**Cooperative Learning Structures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Team Building** | **Class Building** | **Thinking Skills** | **Communication Skills** | **Information Sharing** | **Mastery** |
| **Two truths and a lie**  Teams take it in turns to tell two truths and a lie. Teams have to guess the lie. | **Human treasure hunt**  List of up to 10 questions given to each pupil. They have to find someone to answer each question who then elaborates and signs their name. | **Think-pair-share**  Teacher asks a question and then provides ‘think’ time, pupils talk to a partner and then share their answers. | **Timed talking**  Pairs are given roles of A and B. Partner A talks for 60 seconds, partner B talks for 45 seconds and then partner A continues/summarises. | **Round robin**  The teacher asks an open-ended question. Each member of the team takes turns to share their answer, orally or in writing. Class discussion of answers. | **Doughnut**  Pupils stand in two concentric circles, facing each other. They share information on a topic learned. At a given signal the outside team moves a number of paces clockwise and shares what they have heard. |
| **3 step interview**  (e.g. Sell your house). Teams work in pairs to describe something such as their house. Their partner then has to sell it to the team. | **Line-ups**  Class lines up according to given criteria with the most knowledgeable at one end and the least at the other. The line is split into two, to make two lines. Mixed ability groups of four can be then made. | **Think-pair-square**  Pupils are first given think time, they then share with a partner. Lastly they share thoughts with the rest of their team. | **Paraphrase game**  After listening to a partner or member of the team, pupils should summarise or paraphrase what they have said. Team members listen for accurate paraphrasing. | **Team interview**  This is like a round robin, except each pupil has an allotted amount of time and other members ask the student questions. | **Rally table**  Pupils work in pairs to take turns to share ideas back and forth. These are often written down and passed to and fro. Pairs then share their lists and form a composite team list. |
| **Round robin**  Teams respond in turn to a question from the teacher, either orally or in writing. It is legitimate to pass. | **Mix-freeze-pair**  Pupils circulate and when the teacher says ‘freeze; they stop. When s/he calls ‘pair’, they form pairs and interview each other on suggested themes, e.g. pets, holidays, pop groups. | **Think-write-pair-compare**  Here pupils jot down their thoughts before sharing with a partner, which helps organise thoughts and ensures individual accountability. | **Twos to Fours**  Pairs work together and then share their ideas with another pair. | **Two stay and two stray**  After working on a topic, two members of the team move to an adjoining team to share ideas. Pairs then move back to their original teams to compare. | **Numbered heads together**  Each member of the team is given a number and then asked to work on a topic or answer a question. Numbers are then called at random and every member of the team must be able to respond. |
| **Team building** | **Class building** | **Thinking Skills** | **Communication Skills** | **Information Sharing** | **Mastery** |
| **Group identify - team logo/ banner/ name/**  **poster**  Creating a product that reflects all the members of the team. | **Name games**  Pupils sit in a circle and say their name in turn. The aim is to see how quickly they can get round the circle saying first their names and then the person on their right/left, etc. | **Graphic organisers**  See communication skills, but also useful for organising thoughts. | **Talking chips**  Each person in each team is given a ‘chip’ (such as their pen). If they want to talk they have to place their chip in the centre of the table. They cannot talk again until everyone has put their chip in the centre. | **Roam the room**  At a signal, pupils move about the room (often in a clockwise direction) to look at and discuss what other teams have done. Particularly useful after use of graphic organisers. | **Flashcard game**  Where a subject requires the memorization of facts (such as multiplication tables), pupils work in pairs with flashcards, showing question on one side, and the answer on the other. Pairs take turns to hold up questions and test each other on correct answers. |
| **Team Hamburger or Pet**  Each member describes their favourite food or pet, using art materials the team constructs one that reflects the interests of all. | **Just like me**  Pupils in a circle and the teacher says something they have done, or like. Everyone who did the same, says ‘Just like me!’ and stands up. | **The grid**  Using a four-by-three grid for each pupil with rows labelled such as ‘what I learned, something I did not understand, something I found interesting. They fill in for themselves and find other pupils to write their thoughts. | **Graphic organisers**  These are ways of organising information which are produced and discussed by the team. Examples include the T chart, venn diagrams, fishbone, ideas trees. | **Whiteboard share**  Following from team work, such as three step interview, one representative from each team posts their best answer on the board or flip chart. | **Pairs check/check and coach**  After working on a topic, teams (or the teacher) prepare a list of questions to check understanding. Pairs take it in turns to answer the questions with the other partner prompting and coaching. |
| **One and all**  A framework for discovering similarities and differences of team members. | **Sharing Similarities**  Pupils are asked by the teacher to find someone who share the same birthday, has read the same book, likes the same actor, etc. | **Diamond ranking**  Teams are given a series of statement cards and then decide how to rank them in a diamond with the most important at the top. | **Class value lines**  An issue is stated. Students decided to stand at a point on the line representing what they think. They pair up with the person next to them and state their position. | **Roving reporter**  While pupils are working on projects, one representative from each team may for a certain amount of time, be a ‘roving reporter’ gathering information from other teams. | **Roundtable**  This is like round robin. Pupils write answers to a question and pass the paper round the table for everyone to contribute. |