

WHIP AROUND



Instructions

Step-by-Step Directions

Whip Around is a closure activity that provides teachers with information on the depth and quality of student learning at the end of a lesson.

1. Based on the objective of the lesson, teacher poses an open-ended question to the class and gives students a set amount of time to think of a response.
2. Teacher asks students to share their responses. Students present one at a time in a circle, creating a 'whip around.' Students should not give the same response as another classmate.
3. Once the answers are shared, teacher may choose to conduct a quick debrief of the responses.

Materials

- No specific materials required

Similar Strategies

- Quick Write, One Minute Paper, Exit Out the Door

Ideas for Scaling Up or Down

1. For novice students, lead class in a brainstorming session to generate a list of words and expressions students might use as they summarize their learning; this list can be posted in the classroom or provided as a resource for students who need support.
2. For intermediate and advanced students, ask for a summarization of the learning and a reason for each response.

Classroom Background Information

Language, Grade, and Proficiency Level

- Mandarin Chinese, 11th and 12th grade AP class
- Intermediate Mid to Intermediate High

School Background

- *Bayside High School* is located in Bayside, Queens, New York. The school has an enrollment of 2852 students.
- 73% of students receive free and reduced lunch, and the student population demographics are 42% Asian, 27% Hispanic, 18% White, and 12% Black.
- The world language department offers six languages (Mandarin, French, Japanese, Korean, Latin, Spanish) and the Mandarin program is made up of four teachers. Currently, 570 students are enrolled in the Mandarin program.

Teacher Background

- *Ms. Wendy Hsieh* has been teaching Mandarin Chinese at Bayside High School for six years. She loves having the opportunity to utilize her passion and knowledge to equip language learners to become global citizens.



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Implementation Guide

Keep the information below in mind as you are implementing this strategy in your classroom.



FOCUS QUESTIONS

Teacher Role

1. What teacher-provided scaffolds do students use for support?

Student Work

1. What is the purpose of using Whip Around as a summative activity?
2. How does Whip Around pair with Socratic Circle or other similar activities?
3. How is positive classroom culture reflected in this video?

Application

1. What are your next steps for implementing this in your classroom?
2. What are some challenges you may encounter, and how can you avoid them?

1) SETTING UP THE ACTIVITY:

When setting up Whip Around, do the following:

- Explain the Can-Do Statements, making clear what students will be able to do with the language as a result of the learning that takes place during the task.
- Give clear directions, a timeframe, and model the procedure with one or two students.
- Brainstorm and review sentence and question starters, words and expressions posted on the class word wall and printed as handouts.

2) SUPPORTING STUDENT WORK:

In order for students to be able to participate fully in the activity, do the following:

- Provide clear directions.
- Ensure that all students understand their role and the objective of the activity.
- Gather formative data on students' thinking and language use.

3) WRAPPING UP THE ACTIVITY:

When closing the Whip Around, do the following:

- In order to maintain a positive classroom culture, thank students for their comments and insights.

