

# Engaging Students

## Graphic Organizer Collection



### In this collection

You will find 10 resources for student-centered engagement activities, including instructions and examples as well as printable and editable graphic organizers for student or teacher use.

These materials were created and/or compiled by the professional learning team at Communications by Design. Please reach out with questions or find more of our resources and events at [cbdconsulting.com](https://cbdconsulting.com)

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# 2-minute Interview

## Teacher Instructions & Resources Page

These instructions relate to the **2-minute Interview TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFree2MI1>

### Strategy Description

2-minute Interview is a structured discussion protocol intended to increase students' questioning skills as well as progress content knowledge. For this protocol, students are given a topic such as a recent class text, topic of individual research, or some other content-area focus. With that topic, students individually compose a series of questions which they will ask to peers. Once ready, students are partnered for 2 minutes where they ask questions to their partner with the intent to learn more about the topic from the partner's answers. After the time, the partners switch roles and repeat. This process is repeated as many times as desired. Students are encouraged to take notes while listening to a partner's responses and potentially reflect on or discuss as a class the topic later.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

The attached resource is a student organizer to facilitate students' note-taking process while interviewing partners. Students can use the resource to indicate whom they interviewed and note the responses shared.

The goal is to deepen and broaden understanding of the topic, so students are encouraged to identify similarities as well as differences in the ideas shared by different partners.

# 2-minute Interview

Learning by Asking

TOPIC:

---

**Questions** (Write out the questions here that you will ask to each partner.)

**Interview #1: with**

**Notes** (Write notes about how this partner answered your questions and information shared.)

**Interview #2: with**

**Notes** (Write notes about how this partner answered your questions and information shared.)



# 20-20-20

## Teacher Instructions & Resources Page

These instructions detail the **20-20-20 Strategy** (NOTE: this strategy does not include an accompanying template). All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Strategy Description

20-20-20 is a focus and self-management strategy for students. Implementing the strategy does not require any materials, and in fact, most recommend that the strategy specifically be implemented devoid of additional considerations so as to be as simple as possible.

For time when students are spending especially large amounts of time working on technology or some form of digital interface, instruct students to try the 20-20-20 strategy at regular intervals. The strategy proceeds as follows:

- For every 20 minutes of screen time,
- pause, look up and out at a location or object at least 20 feet away
- for 20 seconds.

At that time, students return to their task. Additional suggestions for students include:

- Avoid looking at peers to reduce distractions.
- Keep hands on the device to minimize the disruption (OR deliberately relax hands and arms and place them in a comfortable position for the 20 seconds).
- Try, instead of looking at something specific that is 20 feet away, looking up and unfocusing the eyes.

Initially, it may be helpful to explicitly remind students to do the 20-20-20 breaks, but the ultimate goal is to equip students with the strategy as a tool for productive self-management. Remind students often to try the strategy on their own as well.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

These instructions relate to the **2x10 Teacher Organizer TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFree211>

### Strategy Description

2x10 is a relationship-building strategy specifically proven to help improve trust and credibility with the hardest-to-reach students. Because of its intensive nature, teachers are encouraged to only attempt to implement this strategy with 1 or 2 students at any given time.

After a teacher determines a student is not responding to ordinary efforts to build trust and relationship, implement the 2x10 approach by setting aside 2 minutes at a time for 10 school days in a row to seek out the student for 1:1 conversation. The conversations must only be personal in nature (not academic/school help) and must also be a simple, sincere effort to get to know the student better. Focus the conversations on questions about the student's personal interests and connections to those interests when relevant.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

Because the 2x10 strategy requires a sincere effort to connect with a student, taking notes while in conversation with the student will undermine the effort. Instead, teachers should keep this organizer discrete and only at a later time update it with brief notes about the conversation. The organizer is then an asset to future conversations to help remember what was discussed as well as a means for reconnecting with the student's interests at other times.

It should serve as a reminder to help reinforce knowledge of the student.

# 2x10

## Building Credibility and Relationships

### Focus Student:

---

For each day below, list the date and briefly note topics discussed/shared.

