

Cooperative Learning Strategies

Semantic Webbing

This builds upon students' background knowledge and experiences and allows them to organize and synthesize knowledge in which they encounter from reading a text. Using a graphic organizer student can create a map themes pre and post read

Procedure:

1. Write a word or phrase from a text that you read on the board
2. Have students write words that can relate to the word you put on the board
3. Students group words together and have groups with known titles
4. Share information and have students decide if they are corrected or not.
5. Repeat steps revising the information you received.

Examples of when to use the strategy:

What is a mammal?

Why is a human considered a mammal?

Why do humans walk on two legs comparison to other mammals that walk on all fours?

Why do humans only understand the language of other humans and not other mammals?

Why do humans have other mammals as pets?

Variations

1. Record the most logical and strongly supported predictions
2. Have students share background knowledge of themes and predict how themes will be treated.
3. Have students revise their predictions if they were wrong.

Hold Three Discussions Per Activity

Holding three discussions at certain points can provide structure to keep students on task.

Procedure:

1. You can divide students into groups of two to five (based on class size), explain the questions that they should answer. Last, state fundamentals of collaboration they should focus on.
2. Provide 15 minutes for group members to work individually.
3. As a group or individually give students the topic of discussion various lesson elements.

Examples of when to use the strategy:

10th grade World History Class-Divide students into separate groups and ask three questions about important factors of why the Haitian revolted against the French that led up to the French Revolution

9th grade Physical Education Class-Divide students into separate groups and ask three questions about important factors of how working out can affect the body short term and long term

10th grade English II Class-Divide students into separate groups and ask three questions of how “A Tale of Two Cities” coincided with the French Revolution.

2nd grade Social Studies Class-Divide students into separate groups and ask three questions of why states have capitals

7th grade Health Class-Divide students into separate groups and ask three questions of the effects of smoking

Variations

1. Students could write their answers to the three-part group discussion and turn it into their teacher other than discussing it within the group
2. There could be groups of students that were asked a question, but they elect an individual to be their representative to answer the questions.
3. The classroom discussion could be based upon digital outlets (Chromebook, tablet, cellphone etc.)

Limit Scaffolding

Change feedback and framework, based on a project that is given. Allow students to have control and hold accountability for the project.

Procedure:

1. As a teacher you should:

Offer directions

Add information where students maybe unsure

Recommend varieties of resources

Make yourself available to answer questions

2. The students should:

Encourage each other with ideas

Making sure that they all are participating

Decide their roles in creating the project

Examples of when to use the strategy:

5th grade Social Studies Class-Project about the five civilized tribes of the Indian Nations

9th grade World Geography Class-Project about Soccer teams and their importance of within their home country.

11th grade Earth Science Class-Project about rocks and how they formed and where they are found in the world

High School Criminal Justice Class- Project about the school to prison pipeline and how it affects lower socio-economic economical classes within the U.S.

High School Art Class-Project about important painters of the twentieth century and their impact in today's society.

Variations:

1. Students could finish their project and receive feedback from their teacher and have a chance to redeem points by fixing the information that they need to fix.
2. Have students turn in their project digitally
3. Have all students present their project as a group in front of the classroom

Designate Roles

Have students know what their roles are based on them working in a group.

Procedure:

Throughout the school year students' roles can change, but they need to have the idea of what their role is and why it is important for their group.

Examples of when to use the strategy:

Athletic Programs (Football, Baseball, Basketball, Track and Field etc.)- Coaches, Staff and Student Athletes, who is the head coach and their role, know what position they hold and why, who is the team captain(s), why they are in the first group and why not etc.

Group projects-Students know what the role they hold in helping establishing a project., why they hold the role, why they all should collaborate to get the project completed and what they should expect in the completion of the project.

Classroom responsibilities- This best works for students in elementary school. Students should know their importance of who is the: classroom helper, line leader, etc. If the selected students lose their duties, they should know why they lost their duties. This is important to establish organization with in the classroom.

Religious Organization- This best works of the roles held for people in a place of worship. Who is the religious leader, his second in control and the facilitators that help within the organization?

Military-Based on the what military branch roles vary, but there is a chain of command that all people involved have to hold up too.

Variations:

1. Based roles on a subject matter experience
2. Change roles of students daily
3. Allow students to pick roles at the beginning of the school year then if they do not meet up to their standards replace them with another student that is fit for the position.

Ask Divergent Questions

A Teacher can mold students diverse learning styles based on their attributes that they have provided.

Procedure:

The questions that are asked are based on multiple responses that can encourage innovative answers

Examples of when to use the strategy:

9th grade World Geography Class- You can ask a question: “What’s the best way for you to get home from the local mall?”

9th grade Geometry Class- You can ask a question: “What’s the best way to study for your semester exam?”

High School Business Class- You can ask a question: “What is the best way to dress when going on a job interview?”

Kindergarten class - You can ask a question: “How do you tell time?”

3rd grade Physical Education class- You can ask a question: “What is the best way to shoot a free throw shoot?”

Variations:

1. Short essay
2. Concise slideshow or presentation
3. Series of answers to different problems

Play a Trust Game

Playing trust games are important within a classroom because it teaches students how to work as a team and to hold themselves accountable.

Procedure:

Students have to find a classmate that they believe differs from them and begin to build relationships with them from there on.

Examples of when to use the strategy:

Trust Fall activity-students grab a partner, one stands in front of the other with their back facing their partner and when directed the student falls back and trust that their partner will catch them.

Mirror activity-students grab a partner, one stands in front of the other facing each other and they have to mimic their body movements.

Playing in a 3 on 3 basketball tournament in a physical education class-Students are given a team to play with and they have to all entrust in themselves that everyone will participate in the tournament.

Relay races in a physical education class-Students are given a team to participate in for a relay race around the track they have to trust that everyone will get the baton and themselves around the track in a timely manner to win the relay race.

Pre-kindergartners in a physical education class playing leap frog- Students are developing the idea locomotor and manipulative skills. Students are trusting the other students will jump over each other successfully and not land on them.

Variations

1. Supplementing games by explaining important elements of group work
2. Allow group members to bond in stress free settings.
3. Have students sit next to person that they choose and have do a q and a amongst each other.