Cooperative Learning

Team Approach
Builds Self-Esteem
Improves Social Skills
Positive Race Relations
Active, Engaged Learning
Develops Higher Level Thinking
Resembles ‘Real Life’ Social & Work Environments

Quick Reference Guide of Kagan Structures
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Purpose Of This Guide

Kagan suggests certain structures for specific functions. This guide was intended to:

1. Help identify suggested structures for various functions (Classbuilding, Teambuilding, Social Skills, Communication Skills, Decision Making, Knowledgebuilding, Procedure Learning, Processing Information, Thinking Skills, Presenting Information, Developing Collaborative/Cooperative Skills, Review). These are listed on pages 3-8.

2. Arrange alphabetically and define the 100+ structures listed on pages 3-8.

3. List other important and ‘nice-to-know’ information regarding cooperative learning and structures. There are some structures that the “Kagan Cooperative Learning” book (ISBN 978-1-879097-10-0) lists but no definitions can be found for these structures. Structures without definitions listed on pages 3-8 are marked with an asterisk (*). This is by no means an all inclusive document, it was simply meant to be a quick reference guide, or summary. It is located in the faculty shared folder; feel free to contribute.
STRUCTURES WITH DEFINITIONS - LISTED ALPHABETICALLY IN THIS GUIDE

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Indented structures are variations of the outdented preceding structures and can be found under those outdented structures.

STRUCTURES WITHOUT DEFINITIONS * - NOT LISTED IN THIS GUIDE

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## STRUCTURE FUNCTIONS

Kagan Cooperative Learning book, chapter 6, pages 6.11-6.19

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## INTERPERSONAL FUNCTIONS

**Structures for CLASSBUILDING - 1 time per week**

**Critical Attributes:** Students get up from their seats and interact with others in the class who are not their teammates.
- Everyone up
- Moving around
- Include everyone
- Content as needed
- 1 time per week

**Functions:** Classmates know, accept, and like each other. They feel a sense of belonging and inclusion.

**Sample Structures:** (look in Classbuilding book)
- Corners
- Line-ups
- StandUp-HandUp-PairUp
- All Around the Clock
- Mix-Freeze-Group
- Find Someone Who
- Mix-Pair-Share
- Stir-the-Class
- Take off, Touch Down
- Mix-N-Match
- Inside-Outside Circles
- Similarity Groups
- Who Am I?
- Formations
- Find-the-Fiction/Find-the-Fib/Guess-the-Fib
- Name Game

**Structures for TEAMBUILDING - 2 times a week**

**Critical Attributes:** Students interact with their teammates in an enjoyable and successful way.
- Fun
- Content free
- Easy enough so the lowest performing student can see success
- 2 times a week

**Functions:** Teammates know, accept, and like each other more. They feel a sense of team identity, mutual support, belonging, and inclusion. Teammates bond.

**Sample Structures:** (look in Teambuilding book)
- Blind Sequencing
- Pairs Compare
- Same-Different
- Team Line-ups
- Three-Step Interview
- 4S Brainstorming
- Find-the-Fiction/Find-the-Fib/Guess-the-Fib
- RoundRobin
- Team Formations
- Team Projects
- RallyRobin
- Three-Step Interview
- Match Mine
- RoundTable
- Team Interview
- Team Statements
- Team Chant or Cheer
- Create a Window

[www.braingle.com](http://www.braingle.com)
[www.parade.com](http://www.parade.com)
/ Health / Numbrix

Puzzles: Crossword, Word Find, Ditloids, Sudoku, Numbrix

INTERPERSONAL FUNCTIONS  (continued)

Structures for SOCIAL SKILLS
Critical Attributes: Students interact with others in ways that help them acquire social skills, character virtues, and emotional intelligence.
Functions: Students become more polite and cooperative. They are able to resolve conflicts and understand and accept points of view different from their own. Students are more respectful and responsible, and better able to control their impulses.
Sample Structures:
**Turn Taking:**
- RoundRobin/RallyRobin
- Talking Chips
- RoundTable/RallyTable
- Timed Pair Share
- Team Interview

**Helping, Teaching, Tutoring:**
- Circle-the-Sage
- Jigsaw
- Sages Share
- Flashcard Game
- Numbered Heads Together
- Team-Pair-Solo
- Inside-Outside Circle
- RallyCoach

**Praising, Celebrating:**
- Gambit Chips
- Praise Passport
- Pairs Check (RallyCoach)
- Pass-N-Praise (RoundTable/SimultaneousRT)

**Fairness, Reaching Consensus:**
- AllWrite Consensus (RoundRobin)
- Spend-A-Buck
- Proactive Prioritizing
- Sum-the-Ranks
- Team Statements
- Placemat Consensus

**Listening, Understanding, Respect:**
- Agree-Disagree Line-ups
- Paraphrase Passport
- Team Statements
- Line-Ups (Teambuilding & Classbuilding books)
- RallyInterview *
- Timed-Pair-Share
- Corners
- Similarity Groups (& Classbuilding book)

* = no definition for this structure

Structures for COMMUNICATION SKILLS
Critical Attributes: Students interact with others in ways that foster acquisition of communication skills.
Functions: Students improve their ability to accurately send and decode oral, written, and non-verbal messages.
Sample Structures:
**Communication Builders:**
- Draw-What-I-Write
- Match Mine
- Formations (Teambuilding & Classbuilding books)
- Kinesthetic Symbols
- RoundRobin
- Same-Different
- TalkMan

**Communication Regulators:**
- Gambit Chips
- Timed RoundRobin
- Talking Chips
- Timed Pair Share
- Turn Toss

* = no definition for this structure
INTERPERSONAL FUNCTIONS  (continued)

Structures for DECISION-MAKING
Critical Attributes:  Students verbalize and show respect for all points of view, then make a decision that seeks consensus.
Functions:  Teams and classes learn to seek win-win solutions that meet the needs of all students.  Students hone their consensus-seeking and conflict resolution skills, and become more cohesive.

Sample Structures:

- AllWrite Consensus
  (RoundRobin)
- Numbered Heads Together
- Pros-N-Cons
- Sum-the-Ranks
- Jigsaw
- Consensus Seeking
- Placemat Consensus
  (RoundTable)
- Roundtable Consensus
- Team Statements
- JotThoughts
- Fist to Five
- Proactive Prioritizing
- Spend-A-Buck
- Agreement Circles

* = no definition for this structure
ACADEMIC FUNCTIONS

Structures for KNOWLEDGEBUILDING
Critical Attributes: Students interact in highly structured ways to acquire facts and information.
Functions: Students build their information base – their ability to immediately recall important facts and information, including math facts, spelling words, states, capitals, parts of ____, etc.
Sample Structures:
- Choral Response
- Find-the-Fiction
- Mix-Freeze-Group
- Quiz-Quiz Trade
- Sages Share
- Test Tutoring *
- Fact-or-Fiction (Find-the-Fiction)
- Flashcard Game
- Numbered Heads Together
- RallyCoach
- Send-A-Problem
- Trade-A-Problem (Send-A-Problem)
- Find Someone Who
- Inside-Outside Circle
- Pairs Check (RallyCoach)
- Sage-N-Scribe
- Showdown
- Whisper It! *

Structures for PROCEDURE LEARNING
Critical Attributes: Students interact to acquire and practice skills and procedures.
Functions: Students develop all types of academic skills, including ability to perform math algorithms, read maps, type, defend a point of view, edit.
Sample Structures:
- Fan-N-Pick
- Numbered Heads Together
- Picking Stickies *
- RallyQuiz *
- Sage-N-Scribe
- RallyRobin
- Jigsaw Problem Solving
- One Stray
- RallyCoach
- RoundRobin/RoundTable
- Mix-Pair RallyCoach *
- Pairs Check (RallyCoach)
- RallyRead *
- Rotating Role RoundRobin/RoundTable *
- Team Projects

Structures for PROCESSING INFORMATION
Critical Attributes: Students interact, talking about or reviewing information that has been presented.
Functions: Students remember dramatically more of what they say or do than what they hear. Processing structures tag information for storage in long-term memory and clear working memory to receive new information.
Sample Structures:
- Instant Star
- Listen-Sketch-Draft *
- Popcorn *
- Share-N-Switch *
- Stroll-Pair-Share *
- Timed Pair Interview *
- Journal Reflections
- Listen-Up! *
- RallyRobin
- Show Me!
- Think-Pair-Share
- Timed Pair Share
- Listen Right! *
- Mix-Pair-Share
- RoundRobin
- StandUp-HandUp-PairUp
- Three-Step Interview
- Traveling Star *

* = no definition for this structure
ACADEMIC FUNCTIONS (continued)

Structures for THINKING SKILLS
Critical Attributes: Students interact in ways that engage and develop different types of thinking.
Functions: Thinking is a skill developed by practice; students learn to think by thinking. Different structures
develop different types of thinking.
Sample Structures: * = no definition for this structure

Critical Thinking

Analyzing:
- Match Mine
- Spin-N-Think

Categorizing:
- Similarity Groups (Classbuilding book)
- Pairs Compare

Deducing:
- Think-Pair-Share
- Mix-Pair-Share

Evaluating:
- Find-the-Fiction
- Sum-the-Ranks

Inducing:
- Find My Rule *

Perspective-Taking:
- Match Mine
- Paraphrase Passport

Predicting:
- Corners
- Numbered Heads Together

Problem-Solving:
- Jigsaw Problem Solving

Summarizing:
- Telephone
- Paraphrase Passport

Creative Thinking

Brainstorming:
- 4S Brainstorming (& Teambuilding book)
- RoundTable

Symbolizing:
- Draw It! *

Questioning:
- Fan-N-Pick

Synthesizing:
- RoundRobin/RoundTable
ACADEMIC FUNCTIONS  (continued)

Structures for PRESENTING INFORMATION
Critical Attributes: Students interact simultaneously to share ideas of projects.
Functions: Presentation structures allow efficient sharing of ideas, solutions, or projects.
Sample Structures:
Team to Class:
• Carousel Feedback
• Team Stand-N-Share

Team to Team:
• One Stray

Team to Teacher:
• Numbered Heads Together

Students to Teacher:
• Answer Back *
• Dot-the-Wall *
• Show Me!

Student to Teammates:
• Instant Star
• Partners
• Share-N-Switch *
• Telephone
• Timed Pair Share

Student to Classmate:
• Circle-the-Sage
• Opinion Sages (Circle-the-Sage)
• Stroll Pair Share *

Structures for DEVELOPING COLLABORATIVE / COOPERATIVE SKILLS
Sample Structures: (look in Teambuilding & Classbuilding books)
• CenterPiece
• Drop-a-Gambit
• Paraphrase Passport

Structures for REVIEW
Sample Structures: (look in Teambuilding book)
• Pairs Compare
• Stir-the-Class
• GiveOne-GetOne
• Roam-the-Room
• GiveOne-GetOne
• Roam-the-Room

* = no definition for this structure
Forming Teams (every 6 weeks)

1. Sort students by ability (test/quiz/pretest scores, last years grades in sequential classes, etc.)
2. Divide by four - High (blue), High Medium (green), Low Medium (yellow), Low (red)
3. Form teams keeping in mind gender, ethnic background, 2nd language, special needs, discipline, friends, etc.

