

# Cooperative Learning Structures & Techniques



*Write your ideas for classroom  
utilization on back of each card.*

Image courtesy of <http://thegoldguys.blogspot.com/>

## 3-2-1 Reflection

1. On a notecard, have students write:
  - **Three** things they learned from the activity/lesson.
  - **Two** questions that they still have.
  - **One** aspect of activity/lesson that they enjoyed.
2. Partner learners or use Mix-Freeze-Pair and pose prompts for student exchange, e.g., *Share one thing that you've learned. Pose one question you still have. Discuss your notecard responses.*
3. Collect all cards and use as formative assessment to guide subsequent instruction.

## **AB Each Teach**

1. Pairs designate one partner as A and one as B.
2. Person A reads one section of text.
3. Person B reads another section of text.
4. When both are ready, they teach their section to their partner.

## **Add-On Stories**

1. Learners form a circle – standing or sitting.
2. Display topic, picture or prompt.
3. Volunteer begins telling a story.
4. After about 30seconds, the next person in the circle continues the story by adding on to what was previously said.
5. Continue this pattern around the circle to complete the story.

### **Adaptation:**

#### **Yes. And...**

1. Same as above except each person adding to the story must begin his/her lines with “Yes. And....”
  - *This is important because learners are accepting rather than negating or belittling what was just said. This openness can help get individual egos out of the way as well as serve as a softening mechanism when approaching conflicts or controversial topics.*

## All Hands on Deck

1. Post chart paper with one concept or subtopic per chart around the room.
2. Group in teams of four and provide each a stack of index cards titled with the same concepts or subtopics posted on charts.
3. Team members divide index cards equally.
4. Designate time (1-3 minutes) for learners to brainstorm ideas about subtopics listed on the index cards and to write at least one idea per card.
5. At the end of time limit, have learners pass their cards to team member on their left and repeat brainstorming & writing.
6. Continue circulating cards until all teammates have opportunity to write on each.
7. Select a recorder to write on chart paper.
8. Begin at one sheet of chart paper and have a reporter from each team share one idea written on their team's corresponding index card.
9. Use a round-robin method for sharing and recording ideas from each team.
10. When all ideas have been added to the sheet of chart paper, move to the next chart.

# Brain Break Handshake

*Team-Community-Builder*

*(This is an example. Let students create an original!)*

Partner students. Determine Partner A & Partner B.

1. Shake right hands.
2. Shake left hands.
3. Right hand fist bump.
4. Left hand fist bump.
5. Right hand hammer tap.
6. Left hand hammer tap.
7. Arms crossed high 10.
8. Double fist bump.
9. Regular high 10.

Pose prompt for student response.

- Partner A shares first. Celebrate with team handshake.
- Next Partner B shares. Celebrate with team handshake.

Note:

Any time arms or legs cross over the middle of the body, your brain “wakes up.” That’s because the left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. “Crossovers” are a great way to create some energy and activate our brains. Incorporating them in a celebration handshake also creates a fun brain break.

## **Carousel Brainstorming**

1. Place learners in groups of 3 and ask each group to select an initial recorder (this role rotates between group members during the activity).
2. Post several sheets of chart paper in the room with different subtopics or questions.
3. Ask each group to select a different sheet of chart paper as a starting point.
4. Provide 30-60 seconds for groups to brainstorm ideas for the chart in front of them while the recorder writes group responses on the chart paper.
5. When time is called, groups move to the next chart and select a new recorder.
6. Provide 30-90 seconds for groups to review ideas that have been recorded on the chart and add new ideas.
7. Repeat the process as desired.

