

**Total Participation Techniques:**  
Engaging every student with classroom-ready techniques  
[www.TotalParticipationTechniques.com](http://www.TotalParticipationTechniques.com)  
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Think, before you ask, “Who can tell me...?”



**Remember to Ripple!**

Calling on someone should be the **last** thing that you do.

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Lesson \_\_\_\_\_

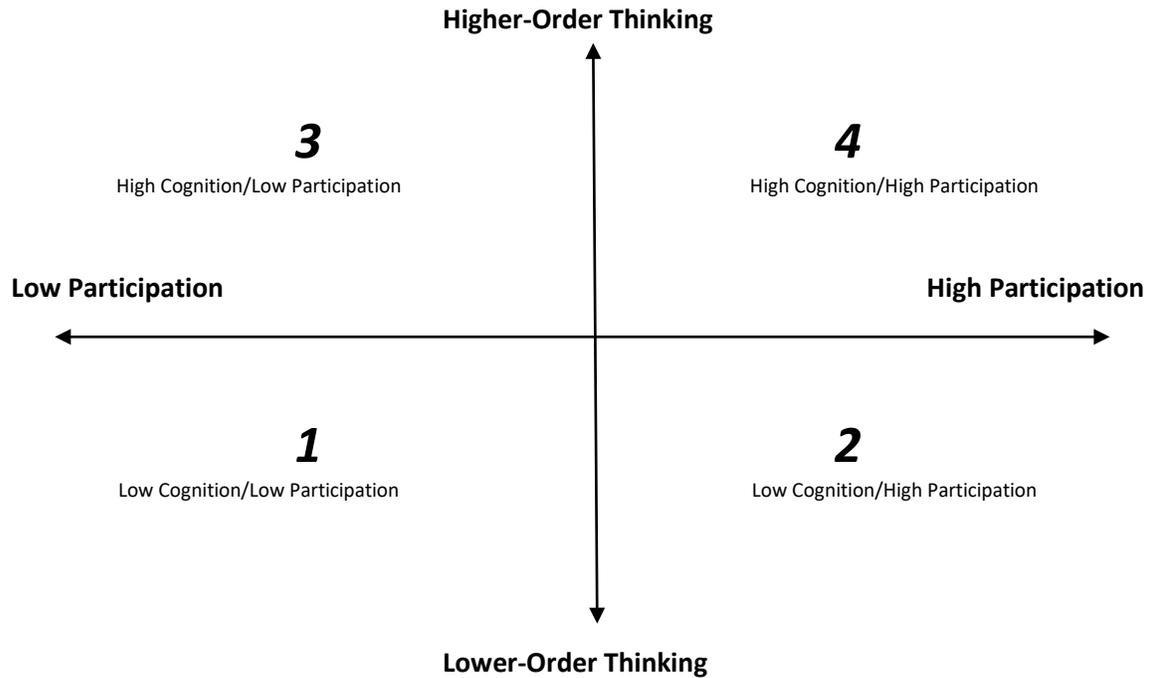


Figure 2.1 Total Participation Techniques-- Cognitive Engagement Quadrants

Quadrant	Time	Description of Activity

For individual and collaborative use as you plan, observe, and debrief video and peer observations.

<b>Appointments</b>	
<b>Time:</b>	<b>You have an appointment with:</b>
8:00 am	
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	
6:00 pm	
7:00 pm	
8:00 pm	