Extras:
1 = 1 team of 5
2 = 2 teams of 3
3 – 1 team of 3

Heterogeneous groups best for academic and social gains.

A and B are shoulder partners
A’s are face partners
B’s are face partners

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General Rule of Thumb: Teach for 10 minutes then use a structure.
4S Brainstorming (The team becomes a think tank as each student-each with a special role-contributes to the team’s ‘storm’ of ideas.)

1. Teacher assigns roles:
   - **Speed Sergeant** - ensures that teammates work fast, under time pressure, to come up with as many ideas as possible. Says things such as, “We only have one minute left.” “Let’s hurry.” “Let’s get quicker with our responses.”
   - **Chief Support** – makes sure all ideas are encouraged with no evaluation of ideas. Says things such as, “All ideas are great!” “That’s an excellent idea.” “I really like that.”
   - **Sultan of Silly** – encourages silly ideas. Says things such as, “Let’s have a crazy idea!” “Can anyone think of something funny?” It’s not the Sultan’s job to provide the silly ideas but rather to encourage the silly ideas. Having some silly ideas is very helpful in the flow of ideas, keeping the tone creative and in increasing the range of ideas.
   - **Synergy Guru** – encourages teammates to build on each others’ ideas, saying things like, “Let’s build on that.” “Let’s combine these ideas.” The Synergy Gurus is also the team secretary recording each idea on a separate slip of paper.

2. Teacher announces prompt
3. Students generate ideas
4. All ideas are recorded without evaluation (done by the Synergy Guru)

Agree-Disagree Line-ups (Good for valuing differences. A statement is announced and students take a stand on an imaginary line that stretches from one end of the classroom to the other.)

1. Teachers announces a statement, such as, “I feel my opinion matters in this class” “Taxes should be raised” etc.
2. The strongest ‘agree’ student stands at one end of the line while the strongest ‘disagree’ stands at the other. The remaining students stand between, closer to one end or the other.
3. Through Timed-Pair-Share, students listen carefully to those with a similar point of view (those standing next to them in the line.)
4. Fold the line and then play Paraphrase Passport to make sure they listen to and understand a point of view different from their own.

Agreement Circles

1. The leader reads a statement.
2. Think time is provided.
3. Each team member places his/her marker in an agreement circle. Placing a marker in the center of the circle indicates full agreement. The farther away the marker is from the center, the less the idea is supported.
4. RoundRobin to share rationales.

All Around the Clock (refer to Classbuilding book for various structures)

Setup: participants need an appointment sheet (could have a clock with no hands and participants fill in the hour and minute hands.

1. Participants mingle.
2. Participants pair.
3. Pairs arrange a meeting time on their clock.
4. Process repeats until meeting times are full.
5. The leader indicates when clock is to be used and the topic for sharing.
Blind Sequencing  (refer to Teambuilding book for various structures)

Carousel Feedback (Teams rotate from project to project to leave feedback for other teams.)
Setup:  teams spread out team projects around the room. Each project has feedback form attached.
1. Teams stand in front of their assigned projects.
2. Teams rotate clockwise to the next project.
3. For a specified time, teams discuss their reactions to the other team’s projects, with no writing.
4. Student #1 records feedback on feedback form. Students are encouraged to include positive comments.
5. Teacher calls time.
6. Teams rotate, observe, discuss, and give feedback on next project. A new recorder is elected each round.
7. Teams continue until each team rotates back to its own project, or until teacher calls time.
8. Teams review the feedback they received from the other teams.

Carousel Review (Provides an opportunity to generate ideas, check understanding, and raise unanswered questions. Teams rotate from one poster to the next at given intervals, adding ideas.)
1. Topics or questions are posted around the room.
2. Teams each stand by a chart.
3. Teams have a given amount of time to record their ideas.
4. Teams select a new recorder and rotate to the next chart.
5. Teams read and discuss what the previous team has written.
6. Teams record additional information before rotating.

Categorizing
1. Teams spread out items to categorize.
2. Teams discuss and reach a consensus on a category system to hold all items.
3. Participants evenly divide the items.
4. Participants take turns placing their items in the category.
5. Participants check for agreement with one another.
6. Categories are modified if necessary.
7. Teams compare their category system with others.

CenterPiece (Increases interaction in a brainstorming activity)
Setup:  5 pieces of paper per team of four, 1 paper each and 1 in the center.
1. The leader assigns a brainstorming topic.
2. Each participant generates an item. He/she says it, writes it, and exchanges the paper with the one in the center.
3. Participants continue to brainstorm, each time trading their page with the CenterPiece.

Choral Practice (Give instructions then check for understanding.)
1. Give instructions
2. Students finish the teacher’s sentence, or repeat instructions, in unison to a teacher question, such as, “The first step to solving this problem is …”
**Choral Response (Effective for memory work, 100% simultaneous participation.)**

At a cue from the teacher, all students say a response aloud, in unison. Often the response is the answer to a question, sometimes it is just a repeat of what the teacher say.

**Circle-the-Sage (Person who knows the answer is in the middle with others surrounding them.)**

1. A problem is given/question is asked by the teacher.
2. Teacher asks who knows the answer.
3. Students who know the answer stand in various parts of the room.
4. Others students circle the person who knows the answer (sage) and then the sage teaches the others.

**Variations:**

- **Opinion Sages:** Selected students are given different opinions/different readings on a topic. Students circle these Opinion Sages and discuss. When they return to their team, they first share the differing opinions and then make a Team Statement representing the team’s opinion.

**Consensus Seeking (Students talk over the alternatives seeking consensus. The guiding principle is to find an outcome that ‘everyone can live with’. It may not be anyone’s favorite outcome, but it is an outcome to which one has a strong objection.)**

Setup: Students need to be ‘set’ for consensus seeking with something like this: “*When we seek consensus, we are not trying to get our way. We are looking for a decision we can all get behind, even if it is not our first choice. Consensus is a challenge for the group: Can we find something everyone can support?*”

**Corners (refer to Classbuilding book for various structures) (Students stand in a corner that best fits with their answer/personality, etc.)**

1. Teacher poses a question with multiple responses, one response in each corner of the room.
2. Students pick their response and go stand in that corner.
3. Students talk with others in that corner about why they choose their particular answer by using Timed-Pair-Share or RoundRobin.
4. Each corner shares with the rest of the class.

Topics can be favorite pizza toppings, favorite subject in school, type of music, hobby, pets, sports, etc.

**Create A Window (Students draw windows with 4 quadrants/categories and write or draw something about themselves)**

1. Students use paper or whiteboards to draw a window with 4 quadrants
2. Categories can be something where they can talk about themselves or share information, such as, what they like to do, their family, how they learn best, potential career.
3. Students take turns sharing.

**Draw-What-I-Say**

1. Students working in pairs make a picture but they don’t let the other pair on the team see the picture.
2. Students return to their team and attempt to communicate their picture with the other pair so well that the other pair can draw it.
**Draw-What-I-Write (Good for writing.)**

1. Each student on a team of four makes a picture (for the first time, keep it simple) making sure the other teammates cannot see the picture.
2. Students then take time to describe their figure in writing as clearly as possible. (Write on every other line with wide margins for later editing.)
3. Students return to their teams and work in pairs exchanging written descriptions without showing the original drawings.
4. Teammates attempt to produce the figure from the description.
5. Afterwards, pairs compare the originals with the attempts. Still working in pairs students choose the attempt which is the furthest from the original and edit the writing sample which produced it.
6. Pairs within teams then exchange edited writing samples.
7. Working from these improved writing samples, pairs attempt to draw what is described.
8. Following this, students compare original, attempt 1, and attempt 2. Students can demonstrate for themselves the power of the editing.

**Fan-N-Pick (Students play a card game to respond to questions.)**

Setup: questions are written on cards, one question per card.
1. Each team receives a set of question cards, about 8 cards per team.
2. Student #1 holds question cards in a fan and says, “Pick a card”
3. Student #2 picks a card, reads the question out loud and allows five seconds of Think Time
4. Student #3 answers the question
5. Student #4 paraphrases the answer that student #3 just gave
6. Group praises or coaches
7. Students switch roles, one person clockwise for each new round

Note: need role cards of:
- Fanner
- Reader
- Answerer
- Praiser/Coach
Find-the-Fiction / Find-The Fib / Guess-the-Fib (refer to Teambuilding & Classbuilding books for various structures) (Students write three statements and read them to teammates. Teammates try to find which of the three statements is the fiction.)

1. Teammates write three statements/problems/sentences with punctuation/history facts/etc.: two true and one false.
2. One student on each team stands (oxygen and glucose) and reads his/her statements to teammates.
3. Without consulting teammates, each student writes down his/her own best guess which statement is false.
4. Teammates RoundRobin (show guesses) and defend their ‘best guess’. Teacher may or may not ask teams to attempt to reach consensus.
5. Teammates announce their guess(es), or write them down.
6. Standing student announces the false statement.
7. Students celebrate.
8. Repeat process with another teammate.

Variations:
- **Class Find-the-Fiction**: Find-the-Fiction may be played with the whole class. The teacher or a student may attempt to outwit the whole class.
- **Fact-or-Fiction**: (good for review) students state either a true or false statement and it is up to teammates to decide if the statement is either a fact or fiction.

Find Someone Who / People Hunt (see Classbuilding book for various structures) (Students circulate through the classroom forming and reforming pairs, trying to ‘find someone who has a similarity with them or someone who knows an answer to a question/problem.)

Setup: Teacher prepares a worksheet or problems, or questions for students.
1. Students mix in the class, keeping a hand raised until they find a partner that is not a teammate.
2. In pairs, A asks B a question/problem, B responds. A records answer on answer sheet, expresses appreciation.
3. B checks and initials.
5. A checks and initials.
6. Partners shake hands, part, raise their hand and find another partner to repeat the process.
7. Students repeat steps 1-6 until their worksheets are complete.
8. When their worksheets are complete, students sit down; seated students may be approached by others as a resource.
9. In teams, students compare answers; if there is disagreement or uncertainty, they raise four hands to ask a team question.

First to Five (Quick structure to check participants’ level of support for a particular issue.)

1. Leader poses a statement.
2. Participants raise fingers from one to five to indicate their position.
   - 5 = I agree with this and could help lead
   - 4 = I agree with this can could provide support
   - 3 = I am not sure, but I am willing to trust the group opinion
   - 2 = I am not sure, I need more discussion
   - 1 = I need the alternative modified before I can support it
   - Fist = I cannot support this
Flashcard Game (Partners proceed through three rounds as they quiz each other with flashcards, mastering the content to win cards.)

Setup: Students each have their own set of flashcards.
1. In pairs, the Tutee gives his/her flashcards to the Tutor.
2. Round 1: Maximum Cues
   • The Tutor shows the question on the first card, reads the question, and shows and reads the answer written on the back of the card. The Tutor then turns the card back over and again reads the question on the front of the card asking the Tutee to answer from memory.
   • The Tutee answers. If correct, Tutee wins the card back and receives praise from the Tutor. If wrong, the Tutor shows the Tutee the answer side of the card and coaches. The card is then returned to stack to try again later.
   • When the Tutee wins all cards, partners switch roles. When the new Tutee wins all her/his cards, partners advance to Round 2.
3. Round 2: Few Cues
   • The process is repeated, except the Tutor shows only the question on the front of each card, and asks the Tutee to answer from memory.
4. Round 3: No Cues
   • The process is repeated, except the Tutor quizzes Tutee on each question without showing the Tutee the flashcards.
5. Hints: for young students, limit each round to no more than five cards. If a student has won all cards, he/she can add bonus cards.