## Carousel Review

1. Post chart paper with one concept or subtopic per chart around the room.
2. Teams of two to four meet at each chart.
3. After teams respond to the first prompt you pose, they should rotate clockwise to the next chart to respond to your instructions for each subsequent round.
  - Round #1 (2 min.):“Create a definition for the chart topic and record it at the top of the chart.” -rotate
  - Round #2 (2 min.):“Write an example for the chart topic.” -rotate
  - Round #3 (2 min.):“Write an example for the chart topic.” -rotate
  - Round #4 (2 min.):“Draw an image for the chart topic.” -rotate
  - Round #5 (1 min.):“Record questions for the chart topic.” -rotate
  - Round #6 (1 min.):“Record questions for the chart topic.”
4. When time is called for final round, have teams return to their “home” posters, review the information, and report the ideas (title, definition, examples, visuals and questions).



## Check In

Use this technique to help learners transition from external focus to classroom activity focus. In a Go-Round, have each person share the following:

1. Current mood,
2. Anything stressful or distracting that might keep them from fully engaging in the lesson.
3. Each person turn ends by saying, "Ready to move on," or other predetermined, suitable phrase.

Volunteer or randomly selected individual may go first.

Remind learners:

- Be brief.
- No side conversations allowed.

## Circle the Sage

(Great way to address group questions)

1. A question is posed by teacher or students.
2. Ask for 3 – 4 volunteer “sages” who feel they can answer the question.
  - *They do not need to be experts; they just have information to share.*
3. The sages move to different locations in the room.
4. An equal number of students “circle” around each sage. (Teams break up so all sages are heard by someone in the group.)
5. Sages answer the original question.
6. Learners thank sage for sharing knowledge and return to home teams.
7. Team members share learning with one another.

## Content Connections

- Give each participant a numbered playing card, (#1 -#4).
- Display a chart or SMART Notebook page with the following prompts:
  1. *The most important aspects of today's topic are...*
  2. *Why should we do this?*
  3. *What are your ideas about what this will look like?*
  4. *What steps might come next?*
- Participants with same number gather to compose Team Statement to respond to their number prompt.

## **Co-op, Co-op**

1. Select a topic with varied parts that could be divided among teams.
2. Place learners in groups of 3-5.
3. Assign a segment of the topic to each team.
4. Provide time for team members to work cooperatively acquiring information about their assigned segment and to develop a plan for teaching the information to the class.
5. Allot time for each team to teach their segment of the topic to the class.

## **Corners**

1. Each corner of the room represents a pre-determined response to a question, problem, or view-point.
2. After hearing the question, problem or issue individuals are asked to select a corner that best represents their thinking on the question, problem or issue and move to that corner.
3. Individuals in the same corner form pairs and discuss their thinking.
4. Representatives are selected from each corner to paraphrase their discussion.

## **Delve and Dialogue**

1. Have learners (individual, partners, or trios) DELVE into provided text and make connections to another concept (may also be provided).
2. Regroup with new team members to DIALOGUE about connections made.
3. Throughout process, each team member should listen carefully and respectfully, paraphrase, ask clarifying questions, and provide substantive contributions.

## Design a Logo

1. Direct small groups (or individual learners) to create a visual representation of a word, process, concept, or skill.
2. Each person in the group should be in control of a different color marker.
3. All colors must be used in the created graphic.
4. Team should explain their design and connections to other groups.



*According to Marzano, drawing symbols or pictures to show what you know is a powerful way to deepen understanding and to recall what you've learned.*

## **Focused Listing**

1. Ask learners to create a list of 5-7 words or phrases that describe or define a concept.
2. Place learners in small groups to discuss lists generated by individuals.
3. Have each group agree on one word or phrase they all agree best describes or defines the concept.



## Focusing Four

1. Pose topic and have learners **Brainstorm** ideas. Record the brainstorming responses on chart where all can see.
2. Next, **Clarify**. Students may ask clarification question(s). Whoever offered item should respond briefly.
3. **Advocate** – Students may advocate for a particular item.
4. Finally, **Canvass** – Each participant selects a few items he/she feels are most important and should be included in final cut. May use stickers, show of hands, etc. (Number of “votes” each person gets may be determined by  $1/3 + 1$  rule.)

