



FET 375 Engaging Participants Minds as well as their bodies using TPT (2hours)

## Course Overview

- Course will take approximately 2 (two) hours to complete
- Upon successful completion participants will be awarded 2 (two) how to train other adults training hours
- Audience: Early Care and Education Trainers

### Course Description

When we think of engaging participants, we usually think of engaging them in activities. This session will focus on strategies for using Total Participation Techniques (TPTs) that allow all participants to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied. Throughout this training session trainees will learn what TPT's are, how they can be used to support participation and engagement, and be provided tools to implement TPT's into future trainings.

This training session includes active participation and requires satisfactory completion of an application activity in order to successfully complete the training.

## Course Facilitator



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## Outcomes

### Training Outcome

- Describe the Ripple approach to engagement.
- Identify examples of Total Participation Techniques.
- Implement Total Participation Techniques into trainings.

### Workplace Outcome

Participants will engage all trainees at the same time and encourage deeper cognitive engagement by incorporating Total Participation Techniques (TPTs) into 1 (one) training.



## Course at a Glance

	Lesson	Goals / Materials
1	Introduction	ECE-TRIS Information Form
2	Participation and Cognitive Engagement	Importance of Participation and Cognitive Engagement
3	Brain Based Teaching and Learning	The Ripple What Is The Difference? TPT Categories
4	On the Spot TPTs	Think, Pair, Share Chalkboard Splash Quiz: On the Spot TPTs Reflection
5	Hold Up TPTs	True, Not True Multiple Choice Yes, No, Maybe Quiz: Hold Up TPTs Reflection
6	Movement TPTs	Appointment Agendas Bounce Cards Quiz: Movement TPTs Reflection
7	Wrap Up TPTs	Confer, Compare, Clarify Pause, Star, Rank Debate Team Carousel Quiz: Wrap Up TPTs Reflection
8	Implementing TPTs	Frequently Asked Questions Tool Kit
9	Application Activity	Assignment: TPT Application Activity
10	References	Reference Listing
11	Course Wrap Up	Course Evaluation

## Policies and Expectations

### Special Accommodations:

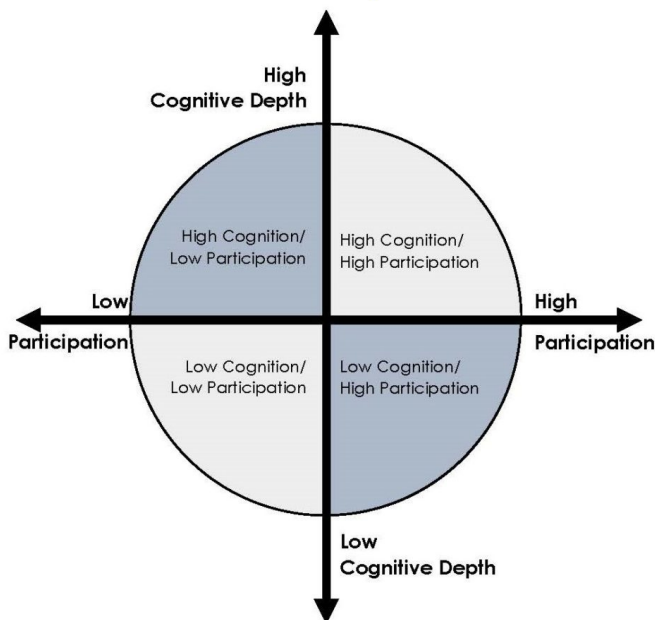
Students who seek special accommodations due to a disability should contact us upon signing up for the course, or discovering the need for accommodations, and we will work to provide appropriate accommodations in a timely manner.

Credit will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.

### Expectations:

- Take notes and use resources in the course as you complete activities and assignments. Just make sure all work is your own. When using resources to provide answers, put the responses in your own words.
- Do not copy answers from anyone else. If identical responses are found, you may be requested to redo work before being assigned credit for the course.
- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.
- Use the information in the course to grow and increase your professional development.

## Participation and Cognitive Engagement



Cognition is the process of involving mental or intellectual activity.

Participation is the act of taking part in or sharing in something.

## Brain Based Teaching and Learning: Total Participation Techniques (TPTs)

### The Ripple



1. Everyone answers the same question individually.
2. Pairs or small groups discuss the same question and share their individual responses.
3. Volunteers share response of their small group with the larger group.

### On the Spot TPTs

Think, Pair, Share



1. Trainer poses a question; all participants are given time to think and form an answer.
2. Trainees find or are assigned partners. In groups of two they discuss their answers with each other.
3. Trainer then requests for volunteers to share their small group responses with the whole group.



1. Think of a prompt that trainees would answer/respond to. The prompt should elicit a response that you are wanting trainees to share with the others.
2. Allow time for trainees to walk around and review other responses. Have trainees analyze the various responses, and provide them the opportunity to jot down similarities, differences, surprises, or anything that stood out to them. Trainees can use their own format or you can share a template with trainees.
3. In small groups have trainees share their thoughts on the similarities, differences, surprises, or things that stood out to them.
4. Return to a larger group and solicit volunteers to share responses from the small groups.

Reflection:

Which On the Spot TPT would you like to use?

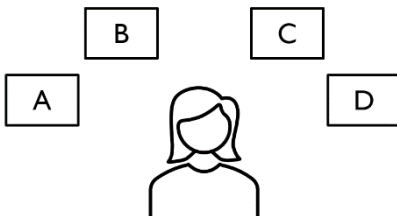
## Hold Up TPTs

### True, Not True



1. Provide trainees time to think of their response to the question.
2. Before holding up their card in response, have trainees confer with another person, or in small groups of 3-4.
3. Say "Hold it up." to the entire group. Trainees will hold up a card that either says "true", "not true", "true with modifications", or "unable to determine based on information learned" based on their small group discussion.
4. Select a few trainees to share their group's rationale for their choice.

