



to

UNIS

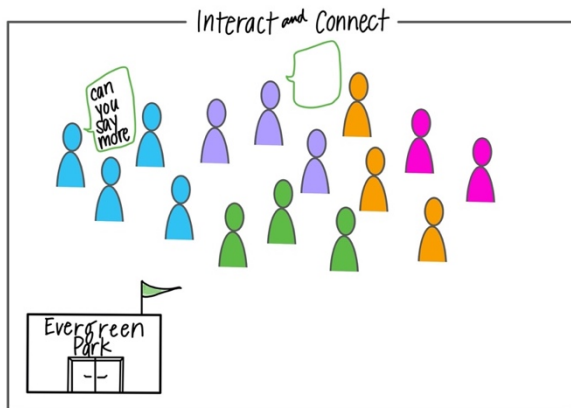
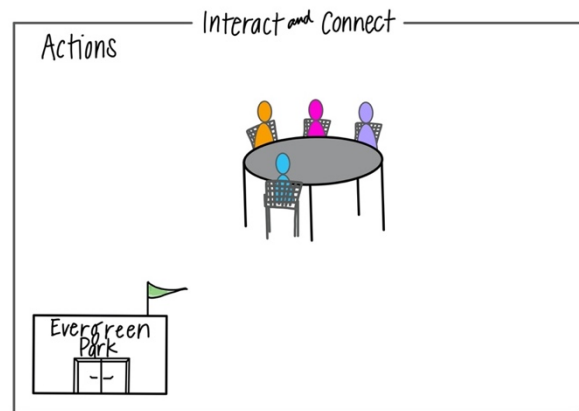
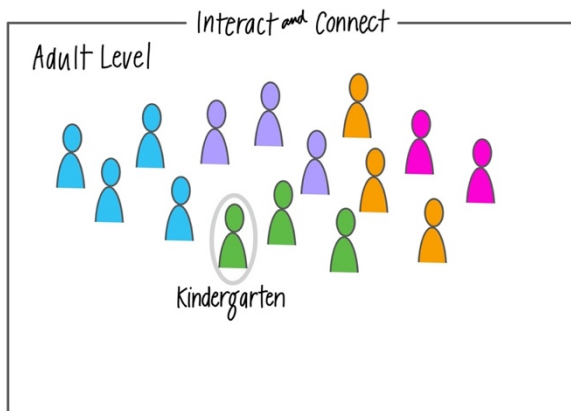
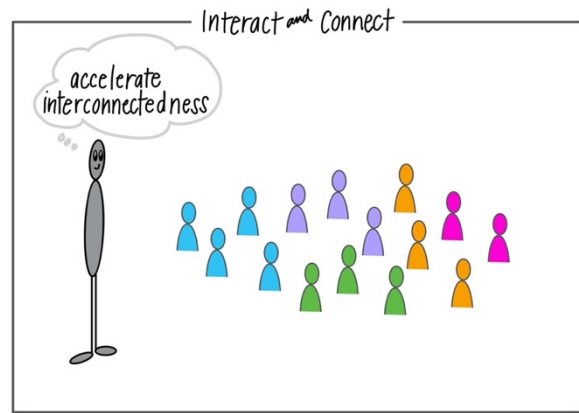
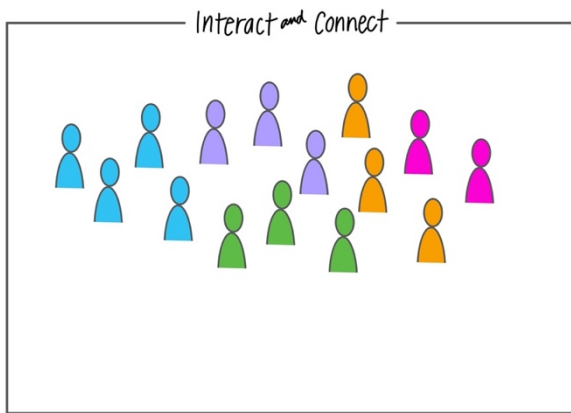
Creating Groups that
Understand, Nurture, Inspire, and Support
Each Other

Section 3: Accelerating UNIS in a group (Part 1)

The Catalyst Approach was
Developed by Nancy Burns & Jacki Brickman

Interact and Connect

Section 3



Interact & Connect

Section 3



Pause and Reflect-

How interconnected are you?