## **Gallery Walk**

1. Ask groups to visually display the product of their work.
2. Direct teams to begin by standing at the display clockwise from their display.
3. Viewing products can be structured by providing a designated amount of time for teams to view each display or teams may be directed to move between displays at their leisure.
4. If desired, teams may provide feedback or pose questions on a comment sheet next to each display.

# Generate, Sort, Synthesize

## Generate

1. Read selection of text individually.
2. Write 3-5 items that pop out to you – each on individual Post-it.

## Sort

3. Meet in small groups to sort Post-its by sharing.
  - a. One person shares one item.
  - b. Other group members add on to what was shared from their post-its and create a cluster of common notes.
4. Create new clusters as needed.

## Synthesize

5. Debrief by posing content and process questions.
  - a. How does this information fit with your prior understanding?
  - b. What were some of the things that this process produced for you?

## **Go-Round**

1. Sit or stand in a circle.
2. Pose question or prompt.
3. First team member responds.
4. Sharing continues one person at a time as you Go-Round the circle.

## **Group Knot**

### **Team Builder/Energizer**

1. Have participants form circles in teams of 6 to 10. (Minimum 5)
2. Direct team members to raise their right hands, reach across their circle and grab someone else's right hand. (This may NOT be a person standing right beside them.)
3. Next raise left hand and grab a different team member's left hand. (They may NOT hold both hands of same person.)
4. Now direct "knotted" teams to untangle themselves.
  - Team members may NOT unclasp hands in any way.
  - When untangled, no one's arms should be crossed or crossed over anyone else's arms.
5. Yes. It's possible. 😊

## **Inside-Outside Circle**

1. Two concentric circles with the same number of people in each circle are formed with the inside circle facing out and the outside circle facing in.
2. Individuals facing each other form pairs.
3. The outside circle member of the pair shares a thought or a possible answer to a question while the inside circle member listens and asks probing or clarifying questions.
4. Roles reverse.
5. The inside circle rotates a specified number of people to the right or left and new pairs are formed.

## It Takes 3

### Team Building Activity

1. Divide into trios consisting of an **artist**, an **interpreter**, and a **performer**.
2. The **artist** faces chart paper on the wall and gets a set of markers. (He/she may NOT LOOK at the interpreter or the performer. *The artist may ask Yes/No questions.*)
3. The **interpreter** stands between the artist and the performer. He/she may look at both the artist's drawing and the performer in order to orally communicate directions to the artist gleaned from the performer's actions. *It is the group goal for the final drawing to match the original picture as accurately as possible.*
4. Provide each **performer** a picture. He/she may NOT SPEAK, but must communicate to the interpreter through ACTIONS ONLY what is on the picture.
5. When teams finish (or after a pre-set time limit), post the original pictures by the corresponding new drawings to see which team's collaboration produced the best match.

## **Jigsaw**

1. Form home teams of 3-5 members.
2. Have home team members select a role within the group. (Roles are pre-determined by the facilitator.)
3. Direct members with like roles from each team to form expert groups of 3-5 members.
4. Provide time for expert teams to work cooperatively acquiring and learning information related to their role.
5. Allot time for expert teams to develop a method for sharing what they learned with their home team.
6. Ask experts to return to their home team to take turns sharing the information they learned with home team members.



## Key Words

- Pair learners.
- Provide selected text.
- Both partners read a paragraph silently and simultaneously.
- Direct learners to highlight key words or phrases as they read.
- When both finish reading a paragraph, they take turns sharing a key word or phrase they chose to highlight in that paragraph and explain why.
- Continue process for remainder of selected text one paragraph or section at a time.

## **The Last Word**

- Form groups of three to four.
- Team member closest to the door begins by sharing one idea or response about text read or question posed.
- Team member to his/her left comments on what was shared with no cross talk.
- Other team members add ideas one at a time with no cross talk.
- Starting member has “The Last Word” on the subject.
- Repeat the process as outlined above for each team member.