**Day 1:**

**Day 6:**

**Day 2:**

**Day 7:**

**Day 3:**

**Day 8:**

**Day 4:**

**Day 9:**

**Day 5:**

**Day 10:**

These instructions relate to the **3-2-1 Generic Reflection TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFree3211>

### Strategy Description

3-2-1 is a structured reflection activity most often used for post-lesson reflection or post-project reflection. The activity includes reflecting on three different areas of a given experience and quantifying the thoughts shared. Most uses of 3-2-1 involve both a positive reflection and a constructive reflection. Students are generally encouraged to perform this activity individually, but 3-2-1 is also an effective discussion protocol for a structured partner or group reflection.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

The attached resource is a student organizer for students to record thoughts on the lesson or project in question. Students are encouraged to note ideas in the indicated quantities relative to the specific prompts. Consider adjusting the prompts for either a more precise reflection or a different focus area.

Some adjustments could be to:

- Ask a question(s)
- Consider future revisions, actions, or needs
- Share prior knowledge or experience
- Share feedback for the teacher or peers (as in project situations)

# 3-2-1

## Lesson Reflection Activity

3

Three things that were interesting or important were

1.

2.

3.

2

Two things that were challenging or unexpected were

1.

2.

1

One question I still have is

1.



# Bless, Press, Address

## Teacher Instructions & Resources Page

These instructions relate to the **Bless, Press, Address Organizer TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFreeBP1>

### Strategy Description

Bless, Press, Address is a conference and facilitation protocol for either teacher-to-student feedback or student-to-student feedback. The principle goal of the approach is to give students some autonomy in terms of what type of feedback they receive while still providing targeted, productive feedback. Each of the options focuses in a slightly different way on student work.

In general, when students are working on complex projects that span several days or more, implement BPA by having students select at a given conference what kind of feedback they want to receive: Bless = something positive, Press = how could it be better, and Address = help with a specific, targeted area.

Students should direct the feedback to the particular area of work and/or type of feedback desired.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

Use the accompanying graphic organizer for students to document the feedback received for each of the types. In addition to noting what is said about their work, however, students should also plan how they want to receive feedback by indicating the area about which they hope to receive feedback for each of the types.



# Bless, Press, Address

Project support & feedback

For the duration of this project, you must receive teacher feedback in each of the areas below. You may choose which one you would like your teacher to provide, but you may not repeat an area more than once.

## BLESS *(What is good about my work? What is good about this particular area of my work?)*

*I would like my teacher to bless:*

*Notes from my teacher's feedback:*

Teacher Initials:

## Press *(What can I improve about my work?)*

*I would like my teacher to press:*

*Notes from my teacher's feedback:*

Teacher Initials:

## Address *(Can you help me with this particular area of my work? Here's what I'm trying to do...)*

*I would like my teacher to address:*

*Notes from my teacher's feedback:*

Teacher Initials:

# Chat Maps

## Teacher Instructions & Resources Page

These instructions relate to the **Chat Maps Organizer TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFreeCM1>

### Strategy Description

Chat Maps is a discussion organizer activity designed to cultivate students' sense of productive and compelling conversation. Students use the graphic organizer to observe and evaluate discussions either in small groups or whole-class and reflect together on the discussion and discussion notes.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

The attached resource is a student organizer that students will use to observe, track, and evaluate a small group discussion. Instruct students to identify a recorder in their group before the discussion begins. You may want to instruct that recorder to not participate in the discussion, as well, to improve the quality of the discussion mapping experience.

In the large space provided, students will write the names of group members who will be discussing around the inside edges of the box. Using the symbols key at the top, the recorder will listen as group members discuss, mapping the conversation by drawing connecting lines between speakers (like the classic spider web discussion strategy). In addition to the mapping process, the recorder should also note with a symbol next to a student's name every time something is shared. The symbol should correspond with the key in terms of the nature of the kind of comment provided.

