



# COOPERATIVE LEARNING AT ASHTON GATE PRIMARY SCHOOL



## Rally Robin

Children are in pairs and they take turns to respond orally.

- 1] Teacher poses a problem or a question which has multiple possible responses or solutions. They give a short amount of individual thinking time.
- 2] Children take it turns to share responses or solutions.



## Round Robin

In teams of 4, children take turns to respond orally.

- 1] Teacher poses a problem or a question which has multiple possible responses or solutions. They give a short amount of individual thinking time.
- 2] Children take it turns to share responses or solutions. This can be one round or multiple rounds.



## Round Table

In teams, children take it in turns to write responses, solve problems or contribute to a project.

- 1] Teacher poses a problem or a question which has multiple possible responses or solutions. They give a short amount of individual thinking time.
- 2] Children take it turns passing paper, each adding an idea, suggestion or answer to it. In Round Table Consensus, the whole team must agree before recording the response.



## Timed Pair-Share

In pairs, students share their response to a question, topic, problem while their partner listens for a set amount of time. Then partners switch roles.

- 1] The teacher poses the question, topic or problem and states how long each partner will share for.
- 2] Child A shares and child B listens displaying positive listening behaviours. Pairs swap.



## Rally Coach



In pairs, take turns to solve a problem whilst the one child coaches.

- 1] Child A works on the task first. Child B watches and listens, gives ideas or prompts if necessary and praises.
- 2] Child B works on their task. Child A watches and listens, gives ideas or prompts if necessary and praises.

## Mix-Pair-Share

The whole class 'mixes' until the teacher calls 'Pair-up'. Students find a partner to discuss or answer the teacher's question.



- 1] Teacher poses a question/statement etc.
- 2] Children walk around the room in silence, thinking about the question posed.
- 3] Teacher calls 'Pair-Up'. Students pair-up with the person nearest them. Students without a partner raise their hand and find each other.
- 4] Pairs share their answers/thoughts with each other.

## Fan-N-Pick



In teams, children are given a selection of cards. They respond to the pictures/questions on them in turn.

- 1] Each team get a set of cards.
- 2] Fan out the cards and take turns to pick a card each time. The children describe what is on the card or share their opinion on it.
- 3] When the turn is over the next person repeats the action.

## **One Stray**

Give the class some information or a question/problem to consider. This works well when each table has different information.

1] Share the information or problem, and allow the children to share their thoughts in their groups. Ensure that everyone is involved in the discussions.

2] Select one person from each table to visit another table to gather other opinions, information or to see how they are solving their problem. Once the stray arrives at the new table, the group has to share as much information with them as they can. The stray has to make sure they understand and so should ask any questions to clarify understanding.

3] After a set amount of time, the stray returns to their original table and shares the information with their original group.

4] The groups then have time to assimilate the new information and amend anything they need to on their table.

## **Showdown**

Give the class a question or set of questions which they answer and compare.

1] Children complete work on a whiteboard by themselves.

3] After a countdown, children show their boards to the rest of their team and discuss answers/ make amendments.

## **Talking Chips**

In teams, the class take it in turn to discuss a questions or problem in turn, listening carefully to each other. This strategy supports turn taking and encourages contributions from all.

1] Each child is given some counters-start with.

2]The teacher poses a discussion question and allows some individual thinking time.

3] A child begins the discussion by placing one of their talking chips in the centre of the table. Only the person who has placed the talking chip in the centre can talk, the rest listen.

4] To continue with the discussion, children place their chips [in turn] in the centre of the table.