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Cooperative Learning Group Activities for College Courses

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COOPERATIVE LEARNING GROUP ACTIVITIES FOR COLLEGE COURSES

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1999-2015



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Abstract

Cooperative Learning Group Activities for College Courses

Cooperative Learning Group Activities for College Courses is a compilation of cooperative learning activities suitable for use in college level courses. The book is composed of six major sections. The first section is a foreword on how to use this guide. Section two is a brief overview of the elements of cooperative learning and how they can be applied. The next two sections are organizational activities for instructors and preparatory activities for participants prior to using the fifth, main section, containing over 100 customizable activity structures for a variety of objectives and learning outcomes. It includes a template for developing cooperative learning activities, as well as sample group activities for:

- climate setting,
- group function,
- accountability,
- knowledge and comprehension,
- application, analysis,
- synthesis and evaluation,
- interaction and practise,
- reflection,
- activities to complement projects,
- activities to acquire feedback, and
- activities to end a course.

The final section has questions for debriefing both group and idea processing.

This material is intended to assist instructors to design and apply effective cooperative learning activities over a variety of disciplines.

Keywords: Cooperative Learning, Collaborative Learning, Positive Interdependence, Individual Accountability, Groups Processing, Communications, Promotive Interaction, Group Development.

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COOPERATIVE LEARNING GROUP ACTIVITIES FOR COLLEGE COURSES – A GUIDE FOR INSTRUCTORS

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Foreword

How to Use this Guide

The purpose of this guide is to support instructors in enabling learners to effectively assimilate and apply curriculum material to meet the learning objectives. It is intended for the instructor who has experience and skill in conducting group learning and who is a current content expert in the subject matter. The first chapter includes an introduction to Cooperative Learning but should not be considered in depth. Individual training and study is also recommended to supplement this book. A commitment to lifelong learning and change is important because of the fluid nature of information and knowledge. The instructor needs to acquire and include subject matter content and additional support materials, reports, resources and information when using these structures.

Facilitation Principles

The following are some of the principles that should be considered throughout the use of these activities.

Continued Planning and Preparation

Planning and preparation are an essential part of instruction. The time required to plan and prepare should not be underestimated, particularly the time it takes for the material to be delivered. As an instructor delivering any content, we should be prepared to acquire and include support materials, worksheets, reports, resources, and other pertinent information. A commitment to lifelong learning and change is important because of the fluid nature of information and knowledge. The learning activities in this guide are set out in template form so that they can be customized to suit a particular course or group according to participants' needs. As you customize the activity to your topic and your group, develop questions that will have a range of answers and will also require students to analyze and evaluate.

Equal Importance of Process and Content

Process and content are equally important. The instructor should attend to group and team dynamics, issues arising, and individual needs that may require attention. Participants need to feel they have been heard when they express issues of concern. Concurrently, the group and instructor need to modify their expectations or requirements as appropriate to the level of understanding and interaction of the group.

Balance within the Process

Attention to the process also means attention to the participants who dominate the group, and others who remain silent. The instructor should strive for balance in the level of participation among learners, encouraging quieter members to speak and politely telling more dominant members to give everyone a chance to speak. Group guidelines for communication that are set by the group are an important element of this.

Encourage Participation

Experiential learning is one of the foundations of adult education. It has been proven to be a more effective method of mastering content than hearing a lecture, seeing a demonstration, or participating in a large discussion. It is suggested that there be a balance of small group and team activities, triads, pairs, and whole group work. Instructors should note that there will be times when a short lecture may be necessary. Simulations through lab work and access to a reality environment need to be built into the curriculum.

Acknowledge Prior Learning

Participants come to courses with different knowledge, skills and needs. These differences should be acknowledged at the outset. The learning activities should facilitate ways for group members to learn from each other, as well as to learn from the instructor and the content. A good process rule is to move participants around so they work in small groups with different people. Mixing participants is also a good strategy for breaking up groups that may be stuck (too vocal or quiet) and can be the basis for some kinds of heterogeneity.

Flexible Times

The instructor must be flexible in adapting time frames and content to the needs of the group. An activity that is given a suggested time frame of 30 minutes may take over an hour if the group finds the subject thought-provoking enough to discuss in more depth. The instructor must make some choices about time and adjust the agenda as necessary. At times the instructor should consult with the group in deciding how to proceed.

Make Time for Issues

There will be occasions when the group identifies a question or content area that seems important enough to address, explore or research in more detail. When this occurs, the instructor must try to address this need. One strategy is to gain cooperation from the group and agreement that this information is a priority. Another strategy is to identify the issue as significant and agree to return to it at a later time.

Instructor Responsibility

The instructor must however, maintain a certain degree of control in managing and guiding the group so that the learning outcomes are achieved. This means balancing the individual needs of group members with the overall structure and content of the curriculum and the overall needs of the group.

How to Plan Activities

Lessons are laid out in such a way that they may be changed and adapted to suit the participant group. The *Instructional Strategies* section gives suggested time frames for each activity. However, these times will vary, depending on the skill level, experiences, size, and composition of the group.

ELEMENTS OF COOPERATIVE LEARNING

When is Cooperation Desirable?

“Whenever problem solving is desired, whenever divergent thinking or creativity is desired, whenever quality of performance is expected, whenever the task is complex, when the learning goals are highly important, and when the social development of learners is one of the major instructional goals...

When an instructor wishes to promote positive interaction among learners, a facilitative learning climate, a wide range of cognitive and affective outcomes, and positive relations between themselves and the learners... ”

From *Learning Together and Alone*, David W. Johnson, Roger T. Johnson

What is Cooperative Learning?

Cooperative Learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practise the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best.

Cooperative Learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants. Cooperative Learning models include the following basic principles:

- Group tasks are designed to be suitable for group work.
- Positive interdependence is built in – cooperation is necessary for students to succeed.
- Attention and class time are given to interpersonal/cooperative skill building.
- Participants learn together in small (2-5 member) groups.
- Students are individually accountable for learning and participation.
- The instructor’s role changes from being the "sage on the stage" to the "guide on the side."

Cooperative Learning is about moving from rote learning to learning how to think critically and in changing circumstances.

The consistent use of these principles in an organized way is at the heart of Cooperative Learning.

Goal Structure Definitions

Cooperation: We Sink or Swim Together

Lessons are structured so that learners work together to maximize their own and each other's learning. Learners work together to achieve shared goals.

All members of the group strive for all group members' success.

Work in small groups. Groups are heterogeneous.

Joint success is celebrated.

Evaluated by matching performance with clear criteria, set in advance.

Competition: I Swim, You Sink; I Sink, You Swim

Instructors structure lessons so that learners compete with each other to achieve a goal only a few can attain.

Learners work alone.

They strive to be better than the rest of the group.

What benefits self, deprives others.

Own success and others' failure is celebrated. Rewards are limited.

Graded on a curve or ranked from "best" to "worst".

Individualistic: We are Each in this Alone

Learners work by themselves to accomplish learning goals unrelated to those of other learners.

Learners work alone.

Strive for their own success.

What benefits self does not affect others.

Own success is celebrated.

Rewards are viewed as unlimited

Evaluated by comparing performance to pre-set criteria.

Adapted from Active Learning: Cooperation in the College Classroom (1991), Johnson, Johnson, and Smith

Basic Elements of Cooperative Learning

David W. Johnson, Roger T. Johnson, Edythe, J. Holubec and others identify five basic elements of cooperative learning.

Positive Interdependence

Interaction through Activity

Learners help, assist, encourage, and support each others' efforts to learn.

Individual Accountability

The performance of each individual learner is assessed and the results given back to the group and the individual.

Group Processing

Interaction through Reflection

At the end of their working period the groups process their functioning by answering two questions:

what did each member do that was helpful for the group?

and

what can each member do to make the group work better?

Skilled Interpersonal Communication

Skilled communication is necessary for effective group functioning. Learners must have, and use, the needed leadership, decision making, trust-building, effective communication, and conflict-management skills.

Face-to-Face Promotive Interactions

Interdependence through Structure

Learners believe that they are linked together; they cannot succeed unless the other members of the group succeed (and vice versa). They "sink or swim together."

Other ways to identify Elements of Cooperative Learning

Spencer Kagen in *Cooperative Learning, Resources for Teachers* (1994) identify the needed elements as: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.

Difference between Small Groups and Cooperative Learning

Traditional Small Groups

In traditional small groups, the instructor merely tells class participants to form groups to complete a class assignment. There is no structured interdependence, no individual accountability, and communication skills are either assumed or ignored. Sometimes the group or the instructor may appoint a single leader. The emphasis is on the task to be performed and there is no process for group processing. In the end, each person is responsible only for themselves. Often the instructor sets the groups and then leaves them to work on their own until the time allotted to the task is completed.

Cooperative Learning Teams

In cooperative learning teams positive interdependence is structured into the group task activities and members are responsible for each other's success. Individual accountability is an expected outcome. Communication skills are identified, directly taught, and expected to be used by all group members. There are designated roles with shared leadership assigned and monitored by the group and the instructor. The group regularly processes how they are working together and adjusts their personal and group behaviours accordingly. Both task and maintenance roles and outcomes are emphasized. The instructor observes and intervenes if necessary to ensure that the process is followed.

Working In Groups

Not everyone likes interdependent group work, which requires cooperation with others to accomplish a task. Part of functioning in a group is to have a common vision, common goals, and a common mission even though you may work independently on a project; and to understand that you and your work represent the group.

Develop group Outcomes, Objectives and Guidelines (or mission statement, goals and principles – terminology can change) with your learners. These are based on your official course, but give the participants a chance to clarify the intended end product, direction and means of interaction within the course. This needs to include discussions around how each member of the “group” or class will support those intentions. Then, although the participants may work alone at some times and in groups at others, they start to understand that they are responsible to a bigger “collective”. We will *always* be a part of a group, but we will not necessarily always work in groups.

Team work is a necessary component because it is reflective of how advances are being made in business, science, education, etc. If our learners do not know how to work in groups, and how to function as a group member, we have not adequately prepared them for future work situations.

Learners have a need to be successful. If they question grades and take grades seriously it is as much for their own personal identity as successful, competent persons, as it is for their realization how this will reflect on them later in the “real” world.

Why Use Cooperative Learning?

As instructors of adults prepare their curriculum materials they must make plans and decisions about which teaching strategies they will apply in what circumstances. Instructors may structure lessons so that:

1. Learners are in a win-lose struggle to see who is best. Learners are competing with each other.
2. Learners learn on their own, individually, without interacting with other learners.
3. Learners work in pairs or small groups to help each other master the assigned material.

Essential instructional skills all instructors need to know are when and how to structure learners' learning goals competitively, individualistically and cooperatively.

Reasons to Use Cooperative Learning

1. Adults often manage conflicts destructively. We tend to behave as we have been taught. A highly individualistic and competitive environment may lead to an inability to get along or manage conflicts constructively.
2. Industry requires people who can work cooperatively in teams. The Conference Board of Canada has said that learners need academic skills, personal skills and cooperative or teamwork skills. Schools and colleges generally do a good job of the academic skills but often neglect the personal and teamwork skills because they see them as the responsibility of the home. With family life changing, many learners do not develop these skills at home.
3. Researchers have found that 90 to 95% of the people who lose their jobs do so because they cannot get along with other people on the job. Only 5 or 10 percent (depending on which studies you read) of people lose their jobs because they cannot do the work. Cooperative learning helps people learn social skills and therefore increases the chances that they will be able to keep the jobs for which we are training them.
4. Learners bring with them their own negative attitudes and prejudices. Population diversity is becoming more the norm than the exception in many places. When there is a mix of learners in the same class there is the potential to diminish negative attitudes and to develop positive ones depending how interaction is structured. Cooperative learning structures can be used to develop constructive and supportive peer relationships.

How do Cooperative Teams Work?

A team can occur anytime there are two or more people working towards a common goal or objective. After a team gets bigger than four there is a tendency to form sub-teams who may all be working towards the same goal but not necessarily in communication with the other sub-team. An ideal size for a cooperative team is four members per group. When you have four in a group, you can have pairs working together at times and four working together at other times. There is a possibility of six pair combinations. Various constraints will affect the size of the group.

For a team to work effectively it is important to recognize that there are steps that will happen and that the team task and interpersonal behaviours will change over time. A team or group

develops a *culture* of traits and patterns as they progress. Dr. Bruce Tuckman developed a model of how teams progress and exhibit behaviours around both the task being done and the interpersonal interactions.

Stage 1: Forming

This is the time of organization and orientation to tasks. The task(s) and information about them will be identified. The question to be answered is “What is the task of this group and how will I be able to contribute to that task?” In the behaviour area, the members will develop group guidelines, either by consensus or by informal testing of behaviours. Some members will look to others to either lead or follow. The question to be answered is “What kind of behaviour is acceptable in this group and how am I to behave?”

Stage 2: Storming

Here there are individual emotional responses to the group. The demands of the task will trigger part of this response and the more difficult the task appears in relation to individual’s self-perceived abilities, the greater the potential for a “storm”. The question to be answered is “Am I emotionally ready to deal with this task?” Varied understandings of task and roles are expressed or become apparent. Differences between members may be expressed in a hostile manner and members may wonder if they want to be part of the group. They think, “Do I really want to work with these people?”

Stage 3: Norming

Now communication is opening up and developing. Information is being exchanged and ideas and opinions are shared. The focus is on the task and members are answering the question, “What do I have that will help us accomplish this task?” Workable guidelines are established. On the behavioural side, the individuals are becoming a group. There is a sense of harmony and people are looking at “How can I help contribute to group unity?”

