

Teaching High Schoolers

PREP your lectures . . .

- emphasize interaction—don't talk for more than 7 minutes before students do an activity**
- emphasize them talking/doing and you speaking as little as possible**
- start with an interesting intro**—engage the kids; tell a good story; ask them a question—get some answers and then use those answers to bring them into your lecture
- write out the 4 key steps to do** what you are talking about (keep them clear and concise)
- give an example of each step**
- then have the kids do the 4 key steps**
- as the kids to the 4 key steps, give feedback** AND tell the kids to write down additional comments

Example Lecture:

YOU SAY: "when did you know you made a persuasive argument to your friends or your family?"

--Student raises hand and says "when I told them we could get ice cream if we went to the store" oh—why was that persuasive—"because they love ice cream"

YOU SAY: "Great, that is a great example of giving persuasive evidence—let's look at the 3 parts of an argument so that you can be persuasive

YOU SAY: CLAIM DATA WARRANT means . . . here is an example; reason means . . . here is an example; evidence means . . . here is an example

YOU SAY: I want you to come up with a Claim, Data, Warrant

YOU: give time for students to do their own Claim, Data, Warrant

YOU: now, each of you, present your Claim, Data, Warrant and while each student does—I want you to take notes of the argument (prepares them for flowing) AND write down ideas I give for making better arguments

YOU: as each student goes—give a "you did this well" and a "this is what you can improve on" –

example: you did a great job providing an expert source for your Claim Data

Warrant: "Everybody write down, Use expert sources to back up your Claim—for your evidence"

example: you need to make sure your reason/warrant is clearer (give specifics): "Everybody write down, keep the warrant concise and clear"