Make a ‘Zine
- how to make a folded ‘zine out of an 8½ X 11 piece of paper
  http://www.pocketmod.com/howto/
- attendees can make one then write ideas from the workshop in it

Scavenger Hunt
- look at the art in the Wignall
- work with a partner to find 2 or 3 artworks that inspire you to invent a new lesson or assignment for your class
- see sample attached

Bucket o’ Legos
- create a Lego starter kit

Let the Dice Roll
- activity or discussion on using dice or games in the classroom
- gamification & education
  http://www.edutopia.org/blog/gamification-in-education-vicki-davis

Telling Tales
- Use one work of art as a point of departure and develop a short story line and present as oral storytelling. Can also be used to develop short monologues for acting and performance exercises, or movement exercises

Six Word Stories
- Inspired by Six Word Memoir develop a six work story about a work of art, relating it back to your discipline

Fluxus-inspired kit
- George Maciunas (November 8, 1931 – May 9, 1978) was a Lithuanian-born American artist. He was a founding member and the central coordinator of Fluxus, an international community of artists, architects, composers, and designers. He is most famous for organizing and performing early happenings and for assembling a series of highly influential artists’ multiples. Multiples included what were called Fluxus boxes and Flux-Kits, small boxes containing cards and objects designed and assembled by artists such as Christo, Yoko Ono, and George Brecht
- develop kits for your classroom with tools (meaning anything) and ask your students to solve a problem related to your coursework with the tools in the box

Wall-didactic Writing Project
- choose one work in the current exhibition and develop a short wall label about the work
- write from the perspective of your discipline
- keep it short, approximately 3-5 sentences
EXPERIENTIAL LEARNING IDEAS

Play Dough Art
- Ask students to create play dough objects that represent a specific concept, word, or idea you are discussing in class. For example, psychology students could create a neuron, history students could create the concept of manifest destiny, and students learning Spanish could create vocabulary words represented in play dough form and have other students guess which word is represented.

Wall Graffiti
- Using large post-it paper with prompts on each paper, ask students to respond to the prompts in any way they choose (art, symbols, words, sentences, etc.) and use the responses for discussion in class. For example, prompts can ask students about how they learn best, what hinders their learning, etc. and their responses can be used for setting class guidelines.

Speed Dating
- Give students a specific question or set of questions to ask each other related to the content of a chapter, topic, or article. Students form two lines facing one another (or you can do this more randomly if you prefer). Students in line A ask students in line B one of the questions; after responding, students in line B ask their partner a question. Switch partners by having all the students in line B move down one spot and repeat the process with the same questions or new questions. Continue switching partners/questions as long as desired.

Four Corners
- Give students a scenario related to a concept, issue, or controversy they are learning. Designate each corner of the room as either strongly agree, agree, disagree, or strongly disagree (or you can give each corner a specific label). Ask students to choose a corner that best reflects their opinion of a statement related to the scenario. For example, students read an article on immigration and then must choose a corner based on their opinion of the statement, “The author of this article provides unbiased reasons for promoting amnesty.” After students have chosen a corner, they must work as a group with others in the same corner to convince the class of their opinion. Students can change corners if they get convinced by another group.

Student-Generated Case Studies
- Ask students to create a case study related to a specific issue or topic they are learning (this can be done individually or in small groups). Once students have turned in their case studies for feedback and revision, students read and discuss a different case study written by another person or group.

Expert Groups
- Divide the class into four groups (or eight groups, depending on the size of the class). Each group works to become an expert in a specific area (chapter, topic, concept, etc.). After the groups have had time to learn their area, they can practice summarizing the chapter, topic, concept, etc. and create a guide for sharing. Regroup the students with an expert from each group so that every student is from a different group. Each student expert teaches the other students her or his chapter, topic, concept, etc. until everyone in the group has learned all four concepts.