Stage 4: Performing

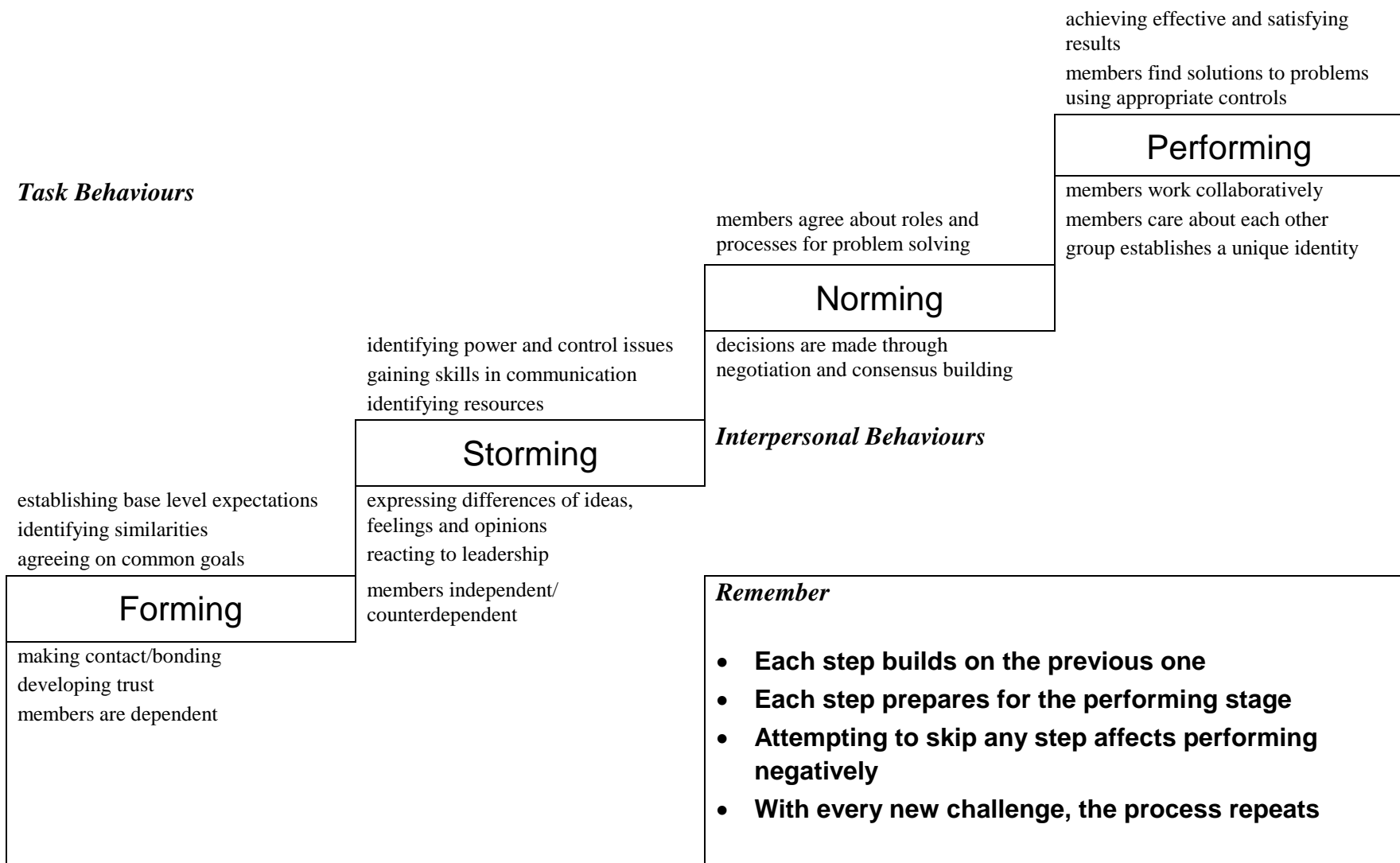
Everyone is focused on constructive action directed towards successful completion of the task. The interpersonal and task behaviours with shared understandings start to merge and functionality is the main idea. Problem solving will be primarily directed to the work and the product.

Last Stage: Adjourning

When teams have completed their tasks, they wrap up, and then go on to other teams in other places. It is important for the team to take the time to look at its process one last time. “What went well?” “What could we do better in another situation?” so that the loose ends are wrapped up on the task. The conclusion of the interpersonal behaviours includes a chance to say thank you and good-bye to the team members. This can range from an *imaginary gift* to each person all the way to various celebrations and even plans to meet again at a later date. Closure is a final essential part of the team process.

The next two pages include descriptions of the stages and a variety of questions that may come up for each team on its journey.

Tuckman's Team Development Model



Stages of Team Development

| | | | |
|---|--|---|---|
| Stage 1 “Forming” individuals are not clear on what they’re supposed to do the mission isn’t owned by the group wondering where we are going no trust yet high learning no group history; unfamiliar with members norms of the team are not established people check one another out people are not committed to the team | Stage 2 “Storming” roles and responsibilities are articulated agendas are displayed problem solving doesn’t work well people want to modify the team’s mission trying new ideas splinter groups form people set boundaries anxiety abounds people push for position and power competition is high cliques drive the team little team spirit lots of personal attacks level of participation by members is at its highest (for some) and its lowest (for some) | Stage 3 “Norming” success occurs team has all the resources for doing the job appreciation and trust build purpose is well-defined feedback is high, well-received, and objective team confidence is high leader(s) reinforce team behaviours members self-reinforce team norms hidden agendas become open team is creative more individual motivation team gains commitment from all members on directions and goals | Stage 4 “Performing” team members feel very motivated individuals defer to team needs no surprises little waste-very efficient team operations team members have objective outlooks individuals take pleasure in the success of the team-big wins “we” versus “I” orientation high pride in the team high openness and support high empathy high trust in everyone superior team performance OK to risk confrontation |
| Action Steps “Forming” to “Storming” set a mission set goals identify how communication will occur establish roles needed by the group recognize need to move out of “forming” stage identify the team, its tools and resources leader(s) need to give direction identify ways to build trust (not demand it) define a reward structure take some risks bring group together to work on common tasks assert individual power decide completely to be on the teams | Action Steps “Storming” to “Norming” leader(s) must ask for and expect results team members should actively support and reinforce team behaviour, facilitate the group for wins, create positive environment recognize and publicize team wins agree on individuals’ roles and responsibilities buy into objectives and activities listen actively to each other set and take team time together have the vision “we can succeed!” request and accept feedback build trust by honouring commitments and being trustworthy | Action Steps “Norming” to Performing” maintain positive traditions praise and support each other self-evaluate without fuss recognize and reinforce “synergy” team behaviour share leadership role in team based on who does what the best provide opportunities for learning share rewards for successes communicate clearly all the time share responsibility delegate freely within team commit time to the team keep raising the bar for new and higher goals be selective of new team members; train to maintain the team spirit (this will take you back to the beginning but movement to performing will be quicker) | |

adapted from the Facilitator Development Workshop participant guide by CTT (1991) BC

What are the Types of Cooperative Learning Groups?

There are three basic types of cooperative learning groups – base groups, formal cooperative learning groups and informal cooperative learning groups.

Base or Home Groups

Base groups are long-term cooperative learning groups with stable membership. Learners are chosen for base groups in a manner that will guarantee a good mix of academic levels in the group. These groups are set up so that members provide support to each other so that all can succeed academically. For example, they may pick up handouts for each other if one of the group members is absent, and they will coach each other to prepare for individual tests. The use of base groups tends to personalize the classroom, improve attendance and also improve the quality and quantity of learning. If you have large numbers of learners in your classes, you should consider using base groups.

Base groups should be set up so that they can remain together for at least a term and longer if possible. The more learners you have in a class and the more complex the subject matter, the more important it is to have base groups organized. The members should be compatible and supportive.

Formal Cooperative Learning Groups

These groups may last from several minutes to several class sessions to complete a specific task or assignment (such as doing a set of problems, completing a unit of work, writing a report, conducting an experiment, or reading and comprehending a story, play, chapter or book). The members are carefully chosen for heterogeneity to maximize learning and minimize ‘group think’.

Informal Cooperative Learning Groups

These groups are temporary, ad hoc groups that last for a few minutes, one discussion or class period. The members are often chosen randomly and will rotate on a regular basis. Their purposes are to focus learner attention on the material to be learned, create an expectation set and mood conducive to learning, as well as help organize in advance the material to be covered in a class session. They can ensure that learners cognitively process the material being taught and provide closure to an instructional session. They may be used at any time but they are especially useful during a lecture or direct reading. The length of time that most college learners can attend to a lecture before they begin to drift away is around 20 to 25 minutes. These groups help break up the lecture and allow learners to process the content as they take part in class.

Bookend Process: By breaking up the lecture into several mini-lectures and having learners process the material in cooperative learning groups, you do decrease the amount of lecture time, but you will enhance what is learned and build relationships among the learners in your class. When we are instructing we need to remember all the different learning styles and not go to either extreme and completely eliminate lecture or to give up on group work.

Placing Learners into Cooperative Learning Groups

Group Sizes

The ideal size for cooperative learning groups according to most experts in the field is four learners per group. When you have four in a group, you can have pairs working together at times and four working together at other times. There are six different pair combinations possible in groups of four.

There are many ways an instructor can place learners into groups. The following are a few ways this can be done:

1. Instructor Assigned Groups

The instructor can assign learners to groups to ensure that the groups are heterogeneous. The real advantage to forming groups in this manner is that instructors can see to it that groups are heterogeneous in terms of academic ability, ethnic background, gender, and any other factors that they feel are important. The instructor tries to make sure that best friends and worst enemies are not in the same groups. If they are, communication patterns in the group are not as effective.

2. Randomly Assigned Groups

The instructor can simply have learners number off, placing all the ones in one group, etc.

3. Social Integration Groups

The instructor can ask learners to privately name learners they would like to work with and any they would not like to work with in groups, and use this information to construct groups.

4. Subject-Matter Related Groups

If a group of learners are interested in a particular topic, they could be assigned to the same group to research and present the topic to the rest of the class.

5. Geographic Groups

Particularly useful for formal or base groups, this allows participants who live near each other to have a greater ease in meeting.

6. Self-Selected Groups

The instructor can simply ask learners to form their own groups – “Find three other people to work with on this project.” This can work well for short-term groups but can be counterproductive if participants always end up in the same groupings.

Most Effective Groups

The most effective groups are usually the instructor assigned groups because they are more likely to be heterogeneous. Random groups and the others are very useful for short-term assignments, projects, but should not be used all the time or learners miss out on a lot of the advantages of working with heterogeneous groups.

What does Research on Cooperative Learning Say?

Cooperative learning is supported by one of the strongest research traditions in education, with many hundreds of studies conducted across a wide range of subject areas and age groups (for reviews, see Bossert, 1988-1989; Cohen, 1994; Johnson & Johnson, 1989; Sharan, 1980; Slavin, 1995). This large body of research suggests that student to student collaboration conducted in a manner consistent with cooperative learning principles produces superior results on a host of variables, including achievement, thinking skills, interethnic relations, liking for school, and self-esteem. The general results of a (very) few of these studies are as follows:

1. Academic Achievement

In experimental-control comparison studies of the achievement effects of cooperative learning, most found significantly greater achievement in cooperative than in control classes. Group goals and individual accountability had to be present for these academic gains to be present. Research on behaviours within groups that contribute to learning gains has found that learners who provide and receive elaborated explanations are those who gain the most from the activities. (Slavin, 1990) Learners in cooperative learning classrooms liked the subject areas more than other learners. They also had developed peer norms in favour of doing well academically.

Critical thinking is stimulated and students clarify ideas through discussion and debate (Johnson 1973, 1974a) The level of discussion and debate within groups of three or more and between pairs is substantially greater than when an entire class participates in a teacher led discussion. Students receive immediate feedback or questions about their ideas and formulate responses without having to wait for long intervals to participate in the discussion (Peterson & Swing 1985).

Using cooperative learning, students are continuously discussing, debating and clarifying their understanding of the concepts and materials being considered during the class. They are constructing their own knowledge base. The emphasis is on understanding the material as evidenced by the student's ability to explain ideas to their peers. This leads to a sense of content mastery versus a passive acceptance of information from an outside expert. This further promotes a sense of helplessness and reliance upon others to attain concepts. (Gentile, 1997)

2. Skilled Communication

Researchers found that learners involved in cooperative learning activities developed skills for interpersonal communications more readily than learners who were in other classroom settings did. They were more considerate of others feelings, worked in cross-cultural situations more easily, liked their classmates and liked their teachers more than other learners. Researchers found that they developed friends from other cultures and kept these friends outside of class. They had positive expectations toward future interactions. They had more accurate understanding of others' perspectives. In conflict situations, they were more able to negotiate and solve conflicts in a win-win manner.

Brufee(1993) researched the concept of learning taking place when individuals move from the society which they are familiar with to the society which they wish to join by learning the vocabulary, language structure, and customs unique to that society. Working collaboratively is an

ideal way to facilitate the acquisition of language and to practise the customs of debate and discussion which occur in any particular academic field. Interacting collaboratively with the instructor in and out of class also facilitates the reaculturation process defined by Brufee.

Social interaction skills are developed with cooperative learning strategies. A major component of cooperative learning elaborated by Johnson, Johnson and Holubec (1984) includes training students in the social skills needed to work collaboratively. Students do not come by these skills naturally. Quite the contrary, in our society and current educational framework competition is valued over cooperation. By asking group members to identify what behaviors help them work together and by asking individuals to reflect on their contribution to the group's success or failure, students are made aware of the need for healthy, positive, helping interactions when they work in groups (Cohen & Cohen 1991). Developing ways to manage conflict before conflict arises is an important part of this process.

3. Psychological Health

Learners who were in classrooms with a significant amount of cooperative learning were psychologically healthier than learners who were not. They had higher self-esteem. Learners In cooperative learning classes have more positive feelings about themselves than do learners in traditional classes. Slavin (1990) also documented the findings that these learners had feelings of individual control over their own fate in school, their time on task was higher and their cooperativeness and altruism were higher as well.

How Do We Instruct Cooperative Team Skills?

The instructor needs to clearly define the team function skills that you want to work on as described by learning outcomes and goals.

Help learners see the need for the skill

- Displaying concrete evidence that it is considered important
- Communicating information on benefits
- Validating competence in skill through suitable rewards

Ensure learners understand what the skill is

- Aiding them to generate specific phrases and behaviours
- Demonstrating, modeling and role playing appropriate behaviour
- KIS (KEEP IT SIMPLE)

Set up practise situations with real content

- Assigning specific roles to ensure practise
- Indicating that skills will be counted (valued)
- Having fun to encourage skill use
- Keeping it up

Ensure that learners process their use of the skills

- Providing regular time for digesting and debriefing
- Using procedures for the group to assess – particularly observers
- Using positive feedback techniques, three things done well and one to do better
- Develop a group process to manage conflict

Ensure practise continues to bring about integration

Stages of skill development:

1. Awareness the skill is needed
2. Comprehension of what the skill is
3. Awkward feelings in application of skill
4. Mechanical use of skill
5. Automatic use of skill

ORGANIZATIONAL ACTIVITIES – INSTRUCTOR

To maximize the potential for successful group activities the instructor needs to be fully prepared. The following are some of the activities that may need to be done before the group activity.

- Ensure that interaction through activity, interdependence, individual accountability, interpersonal communication and interaction through reflection are built into the activity in a positive and promotive way and present in all structures and activities.
- Facilitate the setting of group guidelines for communication.
- Form heterogeneous groups of participants that match the learning objectives.
- Negotiate project groups with other instructors in similar areas.
- Structure suitable activities for the learning objectives.
- Identify suitable readings for activities.
- Monitor group activities.
- Negotiate with other instructors to allow for group projects that cover more than one subject area.
- Encourage participation – through structures, assignment of roles, coaching, etc.
- Arrange space to enable interaction through activity.
- Coach participants in positive interpersonal communications skills.
- Identify ways to promote positive interdependence through structures and activities.
- Require individual accountability in all activities through demonstrations, tests and documentation.
- Analyze group process with participants as well as group product using interaction through reflection.

