



Assuring Participation of All Group Members

Group Name

1. At the first seminar the seminar group, by consensus, arrives at name for the seminar.

Introductions

1. Go around the table and each person introduces himself or herself.
2. Each time someone speaks he or she reintroduces self until everyone knows all the names.

Adjective

1. Using the first letter of the person sitting next to you come up with an adjective as a descriptor and their first name as seminar name. Ex: Daring David, Mighty Michael, Crazy Caroline.
2. After everyone is named each person uses his or her alliterative name when speaking in the seminar.

Box

1. Everyone's name in the seminar is put in a small box.
2. Person who asks the question [or the gatekeeper] draws a name out of the box and the person whose name is drawn must answer the question.

Nerf Ball

1. Someone asks a question and throws a Nerf ball to someone who must answer the question.
2. That person then asks a question and throws the ball to someone else to answer.

Gatekeeper

1. Assign a gatekeeper whose duty is to keep the group focussed on the discussion.
2. At the next seminar that gatekeeper assigns the next gatekeeper.
3. No one can repeat until everyone has been gatekeeper.

Ball of Yarn

1. One person holds the end of the yarn, asks a question and throws the ball to another person to answer the question.
2. That person answers and throws to next person.
3. Each person holds onto the yarn so it can interweave around group. This will show visually: who does not participate and who participates more than their share.

4. This is particularly useful for the final seminar when students say what needs to be said. If it is used as such the facilitator leaves before the start of the session.

Three Pennies

1. Each person is given three pennies at start of seminar.
2. Each time a person speaks they put a penny in the middle of the table.
3. A person out of pennies can not speak again until everyone has used their three pennies.

Reaction to Material

1. Go around the table at start of seminar and each person in turn states personal reaction to the material that was assigned for that day.
2. Other people take notes and after all have finished people can react to what individuals had to say.

Recording Participation

1. Facilitator has list of all names and marks down each time someone speaks. This process gives a good idea of who is silent and who is dominating the discussion.
2. When someone speaks from 'personal experience' the facilitator gently and with tact asks him or her how it relates to the material under discussion.

Self / Peer Evaluations

1. Use the "Self-Peer Evaluation" form during the final 5 minutes of seminar.
2. One week use "Self" the next use "Peer." For "Peer" facilitator determines evaluator. It is usually person to the left or right of person being evaluated.
3. For peer evaluations students do not allow other students to see what they wrote.
4. Evaluations are placed in folder with papers.
5. Facilitator records the evaluation level of participation and grade for each person.
6. The evaluation is returned in the folder to the student along with the graded assigned writing project.