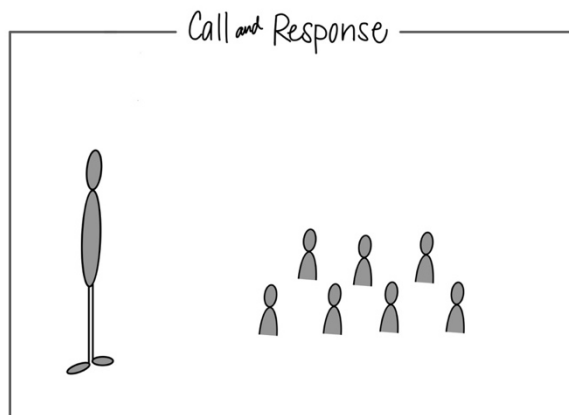
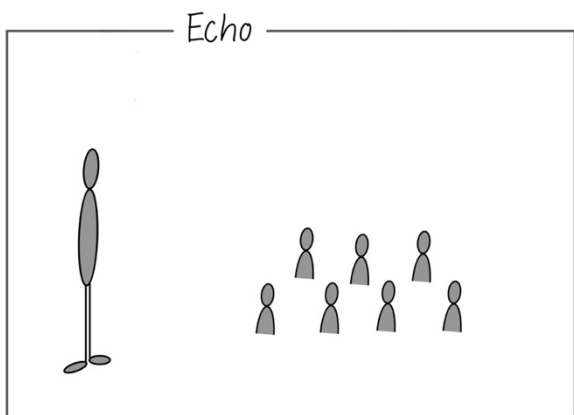
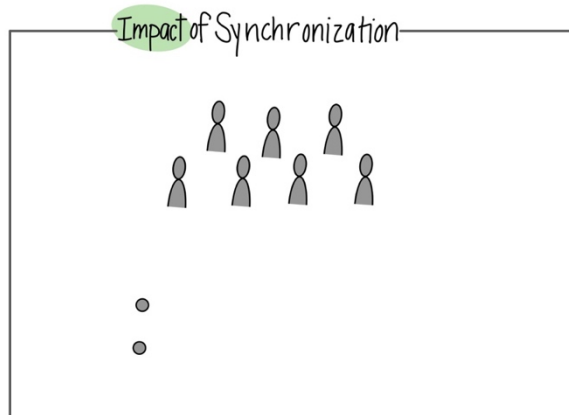
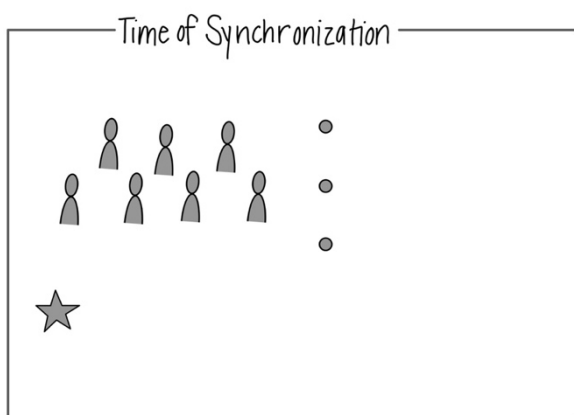
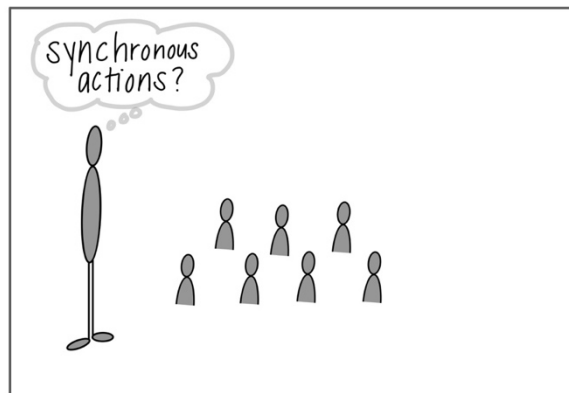
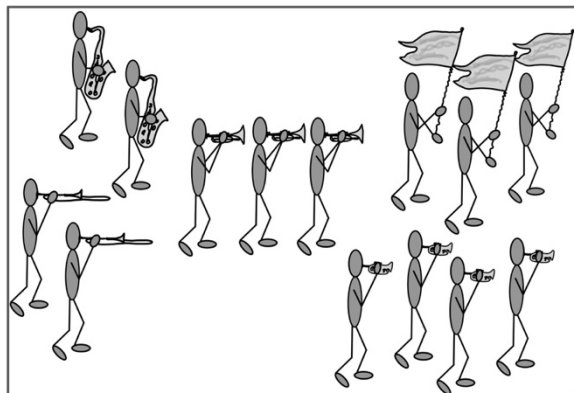
Which members of other connected groups could you reach out to and get to know better?