PREPARATORY ACTIVITIES – PARTICIPANTS

These are some of the activities that individual participants may be assigned to do before working in groups.

- Commit to the concept of working with others.
- Participate in setting group guidelines for communication.
- Pre-read written materials using set questions to gather information.
- Listen to an audiotape focusing on particular aspects.
- Watch a videotape focusing on particular aspects.
- Prepare an extract from an article or chapter.
- Research specific aspects of a topic.
- Complete an inventory or survey.
- Prepare a presentation on a topic.
- Bring in news clippings on current subjects.
- Locate general information on the Internet.
- Write a one page description of a situation from personal experience.
- Keep a personal journal that relates to the subject.

ACTIVITY STRUCTURES

The activities in this book follow a single framework which is detailed on the next page. In places where the activity can most easily be tailored to various subjects, there will be the signal to *<insert topic>* given. It will be followed by *{for instance: an example that might be used}*. This is intended to help the instructor connect the activity with their own content area. The example in each case is suggestion only and not meant to be prescriptive.

Each instructor needs to pick out and adapt these structures to their own course content and learner group.

By using observations of groups and their process and progress it is possible to identify a hierarchy of abilities similar to Bloom's taxonomy by asking the following questions about the students:

Do they know the basics – definitions, formulas, vocabulary, rules, and procedures needed to analyze and solve problems?

Can they apply their knowledge to similar problems or questions?

Are they able to extend their reasoning and analysis to new situations or problems?

Can they create their own problem statements or questions based upon the underlying concepts being studied?

Can they explain their reasoning in writing or verbally to their peers?

By asking each of these questions one can identify the stage of development the student has reached and make recommendations as to what material and group activities might be applied to help them understand, apply and integrate the concepts more effectively.

Template for Cooperative Learning Activities

Purpose: What is the activity intended to do for the participants?

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|----------------------------------|
| # min | Provide information Guide activity | Work interactively on Objective | <type of> group, equipment |
| 10 min | Complete accountability Debrief activity | Achieve content objective Discuss aids to process | Whole group |

Activity – name of the activity

Organizer: A statement about how the activity bridges to the content.

Objective: A clear objective that can be achieved by the end of the activity.

Pre Assessment: Can the learner already accomplish this skill?

Time: How many minutes the activity will take. This will vary with the groups.

Techniques / Equipment: *All equipment and materials that will be needed. All instructor actions.* Monitor and support participation and the exchange of ideas.

Process: Type and size of the groups

- *Steps in the activity*
-
-

Group Success / Assessment: Everyone in the group has to be able to explain the objective and how it was reached.

Accountability: How each person will be individually accountable for their part of the process.

Debrief: The group processes for how the activity went for each of them and how others helped them in their group.

Summary: The instructor's statement that wraps up the process.

Purpose:

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|------------------------------|---------------------------|-------------------------------|
| min | | | |
| min | | | |

Organizer:

Objective:

Pre Assessment:

Time:

Techniques / Equipment:

Process:

-
-
-
-

Group Success / Assessment:

Accountability:

Debrief:

Summary:

GROUP ACTIVITIES FOR CLIMATE SETTING AND GROUP FORMATION

The formation of the learning environment and how groups are created lay the foundation for all other group work in any class. The following activities are specifically targeted to enhance the formation of support and work groups as well as the communications process between group members. They are a critical part to setting a climate in the group that supports interaction.

It is recommended that a selection of these activities be done with any large group or class before the content specific small group activities are started. Use Icebreakers, Teambuilders, and Classbuilders to reinforce the group atmosphere. There are many more than are shown here but these will provide a framework for building your own on a cooperative learning model.

Learn Names

People in a learning community know and use each other's first names. It is important to monitor cooperative learning teams closely, so that you get to know students better and can interact with them more informally than you would in a whole-class setting.

Any activity that makes the process of learning names and something about the members of the group will help everyone. Name tags or tents work well in very large classes. In smaller classes (up to 30 students) you can use the Name Game. Using the whole group, each student says their first name, the names of all students who came before them, and then their first name again.

Develop Class Guidelines

This is a set of agreed upon guidelines for communication and ways of interacting developed by participants to encourage skilled communication and provide a framework for managing conflict. The rules that come up are often identical to rules that you might have chosen, such as "Come to class prepared", "Be willing to participate" or "Criticize ideas rather than individuals." However, when the group develops them then there is deeper ownership and more probability that they will be used.

Icebreaker – Find Someone Who

Purpose: To encourage initial interaction with a group.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|---|--|-------------------------------|
| 20 min | Provide initial information Guide activity | Find Someone Who <insert statement> Identify differences | Pairs or triads |
| 10 min | Ask for Introductions Debrief activity | Introduce other person to group Discuss what was surprising | Whole group |

Activity – Icebreaker – Find Someone Who

Organizer: Since we will be working together we need to get to know each other.

Objective: Find someone who has something in common with yourself. Identify something that is different between you and another person.

Time: 20 minutes

Techniques / Equipment: Personal experience. Flipchart, and coloured pens

Process: Individually seek out at least one other person who:

“Does the same kinds of physical activities.” <or other>

- Identify what you have in common.
- Identify differences that you have.

Group Success: Everyone in the group has to be able to explain the commonalities and differences.

Accountability: Introduce the other person to the rest of the group.

Debrief: What did you learn that was surprising?

Three Part, Four Step Interview

Purpose: To encourage initial interaction with a group while focusing on communication skills.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 20 min | Provide initial information (describe interview process – name, background, goals, other) Guide activity | Interview one person in the triad Be Interviewed by another person Observe an interview and prepare to introduce the person that you did not interview | Triads, 3x5 cards |
| 10 min | Ask for Introductions Debrief activity | Introduce one other person to group Discuss what was learned | Whole group |

Activity – Icebreaker – Three Part, Four Step Interview

Organizer: since we will be working together we need to get to know each other.

Objective: Interview each other and prepare an introduction of a person whose interview you observed.

Time: 30 minutes

Techniques / Equipment: Personal experience. 3x5 cards, flipchart, coloured pens

Process: In groups of three:

- Interview one person in the triad. (name, background, goals, other)
- Be interviewed by another person.
- Observe an interview.
- Prepare to introduce the person that you did not interview (your observation).

Group Success: Everyone in the group has participated.

Accountability: Introduce one other person to the rest of the large group.

Debrief: What did you learn about your partners? About interviewing?

Teambuilder – Treasure Hunt

Purpose: To help set an atmosphere of positive interdependence. This is one example of how that might happen.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|-------------------------------------|---|--------------------------------------|
| 20 min | Set up groups Explain task | Meet and introduce Decide responsibility | Small groups, instructions |
| 40 min | Observe activity | Find all the items listed | Maps |
| 20 min | Debrief Awards | Share what you have found Share rewards | Whole group |

Activity – Teambuilder – Treasure Hunt

Organizer: On the first day of a program, this activity will familiarize the participants with their college environment and introduce them more fully to each other.

Objective: Find out a variety of things about the college.

Time: 80 minutes

Techniques / Equipment: Instructions, maps. Monitor and encourage participation.

Process: In small groups of four or five:

- Read over the instructions.
- Decide who will be responsible for which parts of the hunt.
- Find all of the items.
- Explain to each member what you found out and how you found it.

Group Success: Everyone in the group can explain where to find all of the items.

Accountability: Report on the things that were discovered.

Debrief: What were your best strategies for getting information?

Other teambuilders that help participants to see themselves as part of a small group include naming the group, sharing experiences, or developing guidelines (see next activity).

Treasure Hunt

Your task, as a group is to find out the following information and/or items, and bring them back to the classroom. The group that returns the fastest with the most accurate information and all the requested items, will receive a prize.

To succeed, you have to talk to each other, decide how to best accomplish the task (and agree on that method), cooperate, share information and ask for information from various college people you encounter on your travels. Ensure you have a recorder before you start. Good luck and happy hunting!

What is the address of this campus? _____

Find the library and note its location on your map.

If you don't have one, get a library card. When you come back, everyone in your group should have a card.

Where is the reference section in the library? _____

If you need information in the library, where do you go first? _____

Find Admissions and note its location on your map.

Bring back two (2) brochures from different programs the college offers.

Find Student Financial Assistance and note the location on your map.

What is the name of someone who can help you there? _____

Find Counselling and note its location on your map.

What different kinds of counselling are available to you there? _____

What are the names of the counsellors and the receptionist? _____

What telephone number would you call to contact Counselling? _____

Find the Security office and note its location on your map.

Mark the location of as many security phones you can find on your map.

What is the phone number for Security? _____

Where can you obtain first aid help on this campus? _____

What is the name of the Facilities Manager on this campus? _____

Locate the office of the Facilities Manager and note it on your map.

Find out as many names of the Security/First Aid/Facilities personnel as you can and write them here. _____

Find the following and note the location of each on your map:

Computer Labs

Campus Dean

Meeting Rooms

Audio / Visual Services

Learning Centre

Cafeteria

Conference Centre

Bookstore

Student Association

What is the location of the Jobs Computer at this campus? _____

What is the website address of the Job Placement Services at this college? _____

How many computers are available for use in the computer labs? _____

What hours are the computer labs open? _____

How many children can the daycare take? _____

What is the age span of children at the daycare? _____

What are the cafeteria hours? _____

What services does the Student Association provide? _____

Find the Lost and Found office and note its location on your map.

What are the Bookstore hours? _____

Where are the pens and pencils located in the Bookstore? _____

Where is the college newspaper published? _____

Who publishes it? _____

How often is it published? _____

Bonus points:

What interesting things did you discover that were NOT asked for on this hunt?

Develop Communication Guidelines

Purpose: To ensure that basic ground rules are set for good communication.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|---|
| 30 min | Pose question, “How do you want to receive information from team members?” Guide activity | Create a list of guidelines for effective communications in your current groups | Base groups, flipchart, pens, sticky pads |
| 10 min | Write group guidelines Debrief activity | Clarify meaning of guidelines Describe group process | whole group |

Activity – Develop Group Communication Guidelines

Organizer: To work together effectively we need to communicate effectively.

Objective: Create a list of guidelines for effective communications in your current groups.

Time: 40 minutes

Techniques / Equipment: Discussion. Flipchart, coloured pens.

Process: In small (base) groups:

- Discuss the question
“How do you want to receive information from team members?”
- Identify phrases, tone of voice, intent and methods that they would like others to use in communications.
- Each group gives one guideline that the instructor then writes onto a flipchart. Repeat until all ideas are captured.
- Clarification of phrases or values is done at this time.

Group Success: Everyone in the group can explain what the guidelines mean.

Accountability: Share your small group list with the whole group to create a framework for communications that everyone can use.

Debrief: What differences arose over using some phrases or concepts? How did you clarify these ideas?

Follow-up: Revisit these guidelines at a later date to discuss if they have been useful or if the meanings have changed

This accountability part of the communication guideline development is the most vital part because it allows each member of the team to be involved with the process of creating shared

meanings. It is important to complete the exercise by defining clearly what is meant by each of the suggested guidelines.

- *Confidentiality* may mean different things to different people.
- *Honesty with each other* may range from *nice* to *brutal*, depending on the individual.
- The *right to give information or not* may be vital to building a feeling of safety into the group.

Develop and Share Personal Goals

Purpose: To make explicit personal goals in a workshop, course, or program.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|--|
| 30 min | Pose question, “What are your personal goals for this course?” Guide activity | Create a list of personal goals for the course that you are willing to share | Individual, flipchart, pens, sticky pads |
| 10 min | Lead presentation of personal goals Debrief activity | Present personal goals to other group members Describe group process | whole group |

Activity – Develop and Share Personal Goals

Organizer: It is easier to achieve goals when they are explicit.

Objective: Create a list of personal goals for the course that you are willing to share.

Time: 30 minutes

Techniques / Equipment: Discussion. Flipchart, coloured pens.

Process: Individually and documented on a flipchart:

- Create a list of personal goals for the course that you are willing to share.

Group Success: Everyone in the group can explain each other’s personal goals.

Accountability: Share your list with the whole group to make goals explicit for everyone.

Debrief: How difficult was it to describe your personal goals? How did you overcome this?

Follow-up: Revisit these goals periodically to discuss if they have been met or changed.

This accountability part of the goals exercise is the most vital part because it allows each member of the team to be involved with the process of creating shared meanings. It is important to maintain the exercise by revisiting the goals and identifying progress.

Form Support Groups

Purpose: To provide ongoing peer support over a period of time.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 20 min | Organize suitable Base Groups Guide activity | Identify something they have in common Choose an identifying symbol or name and place on folder | Base groups, folders, pens |
| 5 min | Collect folders Guide debriefing | Arrange means of contact Debrief | Whole group |

Activity – Form Support Groups

Organizer: To do your best, you need support.

Objective: Form supportive (base or home) groups.

Time: 25 minutes

Techniques / Equipment: Discussion, instructor set groups. Folders, and pens.

Process: In groups of three or four:

- Identify something they have in common.
- Choose an identifying symbol or name.
- Share how you can be contacted with your group.

Group Success: Everyone in the group agrees on the name or symbol.

Accountability: Produce a base or home group folder that can be used by the Instructor and the group.

Debrief: How does the support of others assist your learning?

Trust Building

Purpose: To increase a sense of safety within groups.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 10 min | Provide information on how trust affects group process Guide activity | Brainstorm around the idea of trust as an important element of communication | Whole group |
| 10 min | Provide group grid Collect strategies Debrief activity | Complete group grid Discuss aids to process | Base groups, group grids |

Activity – Trust Building

Organizer: Trust or lack of it affects how groups perform.

Objective: Identify ways to build trust in group and team situations.

Time: 20 minutes

Techniques / Equipment: Interaction and discussion, information and personal experiences. Flipchart, pens, and group grids.

Process: In the whole group:

- Identify trust as an element of communication by exploring trust-building skills and their application.
- Identify strategies to build trust that the instructor will collect on a flipchart.

Group Success: Everyone in the group can explain the strategies used.

Accountability: In base groups complete a group grid using suitable topic headings. (Topics should be related to activities or concepts that can be shared safely. As trust grows within the groups the topics may become more controversial.)

Debrief: Explain to your base group members how the communication in your group helped each individual to participate.

Group Grid

Base Group Name

| | | | | |
|--------------------|------------|------------|------------|------------|
| | date | date | date | date |
| Individual Name | Topic 1 | Topic 2 | Topic 3 | Topic 4 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Form Formal Groups

Purpose: To place participants into suitable groups.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 20 min | Organize suitable formal groups for a specific project Guide activity | Share ways of moving teams through the identified stages to performing | Formal groups, folders, pens |
| 10 min | Transcribe strategies Debrief activity | Share effective group development strategies Discuss aids to process | whole group |

Activity – Form Formal Groups

Organizer: Both Task and Interpersonal needs must be taken into account in group work.

Objective: Form effective formal groups to complete a project.