## LineUps

1. Have students line up according to a specific criteria, e.g., birthdate, number of pets, etc.
2. Lineups can be used to create small groups (count off by 4's) and to promote communication.

## Value Line

1. You might also make your lineup a value line to form heterogeneous groups.
2. Present a topic or issue to the group and ask each student to think about how they feel about it (on a scale of 1 to 100, 1=strongly agree, 100=strongly disagree).
3. When they have a number in mind, they line up in rank order from 1 to 100.
4. You then form heterogeneous groups by counting off (*24 students-count off by eight to form 8 groups of 3 -Same #s form a team*) or pulling one from beginning of line, one from middle, and one from end.

## **Mix-Freeze-Pair**

1. Walk around and mix/mingle as music plays.
2. When music stops, freeze and pair with the person with whom you first make eye contact.
3. Pairs share information or respond to question/prompt posed by facilitator.
4. When music starts, finish your sentence, thank your partner and mix/mingle again.
5. Repeat steps 2-4 for desired number of questions/prompts.

## *Community Building*

### **Money's No Object**

1. Divide learners into two teams..
2. Pose the question: "If money and time were no object, what would you be doing right now?"
3. Each person writes his/her response on an index card.
4. Each team collects and shuffles their cards before trading with other team.
5. Teams form parallel lines facing each other.
6. One at a time, each person reads a note card response, and their team uses reasoning skills to determine which member of the opposite team wrote that response.

## Numbered Heads Together

1. Place learners in groups of 4.
2. Have group members select a number (1, 2, 3 or 4).
3. Pose a question or topic for groups to discuss.
4. When time allotted for discussion is complete, ask team member number \_\_\_\_\_ to stand.
5. Randomly select learners that are standing to summarize the outcome of the team discussion.

## Pair and Post

1. Pair students.
2. Provide entire group several subtopics or questions.
3. Have pairs work together to generate answers or ideas.
4. Post sheets of chart paper throughout the room with one subtopic or question per sheet of chart paper.
5. Ask pairs to stand next to one chart.
6. Direct pairs to write one idea or answer for the chart paper subtopic / question.
7. Students rotate to next chart at set time.
8. Have pairs post one of their ideas or answers to the chart paper subtopic or question that has not already been posted. If they do not have a new idea or answer, they do not need to write anything on the chart paper.
9. Continue the process until all ideas or answers have been posted on charts.
10. Provide time for pairs to review ideas and answers listed on each sheet of chart paper.

## Paired Verbal Fluency

1. Pair students.
2. Determine Partner A and B.
3. At signal, Partner A will talk for given # seconds in response to question/prompt while B listens.
4. When time is up, Partner B will respond to the same prompt, but may not repeat anything Partner A said.
5. Repeat process for additional questions and time limit given.

To activate prior knowledge/broaden thinking,

- Round 1 = 20 seconds
- Round 2 = 40 seconds
- Round 3 = 60 seconds

To organize/focus thinking,

- Round 1 = 60 seconds
- Round 2 = 40 seconds
- Round 3 = 20 seconds



## **Paraphrase Passport**

1. Pose a question or prompt for small group consideration.
2. Designated team member makes an initial statement/response.
3. Group pauses for 5 seconds.
4. Next team member paraphrases what was just said as a passport to asking a question or adding his/her own ideas.
5. Repeat this share-pause-paraphrase process until time is up.

## Partners Report

1. Pair learners.
2. Have them determine partner A and partner B.
3. Pose a question or prompt for partner conversation.
4. Partner A will share his/her thoughts, ideas, and connections first.
5. Partner B will listen carefully and paraphrase.
  - *Paraphrase should be brief and capture essence of message.*
6. Reverse roles and repeat process.
7. Volunteer **partners** will **report** one another's thinking with the whole group. (Both partners are not required to share.)