Once the discussion is complete, the recorder should reveal the map to the group and together discuss how the conversation went in terms of what they see and the goal or expectations given. In the reflection space, record notes about what the group thought in terms of successes or challenges in their discussion.

Adjustments to the graphic organizer may include using a different key for symbols or areas of focus as well as different reflection prompts.

# Chat Maps

## Discussion Reflection Activity

TOPIC:

★ = gave example  
! = shared a new idea

MAP

? = asked the group a question  
X = comment not related

**Successes:**

**REFLECTION**

**Challenges:**

# Know/Need-to-know

## Teacher Instructions & Resources Page

These instructions relate to the **Know/Need-to-know TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFreeKN1>

### Strategy Description

Know/Need-to-know is a common KWL-type strategy intended to gather students' prior knowledge and anticipated gaps related to a given topic. Often used in project settings to manage progress or at least kickoff a project experience, the KNTK approach encourages not only the initial sharing of existing knowledge on a topic and ideas or skills that are still needed but also the ongoing management of growth by referring regularly to the chart and updating the columns as students gain knowledge and skills. Most recommend keeping a whole-class list, but even in such situations, it is still helpful for individual students to keep their own lists for the sake of personal progress reflection.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

The attached resource is a student organizer for managing a personal KNTK list. As noted, even when using the strategy to keep a whole-class list (highly recommended), students should also keep individual lists to reflect on their own personal growth and learning.

Periodically throughout the unit or project, students should update their lists, moving items from the need to the know column as is pertinent and adding new items to either column when relevant.

# Know/Need-to-know

Identifying Knowledge  
Gaps

TOPIC:

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## Know

(What do you already know about this topic?)

## Need-to-know

(What do you still need to or want to know about this topic?)

# Likes & Wonders

## Teacher Instructions & Resources Page

These instructions relate to the **Likes & Wonders Notes TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFreeLW1>

### Strategy Description

Likes & Wonders is a simple peer-feedback strategy intended to facilitate productive student feedback on classwork, presentations, and projects. Teachers are encouraged to provide students with examples of productive feedback and possibly consider sentence starters. Additional considerations include providing a specific number of likes and wonders to share and potentially offering anonymous feedback like sticky notes or other similar digital means of commentings or sharing.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

The attached resource is a student organizer for students to reflect on feedback received. Students are encouraged to note the things shared in feedback in each of the respective sections then reflect on that feedback in terms of next steps or actions to revise work or improve future work. Teachers may want students to use the graphic organizer in real time during feedback conversations or to complete the reflection after-the-fact.



# Likes & Wonders

Notes from Peer Feedback

After receiving Likes & Wonders feedback from your classmates, use this page to record notes and reflections about that feedback.



**LIKES** (What did others think was good and/or effective about my work?)



**WONDERS** (What did others think was missing, was confusing, or needed more work?)



**ACTION PLAN** (What will I do to revise or improve my work—for this or the next task?)

# Philosophical Chairs

## Teacher Instructions & Resources Page

These instructions relate to the **Philosophical Chairs Organizer TEMPLATE**. All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Accessing the Materials

You are welcome to print and copy the attached PDF. Additionally, if you would like to digitally copy, modify, or assign this resource, you can access this fully via Google Docs here:

<https://bit.ly/FEFreePC1>

### Strategy Description

Philosophical Chairs is an informal argument/debate strategy focused less on debating a single perspective and more on discovering arguments that both support and oppose a given perspective. To implement, post a statement, especially one that represents a clear perspective on a topic, then have students divide by whether they support or oppose or neither the statement.

Standing in different areas of the room, students then take turns expressing their perspective and justifications for that perspective. Sharing should be balanced between all three positions (support, neutral, oppose).

As the discussion proceeds, encourage students to move if a given argument proves compelling enough to change their present perspective.

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

### Using the Resource

Use the accompanying graphic organizer for students to reflect after the activity, specifically identifying those arguments shared that were most convincing to them from each perspective. At the end of the reflection, students then indicate with which position they most agree and provide justification.

# Philosophical Chairs

## Defending Opinions

After participating in the Philosophical Chairs discussion, record your reflection as indicated below.