What are ways you already provide students opportunities to interact and increase their interconnectedness?

What are some ways you could add?

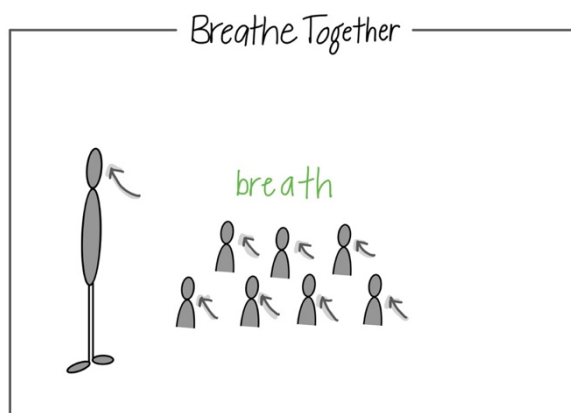
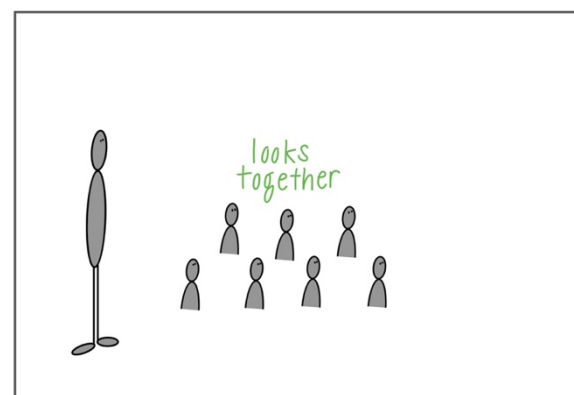
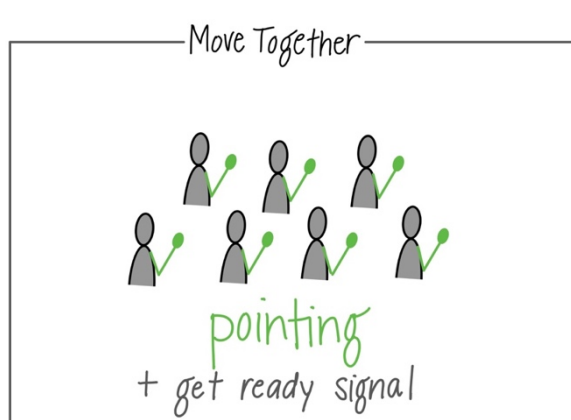
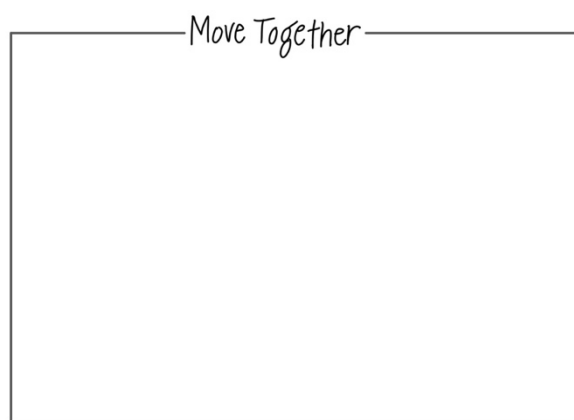
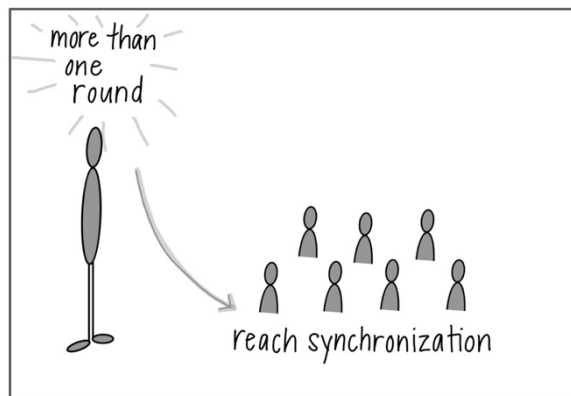
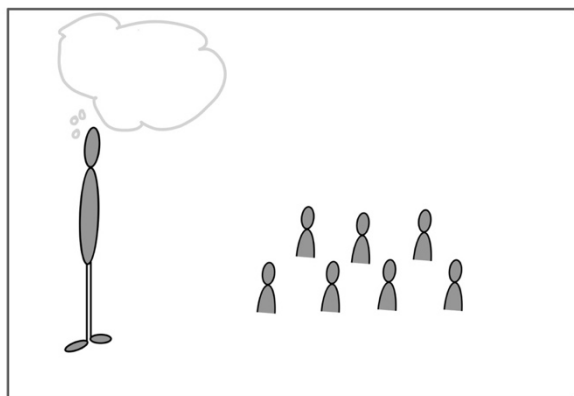
Synchronize the Group

Section 3



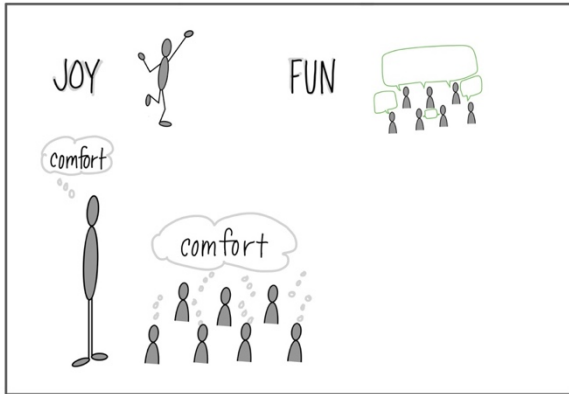
Synchronize the Group

Section 3



Synchronize the Group

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Pause and Reflect-

What is your current pattern of including opportunities for students to engage in a synchronized pattern? Do you do it often? In what ways could you increase the frequency?