## Quiz - Quiz - Trade

1. Give every student a card with a question AND the correct answer on it.
2. Students Stand up -Hand up -Pair up to partner with someone.
3. Quiz– Quiz: Students take turns asking each other the question on his/her card. If either gets the question wrong, the person asking the question coaches before explaining correct answer. Congrats are given for correct answers.
4. Trade: Once they both understand both questions/answers, they trade cards and thank one another.
5. Next, they Hand up-Pair up to find new partner and begin Quiz-Quiz Trade process again.

**Variation:** Have students compose their own questions/answers and write them on notecards for Quiz-Quiz Trade.

## **Rally Robin**

(Pairs talk)

1. Pair learners.
2. Pose a question or problem to the entire class.
3. Partners take turns responding orally to the question or problem.

## **Rally Table**

(Pairs write)

1. Pair learners.
2. Pose a brainstorming topic to the entire class.
3. Partners take turns writing responses one at a time on same sheet of paper without talking.

## Recipe for \_\_\_\_\_

1. Form teams of 3-4.
2. Direct each team to compose a recipe on chart paper or digital tool for a selected topic, e.g., successful classroom, friendship, peace, good book, hero, etc.
3. Facilitator may provide recipe format, e.g.,  
Recipe Name \_\_\_\_\_,  
From the Kitchen of \_\_\_\_\_.  
Serves \_\_\_\_\_, Ingredients \_\_\_\_\_,  
Directions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Each team presents recipe to whole group.

## Rolo Pretzel Turtles

### Ingredients:

- 1 bag pretzels (waffle squares or rounds)
- 1 bag Rolos (unwrap)
- Pecan halves (1/turtle)

### Directions:

- Preheat oven to 250°.
- Place pretzels on large baking sheet.
- Place one Rolo on top of each pretzel.
- Place the baking sheet in preheated oven for 4 minutes. (Rolos will look shiny and in same shape.)
- Place a pecan half on top of each Rolo and gently push down to squish the chocolate into the pretzel.
- Cool and enjoy.

## **Role-play/Simulation**

1. Place learners in group of 3-5.
2. Present a situation or problem that can be approached from differing perspectives.
3. Ask groups to select roles related to differing perspectives.
4. Group members collect background information about the situation or problem related to their role.
5. Group members discuss the situation or problem speaking from the perspective of the assigned role.
6. Groups work towards reaching a consensus agreement on a solution to the problem.

## **Round Robin**

(Group talk)

1. Place learners in groups of 3-5 and have each group appoint one person as a recorder.
2. Provide the recorder with a sheet of paper and a marker.
3. Pose an open-ended question or problem to the class.
4. Provide time for learners to think about the question or problem.
5. Team members take turns sharing responses to the question/problem within teams in a round robin fashion.
6. The recorder writes team responses or ideas on paper as responses or ideas are shared.
7. Team members continue generating ideas or answers until time is called.



## Round Table

(Group write)

1. Group learners in teams of 3-5.
2. Provide each team with one sheet of paper and a marker or pen.
3. Pose a question or problem to all learners and provide a short period of think time.
4. A team member takes a turn writing a response on the provided paper while stating it aloud to the group.
5. The paper is passed around the table to the left, and a second person writes a response while stating it out loud.
  - Note: A team member may opt to pass when they receive the paper and marker.
6. The process continues until time is called.

## Scrambled Sentences

1. Each team member writes one word on a notecard that he/she thinks is most important for a given topic.
  - *Depending on group size, they may write two to three words - **one word per card.***
2. Team members then share their word cards and reasoning.
3. Each group then arranges their cards to compose a team sentence using all of the words.
  - Teams may add as few additional words as possible.
4. Teams share their sentences with whole group.

