Red Light, Green Light

**Purpose**

Red Light, Green Light, and other related strategies, help students and teachers visualize student comfort level or readiness in relation to a learning target using objects, colors, locations, or shared metaphors. Teachers can then adjust their instruction accordingly.

**Materials**

- Popsicle sticks, cards, or poker chips in three colors (red, yellow, green)

**Procedure**

1. Students have red, yellow, and green objects accessible (e.g., popsicle sticks, poker chips, cards).
2. When prompted to reflect on a learning target or readiness for a task, students place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start).
3. Teachers target their support to the reds first, then move to yellows and greens.
4. Students change their colors as needed to describe their status.

**Variations**

- **Table Tags**: Place paper signs or table tents in three areas with colors, symbols, or descriptors that indicate possible student levels of understanding or readiness for a task or target. Students sit in the area that best describes them, moving to a new area when relevant.
- **Glass, Bugs, Mud**: After students try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision (glass: totally clear; bugs: a little fuzzy; mud: I can barely see).