**Jigsaw Breakout Directions**

Purpose: Encourage discussions in a smaller setting.

Roles: Timekeeper, Notetaker, Speaker

Process:

1. Decide who will do the roles for the Jigsaw.
2. Read selected part of the text. The **timekeeper** needs to keep track of the times to read and discuss.
3. Together, discuss the text and have the **notetaker** record the group thoughts on the row in the notecatcher.
4. Return to the whole group and have the **speaker** report a summary of your discussion to the whole group.
5. Synthesize ideas.



**Overcoming Barriers to Participation in Out-of-School Time Programs Jigsaw Notecatcher**

[**https://www.nova.edu/projectrise/forms/improving-attendance-retention.pdf**](https://www.nova.edu/projectrise/forms/improving-attendance-retention.pdf)

Kennedy, E., Wilson, B., Valladares, S., & Bronte-Tinkew, J. (2007). Improving attendance and retention in out-of-school time programs. *Research-to-Results Practitioner Insights Child Trends*, *17*.

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| **Barrier** | **What can programs do?****(record at least 2)** | **How could families engage in PRICE roles to address the barriers?****(record at least 2)** |
| **Safety, Transportation and Cost** |  |  |
| **Family Responsibilities** |  |  |
| **Desire or Need to Work** |  |  |
| **Lack of Identification with Staff Members** |  |  |
| **Lack of Interest in Organized Activities** |  |  |