## **Send-a-Problem**

1. Group learners into teams of 4.
2. Provide each team with an envelope (or folder), paper and a pen.
3. Each team selects a different problem and writes it on the front of their envelope.
4. Teams brainstorm solutions for their problem & record all ideas on paper.
5. After time limit, put team ideas in the envelope and pass to another team.
6. Receiving teams look at the problem listed on the outside of the envelope, but do not look at the list of brainstormed solutions inside.
7. Teams begin brainstorming possible solutions to the problem and record ideas on a clean sheet of paper.
8. Repeat steps 5-7 until 3 teams address 3 problems.
9. After final team brainstorms solutions, they look at ideas generated by previous teams and select two ideas they judge to be the best solutions.

## **Sherlock Trios**

1. Identify a task that requires analysis from three different perspectives.
2. Place learners in groups of three and assign team members roles based on the three previously identified perspectives.
3. Provide teams with the analysis task and ask individuals to conduct an analysis based on their role.
4. When individuals have completed their analysis, ask team members to share results within teams.
5. If desired, the team can formulate a team outcome that compiles the work of all team members.

## **Shoulder Partner Discussion**

1. Introduce a task, problem, or question to the entire class.
2. Ask learners to turn to a person that is sitting in close proximity (shoulder partner) to them to complete the task, problem or question.
3. Provide adequate time for pairs to complete the assigned task.
4. Randomly select pairs to share highlights of their discussion, possible solutions to a problem or question.

## Showdown

1. Pose a question related to content.
2. Students may work individually or in teams to answer the question.
3. Each student or team writes answer in large letters on a response board (or paper).
4. When everyone in the group is ready (or when time is called), the leader says "1-2-3, Showdown!" and each person (or team) raises response board high to reveal the individual (or team) answer.
5. It's quickly apparent if there is consensus on the answer.
6. Students may then compare and discuss responses as needed.
7. Continue by posing additional questions.

**Variation:** For multiple choice responses, provide each individual or team A, B, C, D cards to hold high when sharing Showdown response.

## **Simultaneous Round Table**

1. Assign learners to teams of 3-5.
2. Provide each team with paper and pens equal to the number of team members in the group.
3. Each team member writes a central idea, problem, or question on his/her paper.
4. All papers are passed to the left.
5. Team members respond to the idea, problem or question on the paper.
6. Pass papers to the left again, and team members add an additional response to the idea, problem, or question on paper received.
7. The process continues until all team members have had an opportunity to add a response to each piece of paper.

# Sponge Activities

Use sponge activities to fill those transition moments before class, at the end of a class period, or between activities.

1. Post sponge prompt on SMART Board, e.g.,
  - *During the next few minutes, smile & say hello to at least three people & tell them what you already know about\_\_.*
  - *When you finish reading this, find someone who was born in the same birth season as you and tell that person three things you remember from \_\_\_\_\_ (last activity, previous lesson, etc.)*
  - *In the next 60 seconds, look at your notes and circle three important things you want to remember. Then share with someone sitting nearby.*

## Why use thinking sponges?

1. Engage students' minds from the moment they enter the room.
2. Stimulate interaction and connect to content.
3. Increase actual amount of instructional time students are engaged with content.
8. Help build safe, productive learning community.



## Stand and Share

*\*Use this structure following Rally Table or Round Table when you want everyone to have a full list of all ideas shared.*

1. Teams of 3 to 4 brainstorm list of ideas in response to a prompt.
2. When time is called, all team members stand, and teams take turns sharing one idea at a time with whole group.
  - *A different spokesperson from each team shares on subsequent turns.*
3. If a response is on a team's list, they place a checkmark beside it. If not, it is be added at the bottom of the list.
4. When all of a team's original items have been checked, they sit down. (They keep adding new items offered to the team's list.)
5. Sharing continues until all are sitting.
6. At that point all ideas should have been shared, and every team should have the same complete list of ideas.