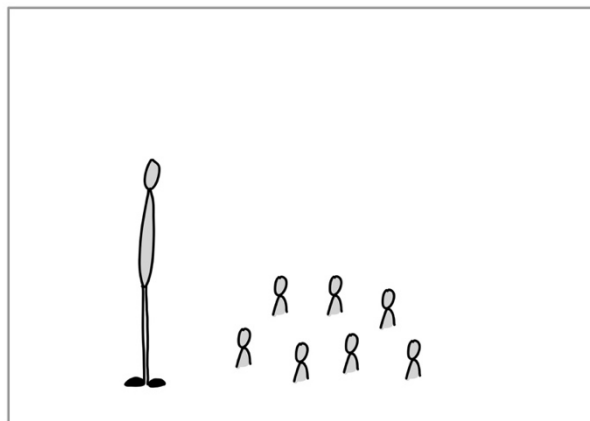
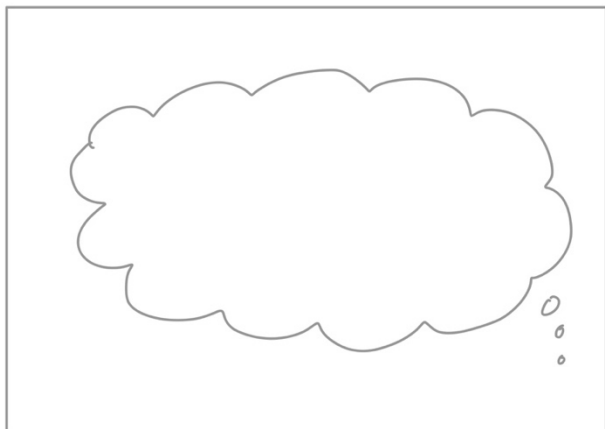
Think of times in your personal and professional life when you were part of a group that included collective speaking, moving, looking, or breathing? What was the impact on the group as a whole or on you as a person?

In what ways would this experience motivate you to create similar opportunities for students in both large and small ways?

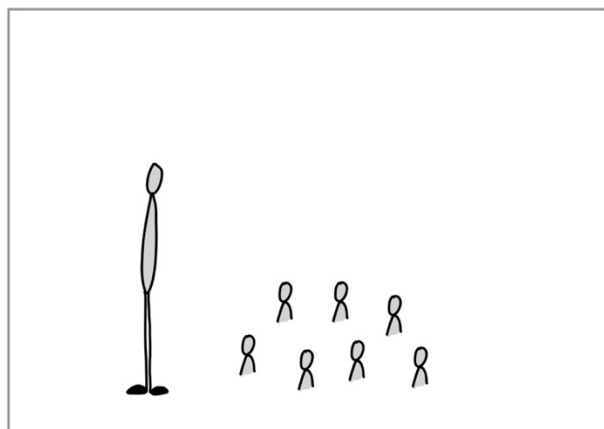
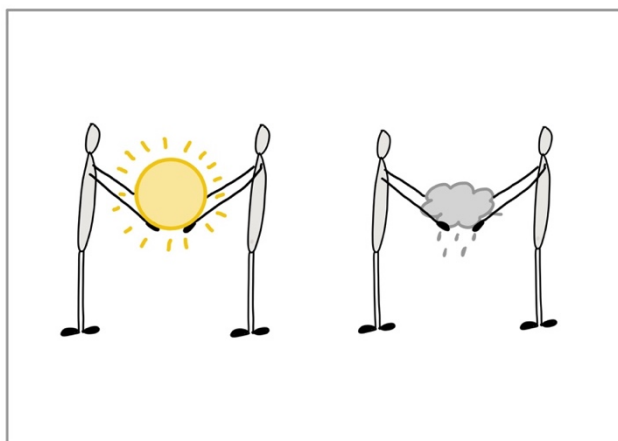
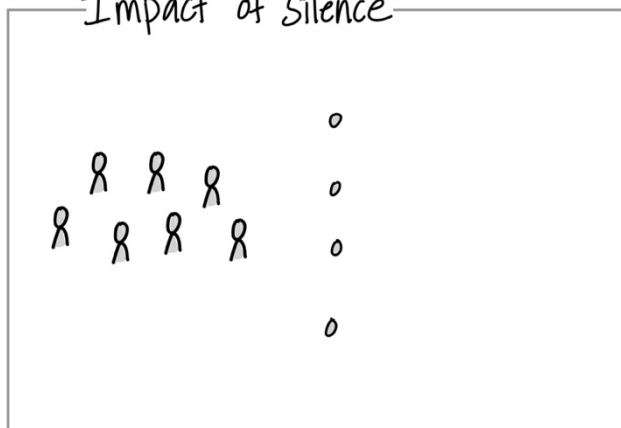
Reflect on your school schedule, your curriculum, and your age of students. Jot down at least three new options that you have to work in moments of synchronicity.

