

**7 Strategies for Richer Contributions (“No Hands Up”)**



**Random Individuals**

Strategies which involve selecting children randomly. “The names in a box” is the most common, but pegs and lolly sticks with names written on works well. “Which calculation method would you use here?” (reaches into the lolly pot) “Johnny, can you make a suggestion?” Sometimes include yourself and other adults in the randomising and don’t forget to occasionally put the pegs or the photos back in the box. Just because you’ve made a contribution doesn’t mean you can go on “stand by” you may be called again...

**Random Groups**

Strategies which separate children randomly into half, pairs, threes etc. Children might be given coloured cubes “can all the red cubes suggest a way of representing this data?” Two-way choices (coloured ink/words, etc.). This works very well for older children as they cannot engineer pairings. E.g. a set of castles laminated in different colours to generate groups with knights written on the back or if children are just holding coloured cubes in an introduction you can say “green cubes, one of you is solving this next problem...” etc.

**Peer Choice**

A lovely one to show children trust. “Thanks for showing us your working out Florence . Will you choose the next person who is going to help us?” This works very well with young children taking turns at a whiteboard game or where lots of goes are needed. Can be adapted to a boy-girl structure or “choose someone from a different table/group/house etc.”

**Targeted Questioning**

Directing questions at specific children for the purposes of assessment, stretching, scaffolding or just keeping everyone awake. You can use it to engineer discussion [Teacher: (Thinks) This discussion is fine but if I ask Zeryab he’ll give us a really off-the-wall slant which might take the learning deeper] or [I’d better make sure those two at the back got both steps of that problem with a *what if* question...]

**The “Conch”**

A situation where every child has a chance to speak by passing an object (a cuddly toy or precious artefact) around the room. Learners (including the teacher!) may only speak if they are holding the object giving them authority to speak, one at a time. This is most commonly seen in circle time and p4c sessions. It can be used *anywhere*, especially with some basic sign language.

**“Show Me”**

Rather than individuals raise their hand to give an answer, teachers will ask whole classes to answer at once. This can be done with mini-whiteboards (“*write down the strongest adjective you can think of. 1-2-3 show me!*”), number fans, etc.

**A Mature Community**

In this model, the teacher is the “facilitator” whilst children discuss freely taking turns naturally. The children do not have to be “old” for this to work but they have to be mature in the sense that they understand the class’ shared guidelines of group discourse – listening, not interrupting the flow of discussion, agreeing and disagreeing politely and keeping an open mind. Again, sign language helps.