

Creating Conditions of Cooperation

COOPERATION TEACHES PEOPLE HOW TO ...

- Communicate with all group members
- Identify with the goals, norms, values, customs and culture of the group
- Develop sensitivity to the opinions and needs of others in the group
- Use a team approach to identify problems and design solutions to get the job done.
- Compromise - to give something for something
- Adapt to changing work-settings and in changing groups
- Become a leader or a follower, depending upon what is necessary to get as job done
- Be loyal to a group
- Exercise a sense of responsibility
- Learn new skills and ways to doing things
- Show pride in the group efforts and accomplishments
- Identify and suggest new ideas for getting the job done

ROLES FOR GROUP MEMBERS

Leader	Keeps the group on task and is team spokesperson
Timekeeper	Keeps track of time
Recorder	Records team answers.
Evaluator	Evaluates and keeps notes on group process and how well the group members are working together
Encourager	Makes sure each member has a chance to participate and talk and offers suggestions and hints
Reader	Reads the problem or directions to the group
Go-fer	The only one in the group who can leave the group for any reason.
Quiet-Controller	Keeps group fairly quiet (checks for a 12" voice)
Proofer	The last person to see the paper or assignment before it is turned in
Checker	Checks to make sure everyone in the group knows the material

RULES FOR GROUP MEMBERS

- You are responsible for your own behavior in the group.
- You are accountable for contributing to the assigned task of the group.
- You are expected to help any group member who wants it.
- You are able to ask the teacher for help only when everyone in the group has the same need.
- You may not "put" down another person in any way.
- You must first try to figure out what to do before you ask for help.



Carousel Brainstorming

Purpose:

- Identify prior knowledge, beliefs and opinions about a topic
- Discuss knowledge learned and continuing questions about a topic

Time Needed: 30-45 minutes

Materials:

Easel, chart paper, colored markers, timer

Procedure:

- Discuss purpose, process, and questions
- Identify groups
- Assign one colored marker to each group
- Designate where each group will start

Activity:

- Each group reports to their designated chart
- Group reads question or prompt
- Group discusses
- Group responds on the chart using their designated color
- Response can build on the response of a previous group or not
- At the time signal groups rotate to the next chart (Early rounds should be 4 minutes while later rounds require 2-3 minutes)
- At each chart, a new member of the group serves as recorder

Debrief:

- Have each group return to the first chart they visited
- Have each group prepare to summarize and report the responses from their assigned chart focusing on themes, big ideas, support, etc.
- Allow time for this reporting to whole group

Save the Last Word for Me

Directions

1. As you read, highlight or underline at several sentences that you:
 - a. Agree with
 - b. Disagree with
 - c. Are interested in
 - d. Have questions about
 - e. Find a connection with
 - f. Find confusing
 - g. Other?
2. Write each sentence on the front of a 3x5 index card. On the back of the card, write your response.

Directions other media, such as a painting, a photograph, a piece of music

1. Think of a several features of the piece that you:
 - a. Agree with
 - b. Disagree with
 - c. Are interested in
 - d. Have questions about
 - e. Find a connection with
 - f. Find confusing
 - g. Other?
2. Describe each feature of the piece on the front of a 3x5 index card. On the back of the card, write your response.

Directions for the Group

1. Select a group leader who will to go first and will summarize at the end of each rotation.
2. The leader selects one sentence from the text or feature of the piece and reads the information from the front of the card. S/he is not allowed to make any other comment.
3. Everyone else has up to 30 seconds each to discuss the statement/feature.
4. When everyone has commented, the person who wrote the card can then read the back side of the card.
5. The group leader summarizes the class discussion about the statement/feature
6. Continue the process with each person having a chance to read a sentence.

Think- Pair- Share-Report A Cooperative Learning Strategy

WHY THINK-PAIR-SHARE-REPORT?

Think- Pair- Share-Report is a "multi-mode" strategy developed to encourage student participation in the classroom. Students are given the opportunity to think about an issue or question or complete an activity first, individually, then with others. The technique is simple to learn and is applicable across all grade levels, disciplines and group sizes.

WHAT ARE THE COMPONENTS OF THINK-PAIR-SHARE-REPORT?

- The teacher first poses a question, issue, or distributes instructions for an activity.
- The teacher tells students how much time they have for each step in the process and establishes a cue for when students are to move to pairs or groups of other students.
- Students are given time to think of a response individually and write down their thoughts.
- Each student is then paired with another student to discuss and consolidate their responses in writing.
- The student pairs then join another pair and consolidate their responses.
- Depending on the size of the group, student groups can continue hooking up with other groups and consolidate their responses.
- When the groups have become sufficiently large, students share their responses with the entire group.

WHAT ARE THE BENEFITS TO STUDENTS?

Students have time to think through and write down their ideas to the questions or issue or activity sheet. As they collaborate with other students, each student learns more and continues to build declarative knowledge. When students engage in Think-Pair-Share-Report, they spend more time on task because they don't have to rely on just what they know to participate in the activity. They become more inclined to participate in group discussion because they have learned more and are more confident of not looking "stupid" to their classmates.