Time: 30 minutes

Techniques / Equipment: Instructor set groups, information on group processes. Flipchart, and pens.

Process: In groups of three or four:

- Share ways of moving a team through the three stages to performing in both task behaviours and interpersonal behaviours.
- Use the Tuckman model (or other) for reference but reflect on their own experiences and feelings.

Group Success: Everyone in the group can explain the strategies to be used.

Accountability: Select individuals at random to share ideas from their group. Transcribe on flipchart and have them typed up for distribution to all participants.

Debrief: What benefit can you see from being aware of the stages of group process?

Goal Setting

Purpose: To build trust, open up conversations, and move people through the forming part of group development.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|--|--|---|
| 15 min | Ask participants to identify their goals Guide activity | Identify why you are in this program Share goals with a partner | Think, Pair, Share, flipchart, felt pens |
| 15 min | Collect and write goals | Share goals with the whole group | Whole group |

Activity – Goal Setting

Organizer: Setting goals – Who am I? Why am I here?

Objective: Identify why each person is in this program and to share goals.

Time: 30 minutes (depends on group size)

Techniques / Equipment: Flipchart, and felt pens. Write and group major goals on flipchart paper.

Process: Individually, think about:

Why am I here? Who is paying? Do I care? What do I want to get from this program?

In pairs:

- Share your answers and listen to the other person's answers.
- Identify similar and different goals.

Group Success: Everyone in the group can explain the goals identified.

Accountability: Share your goals with the larger group.

Debrief: Are there goals that have been shared that could also fit into your goals?

Group Processing

Purpose: To ensure that there is analysis of interactions and promotion of teamwork. This process is also a strong tool for moving cognitive knowledge into long term memory.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|---|--------------------------------------|
| 10 min | Pose questions for discussion Guide activity | Identify how the group interacted and possible improvements | Work groups |

Activity – Group Processing

Organizer: How we work together affects the amount of material that we learn and understand.

Objective: Identify learning situations that assisted understanding and prepare for next time.

Time: 10 minutes

Techniques / Equipment: Discussion.

Process: In the small groups that worked together, discuss:

- What happened.
- How the group worked together
- What could be done better next time.

Group Success: Everyone in the group has explained their strategies for next time.

Accountability: What conclusions have you reached?

Share Experiences and Feelings

Purpose: To open up the discussion about strong feelings that may accompany an event so that the participants are able to process the affective content of the experience.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 20 min | Describe discussion topic Guide activity | Identify personal feelings about <insert topic> | small groups, |
| 10 min | Listen and validate Debrief activity | Share feelings with others Discuss how process affects you personally | whole group |

Activity – Share Experiences and Feelings

Organizer: Strong feelings accompany meaningful experiences, both positive and negative.

Objective: Share experiences with and feelings about <insert topic> {for instance: a presentation, a video, a field trip, an emergency, or ...}.

Time: 30 minutes (depends on group size and strength of experience)

Techniques / Equipment: Personal experience. Monitor and support participation to the level that individuals are willing or able.

Process: In groups of three or four:

- What is our experience with <insert topic>?
- What are the major feelings associated with the experience?
- Discuss how this affects our interactions with others.

Group Success: Everyone in the group can explain the feelings identified.

Accountability: Each group member gets a chance to contribute in their group. A volunteer reports the main themes on behalf of their group.

Debrief: What are the implications of these experiences to you?

Classbuilder – Wanted Poster

Purpose: To help set the atmosphere in a group who have been together before. Classbuilders do this and can be quite cooperative. This is one example of how that might happen.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|-------------------------------------|----------------------------------|--------------------------------------|
| 20 min | Set up pairs, Observe activity | Identify a partner | Pairs, Icebreaker |
| 20 min | Debrief activity | Introduce a partner | Whole group |

Activity – Classbuilder – Wanted Poster

Organizer: At this point in time you have spent a full semester with each other and are coming back from a break.

Objective: Introduce another member of the class with outlaw theme.

Time: 40 minutes (depends on group size)

Techniques / Equipment: Pairs, Wanted Poster Blanks. Monitor and encourage participation.

Process: In pairs:

- Pair up with someone who you got to know quite well last semester.
- Interview each other with regard to your holidays and information to fill out Wanted Posters.

Group Success: Both people have completed their poster.

Accountability: Introduce your partner to the rest of the class on the basis of Wanted Poster information. Ensure instructor gets introduced.

Debrief: What information did you learn about your partner or others?

Other classbuilders that help participants to see themselves as part of a larger group include using a thumb-up or thumb-down poll of the class to compare reactions to an idea, or indicating by a show of fingers (scale of one to five) how sure you are about an answer.

WANTED

NAME _____ **REWARD:**

AKA (ALIAS):

DISTINGUISHING FEATURES:

KNOWN TO SAY, “ .”

OFTEN FOUND (WHERE?):

WANTED BY:

WANTED FOR:

THINKS THE MOST IMPORTANT THING FOR A

<INSERT TITLE>

TO REMEMBER ABOUT <INSERT TOPIC> IS:

Classbuilder – Matching Icons

Purpose: To help set the atmosphere in a group who have been together before. Classbuilders do this and be individualistic. This is one example of how that might happen.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|-------------------------------------|--|--------------------------------------|
| 20 min | Set up pairs, Observe activity | Identify icon matches | Pairs, Icons, table |
| 20 min | Debrief activity | Identify what and why of icons, tally score | Whole group |

Activity – Classbuilder – Matching Icons

Organizer: At this point in time you have been part of a class together and are coming back from a break.

Objective: Identify class members through an icon that they have provided anonymously.

Time: 40 minutes (depends on group size)

Techniques / Equipment: Pairs, Icons brought anonymously by each person and displayed by the instructor, table of names. Monitor and encourage participation (may have prize for high scoring pair).

Process: Individually:

- Supply an icon anonymously (day before or wrapped)

In Pairs:

- Identify which icon matches which group member.

Group Success: Both people have completed their table.

Accountability: Each person explains the what and why of their icon, and identifies score of correct matches.

Debrief: True icon matches are revealed to the whole group. What information did you learn about your partner and others?

Matching Icons

| <i>Name</i> | <i>Which Icon?</i> | <i>Which Icon!</i> |
|-------------|--------------------|--------------------|
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Group Closure

Purpose: To bring about the finalization of a group experience.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|--|--|--------------------------------------|
| 10 min | Pose questions for discussion Guide activity | Identify how the group interacted and possible improvements | Formal groups |
| 10 min. | Direct groups to recognize ideas that helped group process | Identify one idea or action that each person in your group contributed | Formal groups |

Activity – Group Closure

Organizer: How we have worked together affects the amount of learning that we take away when a group is over.

Objective: Identify learning situations that assisted understanding.

Time: 20 minutes

Techniques / Equipment: Discussion.

Process: In formal work groups at the end of a task:

- Identify ideas and actions that helped the group achieve its goals.
- How could the process be made better next time.

Group Success: Everyone in the group can explain the goals identified.

Accountability: Identify one idea or action that each person in their group contributed and tell that person directly.

GROUP ACTIVITIES FOR GROUP FUNCTION

Constructive Communication Strategies

Purpose: To practise positive (as opposed to negative) communication skills.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 10 min | Provide information on constructive communication Guide activity | Identify and give the context for constructive communication strategies | Base group, flipchart, pens |
| 10 min | Collect communications strategies Debrief activity | Share effective communication strategies Discuss aids to process | Whole group |

Activity – Constructive Communication Strategies

Organizer: Constructive communication helps to get the job done.

Objective: Identify and give the context for constructive communication strategies to accomplish as particular task *{for instance: to complete a project that culminates in a presentation by the group}*.

Time: 20 minutes

Techniques / Equipment: Discussion, information and personal experiences.

Process: In base groups:

- Discuss and give examples of ways to encourage constructive communication.
- Experiment with positive communication methods and their effectiveness in the individual groups.

Group Success: Everyone in the group can identify the communication methods.

Accountability: Share effective communication strategies with the whole group.

Debrief: Identify how constructive communication assists in completing tasks.

"I" Language

Purpose: To identify the elements of and practise giving descriptive feedback.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|--|
| 10 min | Provide information on "I" language Guide activity | Practise speaking descriptively rather than evaluatively | Pairs, pairs of pairs, Worksheet |
| 10 min | Collect strategies Debrief activity | Identify the difference between speaking descriptively and speaking evaluatively Discuss difference in feeling | Whole group |

Activity – "I" Language

Organizer: When we speak from the "I" position we can communicate so that others can listen and hear us.

Objective: Practise speaking descriptively rather than evaluatively.

Time: 20 minutes

Techniques / Equipment: Worksheet

Process: In pairs:

- Fill in the worksheet with appropriate descriptive statements.

In pairs of pairs

- Compare statements.
- Explain and edit as necessary.

Group Success: Everyone in the group can explain the phrases identified.

Accountability: Share information on the difference between speaking descriptively and speaking evaluatively.

Debrief: How would you feel hearing the evaluative comment? How would you feel hearing the descriptive comment?

"I" Language Worksheet

Instructions

With a partner, rewrite each of the evaluative "you" language statements below using descriptive "I" language.

"Don't you ever do that again."

"Why can't you be on time?"

"I wish you'd try to be more reasonable."

"You always take, but you never give anything back."

"You don't respect my property."

"Why won't you listen to me?"

Feedback Basics

Purpose: When is feedback useful and timely for someone else?

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|----------------------------------|
| 10 min | Provide information Guide activity | Work interactively on Objective | <type of> group, equipment |
| 10 min | Complete accountability Debrief activity | Achieve content objective Discuss aids to process | Whole group |

Activity – Ping Pong Ball Toss (developed by Lorraine Robson, BCIT)

Organizer: Feedback is something that we tend to be able to deliver, but do we do it well?
What is effective and useful feedback?

Objective: Participate in delivering and receiving feedback and determine the effectiveness of different types of feedback.

Pre Assessment: Can the learner already accomplish this skill?

Time: 10 Minutes.

Techniques / Equipment: A set of at least three (3) ping-pong balls (crumpled paper or nerf type balls would also work), a basket at which to toss the balls, and a blind-fold to put on a volunteer. Monitor and support participation and the exchange of ideas.

Process: Can be done in large or small groups. A volunteer is requested from the group for a safe activity. The volunteer will be asked if they would participate in an exercise that involves wearing a blind-fold and doing an activity with the rest of the class. Nothing unusual will happen to them and they can quit at any time. They are asked to leave the room for about 2 minutes. (If you have someone who can accompany them out of the room, this is a more comfortable process.) When the person leaves the room, the instructor will brief the rest of the class.

- When the volunteer enters the room, they will be asked to put on a blind-fold and throw three balls into a basket that has been placed in front of them. Once the blind-fold is in place, one member of the class will quietly put the basket in place so the volunteer is not aware of its location. They will be asked to throw the balls into the basket. This process will be repeated four (4) times.
- During the first attempt, the rest of the class will remain silent as each ball is thrown
- The volunteer will be asked if they are willing to continue to throw another three balls.
- During the second attempt, the rest of the class will deliver only negative comments that do not indicate the level of skill or how close they were. (e.g. lousy shot, rubber arm, Ohhhh, too bad, etc.)
- The volunteer will be asked if they are willing to continue to throw another three balls.

- During the third attempt, the rest of the class will deliver only positive comments that do not indicate the level of skill or how close they were. (e.g. Way to go, nice one, good form, etc.)
- The volunteer will be asked if they are willing to continue to throw one last set of three balls.
- During the final attempt, the rest of the class will deliver useful feedback that will assist the volunteer to get the ball into the basket. (e.g. a little to the left, a little harder and to the right, just a little further, etc.)
- After the fourth throw, the blind-fold is removed and only the volunteer is asked to speak and tell the group how they felt during each attempt and their reaction to the feedback that they received when throwing the ball.

Group Success / Assessment: When is feedback useful? What type of feedback is of most use to someone?

Accountability: How does the feedback that I deliver assist others in achieving success in an activity?

Debrief: The group discusses how useful and specific feedback is helpful to their learning in a group.

Summary: The feedback that we give others must be useful and timely in order to help them.

Paraphrasing

Purpose: To practise language that clarifies and moves the conversation.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 10 min | Provide information on paraphrasing Guide activity | Chose topic Practise paraphrasing | Triads |
| 10 min | Collect helps and hindrances Debrief activity | Discuss what was easy and what was difficult | Whole group |

Activity – Paraphrasing

Organizer: Paraphrasing helps the assure others that they are being heard and ensures that what is heard is understood.

Objective: Practise accurate paraphrasing.

Time: 20 minutes

Techniques / Equipment: Personal experience

Process: Form triads:

Speaker

- Choose a personal experience to share with your listener.
- Spend four minutes expressing your thoughts and feelings about the experience.

Listener

- Spend four minutes actively listening to your partner.
- Use only paraphrasing the speaker's content.
- Add no new content
- No questions, no advice, no opinions!

Observer

- Focus on paraphrasing skills of listener.
- Debrief your observations for three minutes.
- Sandwich your feedback (positive, negative, positive).

Rotate positions so that everyone has done every role.

Group Success: Everyone in the group has participated actively.

Accountability: Everyone has done all of the roles.

Debrief: How accurate were you? What was easy? What was difficult? What helped?

Active Listening I

Purpose: To identify the basic skills of active listening.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|---------------------------------|
| 40 min | Provide information on how active listening improves communication Guide activity | Practise active listening with an observer | Triads, observer feedback grids |
| 20 min | Provide observer sheets for feedback Debrief activity | Give positive feedback Discuss aids to process | Triads, whole group |

Activity – Practise Active Listening

Organizer: The ability to listen actively increases communications.

Objective: Practise active listening skills through accurate paraphrasing, empathy and appropriate paralanguage.

Time: 60 minutes

Techniques / Equipment: Personal experience. Observer feedback grids

Process: In triads:

- Choose something “real” about which you truly do have authentic feelings *{for instance: a strong personal experience, a position on a controversy, etc.}*.
- The speaker will explain the “situation” for three minutes.
- The listener will practise active listening using paraphrasing, empathy and paralanguage.
- The observer will take notes on the skills that the listener is practising.
- The observer will give positive feedback and share their notes with the speaker and the listener.
- Complete the cycle twice (six speakers).

Group Success: Everyone in the group has participated actively.

Accountability: The triad members will switch roles and practise so that everyone has a chance to do all three roles twice.

Debrief: How did the feedback affect your ability to listen actively?

Active Listening Observer Feedback Grid

| Name | First Time Listening Comments | Second Time Listening Comments |
|--------------------------------------|----------------------------------|-----------------------------------|
| Appropriate Tone of Voice | | |
| Accurate Paraphrasing | | |
| Empathy | | |
| Appropriate Paralanguage | | |
| Encouraging Words | | |
| Other | | |

Active Listening II

Purpose: To practise a variety of listening skills.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 40 min | Provide information on active listening and blocking Guide activity | Brainstorm topics. Practise blocks and active listening. | Small groups |
| 20 min | Collect useful strategies Debrief activity | Identify the difference between using blocks and active listening. Discuss what was easy and what was difficult. | whole group |

Activity – Paraphrasing

Organizer: Active listening helps to assure others that they are being heard and ensures that what is heard is understood.

