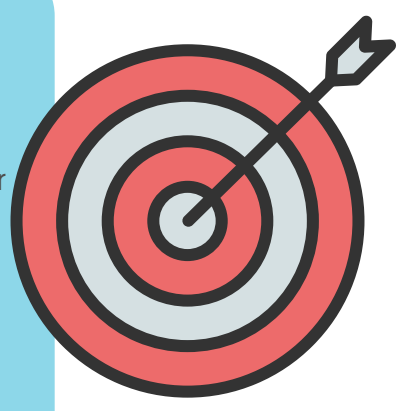
SECONDARY

TEACHER TIPS

For Inclusion & Equity

FOCUS RESETS & COGNITIVE SHIFTS



WHY? Strategic resets give the brain time for replaying learning, organizing the information, and storing it better for long-term retention. ***You don't have time*** **to skip this** important aspect of your lesson cycles!

WHAT? ***Crumple:*** Students crumple and uncrumple a paper using one hand to build hand strength, support working memory, and provide a focused sensory-motor reset. Try Double Crumple-only using the one hand for each piece of paper at the same time.

Lazy 8's: Students trace a sideways figure eight in the air with one or both hands to support visual tracking, midline crossing, and brain hemisphere integration.

Double Doodles: Students draw mirrored shapes with both hands at the same time to strengthen bilateral coordination, focus, and fine motor control.

WHEN? Right before key lesson/ ideas are introduced, every 11-15 min/ dep. on age

FISHBOWL

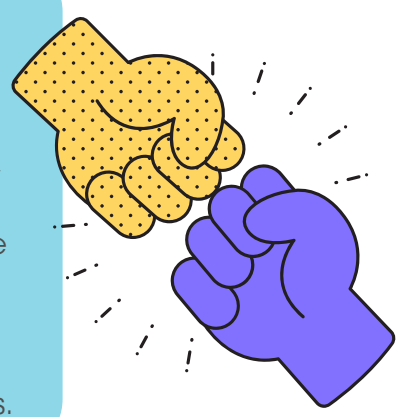


WHAT: A small group of students demonstrates a specific skill, task, or behavior while the rest of the class observes.

HOW: The observing students form a circle (fishbowl) around the pair/ group (the fish.) Observers are given a specific focus for their attention (e.g., "Pay attention to how they support their argument" or "Notice how they collaborate to reach a solution"). After the demonstration, observers provide feedback by sharing what they noticed, what they learned, or what they might do differently.

WHEN: Use this strategy for practicing academic discussions (e.g., Socratic seminars, debates,) demonstrating group problem-solving in math or science, modeling effective collaboration during project-based learning, exploring conflict resolution or communication strategies in advisory or SEL sessions, etc.

CHECKMATES!



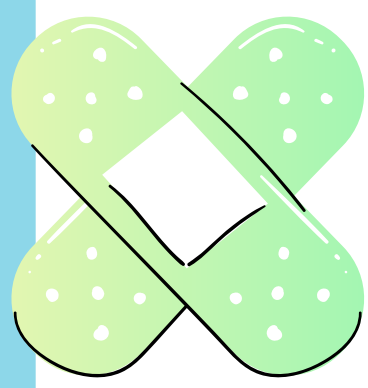
WHAT? A whole-class system where students pair up (or form trios) as "checkmates" to support each other.

HOW?

- Teacher calls: "Checkmate!"
- Partners check a task together (e.g., assignment submitted in in the bin or online, citation style followed, lab safety gear on, group roles clarified).
- Once confirmed, they use a quick nonverbal signal (e.g., freeze fist bump, freeze high five).
- Teacher scans to see who's ready or needs support.

WHY? This peer buddy `glow up'- builds accountability and peer support. Encourages collaboration and attention to detail. Build from simple to complex tasks.

BAND AID LESSON

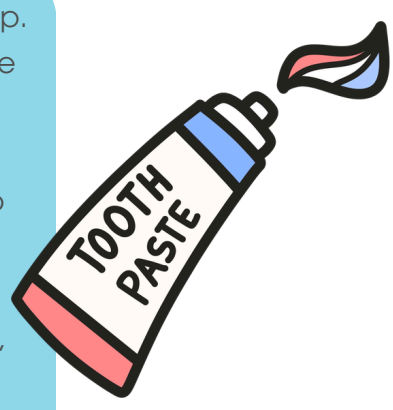


WHAT? Give each student a different "injury" scenario (e.g., paper cut, broken leg, headache). If you trust the class to come up with their own school appropriate injury- that's a variation. Then, place a Band-Aid on each student's hand—regardless of their injury. Students may begin to notice- "that doesn't help- I have a broken leg." It opens a discussion: equal treatment isn't always fair.

WHY? The lesson reinforces the importance of individualized strategies, scaffolds, and accommodations to meet diverse student needs. Students learn that "In this class, students will get what they need—and that may look different for each person."

PRO TIP: Make it an anchor chart, with reflections from students-refer back to it when students need to revisit this idea!

TOOTHPASTE LESSON

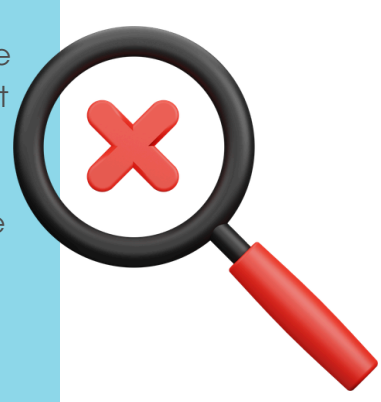


WHAT? Another oldie but goodie! Distribute a small tube of toothpaste to each group. Ask them to squeeze all the toothpaste onto a plate. Then, challenge them to put the toothpaste back into the tube using toothpicks or Q-tips. Have students explore the metaphor: Words, like toothpaste, come out quickly and easily—but once spoken, they can't be taken back. The toothpicks and Q-tips represent apologies or efforts to repair harm. While they may help, the original impact remains, and restoring things takes time, care, and effort. (*Create an interactive anchor chart/contract)

WHY? This activity is a powerful way to introduce discussions around communication, accountability, empathy, and the lasting impact of our words in class, online, etc.

ALTERNATIVE: Depending on your class, teachers can keep control of the tubes and have students come up to the table/desk to help restore the paste.

FAVORITE MISTAKE!



WHAT? During or after a lesson, highlight a mistake (anonymously or with permission) that led to great learning or sparked valuable discussion- call it: the "Favorite Mistake of the Day!" Talk about what made it a great learning moment. Remind students that mistakes are normal, helpful, and part of growing. Mistakes can actually teach us new things we didn't expect to learn.

WHY? This routine shows that errors are part of the learning process. It helps normalize errors, build a growth mindset, and improve confidence. Students will be encouraged to take risks, reflect, and have a safe space for learning.

PRO TIP: Give it a name or have your students buy in with naming it. Some alternatives can be: Golden Goof, Favorite "no," Mistake that mattered, etc.

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Pearland ISD C& I | Developed by Jodi Christopoulos, M.Ed. | Curriculum Specialist | Scaffolded Supports Lift | Please attribute if sharing