**Support** What arguments or ideas strongly represented this perspective?

**Neutral** What arguments or ideas strongly represented this perspective?

**Oppose** What arguments or ideas strongly represented this perspective?

**Conclusions:** *What perspective is most convincing to you (and why)?*

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# Walk & Talk

## Teacher Instructions & Resources Page

These instructions detail the **Walk & Talk Activity** (NOTE: this strategy does not include an accompanying template). All materials are provided by the professional learning team at Communications by Design. For more information about our work supporting K-12 teachers and instructional practices, visit [cbdconsulting.com/services/professional-learning](https://cbdconsulting.com/services/professional-learning)

### Strategy Description

Walk & Talk is a productive break strategy intended to both provide students with a break from their current setting as well as a chance for reflection and low-stakes discussion with a peer.

Depending on the circumstances, the strategy can be done with the whole class at once or better with one pair of students at a time.

To implement, indicate to students that they will be going on a walk for a set time (10-15 min recommended) with a partner (usually assigned, not chosen). During that walk, they should discuss a specific prompt or question (it can be content-focused or reflective in nature).

Students must either manage their own time or walk in a specified area so that the teacher can signal them to return. If whole-class walkabouts are not an option, send just one pair of students. Specify expectations for their behavior during that time as well.

In general, this activity is most effective as a productive break when students can (1) change their current context (move about instead of sitting, or sit instead of moving about—depending on what is happening during class in general) and (2) get out of a building (outdoors will help achieve the goal even more when possible).

For additional details and resources related to this strategy and others like it, visit our free Instructional Strategies Library:

[cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)

# Thank You!

We hope you find these resources useful. As K-12 teachers ourselves, the professional learning team at Communications by Design works to support teachers in practical and precise ways. Much of our work is focused on research-backed approaches to cultivating student engagement and motivation, but we also support teachers in Project-based Learning, technology integration, and content-area instructional approaches.

Below are some of the services and resources we offer. If you are interested in attending an event or registering for a course, feel free to visit the page noted below or reach out directly to our team by emailing [coach@cbdconsulting.com](mailto:coach@cbdconsulting.com).

From Pete, Erik, and Zach, thanks again, and we look forward to continuing to support you!



## Services & Events

Chat Maps is a discussion organizer activity designed to cultivate students' sense of productive and compelling conversation. Students use the graphic organizer to observe and evaluate discussions either in small groups or whole-class and reflect together on the discussion and discussion notes.

- Project-based Learning Academy (3-day workshop in Grand Rapids, MI to learn about, develop, and plan PBL units): learn more or register for an event at [cbdconsulting.com/services/pbl-academy](https://cbdconsulting.com/services/pbl-academy)
- Fostering Engagement (in-person and virtual/online events to learn about how to engage and motivate students of all ages and abilities): learn more or register for an event at [cbdconsulting.com/services/fostering-engagement/](https://cbdconsulting.com/services/fostering-engagement/)
- Fostering Student Engagement Micro Course (4-week micro learning course that examines strategies to support engagement and motivation in bite-sized daily texts or emails): learn more or register at [cbdconsulting.com/services/micro-learning/student-engagement/](https://cbdconsulting.com/services/micro-learning/student-engagement/)
- Virtual Coaching (1:1 instructional coaching and support any time, anywhere with our expert instructional coaches): learn more or register at [cbdconsulting.com/services/virtual-coaching/](https://cbdconsulting.com/services/virtual-coaching/)
- All professional learning services: [cbdconsulting.com/services/professional-learning/](https://cbdconsulting.com/services/professional-learning/)

## Other Free Resources

We manage collections of instructional strategies, ongoing articles on teaching and learning, and more—all FREE for teachers! (No sign-in required)

- Instructional Strategies Library: [cbdconsulting.com/instructional-strategies-library](https://cbdconsulting.com/instructional-strategies-library)
- Articles and Posts: [cbdconsulting.com/free-resources/articles/](https://cbdconsulting.com/free-resources/articles/)
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