Formations (refer to Teambuilding & Classbuilding books for various structures.)

Gallery Tour (A simultaneous method of sharing among team. It’s used after teams have created an artifact such as a Mind Map, Team Statement, Brainstorming list, a solution to a problem, or a categorization.)
1. Team members sign their team’s work.
2. Work is displayed.
3. Teams rotate from display to display.
Gambits (Useful phrases that are needed for a team to work together effectively. They could include ways to ask for help, check for understanding, disagree politely, encourage effort, etc.)

Paraphrase Gambits:
In other words … So what you’re saying is … All in all …
So you mean that … If I understand your correctly … You said …
To sum it up … Let me rephrase that … In a nutshell …

Gambits for Disagreeing Politely:
That would be great except … Actually … Possible. Let’s remember …
I don’t see how … I’m afraid … One problem is …
I can see it that way. One the other hand … That’s good. Another thought is …

Positive Affirmation Gambits:
Wow! You Rock! Great Job!
That’s Awesome! Super Duper Job! I wish I would have thought of that!
I really like that! Excellent! Way to Go!

Draw-a-Gambit
1. Gambit cards are placed in a stack facedown in the center of the table.
2. The leader provides a discussion topic connected to the purpose of the meeting.
3. Each time a participant adds to the discussion, he/she draws and uses a gambit card.

Drop-a-Gambit
1. An equal number of gambit cards are dealt to each participant.
2. Participants are asked to use their cards before the end of the discussion.
3. The leader provides a discussion topic.
4. Participants give an appropriate gambit card to someone when they illustrate that behavior. For example, if a teammate asks a question he/she would receive an “Ask a question” card that contains appropriate gambits.
5. Once participants have used up their own cards, they can use those that have been dropping in front of them.

Give-One, Get-One (Good for sharing ideas or applications that relate to the topic.)

Setup: give students a sheet of paper with two columns – Give-One and Get-One
1. Students individually brainstorm to fill up their Give-One column.
2. When done, students stand.
3. Students mix and find others. They Give-One idea/application to their partner and Get-One in return. Students write their partners idea/application in the Get-One column.
4. Students move on to find new partners.

Guided Discussion (A modification of a flashcard game that can be used to structure dialogue. The leader creates a deck of question cards on the given topic for each team. The deck of cards is used to equalize participation and increase individual accountability in the discussion.)

1. Each team is provided with a deck of discussion cards.
2. The first person draws a card and reads the question aloud and answers it.
3. The deck is passed to the second person.
4. The process continues.
**Inside-Outside Circles (refer to Classbuilding book for various structures) (Students rotate in concentric circles to face new partners for sharing, solving, quizzing.)**

1. Put 2 groups together (inside and outside circles)
2. Questions or problems on flash cards and give to inside circle students
3. Inside asks while outside responds, inside listens, praises, or coaches (teacher can also ask the question and indicates whether inside or outside responds.)
4. Switch roles - outside asks while inside responds, outside listens, praises or coaches
5. Switch cards and inside or outside rotates (can also rotate two ahead, three ahead, etc.)

**Instant Star (Students are randomly called to stand and share with their teammates.)**

1. Teacher asks a question.
2. Teacher calls for think time.
3. Teacher randomly calls a number.
4. The student on each team with that number stands and shares her/his thought or answer with teammates.
5. For high consensus questions, teammates praise or coach, if needed. For low consensus question, teammates praise the thinking that went into the answer.

**Jigsaw (Each student finds a part of the answer and then shares with their group. A topic is broken up into parts or multiple problems are presented or a topic needs to be researched. Students take a role and complete their part, share their findings with others who had the same role and then report back to their original groups. A problem is posed and each student takes a part of the problem to research or solve and then teaches their original group.)**

1. Teacher presents a problem to be solved, a word to be spelled, a topic to be researched, parts of a chapter to be read, etc.
2. Each student in each group has a specific responsibility, i.e., read pages 1-4, 5-8, 9-12- 13-16, solve the 1st out of 4 math problems, spell the 2nd out of four words, research concentration camps of WWII, etc.
3. Each student performs their role individually.
4. When each student has an answer they get together with the other students in each group who had similar roles, (Expert groups) i.e., all those who read pages 1-4, solved the 2nd math problem, etc., and share their answers.
5. Students in each Expert group share their ideas (RallyRobin)
6. Students then return to their and share their answers.

**Variations:**

- **Jigsaw Problem Solving:** Students work in teams of four, and each student receives one of the four clues to solve the team problem. Everyone must share the information on their clue card because the team can only reach a solution by connecting the information from all clues.
Journal Reflections (students write alone in a journal their thoughts, questions and what they learned.) Journal Reflections is a simple structure in which students write alone in a journal their thoughts, questions, and learnings. Although designed to help process academic learning, Journal Reflections is very strong to promote self-awareness. Some teachers have students keep a feelings journal in which they record their emotional reactions to anything which occurs in school including successes, failures, and relationships. Many of the Kagan Structures involve Think Time, a silent three to five seconds for students to formulate their ideas before sharing them with a partner, with a group, or writing or drawing. Think Time is excellent for enhancing self-awareness because it asks students to attend to inner stimuli, a process which is at the heart of self-awareness.

Journey Wall (A collaborative display of artifacts that forms a time line of a change, implantation, decision making process, or another major event. Its purpose is to provide everyone with an opportunity to reflect on the journey through the process. It lets people step back and see how the big picture evolved through time.)

1. The leader displays major artifacts.
2. Teams are presented with a topic.
3. Teams add to the display.
4. Teams present the section.

Jot Thoughts (Teammates ‘cover the table’ writing ideas on slips of paper.)

1. Students each have multiple slips of paper.
2. Teacher names a topic, sets a time limit, and provides think time. (“In three minutes how many questions can you write that have the answer 17?” “What are ways we can reduce poverty?”)
3. Students write and announce as many ideas as they can in allotted time, one idea per slip of paper.
4. Each slip of paper is placed in the center of the table; students attempt to ‘cover the table’.

Kinesthetic Symbols (students display content or response with physical symbols or movement.)

Lineups (refer to Teambuilding & Classbuilding books for various structures)

1. The leader describes the line by height, birthdays, alphabetical by name, number of pets, distance to vacation spot, length of last name, length of hair, color of eyes, amount of jewelry, number of hours of sleep, middle initial, etc.
2. Participants line up.
3. The line is split or folded to form pairs.
4. Pairs discuss.
Logic Lineups (Teammembers each role place a different object and use deductive thinking to sequence themselves.)
Set up: each team receives four item cards.
1. Teammates stand shoulder-to-shoulder, each holding an item card.
2. The teacher reads the first clue to problem one.
3. The student mentioned in the clue describes how he/she will line up based on the clue. He/she checks with teammates for agreement. If students disagree, they discuss why. Note: if more than one teammate is mentioned in a clue, they each describe their reasoning and check with teammates for agreement
4. The student physically moves to his/her place in the team line up.
5. After the teacher reads each clue, students repeat steps 3 and 4.
6. When all clues have been read and acted on, the teacher calls on one team to describe their order and share their logic.
7. The team selected responds.
8. The teacher either congratulates the team or proves correction opportunity. Other teams listen and either celebrate or correct their positions
9. The process is repeated for the next problem.

Match Mine  (refer to Teambuilding book for various structures)  (Partners on opposite sides of a barrier communicate with precision, attempting to match the other’s arrangement of game pieces on a game board)  Very good for building communication skills and team building. Can be used for arranging shapes, drawing, etc.)
1. Partners sit on opposite sides of a barrier with identical game boards and game pieces. One is designated to be the Sender, the other the Receiver.
2. Sender arranges game pieces on game board while Receiver waits quietly.
3. Sender gives the Receiver directions to match the Sender’s arrangement of game pieces on the game board.
4. When finished, partners set game boards side by side to check for accuracy.
5. Receiver praises Sender, and they develop improvement strategies.
6. Roles are switched and the game is played again.

Mind Mapping / Team Word Webbing (Mind maps, word webs, semantic maps, clustering, chains, spider maps, and concept maps are a powerful set of tools in concept development and exchange.)
1. Teacher announces topic.
2. Each student is given a different color pen or marker and the team is given one large poster sized piece of paper where they write the topic in the center in a rectangle. (i.e. Family)
3. RoundTable on the core concepts (i.e., Pets, Kids, Mom, Dad, Vacation) in ovals.
4. Add to the word web with additional rounds or RoundTable or a free-for-all.

Mix-Freeze Group (refer to Classbuilding book for various structures)  (Similar to Mix-Pair Share - class mixes, teacher calls ‘pair’, students find new partner to discuss questions.)
1. Students mix around room
2. Teacher calls “Freeze”, “Pair”, or stops music, students pair up with the person closest to them and do a high five. Those that haven’t found a partner raise their hand.
3. Teacher asks a question / gives a problem / gives vocabulary word / etc. and gives think time
4. Students group according to the number of the answer
5. Remaining students go to “Lost” and “Found”
Mix-N-Match  (refer to Classbuilding book for various structures)
1. Students mix and pair
2. Partners quiz each other
3. Partners trade cards
4. Teacher calls, “Freeze”
5. Students “Match”
6. Students quiz new partners

Mix-Pair-Share  (refer to Classbuilding book for various structures)  (Class mixes, teacher calls ‘pair’, students find new partner to discuss questions.)
1. Students mix around room
2. Teacher calls “Freeze”, “Pair”, or stops music, students pair up with the person closest to them and do a high five. Those that haven’t found a partner raise their hand.
3. Teacher asks a question / gives a problem / gives vocabulary word / etc. and gives think time
4. Students share with their partner using timed-pair-share (open-ended), rally robin (brainstorm), rally coach (solving a problem)

Name Game (Students attempt to learn others names and something about them)
Students line up in a circle around the class.
1. One person starts by saying their name and something about themselves (favorite ice cream, vacation spot, etc.)
2. The next person repeats the previous persons name and information and then gives their name and information.
3. The process repeats until all students have participated.

Number Group Presentation (Presenting team projects.)
1. One person in each group is chosen as the presenter of the project.
2. All students number off by the number of groups in the class (6 groups, 7 groups, etc.)
3. All 1’s go to group/project 1, all 2’s go to group/project 2, etc.
4. Presenters present their project to the students visiting their group.
5. Teacher calls ‘time’ and student rotate to the next group.
6. When done, students return to their group and discuss what they saw and heard.
Numbered Heads Together (Teammates work together to ensure all members understand; one is randomly selected to be held accountable.)