## Stay and Stray

1. Provide groups of 3-5 an open-ended task.
2. Each team works together to complete product for the task.
3. At a given point, ask teams to have one person “stay” at their home base with the product to explain their work to visitors.
4. The rest of the team will “stray” to the home bases of other groups to learn new information. (2-5 minutes per rotation)
5. After visiting all groups, home teams regroup & share info they learned.
6. Groups discuss new ideas and decide whether or not they will integrate them into their work.

**Note:** *At every signal to rotate to visit a new group, a different team member goes back to stay with the group's work, and everyone else (including the person who first stayed) moves on to view the next product. This allows everyone to see all but one product.*

## Stem Completion

1. Provide a sentence stem prompt;  
e.g., *“In order to be more effective community members, we need to...”*
2. Team members complete the prompt with their own thoughts/ideas.
3. Partners/small groups share and discuss their responses.
4. Each team summarizes collective ideas and reports to whole group.

## **Stop and Say**

1. Partner learners to read a given selection of text.
2. Read silently and simultaneously to designated stopping points.
3. When each partner is ready, “stop” and “say” something.
4. The something might be a question, a brief summary, a key point, an interesting idea, or a personal connection.
5. Continue the process until you have completed the selection.

## **Stir the Classroom**

1. Have teams of 4 meet around the perimeter of the room.
2. Number off (1 to 4) in each group.
3. Have teams discuss a question or a prompt displayed on SMART Board.
4. When time is up, randomly select a number (1-4) to “stir the classroom”.
5. That number team member moves to the next group to share information discussed in his/her home group and to learn info from new team.
6. Repeat the process with new prompt for new team.
7. Continue “stirring” by sending random number team member to next group to share and receive information.

# Synectics

(problem-solving approach that stimulates thought processes)

1. Have group provide given number of examples for the following categories:
    - a. 3 machines
    - b. 2 things that occur in nature
    - c. 1 thing that people like to do
  2. Next, small groups generate analogies between each item listed and a particular concept or topic that you provide. e.g., (Topic/concept) is like a (machine #1) because...
  3. Share out analogies and reasoning behind them.
- *Synectics stimulates thought processes and helps learners make connections and deepen understanding. It is also a great way to analyze problems and generate creative solutions.*

## Talking Chips

1. Each member of a team receives an equal number of chips (or index cards, tokens, etc.).
2. When a team member wishes to talk during the group discussion he or she tosses a chip into the center of the table.
3. Once an individual has used all of his/her chips he/she cannot talk.
4. The discussion continues until all members of the group have used all of their chips.

## **Team Interview**

1. Form teams of three to four.
2. Students take turns being interviewed by their teammates.

Optional components:

3. Student being interviewed stands.
4. A predetermined amount of time is allotted for each interview.
5. One teammate is given the role of timekeeper (or person to right of interviewee always serves as timekeeper).
6. Students question and/or respond in roles.



## **Team Stand-N-Share**

1. Ask teams members to assign each member a number, 1 through 4.
2. Have all teams stand, prepared to share an idea expressed by their group during a discussion or the results of an activity.
3. Randomly select a number to serve as spokespersons.
4. Use a round-robin process with each spokesperson sharing one team idea.
5. Continue the round-robin sharing asking teams to not repeat any ideas already shared.
6. When all ideas from a team have been covered the team sits down and the rotation continues with the remaining standing teams.
7. If desired, rotate spokespersons by randomly selecting a new number during the sharing process.

## **Team Statement**

1. Announce a topic and allow brief think time.
2. Each team member makes an individual statement on the topic.
  - Round Robin to share statements.
3. Team discussion.
4. The team generates one statement that captures the essence of the individual ideas.

## **Think-Pair-Share**

1. A question or topic is posed and students think about it individually.
2. Individuals turn to their partner and share their thoughts or answer.
3. Paired responses are shared with a small group, large group or the entire class.