Appointment Agenda

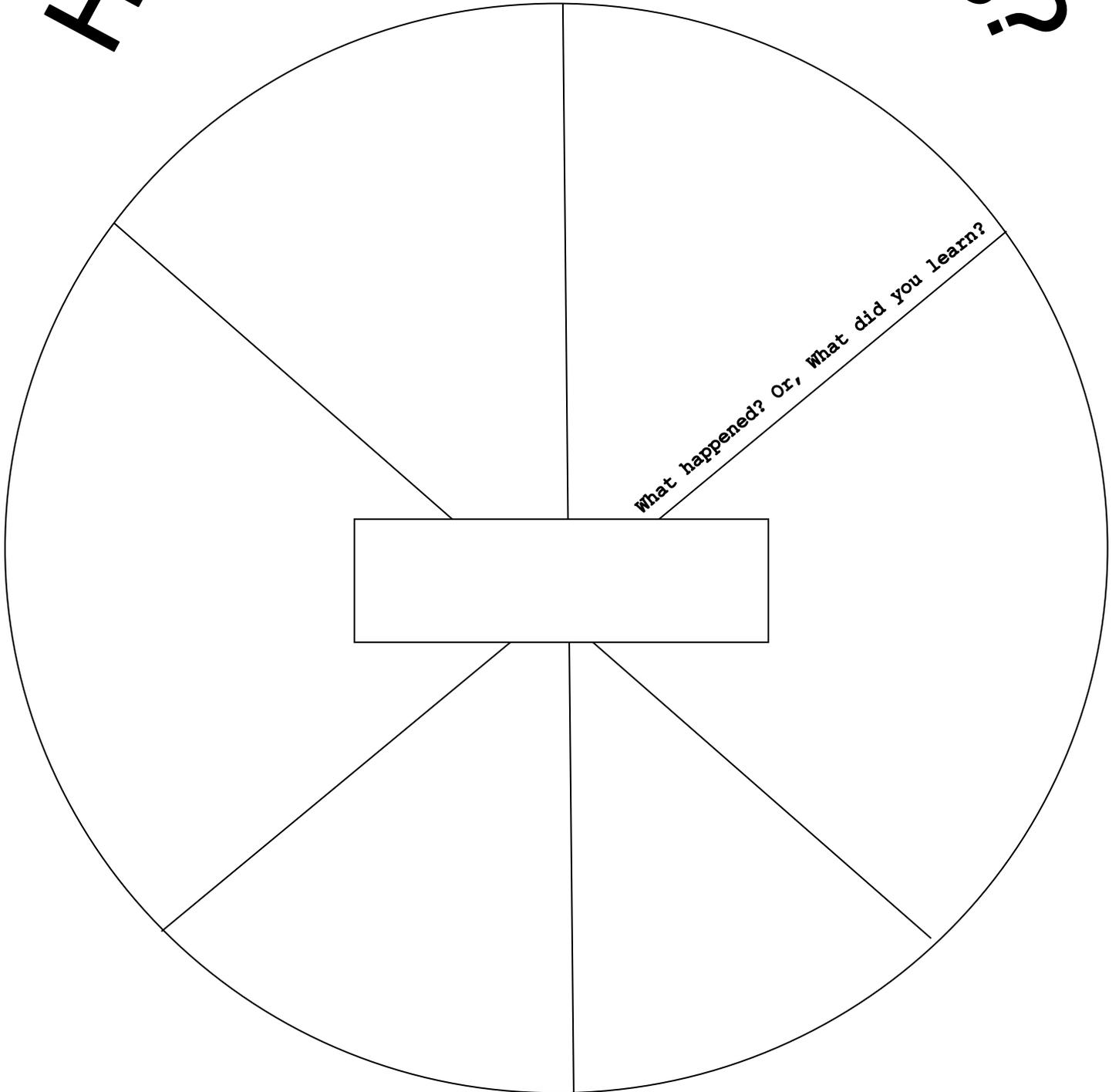
Himmele, P. & Himmele, W. (2026). *Total Participation Techniques: Making Every Student and active learner*, 3e. Alexandria, VA: ASCD

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# How does it affect us?



Relevance Wheel, by Himmele & Himmele, 2009, *The Language-Rich Classroom: A Research-based framework for teaching English language learners*. Alexandria, VA:ASCD.

Himmele, P. & Himmele, W. 2026, *Total Participation Techniques: Making every student an active learner*, 3e. Alexandria, VA: ASCD.

## The Debate Team Carousel

<p>1. Give your opinion and explain your <i>rationale</i>. Record your opinion and explain your reason for it.</p>	<p>2. Add a supporting argument. Read your classmate's response. In this box, add another reason that would <u>support</u> your classmate's response.</p>
<p>3. Add an opposing argument. In this box, record a reason that might be used as an <u>opposing</u> argument to what is written in boxes #1 &amp; #2.</p>	<p>4. Add your "two cents." Read what is written in the three boxes. Add <u>your opinion</u> and <u>your reason</u> for it in this box.</p>