1. Teacher prepares questions, or teams prepare questions then teacher collects, and gives to another group
2. Students number off
3. Teacher poses a problem/asks a question and gives think time
4. Students think and privately write their answers (paper, answer boards)
5. Students lift up from their chairs to put their heads together, show answers, and discuss and teach
6. Students sit down when everyone knows the answer or has something to share and erase their boards.
7. Teacher calls a number. The student with that number from each team answer simultaneously, using various means such as choral response, answerboard share, response cards, finger response, write on whiteboard, etc. Important that boards from step 6 are erased so students can recall from memory for this step (getting called on)

Variations:
- **Paired Heads Together.** Students are in shoulder partner pairs. After teacher asks a question, pairs huddle to improve the answers they have each written. Teacher then calls for either A or B to share their best answer with their face partner.
- **Traveling Heads Together.** Traveling Heads starts the same as Numbered Heads, but when the teacher calls a number, the students with that number on each team stand, then ‘travel’ to a new team to share their answers. For fun, seated students beckon for a standing student to join their team.
- **Stir-the-Class.** Teams stand around the outside of the class with spaces between teams. Teammates stand shoulder-to-shoulder. The teacher poses a question then students write their own answers on an answer board or slip of paper. Teammates huddle to reach consensus, then unhuddle when done. The teacher selects a number and tells students with that number how many teams to rotate forward to share their answers.

One Stray (One teammate strays from his/her team to a new team to share or gather information.)

1. A number is randomly called and that student from each team stands up, others remain seated and raise their hands.
2. Teacher calls “Stray”.
3. Standing students stray to a team that has their hands up and is welcomed by the new team.
4. Teams lower their hands when a new member joins them.
5. Students work in their new teams to share or gather information.

Optional: students return to their original team and share what they learned when they strayed.

Random Teams: three rounds of One Stray can be used to form random teams. A different number is called each round and students may not join a team where a teammate is seated.

Pairs Check (Similar to Rally Coach but both pairs reunite to check work.)

1. Partner A solves the first problem/question
2. Partner B watches and listens, checks, coaches and praises
3. Switch roles for another problem/question.
4. Partner B solves another problem/question
5. Partner A watches and listens, checks, coaches and praises
6. Both pairs (all four students in the group) reunite and compare their answers. If they disagree and are unable to figure why, four hands go up. Otherwise, the team celebrates.
**Pairs Compare**  (refer to Teambuilding book for various structures)  (Pairs generate a list of possible ideas or answers. Pairs pair and compare their answers with another pair. Finally pairs work as a team to create additional answers or ideas.)

1. Teacher provides a question that has multiple possible responses and provides think time.
2. RallyTable: Shoulder partners Rallytable answers. They ‘keep it a secret’ from the other pair.
3. Teacher calls time.
4. Pairs Compare: Pairs pair to RoundRobin their answers. For each answer, the face partner in the other pair adds their answer to that pair’s list, or checks it off if they already had it.
5. Team Challenge: As a team, students generate new answers, taking turns within pairs recording answers on their pair lists.

**Paraphrase Passport**

1. A student contributes an idea.
2. Another student must correctly restate that idea before contributing his/her own idea.

**Partners**  (Similar to Jigsaw but in pairs. Student partners work together to master some content and then to present it to another pair. Partners lessons can be quite elaborate with time for student to do independent research I preparation for their presentation, or Partners lessons can be quite simple as when each pair reads and interprets a different poem. Partners lends itself to a wide range of content: Different sides of a controversial issue, different experiments to conduct, different problems to solves, different inventions to describe, different characters to analyze.)

1. Partners are formed within teams. Often the high and low achievers and the two middle achievers.
2. Class divides: partners sit together. Topic 1 partners are all on one side of the class; Topic 2 partners on the other side. (Movement is necessary so partners can consult with same-topic partners in Step 5.)
3. Topics are assigned and/or materials distributed. Topic may be different sides of debate. Materials may consist of reading and a worksheet to stimulate higher-level thinking.
4. Students master topics. Students may master materials given, or may do independent research.
5. Partners consult with same-topic partners. Partners consult with like-topic partners sitting next to them, checking for correctness, and completeness.
6. Partners prepare to present 7 tutor. Partners analyze critical features and decide on a teaching strategy. Students are encouraged to make visuals and other teaching aids. Partners must evaluate what is important to teach and how to determine if learning has occurred in their teammates.
7. Teams reunite; partners present. Partners work as a team, dividing the labor as they teach the other pairs in their team. For Partners Debate, each side presents their arguments on the issue.
8. Partners tutor. After presenting the skill or information, partners check for understanding and tutor their teammates.
9. Individual assessment. An individual quiz, essay, or a structure (Showdown) assesses individual mastery.
10. Team processing. Teammates reflect back over the process: How did we do as teachers? As learners? How could we do better next time: What social skills did we use: Which should we use more next time:
Placemat Consensus (A graphic organizer for teammates to express, read, and synthesize their ideas. The goal is not for one idea to dominate but for the ideas to be combined to create an original solution that everyone can live with.)

1. Each team draws a placemat on a large piece of paper
2. Teacher provides team with a topic teammates all respond simultaneously in their individual space writing as many items as they can in the time allotted.
3. Teammate 1 announces one item he/she has written.
4. Teammates discuss the item.
5. If there is consensus that the item is important, Teammate 1 records his/her best synthesis of the team’s ideas in the center team space, seeking help with wording if necessary.
6. The process is repeated for one or more rounds using RoundRobin; each teammate, in turn, suggests an idea and records the team consensus.

Poems for Two Voices (Partners create and present a poem they recite using one voice, the other voice, or both.)

1. Teacher assigns each pair a poem topic.
2. Partners work together to write their poem.
3. Partners label each line of their poem, A, B, or AB, representing who will read each line.
4. Pairs rehearse their poems.
5. Pairs recite their poems to another pair or to the class.

Proactive Prioritizing (Good for ranking a list of choices.)

1. Class creates a list or teacher provides a list to prioritize
2. Teacher explains guidelines:
   • Positive statements only
   • Be open to others’ points of view
   • Participants may not comment on or evaluate other people’s preferences.
   • Seek a ranking that ALL can live with rather than arguing to get own way
3. Students use structure (Talking Chips, Turn Toss, RoundRobin) to suggest and/or defend suggested rankings

Tips: start with mundane topics then build up to controversy; easier to defend ranking when order of student response is more free (Turn Toss, Talking Chips); create list on stickies or cut list into strips for physical movement of rank.
Pros-N-Cons (Allows participants to explore both sides of an issue before making a decision. It legitimizes dissent because both sides are given the same amount of time. It forces everyone to look at the issue from both sides.)

1. Participants sit facing a partner.
2. Participants label themselves A & B.
3. Timed Pair Share:
   - A’s present all of the Pros for a given position.
   - B’s present all of the Cons for a given position.
4. Participants switch partners and positions (Pros becomes Cons and Cons become Pros) and repeat the activity.

Hints:
- Have all the Pro people facing one direction. When people switch partners and/or sides, make them physically switch positions and face in the other direction.
- Switching partners before people present the opposing side of the argument increases the opportunity to hear new ideas.
- Use this structure to explore both sides of an issue plenty of time before the decision is actually to be made. After voicing both sides, people need time to consider their thoughts.

Quiet Signal (“Give me a high five.” Or simply putting your hand in the air. Students should respond with a “high five” or putting their hand up in the air, and get other students attention to be quiet and to signal others to do the same.)

Quiz-Quiz-Trade (Students quiz a partner, get quizzed by a partner, and then trade cards to repeat the process with a new partner.)

1. teacher, or students, generate question/problem cards
2. Stand up, hand up, pair up. Exchange greetings.
3. Partner A quizzes
4. Partner B answers
5. Partner A coaches or praises
6. Switch roles
7. Partners trade cards

RallyCoach (Partners take turns, one solving a problem while the other coaches) (good for worksheet problems.)

1. Partner A solves the first problem/question
2. Partner B watches and listens, checks, coaches and praises
3. switch roles
4. Partner B solves another problem/question
5. Partner A watches and listens, checks, coaches and praises

Variations:
- Pairs Check. After solving two problems, pairs check their answers with the other pair in their team.

RallyRobin (pairs speaking) (back and forth speaking - in pairs, students alternate generating oral responses)

1. Teacher poses a problem to which there are multiple possible responses or solutions
2. In pairs, students take turns stating responses or solutions.
RallyTable (pairs writing) (back and forth writing - in pairs, students take turns generating written responses, solving problems, or making a contribution to the team project.)
1. Teacher provides a task to which there are multiple possible responses.
2. In pairs, students take turns passing a paper and pencil (answer board) or a team project, each writing one answer or making a contribution.

Response Mode Discussion (Participants use a variety of Response Mode chips to stretch their range of responses during a discussion. Response Mode chips regulate the type of responses participants make during a discussion and provide a concrete vehicle for processing group dynamics.)
Setup: participants make up, or are provided with, response mode chips, such as, paraphrase, encourage participation, summarize, add an idea, praise an idea, ask a question, combine ideas, give an idea, summarize progress, keep group on task, ensure equal input, as for clarification, etc.)
1. Response Mode chips are distributed to teammates.
2. The leader provides discussion topic and time frame.
3. As teammates discuss the topic, the place the corresponding response mode chip in the center of the table.
4. Following the discussion participants analyze their responses, discussing questions such as:
5. Which response mode was the most and least comfortable?
6. Which response mode did we use most? Least”
7. Which response was new for you? Do you feel it was important?
8. How did Response Mode chips impact the discussion?

Roam-the-Room (Students browse each other’s work.)
1. Once students have made visible progress on their projects, the teacher says, “Everyone, please stop working and stand up and roam the room.
2. Students roam then return to their original group to share ideas and possibly incorporate some of those ideas.

RoundRobin (team speaking) (go around the table speaking - in teams, students take turns responding orally, solving a problem, breaking a problem down step-by-step) (refer to Teambuilding book for various structures)
1. Teacher assigns a topic or question with multiple possible answers
2. In teams, students respond orally, each in turn taking about the same amount of time. (30 seconds each)
Variations:
• AllWrite RoundRobin: each student records each other student’s answer on their own paper.
• AllWrite Consensus: after reaching consensus, each student records each other student’s answer on their own paper.
• Think-Write-RoundRobin: students think about their response, then independently write it down before the RoundRobin
• Single RoundRobin: the team does just one round of sharing, each teammate getting one turn.
• Continuous RoundRobin: each student adds to discussion/list. Goes around many times.
• Timed RoundRobin: each student shares in turn for a specified time.
RoundTable (team writing) (go around the table writing - in teams, students take turns generating written responses, solving problems, or making a contribution to the team project.) (refer to Teambuilding book for various structures)

1. Teacher provides a task to which there are multiple possible responses.
2. In teams, students take turns passing a paper and pencil (answer board) or a team project, each writing one answer or making a contribution.

Variations:
- **Pass-N-Praise**: students praise the contribution of the person passing the paper to them.
- **RoundTable Consensus**: students must reach consensus before recording each answer.
- **Continuous RoundTable**: each student adds own ideas to one list. Goes around many times.

Roving Reporter (One person from each group visits other groups to see what other groups are working on and to get ideas.)

1. While working on team projects, the teacher announces, “Roving Reporters you have three minutes.”
2. Each team selects their Roving Reporter who visits other teams, takes notes, comes back and shares.