### Multiple Choice



1. Give participants a set of cards with A, B, C, and D on the cards.
2. Incorporate questions within your PowerPoint with answer option and corresponding letter.
3. Question is presented to trainee and trainee reflects and chooses what they believe is the correct answer.
4. Trainees then pair up or go into small groups of 3 or 4. Trainees discuss as a small group their responses.
5. Trainer says, "hold it up" and groups hold up answer cards.
6. Trainer solicits a few volunteers to share their response.

### Yes, No, Maybe



1. Give participants a set of cards of 3 different colors.
2. Incorporate questions within your PowerPoint with answer option and corresponding color response option.
3. Question is presented to trainee and trainee reflects and chooses what they believe is the correct answer.
4. Trainees then pair up or go into small groups of 3 or 4. Trainees discuss as a small group their responses.
5. Trainer says, "hold it up" and groups hold up answer cards.
6. Trainer solicits a few volunteers to share their response.

Reflection:

Which Hold Up TPT would you like to use?

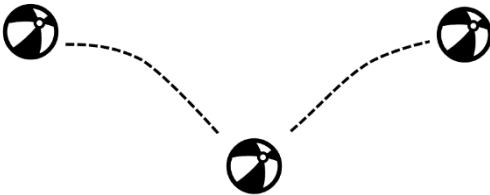
## Movement TPTs

### Appointment Agenda



1. Provide trainees with an Appointment Agenda template. The template will have time slots and blank space to write a person's name.
2. Have trainees at the beginning (or near beginning) of the session move around the room to find other trainees that they will schedule "appointments" with. Encourage them to pick people they do not know and/or people not sitting near them.
3. Both trainees pick a time slot that is open for both of them and write each other's names in the slots. If there are no slots available move on to the next trainee.
4. At the end of the appointment scheduling make sure everyone has an appointment, if numbers are not even trainees can triple up.
5. This agenda is then used as a pairing tool. At the scheduled intervals trainees will pair up, based on their appointment agenda, and share reflections to prompt/question.
6. As with all TPTs, after discussing in pairs trainees return to seat and trainer will ask for volunteers to share their reflections.

### Bounce Cards



1. After individual reflection trainees group together in groups of 2 or 3. In groups each person shares their reflection and their partner(s):
  - Bounce: take what your partner(s) said and bounce an idea off of it.
  - Sum It Up: Rephrase what was just said in a shorter version.
  - Ask A Question: Understand what your partner(s) mean by asking questions.
2. After small group reflection trainees return to the whole group and share ideas and reflections.

Reflection:

Which Movement TPT would you like to use?

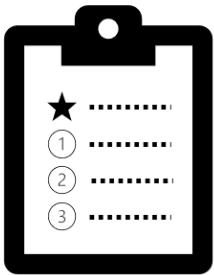
## Wrap Up TPTs

Confer, Compare, Clarify



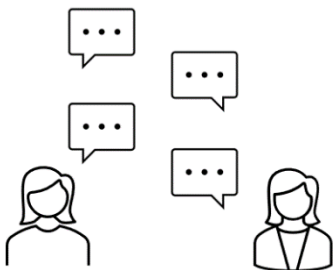
1. Trainees form pairs. When in pairs (or small groups) have them:
  - Confer by reading what each other wrote.
  - Compare by discussing similarities and differences in their statements. Give trainees the opportunity to adjust their own statement if they want to “borrow” an idea from their partners.
  - Clarify in pairs by writing any questions they still have on a card.
2. Ask pairs to join another pair to form groups of four. Have groups share

Pause, Star, Rank



1. At the end of your session, ask participants to: Pause - review their notes.
  - Star - place a star next to what they think are the 3 most important concepts/ideas and write a summary sentence for each concept/idea.
  - Rank - number their 3 summary sentences in order of importance (1 most important to 3 least important).
2. Instruct participants to form pairs (can use groups of 3 or 4) to share and discuss their summary sentences.
3. Ask each pair to then Pause, Star, and Rank their groups summary sentences. Each group will then take the 3 most important sentences plan to share with whole group.
4. Return as a whole group and discuss.

Debate Team Carousel



1. Create a prompt that requires trainees to use their judgement and the content presented to take a position.
2. Give each participant a Debate Team Carousel Worksheet.
3. Ask all participants to put their name at the top and complete Box 1 on the Worksheet.
4. After completing tell trainees to pass their Worksheet to the right.
  - Have trainees take the new Worksheet and in Box 2, add a supporting rationale to the opinion in Box 1.
5. After completing Box 2 trainees will again pass their Worksheet to the right.
  - With the new Worksheet have trainees read what was written in Box 1 and 2. In Box 3 have them add an opposing argument.
6. After completing Box 3 trainees will again Instruct participants to pass their papers to the right one more time.
  - With the new Worksheet have trainees read what was written in Box 1, 2, and 3. In Box 4 have them add their own opinion and support it with facts.
7. When finished trainees return the Worksheet to the original owner.
8. Ask for volunteers to share with the whole group some of the arguments written for and against the original prompt.



## Wrap Up TPTs continued

Reflection:  
Which Wrap Up TPT would you like to use?

## What TPT are you most interested in using?

\*\*\*\*\* Reminder\*\*\*\*\*

- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.

Verification of completion will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.