**Title: “Emergency Meeting”**

|  |  |
| --- | --- |
| **Goals:** (1) motivate students to read their textbooks (2) check student comprehension of assigned readings (3) have students work in teams  **Description:** This activity is ideal when you are assigning a chapter, chapter section or other longer reading that is divided into several sections with headings. Groups of students are assigned a particular section of the chapter or reading as they will play the role of “experts” on this information at an “emergency meeting” during the next class. If possible, try to create a “scenario” that makes the content of the reading critical to dealing with a particular “emergency” or other urgent situation. The idea here is to give the assignment an added purpose, which will hopefully give students more motivation to read. At the start of the next class, the group members compare their notes for their reading sections before the “meeting” begins. You, the professor, assume the role of the “leader” who needs the information to deal with the “emergency”. You conduct the meeting by asking questions related to the reading’s content, making sure that each pair/group answers at least a few questions. Ideally, your questions will not be of the simple “What is X, Y, Z?”-type, but rather of the indirect type that makes students think about whether their information is relevant to answering your questions | **Example:** “Emergency Ebola Crisis Meeting.” As we are reading “The Hot Zone” (a novel by Richard Preston) about early Ebola outbreaks in our course, I had my students read a long article about the recent Ebola crisis. The article focused on various aspects of the recent outbreak in West Africa; the reading included sections titled “Border/Travel Issues”, “Financing”,and “International Responses”. I assigned each group 1-2 sections to read for HW. My role was to be the “President” of an unnamed country in the region, who has called an emergency meeting to learn more about the disease and the outbreak from the “team of experts”.  **Strengths:** Students feel like their reading assignment has an additional purpose, so they tend to take the reading more seriously.  **Preparation:** Creating questions for each section of the reading.  **Challenges:** The main challenges are to keep the meeting running smoothly and make sure each group has an equal opportunity to offer their “expert” advice during the meeting.  **Participant Level: GR, WC**  **Prep Time: M / Class Time: M,L**  **When: A**  **Submitted by:**  Prof. Ray Gonzales  Montgomery College |

**Code Legend:**

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)

Copyright C:\Users\RGONZALE\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ADSWE8J1\baIAw[1].pngMontgomery College 2015