Sage & Scribe

1. Shoulder partners work together for about 5 minutes.
3. Switch roles.

Sages Share

1. Using a RoundRobin, students share ideas/answers and write those ideas/answers on paper to place in the center. Students initial or sign their name to the slip of paper.
2. Using a RoundRobin, other students ask question about the idea/answer and the person who wrote the idea/answer.
3. The sage shares their thoughts/ideas/answers with the group.

Same-Different (refer to Teambuilding book for various structures) (Good for teambuilding. Pairs of students each look at a pair of pictures to find differences and similarities.)

1. Take two copies of a picture (students can draw the pictures) and white out five items on each copy and draw in five items on each copy.
2. Working in pairs, each person writes down as many similarities and differences as they can without their partners help.
3. Partners then compare.
Send-A-Problem (Jigsaw puzzle sent around the room.)
1. Each team member makes up a review question/problem and writes it down on paper or a card.
2. The author of each question/problem asks it of his or her teammates. If there is a total consensus, the author writes the answer on the back of the card. If not, the question is revised so that it produces consensus.
3. Teams pass their stack of review question to another team.
4. Teams respond. Student 1 reads the card and if the group has a consensus then they turn the card over to check the answer. If the group has a different answer than the answer on the card then the group writes their answer on the back as an alternative answer.

Variation:
- **Trade-A-Problem**: teams simply trade a problem with another team. If there is going to be discussion, Trade-A-Problem is better than Send-A-Problem because teams won’t have to wait as teams finish at different rates. Send-A-Problem is better if the review involves many high consensus, quick answers, because the problems can be rotated again and again to new teams.

Variation:
- a. Teacher identifies area of discussion.
- b. Students generate a problem related to the discussion topic.
- c. Teams trade problems.
- d. Teams brainstorm solutions.
- e. Problems and solutions are returned.

Showdown (When the Showdown Captain calls, “Showdown” teammates all display their own answers. Teammates either celebrate or tutor, and then celebrate.)
1. Teams each have a set of question cards stacked facedown in the center of the table.
2. Teacher selects one student on each team to be the Showdown Captain for the first round.
3. The Showdown Captain draws the top card, reads the question, and provides think time.
4. Working alone, all students, including the Showdown Captain, write their answers and turn their papers/answer boards upside down when done.
5. When finished, teammates signal they’re ready (thumbs up)
7. Teammates show and discuss their answers.
8. Showdown Captain leads the checking.
9. If correct, the team celebrates; if not, teammates tutor, then celebrate.
10. The person on the left of the Showdown Captain becomes the Showdown Captain for the next round.

**Modifications**: rather than cards, students can play Showdown with oral questions from the teacher, or from a question on a handout or questions displayed by a projector.

Show Me! (An assessment structure where students simply respond to a teacher’s questions.)
1. Teacher asks a question or gives a problem and gives think time.
2. Teachers says “Show Me!”
3. Students hold up their Answerboards or do a TakeOff-TouchDown.

**Variations**:
- Team Show Me! Team works on the problem using various structures and then presents the answer.
**Similarity Groups** (refer to Classbuilding book for various structures)
1. Teacher announces a dimension such as color of hair, birthday months, pets owned, favorite sports or hobby, favorite type of restaurant, dream vacation, etc.
   Everyone with the same answer forms a group and discusses positive and negative aspects of that characteristic. Topics can be favorite pizza toppings, subject in school, type of music, hobby, pets, sports, etc.

**Simultaneous RoundTable (In teams, students each write a response on their own piece of paper, Students then pass their papers clockwise so each teammate can add to the prior responses.)**
1. Each team of 4 needs 4 papers and 4 pencils
2. Teacher assigns a topic or question/problem and provides think time
3. All 4 students respond, simultaneously writing, drawing, or building something with manipulatives.
4. Teachers signals that time is up, or students place thumbs up when done
5. Students pass papers, or projects, one person clockwise
6. Students continue, adding to what was already completed.
**Variations:**
- **Pass-N-Praise:** students are instructed not to release their paper until they receive a praise that makes them feel good.

**Spend-A-Buck (To make a team decision, teammates use funny money and ‘spend a buck’ to vote on their top picks. The option with the most bucks is deemed the team decision.)**
1. Each person needs 10 play dollars. Options to be voted on are written on separate cards or slips of paper. These can be supplied by the teacher or written out by the students.
2. Students put a dollar on each alternative.
3. Students spend remaining dollars any way they want.
4. Teams count the results to determine the team decision.
**Note:** to break ties, losing items are set aside, and students repeat steps 2-4 with remaining items.
**Hint:** prior to voting, give students time to make proactive statements, saying why they favor the options they chose.

**Spin-N-Think (A spinner determines roles as students play a game to think about and discuss content.)**
Setup: each team receives thinking questions, a Spin-N-Think gameboard, and a game marker.
1. Teacher selects a “Spin Captain”
2. Spin Captain moves marker to “Who Asks the Question?” and spins. The selected student reads a question to teammates.
3. Spin Captain moves marker to “Think Time”, directs teammates to think about their answers and silently counts a slow five seconds, showing the count on his or her fingers.
4. Spin Captain moves marker to “Who Answers the Question?” and spins. The selected student answers.
5. Spin Captain moves the marker to “Think Time” and silently counts out five seconds as students think about the answer that was given.
6. Spin Captain moves the marker to “Who Paraphrases & Praises?” and spins. The selected student paraphrases and praises the answer provided.
7. Spin Captain moves the marker to “Think Time” and silently counts out five seconds as students think about if they have anything to add.
8. Spin Captain moves the marker to “Discuss” and teammates discuss the question.
9. Spin Captain passes the game board clockwise one person for the next round.
Stand-N-Share (Selected member shares one idea from list. Other members either check off ideas or add to their own list.)
1. Teacher poses an issue.
2. Teams discuss ideas.
3. Students stand and share with the large group.
4. Students sit when all their team ideas have been shared.

StandUp-HandUp-PairUp (Refer to Classbuilding book for various structures) (Good for random partnering. Students stand up, put their hands up, and quickly find a partner with whom to share or discuss.)
1. Teacher says, “StandUp, HandUp, PairUp”
2. Students stand up and keep one hand high in the air until they find the closest partner who’s not a teammate. Students do a ‘high five’ and put their hands down.
3. Teacher asks a question/gives a problem and provides think time.

Stir-the-Class (Refer to Classbuilding book for various structures) (A version of Numbered Heads Together.)
1. Teams stand around the outside of the class with spaces between teams, teammates shoulder to shoulder.
2. Students number off
3. Teacher poses a problem and gives think time.
4. Students privately write their answers on answer boards or slips of paper.
5. Teammates huddle, sharing answers and coaching as needed, then unhuddle when they have reached consensus.
6. Teacher selects a number and tells students with that number how many teams to rotate forward.
7. The ambassador shares his/her process or thoughts and the answer with the new team and the new team shares their.
8. Teams celebrate and repeat the process.

Sum-the-Ranks (Provides everyone with equal input into the decision. Can be used after JotThoughts to judge the merit of ideas. Sum-the-Ranks gathers input from everyone and identified a mathematical best choice.)
1. Participants are provided with, or have created, a list of alternatives.
2. Each team member ranks the items from the top choice to the last choice. (The top choice gets the highest number)
3. In teams, ranks are summed for each alternative.
4. Representatives from each team post their sums. Team scores are totaled and the item with the highest score is selected.

TakeOff-TouchDown (Refer to Classbuilding book for various structures)
1. Students stand (TakeOff) when they agree with a question.
2. Students sit (touchdown) when they don’t agree with a question.
Talking Chips (Teammates place Talking Chips in the center of the table to make sure everyone contributes to the team discussion.)
1. Teams have chips, pencils, paper clips, slips of paper, etc. Maximum of two items per student.
2. Teacher provides a discussion topic and provides think time.
3. Any student begins the discussion, placing one of his/her chips in the center of the table. This is not a RoundRobin; anyone can begin, everyone must go.
4. Any student with a chip continues discussing, using his/her chip.
5. When all chips are used, teammates each collect their own chips and continue the discussion using their talking chips. Teams are never finished.
Modifications: students may be given just one chip each or two chips. Students with no chips left must wait until teammates have used all their chips before they all collect their chip(s) and continue the discussion.

Team Chant or Cheer (Team develops their own cheer.)

Team Formations (refer to Teambuilding & Classbuilding books for various structures.)

Team Interview (refer to Teambuilding book for various structures) (Good for teambuilding. Team members are interviewed.)
1. The leader announces a topic and think time is given.
2. Each teammate takes a turn standing and is interviewed by teammates for a predetermined time.
3. Good questions are: Who are you? Where have you been? What do you want to be? Job interview questions.

Team Line-ups (refer to Teambuilding & Classbuilding books for various structures.)

Team-Pair-Solo (The team pools their knowledge and skills to try a new procedure. After success as a team, they break into pairs and the pair completes the procedure. And finally, after much support and modeling, students are ready to perform the skill independently.)
1. Team work together to solve problem.
2. Pairs work together to solve problem.
3. Individuals work alone to solve problem.

Team Presentations (Each member makes a timed presentation to the class)

Team Projects (refer to Teambuilding book for various structures)
1. Assign goal or project guidelines
2. Assign roles for each member
3. Share process by Roving Reporter or Roam-the-Room
4. Share presentations by Number Group Presentation, Number group Interview, Carousel Feedback, Carousel Discuss, Roam-the-Room, Team Presentation
Teams Post
   1. Each team is designated a place at the whiteboard.
   2. After teams generate ideas, a team representative writes or draws the teams’ ideas on the whiteboard.
   3. Students can see what other teams are doing.

Team Stand-N-Share (Teams stand to share their answers with the class)
   1. All students stand near their teammates.
   2. Teacher calls on a standing student
   3. Selected student states an idea from the team list
   4. The student in each team holding their team list either adds the item to the list, or if it is already listed, checks it off.
   5. Students pass their team lists clockwise to the next team member
   6. Teams sit when all their items are shared. While seated they add each new item as it is stated, using Round Table. When all teams are seated then the activity is completed.

Team Statements (refer to Teambuilding book for various structures)
   1. Students independently write a thought/problem/class mission/statement, etc.
   2. Students take turns reading their thought/problem/class mission/statement aloud.
   3. Team comes up with one unified thought/problem/class mission/statement from the class.

Team Word Webbing / Mind Mapping (Word webs, mind maps, semantic maps, clustering, chains, spider maps, and concept maps are a powerful set of tools in concept development and exchange.)
   1. Teacher announces topic.
   2. Each student is given a different color pen or marker and the team is given one large poster sized piece of paper where they write the topic in the center in a rectangle. (i.e. Family)
   3. Round Table on the core concepts (i.e., Pets, Kids, Mom, Dad, Vacation) in ovals.
   4. Add to the word web with additional rounds or Round Table or a free-for-all.