Objective: Practise paraphrasing with blocks and with active listening.

Time: 60 minutes

Techniques / Equipment: Personal experience.

Process: In the whole group:

- Brainstorm a list of a dozen topics to use in practising active listening. The topics would be those that have an interest to the participants.

Form triads:

Blocks. Rotate speaker, listener and observer.

Speaker

- Choose a personal experience to share with your listener,
- Spend 3 minutes communicating your thoughts and feelings about the experience.

Listener

- Choose one of the “blocks” to effective paraphrasing.
- Emphasize your “block” exclusively.
- Stay with your “block” until your observer / timekeeper indicates your time is up.

Observer

- Attend to body language of both “listener” and speaker.

- Focus on the “block” the “listener” is demonstrating.
- Keep track of time.
- Debrief your observations.

Active Listening. Rotate speaker, active listener and observer.

Speaker

- Choose a personal experience to share with your listener.
- Spend four minutes communicating your thoughts and feelings about the experience.

Listener

- Spend four minutes actively listening to your partner.
- Use only paraphrasing and empathy.
- Add no new content
- No questions, no advice, no opinions!

Observer

- Focus on paraphrasing and empathy skills of listener.
- Attend to body language of listener and speaker.
- Keep track of time.
- Debrief your observations for three minutes.
- Sandwich your feedback (positive, negative, positive).

Group Success: Everyone in the group has participated actively.

Accountability: Everyone has done all of the roles.

Debrief: How did the two experiences compare? What was easy? What was difficult?

Active Listening Tape

Purpose: To be able to hear oneself as others do.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 30 min | Identify criteria to complete tape Observe activity | Create an Active Listening tape with a partner | Pairs; tapes, tape recorder |
| 10 min | Collect tapes for review Debrief activity | Complete tape and submit Describe challenges and celebration | Whole group |

Assignment – Create an Active Listening Tape

Organizer: The ability to listen actively increases communications.

Objective: Create a five minute tape demonstrating your active listening skills through paraphrasing and empathy.

Time: 40 minutes

Techniques / Equipment: Situations supplied from personal experience, tapes, and tape recorders.

Process: In pairs:

- Choose something “real” about which you truly do have authentic feelings.
- With the tape recorder running, the speaker will explain their “situation”.
- The listener will practise active listening using paraphrasing and empathy.
- The tape will be as recorded at one time with no editing.
- The same pair will switch roles and make a second tape.

Group Success: Both people have participated actively.

Accountability: Submit both tapes to the instructor.

Debrief: What were the challenges to be dealt with to complete the tape? How do we celebrate our success?

Perception Checking

Purpose: To limit assumptions and enhance understanding.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|--------------------------------------|
| 15 min | Provide information on how perception checking helps communication Guide activity | Practise Perception Checking with activity Complete worksheet | Pairs, perception checking worksheet |
| 10 min | Collect responses. Debrief activity | Share best responses with group. Discuss aids to process | Whole group |

Activity – Perception Checking

Organizer: Assumptions about what is happening need to be checked for accuracy.

Objective: Create and use effective perception checking.

Time: 25 minutes

Techniques / Equipment: Perception checking worksheet

Process: In pairs:

- Complete the Perception Checking Activity, discussing the items and synthesizing appropriate answers.

Group Success: Both people have participated actively.

Accountability: Share examples of your responses with the whole group.

Debrief: What elements of perception checking are easiest and hardest? How did your partner help or hinder your perception checking?

Perception Checking Worksheet

Instructions

- With a partner, write perception-checking statements for the following items.
- Practise saying these statements out loud to each other.
- Refine the statements to enable more complete perception checking.

Example:

You saw your friend talking intently with Pat, your recent date.

Perception-checking statement: “When I saw you talking with Pat, I didn’t know what was happening. It seemed like you might be discussing the class that you are taking together or you might have a more personal interest in each other. Are you interested in Pat as a friend or a date?”

- Ever since the beginning of the program, your family members ask you how you are doing every week.

- An instructor has returned an exam with a low grade to you , commenting that “This kind of work paints a bleak picture for the future.” You have approached him to discuss that remark.

- You are talking long distance with an old friend and she remarks, “Oh, it’s okay, I guess,” about her current job.

- You come home and your roommate is reading on the couch. When you say “Hi,” she turns away from you and keeps on reading.

- You have been given a big assignment at work. Your supervisor asks you regularly if you are having any problems with it.

- Your romantic partner tells you that he is planning to spend next Friday night with friends from work. You usually spend Friday nights together.

- A week ago your neighbour raked a large amount of garden debris into a pile next to your property, promising to clean it up the next day. It is still there and blowing into your yard.

- One of the people at your workplace has been looking at you a lot lately. Every time you look up, she is looking and smiling at you. You have decided to ask her why.

Quality Team Assessment

Purpose: To practise self assessment and build critical thinking skills.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-----------------------------------|
| 10 min | Provide Quality Chart Guide activity | Perform a self-assessment on how well the group is doing and possible areas for improvement | formal work groups, Quality Chart |
| 10 min | Coach plan development Debrief and encourage | Develop a plan for team improvement. Identify starting point | Formal work groups |

Activity – Quality Team Assessment

Organizer: How well are you doing in your team?

Objective: Conduct a team self-assessment and develop a plan for improvement.

Time: 20 minutes

Techniques / Equipment: Discussion, Quality Charts.

Process: In formal work groups:

- Using the Quality Team Chart, conduct a self-assessment and discuss the group's ability to accomplish the items on the list. This is not evaluative, but is meant to establish a benchmark for celebration and/or improvement.
- Identify one area in which they would like to improve and propose ways for achieving that goal as a team.

Group Success: Everyone in the group has participated actively.

Accountability: Group members share strategies for improvement with the large group.

Debrief: What is one goal that you can start on immediately?

This exercise is repeated regularly and records kept over the time that the group is together to indicate how each team is working together.

Team Quality Chart

| | | | | |
|--|--|--|--|--|
| <i>Names</i> | | | | |
| <i>Timelines</i> | | | | |
| <i>Cooperation / Teamwork</i> | | | | |
| <i>Responsibility</i> | | | | |
| <i>Adaptability / Versatility</i> | | | | |
| <i>Quality of Work</i> | | | | |
| <i>Initiative</i> | | | | |
| <i>Dependability</i> | | | | |
| <i>Attendance</i> | | | | |
| <i>Communication</i> | | | | |
| <i>Contribution</i> | | | | |

Negotiating Compromise

Purpose: To practise conflict management skills.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 15 min | Provide information Guide activity and discussion | Identify and group areas of conflict that might arise | Small groups |
| 15 min | Collect cards of strategies Debrief activity | Identify negotiation strategies to manage conflict in teams Discuss aids to process | Whole group |

Activity – Negotiating Compromise

Organizer: All teams have internal conflicts. The best teams identify and negotiate solutions to these conflicts.

Objective: Share strategies and best practises for internal team conflict management and problem solving

Time: 30 minutes

Techniques / Equipment: Discussion, sticky notes, index cards, written materials

Process: In groups of three or four:

- Brainstorm types of internal team conflicts on sticky notes or index cards *{for instance: missing meetings, work not done on time, etc.}*.
- Group the types of conflicts into related clusters.
- Identify strategies that they have or could use to negotiate to manage conflict or solve a team problem with reference to the written materials.
- Transcribe these strategies in point form on cards.

Group Success: Everyone in the group can identify the group strategies.

Accountability: Share positive strategies with the whole group. The instructor collects the point-form strategies and has them word processed and distributed to the participants.

Debrief: What was one strategy that you could use right away?

ACTIVITIES TO PROMOTE ACCOUNTABILITY

Numbered Heads Together

Purpose: To ensure there is random individual accountability.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 2 min | Randomly select numbers to identify who will report | Be individually accountable in team or group situations | Numbered Heads Together |

Activity – Numbered Heads Together

Organizer: Ensuring that that the same person is not picked each time.

Objective: Encourage individual accountability of group members.

Time: 2 minutes within another activity

Techniques / Equipment: Dice (4 sided, 6 sided, etc.), number cards, etc. for randomly selecting group members. Keep process light and allow for group support of reporter. Celebrate effort as well as ideas.

Process: In groups of three or four who are completing another task:

- Have students in each group number 1 to 4.

Group Success: Everyone in the group is ready to report.

Accountability: When group is to report select reporter by number.

Debrief: How did your team help support you and prepare you for answering?

Terror Cards

Purpose: To ensure individual accountability and alertness.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 2 min | randomly select card to identify who will participate. | Be individually accountable in team or group situations | Index cards |

Activity – Terror Cards

Organizer: Ensuring that the same person is not picked and that there is random individual accountability.

Objective: Encourage individual accountability of group members.

Time: 2 minutes within another activity

Techniques / Equipment: Pens, index cards.

Process: In a whole group:

- Have students write their first name and initial on an index card.
- Hand the cards to the instructor.

Group Success: Everyone in the group is ready to respond.

Accountability: When group is to participate select participant by picking a card. Card is then returned to the pack making them “Terror” cards.

Debrief: Celebrate effort as well as performance.

Develop and Implement a Coaching Plan

Purpose: To develop a coaching relationship with a particular person.

| <i>Time</i> | <i>Learner Activities</i> | <i>Instructor Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 10 min | Identify ways to develop a coaching relationship with a particular person | Present Coaching Worksheet Guide activity | Individually, worksheets |
| 30 min | Use Action Plan to coach another person Be coached by another and give feedback Observe a coaching conversation and give feedback | Describe Activity Guide activity | Threes, worksheets |
| 10 min | Share your experience and learning | Debrief activity | Whole group |
| 3 min | Describe group process | Debrief process | Work groups |

Activity – Develop and Implement a Coaching Plan

Organizer: We have learned, written and discussed using communication techniques, now we are going to practice them in a coaching situation.

Objective: 1. Develop an action plan to coach another person. 2. Practise coaching another person. 3. Receive feedback on your coaching behaviours. 4. Observe coaching behaviours. 5. Give feedback on another person's coaching behaviours.

Time: 55 minutes

Techniques / Equipment: Coaching Worksheet. Monitor and support participation and the exchange of ideas.

Process: Individually

- Using a personal situation and the provided worksheet, identify strategies and steps for coaching, including:
 - a) What extra information do you need before you can proceed?
 - b) What is the first thing you say or do?
 - c) What will your general course of action be?

In groups of three (or four) with one person coaching, one person being coached, and one (or 2) person observing:

Person 1 coaches Person 2 on a specific behaviours for 3-5 minutes while the observer observes.

The Observer gives feedback for 2 minutes on what they have seen

Person 2 gives feedback for 2 minutes on how the coaching was for them

Person 1 listens and adjusts their action plan to reflect the feedback

Each person in the group rotates through each position.

All members of the group

Group Success: Everyone in the group has practised coaching and adjusting their coaching plan, being coached, and observing.

Accountability: Share your experiences with the larger group.

Debrief: What feelings and difficulties arise for you when coaching others?

GROUP ACTIVITIES FOR KNOWLEDGE AND COMPREHENSION

Think-Pair-Share

Purpose: To ensure maximum discussion within a group.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------------|
| 10 min | Present <insert case, situation or question here> Guide activity | Share information on and feelings about <insert case, situation or question here> | Think-Pair-Share; written materials |
| 10 min | Collect and comment on information Debrief activity | Share information and feelings Discuss aids to process | Whole group |

Activity – Think-Pair-Share

Organizer: Increases the discussion on <content topic>.

Objective: Share information on and feelings about <insert case, situation or question here>.

Time: 20 minutes

Techniques / Equipment: Details of a case, situation or question. Monitor and encourage participation.

Process: Individually:

- Think about the situation and it's implications.
<insert case, situation or question here>

In pairs:

- Discuss the situation and your thoughts around the situation.

Group Success: Both people can explain the point of view of the other.

Accountability: Share the information and personal feelings about <situation> with others.

Debrief: Identify how discussing the situation added to how well you could identify your feelings about the situation. Identify how sharing information added to how well you know the material.

Search-Pair-Share

Purpose: To increase the amount of information sharing in a search.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 30 min | Provide information on <insert topic> for research | Identify reference material for <insert topic> | Pairs, written materials |
| 10 min | Collect and comment on sources Debrief activity | List sources Discuss aids to process | Whole group |

Activity – Search-Pair-Share

Organizer: When a reference is needed it may be cumbersome to locate. It is easier when material has been previewed and references organized in advance.

Objective: Identify reference material for <insert topic> and create a reference list.

Time: 30 minutes

Techniques / Equipment: Written text materials, flipchart, and felt pens. Monitor and encourage participation.

Process: In pairs:

- Find as many references to <insert topic> in the reference material within the next 10 minutes.
- Summarize the topic and main points of the passage.

Group Success: Both people can explain the main points.

Accountability: Pairs share their references and information with the whole group. A combined list of references is created.

Debrief: What were the differences that you saw in how your pair and other pairs searched for references? How did this affect the length of the compiled list?

Pair Read

Purpose: To increase comprehension by using shared readings.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 25 min | Provide information Guide activity | Describe information on <insert topic> | Pairs, written information |
| 10 min | Ensure comprehension Debrief activity | Answer questions on content Discuss group process | Whole group |

Activity – Pair Read

Objective: Describe <insert content>

Time: 35 minutes (5 min set up, 2x10 for pair reading, 10 min debrief)

Techniques / Equipment: one copy of <insert content> information to each person. Monitor and encourage participation.

Process: Individually:

- Silently read each paragraph or section and then

In Pairs:

- Take turns describing the content to their partner. Discrepancies in understanding are discussed as needed.
- When each pair finishes they can discuss the entire passage.

Group Success: Both people in the group can describe the passage content.

Accountability: Randomly answer questions on content.

Debrief: Was this an effective means of covering this material for you? Why or why not?

Jigsaw

Purpose: To require that students interdependently learn from one another. The initial jigsaw technique was first developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California and published in Aronson (1978).

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|---|--------------------------------------|
| 20 min | Form groups and present written information Guide activity | Learn and rehearse materials | Expert groups, segmented information |
| 20 | Ensure major points are correct | Teach materials to others Learn new material | Home groups |
| 20 min | Give test Debrief activity | Take test Identify group process | Individually, whole group |

Activity – Jigsaw (2 part)

Organizer: Students are assigned to small heterogeneous teams, and the materials to be learned are divided into as many sections as there are team members. First, members of the different teams who have the same section form "expert" groups and study together. Each then returns to his or her team and teaches that section to his or her teammates. <connect to topic>

Objective: Use expert groups to cognitively rehearse information. <insert content objective>

Time: 60 minutes

Techniques / Equipment: Segmented information. Monitor and encourage participation. Ensure accuracy.