WHAT ARE THE BENEFITS TO TEACHERS?

Like students, teachers also have more time to think when using Think-Pair-Share-Report. They can concentrate on asking higher-order questions, observing student reactions, and listening to student responses, and involving every student in class discussions. Class discussion can be a much more relaxing experience for teachers and students.

EXTENSIONS

Summarize - Pair – Share - Report
Question - Pair – Share - Report
Predict - Pair – Share - Report
Visualize - Pair – Share - Report

THINK, PAIR AND SHARE

WHAT'S IN A NUMBER?

Think, Pair and Share is an activity that requires students to work individually, then in pairs, and then as a group. Students learn that the quality of their learning increases dramatically when they move from working in isolation to working in groups.

First, give each student the "WHAT'S IN A NUMBER?" handout and tell them they will have a few minutes to complete as many of the equations as they can. Stress the importance of working alone and not getting help from any other student. Also point out that this is the typical way they do their assignments in school - alone with no help. Discuss the answer to the first equation.

When the allotted time is up (you decide how much time you want to allow), ask students to put in the upper corner of the sheet the number of equations they answered - either correctly or incorrectly.

Second, put students in pairs and let them produce a "Pairs Report," in which they combine their answers. Remind them to work quietly so that all students can concentrate with their partners. When the time is up (again, you decide how long is appropriate), ask each pair to put in the upper corner the number of equations they now have answered. They should now have two numbers at the top of their paper.

If you have a large group of students, you can put each pair together into a group of four students, and let them work together to come up with another group report. Again, tell them to put the number of equations answered at the top of the paper. Each time they work in a larger group, students should be able to get more equations.

Finally, let students work as an entire group, and come up with one paper that represents the ideas of the entire group.

When the group can think of no more answers, display the answer sheet, or tell them the answers verbally.

What students should realize quickly is that they got a lot more answers when they worked in increasingly larger groups than they did by themselves.

As a follow-up activity, you might pass out these same sheets at some time in the future, and ask students to fill them out again to see how much knowledge they retained over the "long haul."

WHAT'S IN A NUMBER?

Each equation contains the initials of words that are needed to complete it. Find the missing words.
For example, $36 = I.$ in a $Y.$ is **36 = Inches in a Yard.**

1. $36 = I.$ in a $Y.$ _____
2. $6 = W.$ of $H.$ the $E.$ _____
3. $212 = D.$ at which $W. B.$ _____
4. $3 = P.$ for $F. G.$ in $F.$ _____
5. $20 = Y.$ that $R. V. W. S.$ _____
6. $101 = D.$ _____
7. $60 = S.$ in a $M.$ _____
8. $7 = H.$ of $R.$ _____
9. $56 = S.$ of the $D.$ of $I.$ _____
10. $5 = F.$ on the $H.$ _____
11. $40 = T.$ with $(A. B.)$ _____
12. $30 = D. H. S. A. J.$ and $N.$ _____
13. $1 = D.$ at a $T.$ _____
14. $10 = A.$ in the $B.$ of $R.$ _____
15. $435 = M.$ of the $H.$ of $R.$ _____
16. $12 = S.$ of the $Z.$ _____
17. $31 = I.C. F.$ at $B. R.$ _____
18. $50 = C.$ in a $H. D.$ _____
19. $2 = T. D.$ (and a $P.$ in a $P. T.$) _____
20. $4 = H.$ of the $A.$ _____
21. $13 = C.$ in a $S.$ _____
22. $8 = P.$ of $S.$ in the $E. L.$ _____
23. $9 = I.$ in a $B. G.$ _____

Jigsaw Instructions

Jigsaw was originally developed by Elliot Aronson (1978). It has since been adapted by a number of researchers and practitioners in a variety of ways. Essentially, it is a cooperative learning lesson design that takes the place of a lecture. Each student within a team has a piece of the information to be learned by all students and each student is responsible for teaching their section to the other students on the team. When all the pieces are put together, the students should have the whole picture - hence the name, Jigsaw. Teaching each other helps students to understand the material in a way that's far deeper than when they listen to a teacher explain it or when they simply discuss it.

Students work in two kinds of groups: "expert" groups and "jigsaw" groups. In the expert group, students read and discuss the material, make notes, and practice teaching the material to their jigsaw group.

1. Select a text that can be easily divided into sections.
2. Give each segment a title. For example, if the text is about fireflies, the various titles might be: 1) Lighting up the Night; 2) Making Special Lights; 3) Land Flashers; 4) Underwater Light Show.
3. Create a one-page grid with the number of segments chosen.
4. First create an "expert group" for each segment and assign an equal number of students to each group. Make sure that the groups are in diverse in terms of gender, ethnicity, race, and reading levels. The purpose of the expert group is to select the most important information in the segment and write the information on the one-page grid.
5. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
6. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
7. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
8. Bring the students back into their jigsaw groups.
9. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
10. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
11. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

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