Savor the Silence

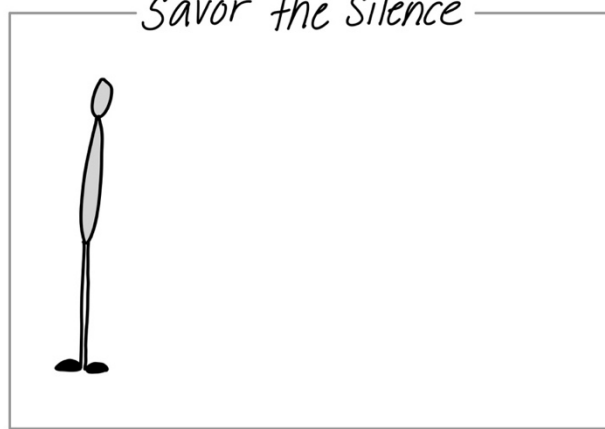
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Impact of Silence

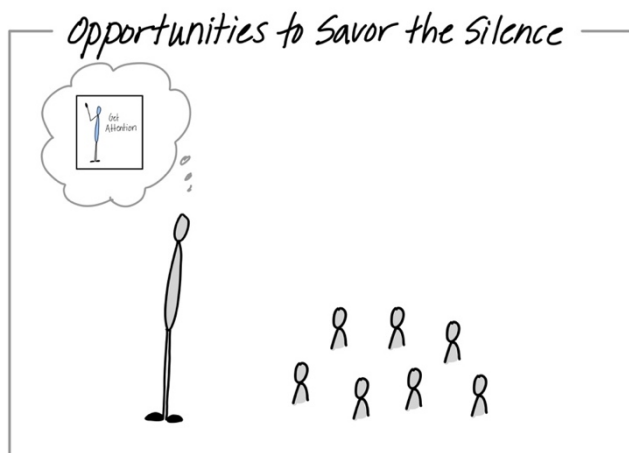


Savor the Silence



Savor the Silence

Section 3



Pause and Reflect-

As you think about the impact of silence, particularly when it can be embraced and when it can be abandoned, what are some specific times you are going to focus on savoring that silence?

When are the times you have been expecting silence and it has created added stress and anxiety for you and the students and now you're ready to abandon that expectation altogether?

Savor the Silence

Section 3



Strategy in Action

Savor the Silence: Getting Attention

- How does each leader's comfort with silence impact the group's comfort with silence?
- How does the Michelle's silence help her be more aware of the group?
- How does the timing of Chelsea's silence help the group stay more in sync with each other?
- What does Tasha's silence say to the group about the importance of all members being ready?
- What is it about Nicole's silence that prevents the feeling of awkwardness among the group?



Strategy in Action

Savor the Silence: Writing

- What happens to the group when Ashley begins to write on the board?
- When Jackie writes in silence, how does that help students focus on the content?
- How does Nathan's writing in silence increase the group's attentiveness to the information?

Savor the Silence: When Selecting

- How does the leader's silence benefit the students waiting to be selected?
- How does the leader's silence benefit the students who have already been selected?



Article notes- Why Wait? The importance of Wait Time in Developing Young Students' Language and Vocabulary Skills



Article notes- Using "Think Time" and "Wait time" skillfully in the classroom.