Team Window (For teambuilding this could be as simple as having participants share their favorite movie.)
   Setup: need a team window for each team. Teams of 4 = One of Us, Two of Us, Three of Us, All of Us. Teams of 5 = One of Us, Two of Us, Three of Us, Four of Us, All of Us. Teams of 3 = One of Us, Two of Us, All of Us.
   1. The leader provides the team with a topic. (Favorite after-school activity, ice cream, movies, etc.)
   2. Teammate 1 names something true of himself/herself.
   3. The other teammates each put a thumb up if it is true of them also.
   4. Teammate 1 records the item in the appropriate part of the Team Window.
   5. Repeat for all teammates.
Telephone (One student per team leaves the room during instruction. When students return, teammates provide instruction on the information missed.)
   1. One student from each team, the ‘Learner’, is selected to leave the room.
   2. Remaining students, the ‘Teachers’, receive instruction.
   3. The Teachers plan how best to instruct the learner making sure each Teacher has a part in the teaching. The Teachers decide how they will check for understanding.
   4. Learners return to their teams.
   5. Teachers each teach their part of the content, with teammates augmenting as necessary. They then check for understanding.
   6. The Learners make take a practice test.

Think-Pair-Share (A problem is posed, students think alone about the problem for a specified amount of time, then form pairs to discuss the question and share with the class.)
   1. Problem is posed
   2. Students think alone for a specified time
   3. Pairs Work together
   4. Share with the class

Three-Step Interview (refer to Teambuilding book for various structures) (Students interview their partner and then each share with teammates what they learned.)
   1. Teacher provides the interview topic, states the duration of the interview, and provides think time.
   2. In pairs, Student A interviews Student b.
   3. Pairs switch roles: Student B interview Student A.
   4. RoundRobin: pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.

Three Stray (Three teammates stray from his/her team to a new team to share or gather information.)
   1. Three numbers are randomly called and those students from each team stand up.
   2. Teacher calls “Stray”.
   3. Standing students stray to a team that has their hands up and is welcomed by the new team.
   4. Teams lower their hands when a new member joins them.
   5. Students work in their new teams to share of gather information.
   6. One person stays behind to answer questions and share their team’s progress.

Timed-Pair-Share (Open ended questions.)
   1. teacher announces a topic and states how long each students will have to share (divide time equally)
   2. Teacher provides think time
   3. In pairs, partner A shares their answer, partner B listens.
   4. Partner B responds with a positive gambit (“One thing I learned listening to you was …”, “I enjoyed listening to you because …”, “Your most interesting idea was …”)
   5. switch roles, teacher asks another question/problem and gives think time
   6. Partner B shares their answer, partner A listens
   7. Partner A responds with a positive gambit (“One thing I learned listening to you was …”, “I enjoyed listening to you because …”, “Your most interesting idea was …”)
**Turn Toss** *(Students toss an object to another teammate and then that person answers.)*
1. Students form groups with one student getting an object to toss.
2. A question is asked and the student with the object tosses it to another student who answers the question.

**Whip** *(A simple structure for giving an answer/sharing project plans etc. where the teacher calls on one person from each group to present.)*
1. Teams prepare answer or statement and elect a representative.
2. Representative stands to give answer or teacher calls on a student in each group.

**Who Am I?** *(refer to Classbuilding book for various structures)*
1. Teacher selects a theme or content topic (extracurricular activities, steps to balancing your checkbook, careers, causes of WWII, software programs, movies, etc.)
2. Cards are placed on participants’ backs.
3. Participants mix & pair.
4. Partners ask and answer questions.
5. Participants guess who they are.
6. Once a person is correctly guessed then that pair can act as a resource for others.
7 Key Components of Cooperative Learning
All must be in place for Cooperative Learning to be fully effective

1. Teams
   - 4 per team
   - Change every 6 weeks
   - 4 levels (H, HM, LM, L)

2. Classbuilding – 1 time per week
   - Stand up
   - Move around
   - Content as needed
   - Include everyone

3. Teambuilding – 2 times per week
   - Fun
   - No content
   - Easy enough so that the lowest performing student can see success

4. Management
   - Quiet signal (3-5 seconds for class to get quiet)
   - A & B partners (A & B are shoulder partners, A’s are face partners, B’s are face partners)
   - Mixed ability teams
   - Model the structures to the class
   - Say the name of the structure with the key steps (posters are helpful)
   - Music - 60 bpm - solo work (reading, journal, solving problems) / 120 bpm - non-academic activities
   - Sponge activities when students finish early
   - Make timer visual
   - Who goes first in pairs – spinner, taller, longer hair, shiny shoes, birthday closest to today, etc.
   - Materials – one person from each group distribute and collect materials

5. Social Skills
   - What do you want them to do?
   - What do you want them to say?
   - Listening, praising, turn-taking, tolerance, etc.

6. Principles – PIES
   - Positive Interdependence
     o Is there a positive correlation of outcomes (Does a gain for one student benefit another?)
     o Students feel they are on the same side?
     o Does the task require working together?
     o Success cannot be obtained without the contribution of everyone.
     o Students feel they need each other.
   - Individual Accountability
     o Each student must perform in front of someone else.
     o Students can’t hide.
   - Equal Participation
     o Participation should be approximately equal, based on Time or Turns
     o All students have the opportunity to participate.
     o Students feel they have equal status.
   - Simultaneous Interaction
     o What percent of students are overtly (visually and/or audibly) engaged at one time.
     o Students feel engaged.

7. Structures
Quick Research – Skills Employers Want

What Do Employers Really Want? Top Skills and Values Employers Seek from Job-Seekers

- Communications Skills (listening, verbal, written).
- Analytical/Research Skills.
- Computer/Technical Literacy.
- Flexibility/Adaptability/Managing Multiple Priorities.
- Interpersonal Abilities.
- Leadership/Management Skills.
- Multicultural Sensitivity/Awareness.
- Planning/Organizing.
- Problem-Solving/Reasoning/Creativity.
- Teamwork.


What Employers Seek

- Communication and Interpersonal Skills
- Leadership Skills
- Organizing/Managing/Coordinating
- Relevant Experience
- Problem-Solving/Critical Thinking Skills
- “Technology-Savvy” Workers
- Flexibility/Adaptability to Change
- Realistic Expectations
- Creativity/Innovation
- Intelligence
- Enthusiasm/High Energy Level
- Maturity
- Budget Management
- Public Relations
- Cultural Awareness
- Lifelong Learners

University of Wisconsin River Falls Career Services. What Employers Seek. Web http://www2.uwrf.edu/career/assets/documents/handouts/what_employers_seek.PDF

Top Ten Skills Employers Want...

- Communication Skills (Verbal and Written)
- Honesty / Integrity
- Interpersonal Skills (relate well to others)
- Strong Work Ethic
- Teamwork Skills (work well with others)
- Analytical Skills
- Motivation / Initiative
- Flexibility / Adaptability
- Computer Skills
- Detail Oriented

Quick Research – Skills Employers Want

12 Essentials for Success
- Working in a diverse environment
- Managing time and priorities
- Acquiring knowledge
- Thinking critically
- Communicating effectively
- Solving problems
- Contributing to a team
- Navigating across boundaries
- Developing professional competencies
- Embracing change


Skills Most Sought After by Employers
- Communications Skills (listening, verbal, written).
- Analytical/Research Skills.
- Computer/Technical Literacy.
- Flexibility/Adaptability/Managing Multiple Priorities.
- Interpersonal Abilities.
- Leadership/Management Skills.
- Multicultural Sensitivity/Awareness.
- Planning/Organizing.
- Problem Solving/Reasoning/Creativity.
- Teamwork.


Top 20 Qualities and Skills Employers Want
1. Communication skills - verbal and written
2. Honesty and integrity
3. Teamwork Skills - works well with others
4. Interpersonal Skills - relates well to others
5. Motivation and initiative
6. Strong Work Ethic
7. Analytical Skills
8. Flexibility and Adaptability
9. Computer Skills
10. Organizational Skills
11. Detail-Oriented
12. Leadership Skills
13. Self-Confidence
14. Friendly and Outgoing Personality
15. Tactfulness
16. Well-Mannered and Polite
17. GPA - 3.0 or better
18. Creativity
19. Entrepreneurial Skills and Risk-Taker
20. Sense of Humor

Quick Research – Benefits of Cooperative Learning

Cooperative Learning Classroom Research
- “Cooperative learning produces greater student achievement than traditional learning methodologies.” (Slavin 1984)
- Many businesses and industries work in teams or are moving towards this concept.

Dahley, Andrew M. “Cooperative Learning Classroom Research” Web.
http://alumni.media.mit.edu/~andyd/mindset/design/clc_rsch.html

44 Benefits of Collaborative Learning
1. Develops higher level thinking skills
3. Increases student retention
4. Builds self-esteem in students
5. Enhances student satisfaction with the learning experience
6. Promotes a positive attitude toward the subject matter
7. Develops oral communication skills
8. Develops social interaction skills
9. Promotes positive race relations
10. Creates an environment of active, involved, exploratory learning
11. Uses a team approach to problem solving
16. Stimulates critical thinking develops interpersonal relationships
28. Students stay on task more and are less disruptive
36. Classroom resembles real life social and employment situations

http://www.gdrc.org/kmgmt/c-learn/44.html

What are the Benefits of Cooperative and Collaborative Learning?
- Benefits from small-group learning in a collaborative environment include:
  - Celebration of diversity.
  - Acknowledgment of individual differences
  - Interpersonal development.
  - Actively involving students in learning.
  - More opportunities for personal feedback.

http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html

Benefits of Active and Cooperative Learning
- Provides opportunities for higher order thinking as opposed to passive listening.
- Promotes greater student-faculty and student-student interaction.
- Increases student retention and limits anxiety. Students are not overloaded with information. Students actually get time to think about, to talk about, and process information.
- Permits opportunities to connect the content to real life.
- Builds self-esteem in students.
- Provides for improvement of social interaction skills, greater acceptance of others, and a greater sense of “community” in the class - in part by addressing learning style differences.
- Encourages alternative forms of assessment.
- Promotes higher levels of achievement, greater depth of thought and improved attendance.
- Encourages innovation in both teaching and student involvement.

http://www.mtsu.edu/ltanditc/docs/Benefits_of_Active_Learning.doc
Quick Research – Benefits of Cooperative Learning

Cooperative Learning: Why Use Cooperative Learning?
- Promotes student learning and academic achievement
- Increases student retention
- Enhances student satisfaction with their learning experience
- Helps students develop skills in oral communication
- Develops students’ social skills
- Promotes student self-esteem
- Helps to promote positive race relations


Other Cooperative Learning Research:

Benefits of Cooperative Learning In Relation to Student Motivation
Dr. Theodore Panitz
http://home.capecod.net/~tpanitz/tdsarticles/motivation.htm

Chapter 12: Effectively Managing the Cooperative Classroom
John Shindler. Transformative Classroom Management. 2009 Web
http://www.calstatela.edu/faculty/jshindl/cm/Chapter12CooperativeLearning-final.htm

Cooperative Learning in Technology Education
John C. Flowers and John M. Ruiz
http://teched.vt.edu/vctte/VCTTEMonographs/VCTTEMono13(CoopLearn).html

Many of the skills that employers seek in their employees are also the benefits that students receive from cooperative learning. Cooperative learning helps to develop necessary employability skills.
### Math Structures
(thanks to MHS Math Department)