## **Think-Pair-Square**

1. Group learners in pairs.
2. Provide pairs with a task.
3. Give learners time to complete partner work while monitoring and providing guidance as needed.
4. When partner work is complete, combine two sets of pairs.
5. Provide time for squares to complete the next phase of the task or to share/present outcomes of partner work.

## **Three Stay, One Stray**

1. Provide time for groups to complete a task.
2. Ask each group to select a group member that will serve as a visiting reporter.
3. Allot time for visiting reporters to move to a neighboring group and share the team task results.
4. Include in the reporting time for neighboring group members functioning as listeners an opportunity to ask probing questions.
5. If needed, repeat the process of reporting to neighboring teams by having visiting reporters moving to another team. In addition, the role of visiting reporter may be rotated among team members.

## **Three-Step Interview**

1. Individuals are placed in teams of four and select a team member to partner with.
2. One individual in each pair interviews their partner for a specified length of time. The person conducting the interview is encouraged to ask clarifying questions.
3. The pairs reverse roles and the individual that was interviewed becomes the person conducting the interview for a similar length of time.
4. Each pair in the team shares the information gleaned from the interview with the team.

## **Timed-Pair-Share**

1. Pose a problem and provide a short, quiet think time.
2. Learners work in pairs (Partner A and Partner B).
3. "Partner A" shares with "B" for a predetermined amount of time while "B" listens.
4. "B" shares with "A" for the same amount of time while "A" listens.

## Toss a Question

1. Student holding a ball asks a question and then tosses the ball to another student in the group.
2. The catcher answers the question. He or she then asks another question and tosses the ball to a **different** student.
3. Only the student holding the ball may speak.

## **Two Truths & a Lie**

Aka Guess the Fib

1. Direct students to write down three statements in random order.
  - Two should be true.
  - One should be false.
2. Allow about 5 minutes to compose statements.
3. Individuals share in small groups or with whole class.
4. Students think constructively to guess which statement is not true about their classmate.
5. If you want to play it like a game, students may keep tally of correct guesses.



## Value Line

1. Present learners an issue or topic.
2. Ask learners to position themselves in a physical line from strongly agree to strongly disagree in response to the topic.
3. Form groups by selecting people from differing perspectives within the line.
4. Provide time for group members to share reasons for their perspective.
5. If desired, groups may agree on a position prior to positioning themselves on the value line. After groups arrange themselves on the value line, groups are randomly selected to share reasons for their position.

## Walk About

1. Hand out a table with eight to nine empty boxes (for 3 to 4 ideas per row.)  
*See sample below.*
2. Assign one topic from the day to each row.
3. Have learners write their ideas about each topic in the first empty cell of each row.
4. Next, learners will “walk about” and gather ideas from others who are not in their group to complete each row.

### Walk About

Inquiry Learning	Idea #1	Idea #2	Idea #3	Idea #4
How have we used inquiry in our PD sessions?				
How might you incorporate inquiry in upcoming lessons?				

# We Are Words

## *Energizer – Community Builder*

1. Give each participant a letter of the alphabet printed on a half-sheet or large index card. (Make sure to include vowels.)
2. Learners line themselves up to spell words. (Minimum 3 to 4 letters per word.)
3. Next, have them use their words in a sentence or phrase that describes their thinking or understanding of lesson content.
4. Regroup to create new words and repeat.

## A Word from the Wise

1. Prepare a list of quotations or provide a quotation site page related to current learning content.  
[www.quotegarden.com/](http://www.quotegarden.com/)  
[www.quotestumbler.com/](http://www.quotestumbler.com/)
2. Have individuals select the one quotation most meaningful to them.
3. Form teams of three to five.
4. Each team member shares the quotation he/she chose and why it is significant.
5. Next, have each team (as a whole) select one quotation and make connections to current unit of study.
6. Ask spokesperson from each team to share team's selected quotation and connections.

Adapted from *Great Session Openers, Closers, & Energizers* by Marlene Caroselli