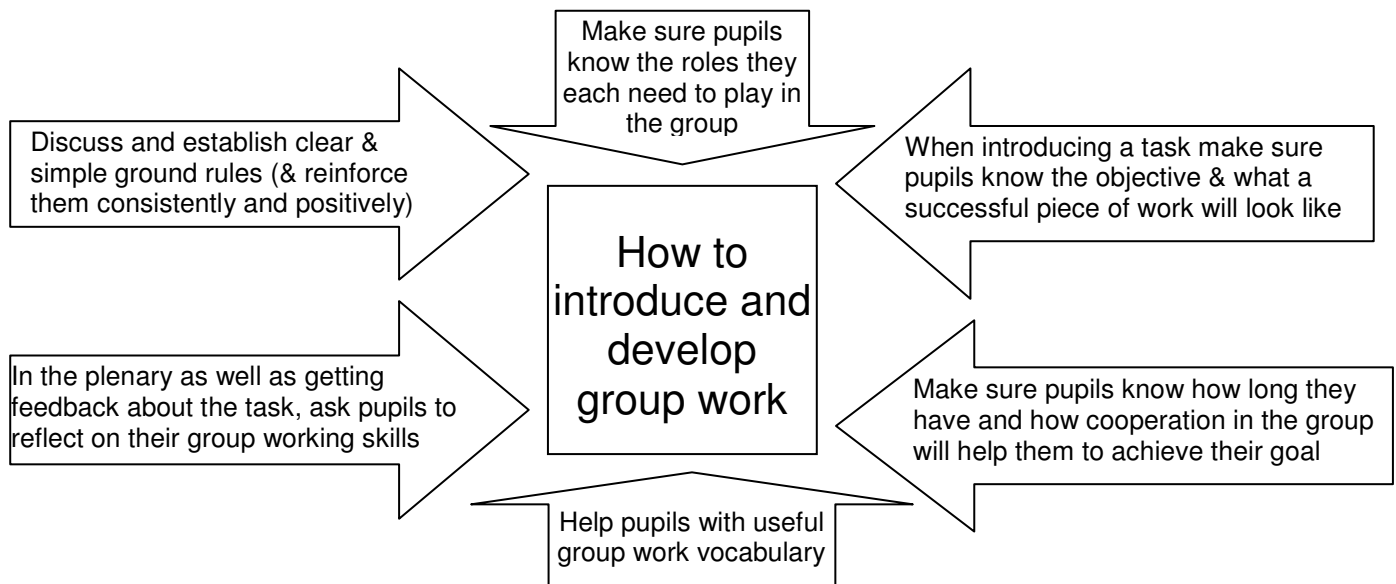
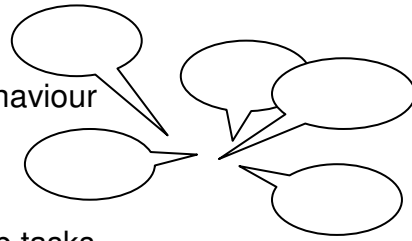


# Group Work

Top tips to make group work work!









- ❑ Provide a clear structure
- ❑ Use strategies to support positive behaviour
- ❑ Establish clear rules and procedures
- ❑ Make outcomes clear from the start
- ❑ Select groups to suit the task
- ❑ Use effective intervention to set group tasks

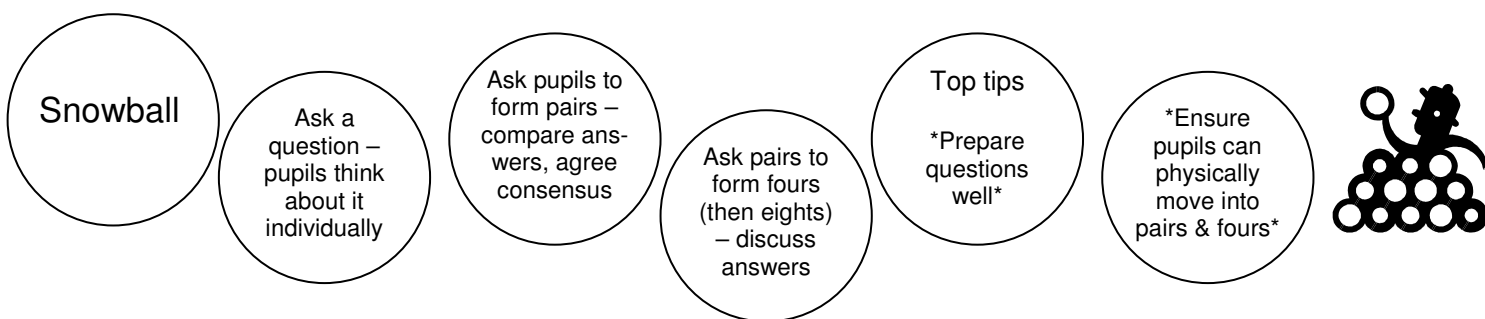





















Skills we can expect pupils to use ...

