COOPERATIVE LEARNING STRUCTURES

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School №20
“Working cooperatively in teams is a wonderful experience for students and provides opportunities for students to develop social and life skills that will serve them well throughout life.”

– Dr. Spencer Kagan
PLACEMAT CONSENSUS
IT IS A COOPERATIVE LEARNING TOOL DESIGNED TO INCREASE STUDENT ENGAGEMENT, FOSTER COLLABORATION AND PROVIDE CLEAR EVIDENCE OF LEARNING

Student 1
- We should keep domestic animals as pets.
- It is expensive: treating, feeding.
- It’s stressful for wild animals to live in houses.

Student 2
- Need special care.
- We don’t always know their needs (some animals sleep during the day).
- They can be unhappy.

Should we keep wild animals as pets? • Dangerous.

Pros: • We can learn about them.
• As a way to save them.

Cons: • Dangerous.
• Expensive to keep.
• Need special care.
• Feel unhappy.

Student 3
- They are dangerous.
- People don’t have natural habitats.
- People have to be responsible for looking after them.
- It’s not cheap.

Student 4
- It’s unsafe.
- We don’t know how to look after them.
- Need special food.
- We can learn about them.
- It’s the only way to save them.
Directions:
1. Divide the students into groups (3-5 but ideally 4). Each student should write their name on one section of the placemat.
2. A topic should be presented.
3. Give the students about two minutes to write down all their thoughts on their side of the placemat.
4. When this is done, the groups should then vote on the ideas they all agree on using the thumbs-up/thumbs-down method.
5. Ideas the group agrees on should be listed in the center circle.
SEE-THINK-WONDER

It stimulates students’ curiosity, encourages them to think carefully about why something looks the way it is, make predictions, careful observations, and thoughtful interpretations.

<table>
<thead>
<tr>
<th>SEE</th>
<th>THINK</th>
<th>WONDER</th>
</tr>
</thead>
</table>
| I see...  
I notice...  
There is... | I think...  
I have an idea about...  
Could it be... | Who?  
What?  
Where?  
When?  
Why? |
What do you see?
What do you think about that?
What does it make you wonder?
Steps:

- Students have multiple slips of paper or pre cut sticky notes.
- Teacher names a topic, sets a time limit and provides think time.
- Students write and announce as many words or ideas as they can in the allotted time, one idea or word per slip of paper.
- Each slip of paper is placed in the centre of the table (no slips overlap).
Timed Pair Share

1. Teacher announces the topic and tells you how long each of you will have.

2. Teacher gives you “think time”.

3. In pairs, Partner A shares as Partner B listens.

4. Teacher calls “time”.

5. Partner B thanks and praises Partner A.

6. Partners switch roles.
JIGSAW

THE JIGSAW PROCESS ENCOURAGES LISTENING, ENGAGEMENT, AND EMPATHY BY GIVING EACH MEMBER OF THE GROUP AN ESSENTIAL PART TO PLAY IN THE ACTIVITY.

- Steps:
  - Each student receives a piece of materials to be introduced.
  - Students leave their «home» groups and meet in «expert» groups.
  - Expert groups discuss the materials and brainstorm ways in which to present their understandings to the other members of their home groups.
  - The experts return to their home groups to teach their portion of the materials and to learn from the other members of their home group. Then they present their discussion.
Jigsaw Activity

1. Break Out
   (3 minutes/person)

2. Report
   Home Group

3. Discuss
   Home Group
Thank you.