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<tr>
<td>Greater / Less Than</td>
<td>Show Down or Numbered Heads (Use Symbol Cards), Rally Coach, Quiz Quiz Trade, Inside Outside Circle, Simultaneous Roundtable (don’t forget coaching), Pairs Compare (Paper, Symbol Cards, or White Boards)</td>
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<tr>
<td>Basic Computation</td>
<td>Pairs Compare, Rally Coach, Quiz –Quiz Trade, Show Down, Numbered Heads Together, All Write Consensus, Flash Card Game</td>
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<td>Fractions</td>
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<tr>
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</tr>
<tr>
<td>Time / Money</td>
<td>Rally Coach (Pencil Paper or Manipulatives), Find Someone Who, Numbered Heads Together, Showdown (could use manipulative clocks)</td>
</tr>
<tr>
<td>Charts/Graphs</td>
<td>Show Down or Numbered Heads (Use Symbol Cards), Rally Coach, Quiz Quiz Trade, Inside Outside Circle, Simultaneous Roundtable (don’t forget coaching), Pairs Compare (Paper, Symbol Cards, or White Boards), Talking Chips (for analyzing questions)</td>
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<td>Round Robin, Rally Robin, Talking Chips, Rally Table, Simultaneous Roundtable, Roundtable</td>
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<tr>
<td>Geometric Shapes</td>
<td>Astro-Talk, Match Mine, Mix &amp; Match, Quiz-Quiz Trade, Inside Outside Circle, Numbered Heads Together, Showdown, Flash Card Game</td>
</tr>
<tr>
<td>Patterns</td>
<td>Rally Table, Round Table, Line Ups, Simultaneous Roundtable, Rally Coach (paper/pencil or manipulatives), Pairs Compare (paper/pencil or manipulatives), Quiz-Quiz Trade, Inside-Outside Circle</td>
</tr>
<tr>
<td>Formulate Mathematical Questions or Predictions</td>
<td>Talking Chips, Jot Thoughts, Pairs Compare, Mix-Pair-Share, Rally Coach, StandUp-HandUp-PairUp, Spend-A-Buck</td>
</tr>
</tbody>
</table>
### Physical Education Structures
(thanks to MHS Physical Education Department)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Brief Description</th>
<th>Potential Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carousel Feedback</td>
<td>Teams rotate from project to project to give feedback to other teams</td>
<td>“Creative Games”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research project</td>
</tr>
<tr>
<td>Corners</td>
<td>Identify 4 “labels”, one for each corner. Have students select the corner that best represents themselves.</td>
<td>Favorite sport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Area of greatest strength</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthiest food choice</td>
</tr>
<tr>
<td>Find the Fiction</td>
<td>Students create two true statements and one false statement about themselves. Share with small group and others find the false one.</td>
<td>Healthy choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most embarrassing moment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Athletic endeavors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rules of a game/sport</td>
</tr>
<tr>
<td>Inside-Outside Circle</td>
<td>Divide students in half. A’s stand in a circle, facing out; B’s stand in a circle facing one of the A’s. Students exchange information as directed by the teacher.</td>
<td>Any verbal questions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-rules of a game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-personal/social questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-CPR training review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-healthy lifestyle questions</td>
</tr>
<tr>
<td>Line Ups</td>
<td>Students are given two opposite opinions and line up on a continuum between the two extremes. Can also break line in half and slide one end all the way down, turn, and discuss opinion (rally robin or timed-pair-share)</td>
<td>Value of fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fairness of grading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE as a 4-yr requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing instruction in PE</td>
</tr>
<tr>
<td>Pros &amp; Cons</td>
<td>Teacher gives topic. A’s are “pro”, B’s are “con” (regardless of actual opinion). Must argue for 30 sec. (or 15) on their given side only; then listen to opposite view. Rotate students and argue again. Can trade roles to opposite viewpoint, too.</td>
<td>Any controversial issue with multiple sides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counterargument development for writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot topics on health/pe in the news</td>
</tr>
<tr>
<td>Rally Coach</td>
<td>One student practices task or skill while partner actively coaches and praises</td>
<td>Form for lifting or targeted athletic skill like free throws</td>
</tr>
<tr>
<td>Rally Robin</td>
<td>Listing ideas back and forth between partners</td>
<td>Rules of a game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opinion about topic (one time each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review steps in a procedure</td>
</tr>
<tr>
<td>Round Robin</td>
<td>Same as rally robin, but with groups of 4 instead of pairs</td>
<td>Same as rally robin</td>
</tr>
<tr>
<td>Stand Up-Hand Up-Pair Up</td>
<td>Method of finding partners or changing partners – when finished with task, hand up in the air until you see another. High five and become partners</td>
<td>Used only to find a partner. Must add another structure for content</td>
</tr>
<tr>
<td>Stroll Pair Share</td>
<td>Longer discussions – a pair walk around a given perimeter and while walking, discuss a topic (time each partner’s length of sharing and tell them when to switch talkers)</td>
<td>Controversial issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Idea generating/brainstorming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ways to implement new learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solutions to a problem</td>
</tr>
<tr>
<td>Take Off; Touch Down</td>
<td>True/False statements. Teacher presents statement to students. If it is true for that student, he stands; if it is false for that student, he stays seated.</td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal-social topics</td>
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<tr>
<td></td>
<td></td>
<td>Favorites</td>
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<tr>
<td></td>
<td></td>
<td>Weekend activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation in various sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthy habits</td>
</tr>
<tr>
<td>Timed Pair Share</td>
<td>In pairs, each given a strict amount of time to share ideas or information on a topic. (usually 30 sec, 1 min intervals)</td>
<td>Controversial issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solutions to a problem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rules to a game</td>
</tr>
</tbody>
</table>
Cooperative Learning to Outline a Chapter

Split the chapter up into smaller (four) units, then, using groups, one person reads the chapter for key points while the reader tells the writer what to write. Partners switch and the writer becomes the reader of the chapter and tells the writer what to write.

<table>
<thead>
<tr>
<th>Writer (writes what the reader of the chapter tells the writer to write)</th>
<th>Reader of the chapter (reads the chapter and finds the important/key point and tells the writer what to write)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face partner - pages 21-25 (5 pages)</td>
<td>A</td>
</tr>
<tr>
<td>Face partner - pages 26-30 (5 pages)</td>
<td>B</td>
</tr>
<tr>
<td>Shoulder partner - pages 31-35 (5 pages)</td>
<td>A</td>
</tr>
<tr>
<td>Shoulder partner – pages 36-40 (5 pages)</td>
<td>B</td>
</tr>
</tbody>
</table>

Chapter Outlining / Questions / Poster Activity

- Tell students to outline a chapter with detailed notes. This could be a lengthy outline.
- (~10 mins) Tell students to form their groups and turn to a page in the chapter for review questions, or give questions. Each person in the group takes 1-3 questions and answers. Each person shares what they learned with their group members.
- (~10 mins) each group makes a chapter poster of the points they learned, what seems important, a general overall view of the chapter.

Cooperative Learning in Computer Classes

Teacher models/demonstrates the lesson.
Students follow along then students practice on their own.

then

Sage & Scribe
Shoulder partners work together for about 5 minutes.
2. Switch roles.

Rally Robin (pairs speaking) (back and forth speaking - in pairs, students alternate generating oral responses)
With shoulder partners, teacher poses a problem, or assignment. Teacher announces who will start. A and B take turns stating responses and/or solving the problem.
Suggestions On Which Structures To Use At Different Times
(thanks to Trista Sanders and Lindsey Meeker)

Are there times where you ask questions and call on students for answers or hold class discussion? Instead Try . . .
- RoundTable
- Talking Chips
- RallyTable
- All-Write RoundRobin
- RallyRobin

Do students complete a worksheet? Instead Try . . .
- RallyCoach
- ShowDown
- Numbered Heads Together

Do you lecture for part of the hour? Follow it up with . . .
- Talking Chips
- RallyRobin
- RoundRobin
- Timed Pair Share

Do you have a quiz coming up?
Review with . . .
- Fan-N-Pick
- Quiz-Quiz Trade
- ShowDown
- Numbered Heads Together

Are students going to read silently? Try . . .
- Timed Pair Share
- Mix Pair Share
to summarize the reading
Problems & Solutions
From SAM Club – Trista Sanders and Lindsay Meeker

Problem #1: Implementing Cooperative Learning takes time away from curriculum that I am feeling pressure to cover.

Solutions:
• Better time organization – a few minutes after school each day
• Start small to get comfortable & proficient with a few structures that you know well.
• Hit the basics more with CL – trim supplemental content
• Have students cover more outside of class to free up in-class time for strategies
• Give individual grades for group members based on performance
• Change structures frequently to avoid boredom
• Less busy work
• Streamline – less teacher talk
• Focus on strategies you can tie to curriculum
• Share ideas and lessons with same core or level teachers
• Make team and class builders your bellringers or closers
• Work structures into existing curriculum and/or skill sets
• Use in review situations

Problem #2: When students sit in teams, they become noise and it is difficult to keep them on task.

Solutions:
• More team building – it IS effective
• Use a graded activity immediately following the CL activity
• Teacher must monitor the class
• Use timer and limit activity to 10-15 minutes
• Give an outcome / clear objective
• Model and coach the structure
• Change structures frequently
• Give individual grades
• Make new teams (H, HM, LM, L) every 4-6 weeks
• Give precise instructions and clear modeling for students
• Regulate talking with the structure (i.e. Talking Chips)
• Assign roles to each student
• Use teacher’s physical presence to control behavior
• Give a participation grade (5,4,3,2,1)
• Visit each group frequently
• Make activity task-oriented
• Give a couple minutes of talk time as a reward for being on-task during the activity
• Give less time to complete the task
• Break task into mall goals with less time for each milestone
• Have sponge/anchor activities ready for when students finish (and train students on how and when to use them)
Problems & Solutions
From SAM Club – Trista Sanders and Lindsay Meeker

Problem #3: Students become bored with the structures.

Solutions:
- Use immediate accountability for the learning during a structure
- Give a quiz after a structure
- Use more class/team builders – they boost morale
- Teacher monitoring
- Change structures frequently
- Switch it up – add a new structure periodically to teacher repertoire
- Shorten the length of time for the structure (10-15 minutes per structure)
- Add in brain breaks (1-2 minutes; kinesthetic)
- Use technology
- Eliminate the “cutesy” names
- Let students choose from alternatives to determine structure
- Share new ideas with department, team, grade level
- Give incentives
- Rearrange teams (remember H, HM, LM, L) every 4-6 weeks
- Teacher attitude is reflected in student attitude
- Have students brainstorm why they think it’s boring (or post a +/- chart for student comments)
- Vary instructional methods each period
- Differentiate and have like-ability (face) partners work together on level-appropriate tasks/activities

Problem #4: I don’t have time to plan for Cooperative Learning on top of all the other things we have going on right now…skill sets, Quality Tools…It’s all just too much!

Solutions:
- Divide and conquer – share lessons, ideas, assessments with department, grade level
- Make a habit of putting a copy of new activity in mailboxes of colleagues who could use it.
- Use the Kagan cheat sheet – keep it on your desk
- Start small and build up – one strategy at a time.
- Make use of coaches and collaborate with others who use CL
- Make students do some of the work (i.e. cards for Q-Q-T)
- Double-dip: Most initiatives work in harmony – use Kagan to teach skill sets or use with Quality Tools, for example.
- Give students a say in picking the structure and developing some materials needed for prep.
- Solicit new ideas from colleagues
- Be spontaneous with activities – many require NO PREP!
- Better time management – set aside “Kagan Time”
- Use the Training Manual to relearn structures you’ve forgotten
Problem #5: Upper level students are not challenged when I use Cooperative Learning, and they often find the activities babyish.

