



Looks Like/Sounds Like/Feels Like Chart

Purpose

A Looks Like/Sounds Like/Feels Like chart is a simple tool that helps students identify the specific kinds of behaviors that accompany each team cooperation goal or conflict-resolution strategy. It is a way of making otherwise invisible processes visible—and thus accessible—to your students.

Breaking It Down

Here's how it works. Say your class is focused on helping and encouraging one another:

- Make three columns on chart paper or an overhead transparency. Label one “Looks Like,” the next “Sounds Like,” and the last “Feels Like.”
- Ask your students what helping and encouraging their teammates looks like. List answers on the chart. (Examples include: listening attentively, explaining a solution without giving the answer, nodding, smiling at a teammate, giving a thumbs up or high five, and so on.)
- Next, ask what helping and encouraging sounds like. List answers on the chart. (Examples include: “Way to go! That’s a great explanation,” “Thanks for helping me; I understand how to do it now,” “Super solution! I wouldn’t have thought of doing it that way,” “You can do it,” and so on.)
- Finally, ask what helping and encouraging feels like. List answers on the chart. (Don’t worry if the students can’t think of any examples right now. You may return to this column later in the week, once the students have gained more experience.)
- Remind the students each day of the kinds of behaviors that you are looking for, and refer to the chart whenever you award team cooperation points, so the students have a concrete understanding of what they are aiming for.

Fine-Tuning the Technique

- Use chart paper or transparencies instead of a chalkboard to create your chart, so you can add to it over time. Post the list, and review it as a class the next time you want to work on that behavior.
- As you see evidence of the students trying out the kinds of behaviors you identified, reinforce them by awarding team cooperation points. For the strongest reinforcement, be sure to tell the students exactly why they are receiving the points.
- Even though the students may initially be unable to fill it in, the “Feels Like” column is one way to help the students become aware of their emotions and how certain behaviors make them feel. Return to this column after the students have experienced the particular behavior, cooperative-learning strategy, or conflict-resolution process on which you chose to focus.

Use this same kind of chart to explore conflict-resolution strategies with your class: What does a good solution look like? What does it feel like? Do both people have to be happy for it to be an effective solution?

- To assist visual learners, add hand signals to call attention to the different steps in this routine. For example, ask the question, and then point to your temple and say “Think.” Then, after a suitable amount of time, give the signal for team discussion. Providing simultaneous visual and verbal cues helps the students stay focused on their current task.
- If you find that you need help randomly selecting students, label wooden sticks or slips of paper with the numbers from one to four (or five) and put them into a bag. Another option is to take the aces, twos, threes, and fours (or fives) out of a card deck. After allowing the students time to think and discuss as a team, call a team name, and then pull a number from the bag.
- If you are working on active listening with the students, ask them whether they agree or disagree with the previous student’s answer and whether they have anything else to add. This is a subtle but firm reminder that they need to listen carefully to one another’s responses.
- During the few seconds when teams are discussing the question and answer, encourage all team members to take part. Award team cooperation points to teams with 100% participation—for example, “Great job, Team Judo! I can see that everyone is involved in the discussion! Give yourselves five points.”
- Use the team discussion time to take a quick, informal assessment of the students’ learning, to note any points of confusion, or to offer feedback, encouragement, and clarification.

During what part(s) of a lesson would you be most likely to use Random Reporter? Why?

Teachers typically ask whether they have to call students by number instead of by name. The answer is yes and no. Use numbers to select students at random—but when you’re talking to the students, you may call them by their names. For example, “Okay, now that you’ve had a chance to talk with your teammates, I want to hear from the #3s. John, you’re a #3. What did your team come up with as an answer?”

Time-Saving Tips

- After the students have had a chance to think and pair during Think-Pair-Share, use Random Reporter to randomly call on a student from one or two teams to share with the class.
- When having the students Jigsaw, assign them to expert groups using their numbers.
- Use Random Reporter as a way to randomly select students for a task. For example, put team materials in a basket, bucket, box, or bin where teams can easily collect and return them. Then call all #2s to pick up their team’s supplies. At the end of class, ask all #3s to record team cooperation points on the team score sheet. This limits the amount of disruption caused by such routine chores.