Process: Working in expert groups of three or four:

- Half of the groups take the information on <insert material heading> and the other half take the information on <insert material heading>
- Discuss and summarize the major points of the material.
- Use cognitive rehearsal in the groups to prepare to teach their part to a partner from another group.

In pairs formed with one person from each expert group:

- The expert will explain their portion to their partner so that they understand it clearly.

Group Success: Everyone in the group can explain the material.

Accountability: Question to random members of the home group regarding non-expert information comprehension and retention. Or, a short test on the information will be given to

ensure that the material has been learned. Using the points above, have the participants write a short description under each heading.

Debrief: How did the explanations of others and your questions assist in understanding the material?

Activity – Jigsaw (3 part)

Organizer: <connect to topic>

Objective: Use expert groups to cognitively rehearse information. <Insert content objective>

Time: 60 minutes

Techniques / Equipment: Segmented information. Monitor and encourage participation. Ensure accuracy.

Process: Number participants off in their home groups 1 to 3.

- Each number group receives information on one area of <insert information>.

In expert groups (all the 1s, all the 2s, etc.):

- Discuss and summarize the major points of the material.
- Use cognitive rehearsal to prepare to teach their part to others in their home groups.

In home groups, made up of one of each type of expert.

- Each expert will explain their portion so the rest of the group understands it.

Group Success: Everyone in the group can explain the material.

Accountability: Question to random members of the home group regarding non-expert information comprehension and retention (or, a short test on the information will be given to ensure that the material has been learned). Using the points above, have the participants write a short description under each heading.

Debrief: How did the explanations of others and your questions assist in understanding the material?

Activity – Jigsaw (4 part)

Organizer: <connect to topic>

Objective: Use expert groups to cognitively rehearse information. <Insert content objective>

Time: 60 minutes

Techniques / Equipment: Segmented information. Monitor and encourage participation. Ensure accuracy.

Process: Number participants off in their home groups 1 to 4.

- Each number group receives information on one area of <insert information>.

In expert groups (all the 1s, all the 2s, etc.):

- Discuss and summarize the major points of the material.
- Use cognitive rehearsal to prepare to teach their part to others in their home groups.

In home groups are made up of one of each type of expert.

- Each expert will explain their portion so the rest of the group understands it.

Group Success: Everyone in the group can explain the material.

Accountability: Question to random members of the home group regarding non-expert information comprehension and retention. Or, a short test on the information will be given to ensure that the material has been learned. Using the points above, have the participants write a short description under each heading.

Debrief: How did the explanations of others and your questions assist in understanding the material?

or

Which step do you have the best understanding of at this time? Which step are you least clear about?

Nightmare Cards

Purpose: To bring out fears so that they can be handled.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|--------------------------------|
| 10 min | Pose <insert topic area> and ask for nightmares Guide activity | Identify the worst case scenarios that you can imagine for <insert topic> | Pairs, 5x7 cards, felt pens |
| 10 min | Collect cards for reference Debrief activity | Discuss scenarios and perceptions | Whole group |

Activity – Nightmare Cards

Organizer: What we don't know how to deal with may make us quite nervous.

Objective: Identify imaginary but realistic worst case scenarios for <insert topic> situations.

Time: 20 minutes

Techniques / Equipment: 5x7 cards, felt pens. Retain Nightmare Cards for future reference and agenda issues.

Process: Individually:

- Write out a <insert topic> scenario that they dread (real or imagined).

In pairs:

- Discuss the Nightmare scenarios.

Group Success: Both people can identify the feelings of the other.

Accountability: Scenarios are described to the whole group. Group posts scenarios for review.

Debrief: How does discussing “worst case scenarios” change your perception of what might happen and what you might do about it?

Define Categories from Experiences

Purpose: To build shared meaning around a category that everyone has experienced but may not be clearly defined.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 20 min | Describe discussion topic Guide activity | Identify personal feelings about <insert topic> | small groups, |
| 10 min | Listen and validate Debrief activity | Share feelings with others Discuss how process affects you personally | whole group |

Activity – Share Experiences and Feelings

Organizer: We may all think that we know what <insert category> means and implies but can we describe it clearly for ourselves and others?

Objective: By sharing best experiences about <insert category> {for instance: a learning, teaching, response to a situation, or ...} the participants will build a definition and shared meaning of the category.

Time: 30 minutes (depends on group size and length of experience)

Techniques / Equipment: Personal experience. Monitor and support participation to the level that individuals are willing or able.

Process: In groups of three or four:

- What is our experience with <insert topic>?
- What was the best parts of the experience?
- Discuss how this affects our interactions with others now and in the future.

Group Success: Everyone in the group can explain the best elements and their effects.

Accountability: Each group member gets a chance to contribute in their group. A volunteer reports the main themes on behalf of their group.

Debrief: What are the implications of these experiences to you?

Flash Cards

Purpose: To learn rote materials in a supportive atmosphere.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 20 min | Provide terminology and definitions Guide activity | Memorize terminology | Pair, 5x7 cards, felt pens |
| 10 min | Set situations. Debrief activity | Use terminology appropriately Describe group process | Whole group |

Activity – Use Flash Cards

Organizer: The technical jargon of *<insert topic>* must be used naturally.

Objective: Memorize and use appropriate terminology

Time: 30 minutes

Techniques / Equipment: 5x7 cards, felt pens. Monitor and encourage participation and the exchange of ideas.

Process: Working in pairs:

- Prepare Flash Cards of terminology.
- Use them with each other to rehearse material.
- Terms from previous sections can be added to the list.

Terminology:

- *<insert glossary list>*

Group Success: Both people can identify the terminology.

Accountability: Use the terminology in appropriate ways and contexts.

Debrief: What were the easiest terms to learn? What were the hardest terms to learn? What made a difference?

Visualization

Purpose: To expand on networks and connections of ideas.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|--|
| 15 min | Present the basic elements of concept or situation Guide activity | Analyze and link <insert concepts or situations> | Pairs, whole group, flipchart, felt pens |
| 10 min | Comment on linkages. Debrief activity | Identify linked areas Discuss aids to process | Whole group |

Activity – Visualization

Organizer: <connect to topic>

Objective: Analyze and link various <insert concepts or situations> {for instance: how do various theoretical frameworks link to each other.}.

Time: 25 minutes

Techniques / Equipment: Flipchart and felt pens. Monitor and encourage participation and the exchange of ideas.

Process: Have the participant visualize <insert concepts or situations>

- Individually think of what <insert concepts> do. Imagine ways that they are or could be linked.
- Make notes about your thoughts.
- In pairs share with your partner.
- Report list and instructor records on flipchart.

Group Success: Both people can identify what their partner was visualizing.

Accountability: In the large group identify where are the overlaps between pairs. How would the linkages imagined be made what would the effect be?

Debrief: How did other people's points help you to develop your concepts?

Follow a Process

Purpose: To follow a procedural process.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|--|--|--------------------------------------|
| 20 min | Provide information <on topic> Guide activity | Identify the linear steps of <insert procedure> | Pairs, written materials |
| 10 min | Collect and comment on steps Debrief activity | Present steps in context Describe group process | Whole group |

Activity – Follow a Process

Organizer: Use the assigned pre-reading as an organizer for <insert procedural process here>.

Objective: Identify the linear steps of <insert procedure>.

Time: 30 minutes

Techniques / Equipment: written materials <on topic>. Monitor and encourage participation.

Process: In pairs:

- Identify the end product of the procedure.
- Identify the first step of the procedure.
- Trace the necessary step to reach the end product.

Group Success: Both people can trace the same steps in the process.

Accountability: Identify steps that may not be necessary, but may be useful.

Debrief: What parts of the process are clear? What parts still need more explanation?

Trace a Continuum

Purpose: To use graphics to follow a history continuum.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 15 min | Present information on history of <subject> | Create a graphic of the information continuum | Numbered Heads Together |
| 10 min | Comment on graphics. Debrief activity | Share continuum graphic Discuss aids to process | Whole group |

Activity – Trace a Continuum

Organizer: Present information on history of <subject>.

Objective: Create a graphic of the continuum of <subject>.

Time: 25 minutes

Techniques / Equipment: Presentation of information and history. Monitor and encourage participation and the exchange of ideas.

Process: In groups of three or four:

- Trace the sequence of events, from beginning to completion.
- Graph the information as a continuum.

Group Success: Everyone in the group can explain the continuum used.

Accountability: Compare different ways the process has been broken down and named and report them to the whole group.

Debrief: How did a visual representation assist your understanding of this history?

Pair Review Form Completion

Purpose: To ensure that forms are completed.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|--|---|----------------------------------|
| 10 min | Set participants to fill in forms with information Guide activity | Compare and revise <insert topic> forms | Pairs, forms, writing implements |
| 10 min | Comment on forms Debrief activity | Present revised forms Identify aids to process | Whole group |

Activity –Pair Review Form Completion

Organizer: Peer editing increases completion levels.

Objective: Compare and revise <insert topic> forms with another participant.

Time: 20 minutes

Techniques / Equipment: Forms and writing implements. Monitor and encourage participation and the exchange of ideas.

Process: In the large group:

- Ask clarifying questions and review information required for <insert topic> forms.

Individually:

- Individually complete the <insert topic> forms.

In pairs:

- After three minutes pair with someone new and compare forms.

Group Success: Everyone has contributed to the forms.

Accountability: Submit revised forms at the end of the class (signed and dated).

Debrief: How does your level of completion before peer editing compare with how complete your information was after? What did your partner help you with?

Discussion – Small Group – Knowledge

Purpose: To clarify characteristics of things or systems.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|--|---|-------------------------------|
| 15 min | Identify the elements of <insert system topic> Guide activity | Discuss <system and information> | Small groups |
| 10 min | Collect information. Debrief activity | Describe characteristics of materials Describe group process | Whole group |

Activity – Discussion – Knowledge

Organizer: <connect to topic>

Objective: Describe characteristics of <insert system> {for instance: any complex system with many characteristics}.

Time: 25 minutes

Techniques / Equipment: Personal experience, written information on <insert topic>. Monitor and encourage participation and the exchange of ideas.

Process: In groups of three or four:

- Read characteristic.
- Expand characteristic with a description.
- Provide an observable consequence.
- Are there other characteristics? Add them.

Group Success: Everyone in the group can explain the characteristics.

Accountability: Describe each characteristic by randomly calling on members to report on group activity.

Debrief: How did your group members add to your knowledge?

Discussion – Small Group – Comprehension

Purpose: To encourage discussion and clarification of ideas.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 15 min | Pose question or outline situation Guide activity | Exchange ideas and explain <insert topic> | Small groups |
| 10 min | Collect comments Debrief activity | Explain ideas discussed Describe group process | Whole group |

Activity – Discussion – Comprehension

Organizer: <connect to topic>

Objective: Exchange ideas and explain in your own words <insert topic> {for instance: any complex topic with new or controversial information}.

Time: 25 minutes

Techniques / Equipment: Information, personal experience. Monitor and encourage participation and the exchange of ideas.

Process: In groups of three or four:

- Exchange ideas on the following statement, presentation or reading.
<insert question or situation here>?

Group Success: Everyone in the group can explain the ideas and context that the group produced.

Accountability: Explain your ideas within an appropriate context.

Debrief: How do the individual statements of understanding match the context presented in class?

Discussion – Small Group – Factors to be Considered

Purpose: To encourage identification and discussion of factors to be considered in a given situation.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 15 min | Pose question on factors in a given situation Guide activity | Discuss factors to be considered in the situation Exchange ideas and explain how factors will be addressed | Small groups |
| 10 min | Collect strategies Debrief activity | Explain strategies discussed Describe group process | Whole group |

Activity – Discussion – Comprehension

Organizer: <connect to topic>

Objective: Discuss factors affecting <insert situation here> and exchange ideas for strategies to address factors.

Time: 25 minutes

Techniques / Equipment: Information, personal experience. Monitor and encourage participation and the exchange of ideas.

Process: In groups of three or four:

- Discuss the following question.

What factors must be considered for <insert situation here>?

- Exchange ideas and explain how these factors will be addressed.

Group Success: Everyone in the group can explain the factors and strategies to address them that the group produced.

Accountability: Explain your strategies within an appropriate context.

Debrief: How does discussing the factors affect your perception of what might happen and what you might do about it?

Pair Review Note Taking

Purpose: To collaborate in reviewing each others notes for accuracy and understanding.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|--|--|----------------------------------|
| 10 min | Set participants to identify main elements Guide activity | Compare and revise notes on <insert topic> | Pairs, paper, writing implements |
| 10 min | Collect materials. Debrief activity | Submit signed revised notes Discuss group process | Whole group |

Activity – Note Taking / Pair Review

Organizer: Cognitive rehearsal by stating ideas orally and in writing increases content retention.

Objective: Compare and revise notes on <insert topic> with another participant.

Time: 20 minutes

Techniques / Equipment: Paper and writing implements, individual notes.

Process: In the large group:

- Ask clarifying questions and review material.

Individually:

- Summarize the main points of the lesson in point form.

In pairs:

- After three minutes pair with someone new and compare notes.
- Revise personal notes.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Have each participant submit their revised notes at the end of the class (signed and dated).

Debrief: How does what you know compare with what you think that you need to know? What are you doing with this realization?

Return notes at the next class with comments and clarification. Go over the main points and fill in missing elements.

Formulate a Report

Purpose: To practise formulating and editing reports.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-----------------------------------|
| 20 min | Identify elements of report writing Guide activity | Formulate a report on <i><insert situation></i> Edit the report with a partner | Individual, Pair edit, situations |
| 10 min | Review finished reports Debrief activity | Review report with partner Discuss process challenges | Pair edit |

{For instance: The following activity is based on formulating Incident Reports but the reports could be on a variety of subjects such as meetings, projects, or any activity.}

Assignment – Formulate an Incident Report

Organizer: Report writing is a necessary part of *<connect to topic>*.

Objective: Formulate reports for *<insert topic>*.

Time: 30 minutes

Techniques / Equipment: Situation resources (audio, video, written)

Process: Working individually:

- Use the situations and other resources for the appropriate information.
- Identify the critical elements from the information.
- Formulate a short report, using a *<insert type>* format.

In pairs:

- Read and comment on each other's report draft.
- Re-work the report.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Share the report with the whole group. Submit the signed and dated reports to the instructor.

Debrief: What were the challenges to be dealt with to complete the report within the time frame?

Prepare Reports

Purpose: To identify the elements needed and to prepare reports.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|--------------------------------------|
| 20 min | Identify elements of reports for <insert topic> Guide activity | Discuss report elements Identify where information comes from | Individual, Pair edit, situations |
| 10 min | Review finished reports Debrief activity | Edit the report with a partner Discuss challenges | Pair edit |

{For instance: reports could be on a variety of subjects such as meetings, projects, or any activity.}

Assignment – Prepare Reports

Organizer: Report writing is a necessary part of <connect to topic>.