Solutions:

- Vary teaching methods
- Vary frequency of use
- Limit activities to 10-15 minutes each
- Change behavioral conventions
- Use higher-level thinking strategies more than recall
- Differentiate and use some face-partnering at appropriate levels for the higher/lower groups
- Allow student to select structures among teacher choices
- Get ideas from Honors/AP teachers who use CL successfully
- Make sure your CONTENT is challenging – structures are content-free
- Use technology
- Get students to generate own questions for activities
- Offer sponge/anchor activities for enrichment
- Be positive – teacher attitude is reflected in student attitude
- Use temporary islands as necessary for ill-behaved students
- Teach upper-level students to coach/assist
- Have students reflect upon learning experience
Solutions for Cooperative Learning Problems … Common Threads
From SAM Club

**Teacher Attitude** – positive attitude in teacher is more likely to beget positive attitude from students.

**Classroom Management**
1. Use brain breaks
2. Use class and team builders consistently
3. Change teams every 4-6 weeks and group students appropriately (H, HM, LM, L)
4. Limit the time of each activity to 10-15 minutes
5. Make instructions and expectations clear and model the structure
6. Use teacher vicinity and team visits to keep kids on task
7. Have a clear objective
8. Vary your instructional methods as well as the structure selected for CL activities

**Planning Time**
1. SHARE … and ask for help from colleagues
2. Start with a few structures; learn them well; then add on
3. Double-dip – structures are content-free, so they can be used with skill sets, quality tools, recall, higher order thinking, etc.

**High School Level Work**
1. Hold students accountable for learning intended to take place during CL activity
2. Don’t use Kagan terms, if that’s what turns you or your students off
3. Use challenging materials and content, higher-level thinking structures, etc. for upper-level kids
4. Share ideas that work
5. Add enrichment opportunities like sponge/anchor activities in diverse classrooms
# Cooperative Learning Cheat Sheet

## A Quick Reference to Structures and Potential Uses

<table>
<thead>
<tr>
<th>Structure</th>
<th>Brief Description</th>
<th>Potential Uses</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carousel Feedback</td>
<td>Rotation viewing of team projects/ feedback form</td>
<td>Midway point or finished project sharing; different parts of essays</td>
<td><img src="Carousel.png" alt="Carousel" /></td>
</tr>
<tr>
<td>Fan-N-Pick</td>
<td>Question cards drawn, answered, coached, praised (each person rotates job)</td>
<td>Thinking questions; review of readings; teambuilding</td>
<td><img src="Fan-N-Pick.png" alt="Fan-N-Pick" /></td>
</tr>
<tr>
<td>Find Someone Who</td>
<td>Any worksheet-search for others who know answer = study guide to take home</td>
<td>Content review; reading check; classbuilding</td>
<td>![Find Someone Who](Find Someone Who.png)</td>
</tr>
<tr>
<td>Find the Fiction</td>
<td>2 true, 1 false statement- teammates find false (can also use A, B, C, D options and find the true)</td>
<td>Finding main ideas, correct/incorrect equations/proofs, labeling maps; teambuilding</td>
<td>![Find the Fiction](Find the Fiction.png)</td>
</tr>
<tr>
<td>Inside-Outside Circle</td>
<td>2 concentric circles – teacher asks all or students have question cards – guided rotation – can build in social skills</td>
<td>Social skills; classbuilding; concept review; debate; vocabulary; checking homework</td>
<td>![Inside-Outside Circle](Inside-Outside Circle.png)</td>
</tr>
<tr>
<td>Numbered Heads Together</td>
<td>Game on computer is option; teacher asks question; all answer on boards; all confer; come up with group answer (can give problem w/ same steps different answer here)</td>
<td>Grammar; math problems; any concrete answers; steps to solving; teambuilding; ANY time in lesson-could be one question long!</td>
<td>![Numbered Heads Together](Numbered Heads Together.png)</td>
</tr>
<tr>
<td>One (or more) Stray</td>
<td>Send one (or more, if structured) students to visit another team and represent original team’s ideas – share</td>
<td>Any information to share; lists; visuals; storyboards; brainstorming; projects; supporting details</td>
<td>![One (or more) Stray](One (or more) Stray.png)</td>
</tr>
<tr>
<td>Quiz-Quiz-Trade</td>
<td>With question cards, students ask ?s, trade cards, new partner, ask new ?s, continue</td>
<td>Content review; any info with finite answers; rules; safety; main events in book, war, historic event</td>
<td><img src="Quiz-Quiz-Trade.png" alt="Quiz-Quiz-Trade" /></td>
</tr>
<tr>
<td>Rally Variations</td>
<td>Rally=back and forth</td>
<td>Verbal lists; Lecture breaks/reviews</td>
<td>![Rally Variations](Rally Variations.png)</td>
</tr>
<tr>
<td>Rally Robin</td>
<td>Speak in pairs back and forth</td>
<td>Written lists</td>
<td>![Rally Robin](Rally Robin.png)</td>
</tr>
<tr>
<td>Rally Table</td>
<td>Write on one paper back and forth (in pairs)</td>
<td>Written lists</td>
<td>![Rally Table](Rally Table.png)</td>
</tr>
<tr>
<td>Simultaneous Rally Table</td>
<td>Write on both papers – generates two written lists (must have 2 topics)</td>
<td>Written lists; pro/con on topic</td>
<td>![Simultaneous Rally Table](Simultaneous Rally Table.png)</td>
</tr>
<tr>
<td>Rally Coach</td>
<td>Student write/coach every other answer; teach coaching (make coaches stand); can do with worksheet or out of book</td>
<td>Any book work with right/wrong answers; any worksheet with right/wrong answers</td>
<td>![Rally Coach](Rally Coach.png)</td>
</tr>
<tr>
<td>Round Robin Variations</td>
<td>Robin=talking</td>
<td>Brainstorming or lists to keep; good to use before a “one stray”</td>
<td>![Round Robin Variations](Round Robin Variations.png)</td>
</tr>
<tr>
<td>All Write R. Robin</td>
<td>All write on own paper; go around team generating verbal list for all to write</td>
<td>Idea generation; support for argument; anything with infinite or many options</td>
<td>![All Write R. Robin](All Write R. Robin.png)</td>
</tr>
<tr>
<td>Continuous R. Robin</td>
<td>Each student adds to discussion/list around team many times</td>
<td></td>
<td>![Continuous R. Robin](Continuous R. Robin.png)</td>
</tr>
<tr>
<td><strong>Single R. Robin</strong></td>
<td>Each student adds to discussion/list ONCE around</td>
<td>Opinion questions; review of lecture points</td>
<td></td>
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<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Timed R. Robin</strong></td>
<td>Each student adds to discussion/list ONCE around, with time limit</td>
<td>Opinion questions when under time constraint; lecture breaks/reviews</td>
<td></td>
</tr>
<tr>
<td><strong>Round Table Variations</strong></td>
<td>Table=writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Continuous R. Table</strong></td>
<td>Each adds own idea to one list around many times</td>
<td>Single list brainstorm to use later; math equations that follow a certain rule; parts of speech; conjugated verbs</td>
<td></td>
</tr>
<tr>
<td><strong>R. Table Consensus</strong></td>
<td>Each suggests an idea out loud, but only writes after others ok idea – rotate list around table</td>
<td>List or brainstorm that requires accuracy or agreement</td>
<td></td>
</tr>
<tr>
<td><strong>Simultaneous R. Table</strong></td>
<td>Four different lists; each adds own idea to each list; can go around once or many times</td>
<td>Efficient brainstorming on multiple topics or types of math/grammar problems</td>
<td></td>
</tr>
<tr>
<td><strong>Single R. Table</strong></td>
<td>Each adds one idea to list (once around)</td>
<td>Illustration of concept; problem or solution; revision ideas</td>
<td></td>
</tr>
<tr>
<td><strong>Showdown</strong></td>
<td>Captain role rotates; each answers question on board; showdown to discuss answers – can provide correct answers somewhere</td>
<td>Review of either short or longer, but right/wrong answers; in lieu of worksheet</td>
<td></td>
</tr>
<tr>
<td><strong>Spend-A-Buck</strong></td>
<td>Give equal “bucks” to each to spend as a vote – can use none, some, or all on choice(s)</td>
<td>Team decision-making; ethics questions; team project</td>
<td></td>
</tr>
<tr>
<td><strong>Stand-N-Share</strong></td>
<td>Selected member shares one idea from list – others either √ or add to own lists</td>
<td>Reporting out from previously generated lists or completed worksheets</td>
<td></td>
</tr>
<tr>
<td><strong>StandUp-HandUp-PairUp</strong></td>
<td>A way to mix and match students randomly – each raises hand and high-five’s another</td>
<td>Can mix up group for structures like rally robin, timed pair share, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Talking Chips</strong></td>
<td>Each has “chip” – when one speaks, s/he lays down “chip” and can’t speak again until all others have</td>
<td>Predictions, interpretations, conclusion, solutions, discussion when each person’s ideas are essential; teambuilder, can limit by # of rounds</td>
<td></td>
</tr>
<tr>
<td><strong>Timed Pair Share</strong></td>
<td>Teacher poses question and gives time limit for “A” and time limit for “B” to answer</td>
<td>Brief discussions; examples of concepts; lecture break and review</td>
<td></td>
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</tbody>
</table>
CONTENTS (chapter 6 is where most of the information for this guide was taken)

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<tr>
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<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Frequent questions</td>
</tr>
<tr>
<td>2</td>
<td>Why do we need cooperative learning?</td>
</tr>
<tr>
<td>3</td>
<td>What does the research say?</td>
</tr>
<tr>
<td>4</td>
<td>Why does cooperative learning work?</td>
</tr>
<tr>
<td>5</td>
<td>Seven Keys for Success</td>
</tr>
<tr>
<td>6</td>
<td>Structures</td>
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<td>7</td>
<td>Teams</td>
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<td>8</td>
<td>Management</td>
</tr>
<tr>
<td>9</td>
<td>Classbuilding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Teambuilding</td>
</tr>
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<td>11</td>
<td>Social Skills</td>
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<td>12</td>
<td>Basic Principles (PIES)</td>
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<td>Cooperative Projects &amp; Presentations</td>
</tr>
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<td>14</td>
<td>Planning Cooperative Lessons</td>
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<tr>
<td>15</td>
<td>Assessment &amp; Grading</td>
</tr>
<tr>
<td>16</td>
<td>Motivation without rewards &amp; competition</td>
</tr>
<tr>
<td>17</td>
<td>Classic cooperative learning</td>
</tr>
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Cooperative Learning Structures for Classbuilding

All Grades
100's of Classbuilding Activities
Ready-to-Use Blackline Masters
Step-by-Step Cooperative Learning Structures

ISBN 1-879097-29-X

Miguel Kagan, Laurie Kagan and Spencer Kagan
# Classbuilding

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