... if your pupils find these skills hard, try these strategies

<p>speak in turn</p>	<p><b>Round Robin</b> (1<sup>st</sup> pupil gives one possible answer, then passes on to the next pupil)  <b>Hat</b> (pupils may only speak when holding the hat, or other object)</p>
<p>listen to each others' points of view</p>	<p><b>Paraphrase</b> (all pupils must paraphrase the previous pupil's contribution before making own)  <b>Agree/Disagree</b> (after hearing a point of view pupils must respond with "I agree because ..." or "I disagree because ...")</p>
<p>participate, respond and make suggestions</p>	<p><b>Time tokens</b> (give pupils tokens which give them a specified amount of talk time)  <b>Roles</b> (assign each pupil with a role)  <b>Goldfish Bowl</b> (pupils sit in a circle 3 seats in the middle. Two seats are taken by pupils with opposing views. Pupils can only contribute sitting in the vacant seat)  <b>Sentence stems</b> (give each pupil a card with a different sentence stem. They have to start their contribution with these words)</p>
<p>cooperate</p>	<p><b>Rainbow groups</b> (after completing a task pupils are given a colour and create new groups based on the colours, and summarise their group's work to the others)  <b>Jigsaw</b> (a topic is divided up. In "home" groups pupils take a section each. They then regroup with everyone working on the same section in "expert" groups, before returning to home group)  <b>Collaborative tasks</b> (provide tasks which they can only succeed at if they support each other, e.g. give each pupil a different piece of information)  <b>Behaviour outcomes</b> (when introducing the task make it clear that successful outcomes include cooperation)</p>
<p>take on a given role lead if requested</p>	<p><b>Listening triads</b> (one talker, one questioner, one recorder)  <b>Chairman</b> (the group elects a chair, or you choose one for them. Give them guidance on the role of a chair, in particular in letting everyone take a turn and reaching goals)</p>
<p>help to make sure a task is completed</p>	<p><b>Envoys</b> (following completed task, selected pupil moves to next group to explain and summarise group's work)  <b>Goals</b> (the group must decide and agree its goals before starting on the work)</p>
<p>engage in exploratory talk</p>	<p><b>Speaking frame</b> (give the group a "speaking frame" to structure their work in much the same way as you would provide them with a writing frame)</p>

			
<b>Effective Intervention</b>	Focus pupils on learning “what are you trying to find out/do?” “what do you think will happen/the answer is likely to be, and why?”	Ensure pupils are working to time frame “you have 10 minutes left” “map out how you will use the remaining time”	Support pupils who are stuck “tell me what it is you have to do in your own words” “what could we do next?”
			
Support pupils who are having problems cooperating “Let’s agree a goal for your group. What about ...” “What roles do your group members have?”	Press pupils to take their thinking further Move from “where, what, how why?” questions to “analyse, create, reorganise, assess, evaluate, justify?” questions	Correct pupils’ misunderstandings “Why do you think that?” “Does everyone in your group agree? Why?”	Give feedback Specific praise that moves pupils on: “as a group you have collected the data well. Do you think the graph you have drawn matches the data?”



	Grouping	Benefits	Limitations	When to use	
	<b>Friendship</b>	Secure, unthreatening	Prone to consensus	For sharing and confidence building	
	<b>Ability</b>	Work pitched at right level of challenge	Visible in-class setting	When differentiation can only be achieved by task	
	<b>Structured mix</b>	Ensures a range of views	Reproduces the power relations in society	When diversity is required	
	<b>Random selection</b>	Different partners & views Democratic	Awkward mixes and “bad group chemistry”	When groups have become stale	
	<b>Single sex</b>	Socially more comfortable for some	Increases the gender divide	In contexts where one sex habitually loses out	
	<b>Individual</b>	Has to think for self	Isolated within own knowledge	To be sure it is all their own work	
	<b>Pair</b>	Obliged to talk Secure & non-threatening	Prone to consensus Less different viewpoints	Personal or sensitive topics/brief discussion	
	<b>Small group (3 – 4)</b>	Diversity of opinion without the size of group being too threatening	Social pressures Possible for individuals to stay quiet	To build confidence To increase social interaction	
	<b>Large group (5 – 7)</b>	Diversity of ideas, experience, opinion	Requires chairing Can easily be dominated More pupils silent	For discussion requiring a range of views & ideas Developing team work	
	<b>Whole class</b>	Same experience for all Teacher can monitor and support the talk	Pupils remain silent Difficult to contribute Risk of domination	When it is essential that all pupils hear the same message	