Objective: Identify elements and prepare reports for <insert topic>.

Time: 30 minutes

Techniques / Equipment: Report samples, personal experience. Monitor and encourage participation

Process: Working individually:

- Use the situations and other resources for the appropriate information.
- Identify the critical elements from the information and how to acquire them.
- Formulate a short report, using a <insert type> format.

In pairs:

- Read and comment on each other's report draft.
- Re-work the report.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Share the report with the whole group for editing.

Debrief: What are the challenges to be dealt with to prepare this type of report?

GROUP ACTIVITIES FOR APPLICATION

Read Maps / Charts

Purpose: To use a map or chart to locate information.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 50 min | Provide information and maps / charts. Guide activity | Location positions on a map or chart | Pairs, maps / charts |
| 10 min | Ensure correct positions Debrief activity | Complete activity Identify individual process | Pairs |

Activity – Read Maps / Charts

Organizer: You must be able to read a map or chart to locate positions.

Objective: Locate positions on a map or chart.

Time: 60 minutes

Techniques / Equipment: Maps or charts, locations. Monitor and encourage participation.

Process: In pairs:

- Review the elements of map or chart reading.
- Locate positions on the maps or chart.

Individually:

- Locate positions on the maps or chart.
- Partner observes and times the procedure. They then give feedback and suggestions.

Group Success: Everyone takes turns at locating and observing and timing.

Accountability: Each person can locate positions on the maps or charts.

Debrief: How did time pressure affect your performance?

Prepare a Block Diagram

Purpose: To identify the linkages between elements of a system.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|---|
| 30 min | Present system elements Guide activity | Use a Block Diagram to depict how <i><systems are linked></i> | Small groups, paper, writing implements |
| 10 min | Comment on diagrams Debrief activity | Share diagrams Discuss how process aided understanding | Whole group |

Activity – Prepare a Block Diagram

Organizer: <connect to topic>

Objective: Use a Block Diagram to depict how *<elements of a system>* are linked.

Time: 40 minutes

Techniques / Equipment: System information. Monitor and encourage participation.

Process: In small groups of three or four:

- Create your idea of how such a system would work.
- Design a block diagram to show the operation of the system.
- State the sequence of operation for *<an event traveling through the system>*

Group Success: Everyone in the group can explain the sequence.

Accountability: Compare diagrams with other participants and describe sequence.

Debrief: What element of the process is clearer to you now?

Create a Flow Chart

Purpose: To map out a flow chart.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 20 min | Provide situation Guide activity | Create flow chart to show sequence and decision loops | Small groups |
| 10 min | Comment on flow chart Debrief activity | Explain flow chart Describe group process | Whole group |

Activity – Create a Flow Chart

Organizer: <connect to a process>

Objective: Use a Flow Chart to depict the way in which <you would gather information or a system works or ...>.

Time: 30 minutes

Techniques / Equipment: Post-it notes, flipchart paper and markers, poster with basic Flow Chart symbols (decision, action, arrows, etc.). Monitor and encourage participation.

Process: In small group of three or four:

- Consider <situation or stimulus>
- Determine priorities of sequence on post-it notes.
- State the sequence of operations for gathering the information.
- Plot the sequence on the flipchart paper.
- Show flow, decision trees and loops.

Group Success: Everyone in the group can explain the strategies depicted.

Accountability: Compare diagrams with other participants to determine advantages of other approaches.

Debrief: What elements of other diagrams made the sequence clearer to you?

Personal Planning

Purpose: To identify the elements of personal plans.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---------------------------------------|---|-------------------------------|
| 25 min | Present situation Guide activity | List elements of a personal plan | Small group |
| 10 min | Comment on plans. Debrief activity | Share personal plan Identify aids to process | Whole group |

Activity – Personal Planning

Organizer: Those who fail to plan are generally planning to fail.

Objective: Make a list of things that you would do to prepare for a <situation> {for instance: any situation that takes personal planning, a trip, an emergency, a job interview, etc.}.

Time: 35 minutes

Techniques / Equipment: <situation>. Monitor and support participation and the exchange of ideas.

Process: In group of three or four:

- Exchange ideas on the following statement:
<insert statement about a situation>
- Write out a personal list of things to do.
- Debrief ideas with whole class.
- Students revise their own plans based on ideas from other groups.

Group Success: Everyone in the group can explain the elements of the plans.

Accountability: Give copy of personal list to group members.

Debrief: How much of what you ended up with on your list was due to the ideas of others?

Solve Problems

Purpose: To practise applied problem solving of formulas.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 10 min | Provide problem Guide activity | Identify data, unknowns, and formula Apply formula / solutions | Small groups |
| 10 min | Comment on answers Debrief activity | Explain answers and approach Describe group process | Whole group |

Activity – Solve Problems

Organizer: <connect to an application >

Objective: Apply formulas to a set of data to solve problems.

Time: 20 minutes

Techniques / Equipment: Problem information. Monitor and encourage participation.

Process: In small group of three or four:

- Consider <the given problem >
- Identify all of the known data.
- Identify the unknown elements.
- Identify any variables.
- Apply the appropriate formula to the data set.
- Verify the answer.

Group Success: Everyone in the group can explain the process used.

Accountability: Compare answers with other participants and identify alternative approaches.

Debrief: What elements of other approaches made the problem clearer to you?

Create a Classification Matrix

Purpose: To analyze a whole using set criteria.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 20 min | Provide information Guide activity | Create a classification matrix for <insert topic> | Pairs or small groups |
| 10 min | Comment on matrix. Debrief activity | Present matrix Describe group process | Whole group |

Activity – Classification Matrix

Organizer: <connect to topic>

Objective: Relate data to two related sets of criteria.

Time: 30 minutes

Techniques / Equipment: criteria and classification headings and a sample matrix. Monitor and encourage participation.

Process: In pairs or groups of three or four:

- Organize a list of specific incidents into a matrix similar to the one below.

| | Classification | Classification |
|----------|----------------|----------------|
| Criteria | | |
| Criteria | | |
| Criteria | | |

- Discuss placement of data elements within the matrix before placement.
- Agree on placement.

Group Success: Everyone in the group can explain the classification strategies used.

Accountability: Identify acceptable placement of elements.

Debrief: Discuss the most frustrating aspect of the exercise.

Propose Situations

Purpose: To identify and document types of situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|------------------------------------|
| 10 min | Identify elements of <insert concept> Guide activity | Propose possible situations that might <insert topic> | Small groups, flipchart, felt pens |
| 10 min | Collect and comment on situations. Debrief activity | Identify how previous information fits Identify how understanding is increased | Whole group |

Activity – Propose Situations

Organizer: What types of situations might <insert topic area>?

Objective: Propose possible situations that might <insert topic area>.

Time: 20 minutes

Techniques / Equipment: Personal experience, augment ideas to ensure comprehensive list. Flipchart, and felt pens. Monitor and encourage participation.

Process: In pairs or triads:

- Suggest various situations that might <insert topic area>.

In the whole group:

- Share the possible situations from each group, rotating the response so that everyone contributes. Document on a flipchart.
- Discuss ideas that are triggered by the proposed situations.
- Use examples and documented information to expand on the ideas.

Group Success: Everyone in the group can explain the proposed situations used.

Accountability: Identify how previous information fits into the expanded information.

Debrief: Identify how what was known already assists understanding of new materials.

Develop Incidents

Purpose: To create and expand on single incident situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 10 min | Identify criteria for incidents Guide activity | Create and develop incidents | Small groups |
| 10 min | Collect and comment on incidents Debrief activity | Present incidents Describe group process | Whole group |

Activity – Create Incidents

Organizer: <connect to topic>

Objective: Identify contexts for <a type of> incident {for instance: a situation that could occur and which is related to the course content}.

Time: 20 minutes

Techniques / Equipment: Personal experience and written materials. Monitor and encourage participation.

Process: Working in small groups of three or four using preset criteria:

- Develop individual incidents from the preceding information in which a situation could occur.
- Write them out as fully as possible in the time available.

Group Success: Everyone in the group can explain the rationale for the incidents.

Accountability: Share them with the other groups and explain them. Make comments on other incidents as to believability and stereotyping.

Debrief: How easy would it be for these situations to occur? Could you imagine yourself in one? What thoughts did other people in your group share that expanded your understanding of these situations?

Develop Timelines

Purpose: To plot timelines based on various cases.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 25 min | Identify possible timelines giving various scenarios through case studies | Plot normal, delayed and accelerated timelines with developmental stages and milestones. | Small groups, case studies |
| 25 min | Provide strategy templates and information | Integrate <topic> development information with strategy development for <topic> planning. | Small groups, case studies |
| 10 min | Collect comments Debrief activity | Explain ideas discussed Describe group process | Whole group |

Activity – Develop Timelines

Organizer: <connect to topic>

Objective: Identify how normal, delayed and accelerated developmental stages of <topic area> affect timelines.

Time: 60 minutes

Techniques / Equipment: Personal experience, developmental information, and case studies.

Process: Working in small groups of three or four using developmental information and individual cases:

- Identify whether this is normal, delayed and accelerated development.
- Develop a complete developmental timeline from the given information.
- Document the timeline as fully as possible in the time available.

Group Success: Everyone in the group can explain the rationale for the timeline.

Accountability: Share timelines with the other groups and explain them. Make comments on other timelines with regards to the cases.

Debrief: How might these timelines play out if they in real life? What discussion occurred in your group that expanded your understanding of these timelines?

Create Scenarios

Purpose: To combine incidents into scenarios.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 10 min | Identify criteria for scenarios Guide activity | Develop complete scenarios with timelines | Small groups |
| 10 min | Collect and comment on scenarios Debrief activity | Discuss scenarios Describe group process | Whole group |

Activity – Create Scenarios

Organizer: <connect to topic>

Objective: Identify how individual incidents interact over time in <a particular context>.

Time: 20 minutes

Techniques / Equipment: Personal experience and individual incidents.

Process: Working in small groups of three or four using preset criteria and individual incidents:

- Develop a complete scenario from the given information.
- Identify a suitable timeline and how the incidents might interact.
- Write them out as fully as possible in the time available.

Group Success: Everyone in the group can explain the rationale for the scenario.

Accountability: Share them with the other groups and explain them. Make comments on other scenarios with regards to flow and practicality.

Debrief: How might these scenarios play out if they occurred in real life? How might you respond in one? What discussion occurred in your group that expanded your understanding of these situations?

Operate Equipment (I)

Purpose: To operate equipment safely and effectively.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 60 min | Provide checklist and demonstration. Guide activity | Operate <i><insert equipment type></i> safely and effectively | Small groups, equipment |
| 10 min | Ensure checklists complete Debrief activity | complete checklist Identify Individual Process | Whole group |

Activity – Operate Equipment

Organizer: You must be able to operate the equipment to use it effectively.

Objective: Operate *<insert equipment type>* effectively.

Time: 70 minutes

Techniques / Equipment: Appropriate location, *<insert equipment>*. Monitor and support participation.

Process: In small groups of three or four:

- Ensure all group members understand the safe operation of the equipment using the checklist as a guide.
- Each group member operates the equipment.
- Other group members observe operation referring to and completing the checklist.
- Group discusses and strategizes operation possibilities.
- Rotate roles until each member has operated and observed.

Group Success: Everyone in the group participates in all roles and supports others.

Accountability: All group members can demonstrate safe operations of *<insert equipment type>*. Checklists are completed.

Debrief: Where are you on this matrix? Share this information with your group.

Competency Matrix

| | Not Conscious | Conscious |
|---------------|---------------------------------|--------------------------------|
| Not Competent | 1 can't do it and don't know | 2 can't do it but know this |
| Competent | 4 doing it naturally | 3 can do it and know this |

Discussion – Small Group – Application

Purpose: To apply a concept effectively it is helpful to discuss it.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 15 min | Pose question or outline situation Guide activity | Exchange ideas and apply <insert topic> | Small groups |
| 10 min | Collect application opinions / ideas Debrief activity | Share information discussed Describe group process | Whole group |

Activity – Discussion – Application

Organizer: <connect to topic>

Objective: Exchange ideas and apply <insert topic> to new or unique situations.

Time: 25 minutes

Techniques / Equipment: Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Exchange ideas on the following statement, presentation or reading.
<insert question or situation here>{for instance: how might a particular idea be applied or what could be done in a particular situation?}

Group Success: Everyone in the group can explain the ideas discussed.

Accountability: Employ the concept in a new situation or to a new problem.
Identify situations that employ the ideas on use.

Debrief: Where and when could this application be useful?

GROUP ACTIVITIES FOR ANALYSIS

Brainstorm Plus

Purpose: To get a lot of concepts out so that they can be analyzed.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|---|---|--|
| 10 min | Identify elements of <insert concept> Guide activity | Identify information known about <insert concept> | Flipchart, felt pens, whole or small group |
| 10 min | Collect and comment on connections Debrief activity | Identify how previous information fits Identify how understanding is increased | Whole group |

Activity – Brainstorm and Analyze

Organizer: This is a way to get a lot of ideas out about <connect to topic>.

Objective: Identify information known and ideas about <topic> and integrate it with new information {for instance: any complex content topic particularly where they may be preconceptions}.

Time: 20 minutes

Techniques / Equipment: Personal experience, written information, flipchart, felt pens. Monitor and encourage participation. Augment ideas to ensure comprehensive list.

Process: In pairs or triads:

- Brainstorm the various types of <topic> that they know about. This is an all ideas are welcome, no analysis session.
- Record the information.

In the whole group:

- Share the examples of <topic> from each group, rotating the response so that everyone contributes.
- Document on a flipchart.
- Discuss ideas that are triggered by the examples.
- Use examples and documented information to expand on their ideas.

Group Success: Everyone in the group can explain the ideas put forward.

Accountability: Identify how previous information fits into the expanded information.

Debrief: Identify how what was known already assists understanding of new materials.

Pass a Problem

Purpose: Quickly generate a wide range of ideas for a given situation and then order them in terms of perceived usefulness.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-----------------|--|--|--------------------------------------|
| 5 min | Provide as many problem situations as there are groups | Meet group members and prepare to generate ideas | small groups, problem situations |
| 3 min per round | Guide activity | In 3 minute sections brainstorm as many divergent ideas on the problem as possible and write on paper. Insert into envelope and pass to next group | small groups, paper, large envelopes |
| 10 min | Encourage groups | Order one envelope's information | small groups, suggestions |
| 10 min | Complete accountability Debrief activity | Achieve content objective Discuss aids to process | Whole group |

Activity – *name of the activity*

Organizer: The more divergent the ideas, the more paths are available for examination.

Objective: Brainstorm a wide range of ideas for *<situation or problem>*. Order them in terms of perceived usefulness (or other criteria).

Pre Assessment: Are we already able to identify a wide range of divergent ideas.

