hands-on activities, technology, group work, or teach the class)***:**  **Hands-on activity, self-reflection** |
| **Website/Author/Source** *(Where did you get this strategy? Where can we find out more?)***:**  **The McConnell Center for Civic Leadership (http://louisville.edu/mcconnellcenter)** |
| **Resources Needed** *(What is necessary to implement this strategy in the classroom)***:**  Post-it notes, popsicle sticks, or anything else that numbers can be assigned with to students. |
| **Directions** *(Describe how this strategy is used in the classroom [assume the reader has never used this strategy before])***:**   1. Introduce the strategy which is a combination of the Socratic Circle and inside/outside circle engagement activity. Explain to students that they will each be assigned a number (post-it note, Popsicle stick, etc.) that the teacher will call numbers to determine who will be inside the circle, outside the circle, and who will be partnered for the activity. 2. Students will rotate partners as well as rotate from inside to outside circles as the teacher calls new numbers. 3. As the teacher calls numbers, students will form one circle seated in desks/chairs with students standing to form an inner circle. Those students standing in the inner circle will be assigned partners by the teacher calling numbers. 4. Have students standing in the inner circle share something with their partner. Inside circle students discuss what they share. The topic can be whatever the teacher has determined they share (previous lesson, core concept, vocabulary words, study guide, hobbies, what they did last weekend, favorite book, etc.) 5. The students seated in the outer Socratic circle should take notes and listen to the discussions conducted by the students standing in the inside circle. When the inside circle is finished, the outer circle students should provide feedback/comments about the discussions they observed. 6. The teacher can call new numbers to make the inside circle change partners a few times to repeat the process. Then the teacher can flip the circles to change student roles, assign partners, and repeat the process. 7. After students have reversed roles and rotated through the activity several times, the teacher can then facilitate a reflection time asking students several questions to engage them in reflection of their experience. |
| **Attachments** *(Please submit any handouts, etc. that are necessary for this strategy and explain what you have included)***:**  NA |