Time: 25 minutes plus 3 x the number of groups..

Techniques / Equipment: Problem situations, envelopes with the number of sheets of paper equal to the number of small groups. Explain process, monitor and support participation and the exchange of ideas.

Process: In pairs or triads:

- Brainstorm the most divergent and outrageous ideas for the problem in the envelope.
- Repeat with the next envelope until the first envelope returns to you.
- Order the items in the first/last envelope in terms of perceived usefulness (or other criteria).

Group Success / Assessment: The group has been able to come up with outrageous ideas and then agree to an order of ideas on some basis.

Accountability: Everyone in the group has contributed to the process.

Debrief: What helped you generate ideas? What hindered you? How did you order the ideas?.

Summary: This is a techniques of mental exercise to get into the frame of mind for deliberate idea generation.

Compare Systems

Purpose: To compare systems or process information so that it can be analyzed.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 15 min | Provide chart and information Guide activity | Compare and contrast categories of information | Pairs, chart & information |
| 10 min | Collect tables Debrief activity | Create a table Describe how ideas were shared | Whole group |

Activity – Compare

Organizer: The information in *<insert system or process>* is both related and different from the information in *<insert system or process>*.

Objective: Prepare a table and compare types of information.

Time: 25 minutes

Techniques / Equipment: Table blank and information. Monitor and support participation and the exchange of ideas.

Process: In pairs:

- Find the similarities and differences between *<insert two or more related systems or processes>*.
- Using the following table fill in the information and then compare categories.

| Information | System | System | System |
|-------------|--------|--------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Group Success: Everyone in the group can explain the categories.

Accountability: Share the comparisons and contrasts with the whole group.

Debrief: In what ways did comparisons clarify the material?

Differentiate Situations

Purpose: To examine multiple ways in which situations may be analyzed.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 15 min | Set out situation | Differentiate between <related situations> | Small groups |
| 10 min | Collect examples of difference Debrief activity | Describe differences Describe aids to group process | Whole group |

Activity – Differentiate

Organizer: Given a <personal, agency, industry, public> situation which could be described in various ways, how do you know which one is correct?

Objective: Differentiate between <related situations> {for instance: a vehicle owner and a vehicle mechanic dealing with a vehicle, a counsellor and a police officer dealing with a troubled person, etc.}.

Time: 25 minutes

Techniques / Equipment: situations for differentiating, flipchart, pens. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Discuss the situation and determine which of the categories match the situation.
- Describe in clear, non technical terms how you could help a person grasp the difference between <related situations>.

Group Success: Everyone in the group can explain the differences.

Accountability: Using Numbered Heads Together have a member of each group report on their method of describing the difference.

Debrief: How would you compare the feelings in your group about this to someone with a professional involvement, such as <related professional occupation>{for instance: the participant and the people in the various occupations relating to the situation discussed}?

Classify

Purpose: To analyze elements so that classifications can be applied.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|----------------------------------|
| 15 min | Specify material and provide basis for classification | Analyze elements and assign to appropriate classification | Pairs or small groups, elements. |
| 10 min | Ensure accuracy. Debrief activity | Explain classification system Describe group process | Whole group |

Activity – Classify Situations

Organizer: <connect to topic>

Objective: Classify criteria, situations, or objects. {for instance: criteria for completion of a project, types of situations, or objects or systems, or processes}

Time: 25 minutes

Techniques / Equipment: Lists of items (could also be cut into strips and placed in envelopes). Provide support for and encourage participation in working groups. Present information and a framework basis for classification.

Process: In pairs or small groups of three or four:

- Organize material into groupings {for instance: 3 columns (or more), as below.}

| X | Y | Z |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

- Discuss the rationale for your classification.

Group Success: Everyone in the group can explain the classifications.

Accountability: Describe organization of your group's materials. Identify other alternatives.

Debrief: How do other identified alternatives change your point of view?

Analyze Audiotape

Purpose: To practise analyzing incidents using audio information.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|--------------------------------------|
| 20 min | Play audiotape Guide activity | Identify appropriate and inappropriate responses to given situations | Small groups, audiotape, tape player |
| 10 min | Ensure appropriate response Debrief activity | Report on responses Describe group process | Whole group |

Activity – Analysis of Audiotape

Organizer: <connect to topic>

Objective: Review an incident on audiotape and critique the response.

Time: 30 minutes

Techniques / Equipment: Audiotape, tape player, Monitor and support participation and the exchange of ideas.

Process: In small groups of two or three:

- Listen to the <time> minute audiotape “<insert tape title>”.
- Discuss the responses to the <insert topic> by the various people on the audiotape.

Group Success: Everyone in the group has analyzed the responses.

Accountability: Describe various possible responses that were or could have been used by individuals on the audiotape.

Debrief: How do you feel about the responses that were used? Which responses that have been generated could you see yourself using?

Analyze Video

Purpose: To practise analyzing incidents using video information.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|---------------------------------|
| 15 min | Show videotape Guide activity | Identify appropriate and inappropriate responses to given situations | Small group, videotape, VCR, TV |
| 15 min | Collect responses and recommendations Debrief activity | Report on responses and recommendations Describe group process | Whole group |

Activity – Video Analysis

Organizer: <connect to topic>

Objective: Review an incident on videotape, identify the main points and critique the response and interaction.

Time: <video time plus 30> minutes

Techniques / Equipment: Videotape, VCR, and TV. Monitor and support participation and the exchange of ideas.

Process: Individually:

- Think about the following as you are watching the video:

Identify the four most important points in the video.

Focus on role and actions of particular characters in the video. What were their preferred options?

Focus on implications of the situation for <insert role>.

- Watch the <time> minute video <insert title here> in a large group.

In groups of two or three:

- Discuss each person's four most important points and synthesize to between three and six for the whole group.
- Discuss the responses to the situation by the various people in the video.

Group Success: Everyone in the group has analyzed the responses.

Accountability: Individual participants, randomly selected, report group's synthesized points. Individual participants describe various possible responses that were or could have been used by individuals in the video.

Debrief: What do you think about the responses that were used? Which responses that have been generated could you see yourself using?

Develop a Personal Response

Purpose: To develop a personal response to particular situations.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|--------------------------------------|--|-------------------------------|
| 20 min | Present situation Guide activity | Identify ways to respond appropriately to <insert situation> | Pairs, situations |
| 10 min | Comment on plans Debrief activity | Share your personal plan Describe group process | Whole group |

Activity – Develop a Personal Response

Organizer: <connect to topic>

Objective: Develop responses to <insert situation>. {for instance: any content related situation that the participant might have to deal with.}

Time: 30 minutes

Techniques / Equipment: A variety of resources, preset criteria, and personal experience. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Using the following situation, identify strategies for:
 - d) What extra information do you need before you can proceed?
 - e) What is the first thing you say or do?
 - f) What will your general course of action be?

Develop your plan and questions with your small groups.

- Reflect individually.
- Share with one other person your thoughts and listen to their thoughts.

Group Success: Everyone in the group can explain the elements of the response.

Accountability: Share your plan with the larger group.

Debrief: What feelings and difficulties arise for you when responding to a <insert situations>?

Situation <insert specific situation>

Present Opinions

Purpose: To present personal rationales and opinions.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|------------------------------------|
| 10 min | Relate a controversial story about <i><insert topic or concept></i> Guide activity | Present opinions and rationales about the situation | Small groups, flipchart, felt pens |
| 10 min | Collect and comment on opinions Debrief activity | Identify how opinions and rationale fit the story Identify how understanding is increased | Whole group |

Activity – Present Opinions

Organizer: What opinions do you have about *<insert topic area>*?

Objective: Present opinions including rationale about *<insert topic or concept area>*.

Time: 20 minutes

Techniques / Equipment: Personal experience, flipchart, felt pens. Present story about *<insert topic or concept area>*, analyze opinions and rationale presented.

Process: In pairs or triads:

- Present opinions including rationales about the situation of *<insert story topic>*.

In the whole group:

- Share the opinions and rationales from each group, rotating the response so that everyone contributes. Document on a flipchart.
- Discuss rationales.
- Use examples and documented information to expand on the ideas.

Group Success: Everyone in the group can explain the rationales.

Accountability: Identify how previous opinions now fit into the expanded information.

Debrief: Identify how your opinion is affected by more information.

Operate Equipment (II)

Purpose: To analyze equipment function and operation.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 20 min | Demonstrate use of equipment. Guide activity | Identify how you could or do use <i><equipment type></i> | Small groups, equipment |
| 10 min | Ensure accuracy Debrief activity | Operate equipment. Discuss process | Whole group |

Activity – Operate Equipment (II)

Organizer: <connect to topic>

Objective: Identify the elements of *<equipment type>*, how it functions and is used, and operate the equipment.

Time: 30 minutes

Techniques / Equipment: *<appropriate equipment>*. Monitor and support participation and the exchange of ideas.

Process: With a partner observing:

Describe the elements of *<equipment type>*.

Operate the *<equipment>* safely.

Operate the equipment in small groups of two to four.

Discuss the ability of the *<equipment>* to perform the task or deal with the problems it is intended to address.

Group Success: Everyone in the group can explain the equipment capabilities.

Accountability: Identify how you could or do use this equipment and share this with the whole group.

Debrief: How did the information from other members of the group expand your knowledge of the applications available?

Discussion – Small Group – Analysis

Purpose: To discuss ideas for analysis of both support and opposition.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 15 min | Pose question or outline situation Guide activity | Exchange ideas and analyze <insert topic> | Small groups |
| 10 min | Critique analysis Debrief activity | Present analysis Describe group process | Whole group |

Activity – Discussion – Analysis

Organizer: <connect to topic>

Objective: Exchange ideas and analyze <insert topic>.

Time: 25 minutes

Techniques / Equipment: Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Exchange ideas on the following statement, presentation or reading.
<insert question or situation here>?
- Develop responses both in agreement and in opposition to this <insert question or situation here> and a rationale for those responses.

Group Success: Everyone in the group can explain the analysis and response.

Accountability: Balance the points of views and explain your analysis.

Debrief: How does the rationale match current reality?

Analyze Ways to Assist

Purpose: To discuss ideas for analysis of both support and opposition.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 20 min | Identify how assistance to people in <describe situation> will help them make good planning decisions | Discuss ways to assist people in <describe situation> | Whole group |
| 20 min | Ask what services are available Guide Process | Discuss services available in the community to assist people in <describe situation> | Small groups |
| 20 min | Record lists of services and supplement as necessary Debrief process | Link services to needs Identify how group members expanded knowledge | Small groups, whole group |

Activity – Analyze Ways to Assist

Organizer: People need assistance <describe situation>.

Objective: Exchange ideas and analyze ways of assisting people in <describe situation>.

Time: 60 minutes

Techniques / Equipment: Text materials. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Exchange ideas on ways of assisting people in <describe situation>.
- Analyze how these methods can be applied in a variety of situations by linking services to needs.

Group Success: Everyone in the group can explain the analysis and application.

Accountability: Identify a variety of situations and explain your analysis.

Debrief: How does the potential application match current reality? How did your group members help to expand your knowledge?

Develop a Graphic Representation

Purpose: To use visual mean to convey a concept and identify connections.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|----------------------------------|
| 30 min | Present concept elements Guide activity | Make a graphic the shows the linkages within <i><insert concept to the graphically mapped here></i> | Pairs, paper, writing implements |
| 10 min | Comment on graphic Debrief activity | Present graphic Describe group process | Whole group |

Activity – Develop a Graphic Representation

Organizer: <connect to topic>

Objective: Identify how the elements of *<insert concept to the graphically mapped here>* are linked.

Time: 40 minutes

Techniques / Equipment: Plain paper, transparencies, sticky notes and variety of coloured markers and drawing implements. Present criteria for correctness in relationships without critiquing form of conveying the information. Monitor and support participation and the exchange of ideas.

Process: In randomly selected pairs:

- Prepare a one page graphic that represents *<insert concept to the graphically mapped here>*. This can be Flow Diagrams, Tree Maps, etc. or any other visual representation of the information.
- Present your version to another pair.
- Edit based on comments.
- Each member of the pair should have a copy and one can be collected Classroom Assessment and/or posting for other class members.

Group Success: Both people can explain the graphic.

Accountability: Both partners sign final version and hand it in to the instructor.

Debrief: Identify how the comments of others assisted the final version. What did we learn from doing ours and looking at others?

Graph a Change

Purpose: To learn anything requires some element of self-reflection.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 10 min | Present concept elements Guide activity | Make a graph showing change in yourself over practise | Individual, paper |
| 10 min | Comment on graph Debrief activity | Present graph Describe group process | Whole group |

Activity- Graph a Change

Organizer: As you participate in practise, your skills and awareness changes.

Objective: Graph the change that you have experienced in your practise today.

Time: 20 minutes

Techniques / Equipment: Plain paper and variety of coloured markers and drawing implements. Monitor and encourage participation.

Process: Individually:

- Prepare a graph that shows your view of your skills in the practise session in each role that you performed.

| | | | | |
|---------------------------|--|--|--|--|
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| Skill Level Rating | | | | |
| Role | | | | |

In working pairs:

- Present your version to your partner.
- Discuss how your performance changed with practise.

Group Success: Both people can explain each other's graph.

Accountability: Share one effect of feedback with the whole group.

Debrief: Identify how the observation and feedback your partner assisted your practise

.

GROUP ACTIVITIES FOR SYNTHESIS AND EVALUATION

Assess and Recommend

Purpose: To apply theory and experience to situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 45 min | Identify<situation> for assessment. Guide activity | Assess a <situation> and write recommendations | Small groups |
| 10 min | Comment on recommendations. Debrief activity | Submit recommendations Describe group process | Whole group |

{for instance: The example is for hazard and risk assessment. This activity could be applied in a variety of areas}

Activity – Assess Hazards and Risks

Organizer: <connect to situation / location>

Objective: Complete a research-based project of two parts:

- Identification and analysis of <items to be analyzed (i.e. hazards)>.
- Recommendations.

Time: 55 minutes

Techniques / Equipment: <suitable situation / location>, Monitor and support participation and the exchange of ideas.

Process: In groups of four or five:

- Groups will act as a committee with each member having a specific role determined by the group.
- Each group will investigate an assigned area of the <location> and conduct a hazard and risk analysis.
- The analysis will consist of the following elements:
 1. Internal hazard assessments
 2. External hazard assessments
 3. Risk analysis
 4. Prioritization
- A comparison of the groups' findings will be discussed in class

Group Success: Everyone in the group can explain the strategies used.

Accountability: Each member of the group can present the report and discuss the overall findings. A collectively written report will describe and detail methods and findings. A consensus of mitigation recommendations will then be presented to facility managers.

Debrief: How well did the assigned roles facilitate the completion of the project? What other ways could roles be shared to complete work?

Compare Situations

Purpose: To compare types of situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 20 min | Provide table blanks and information Guide activity | Prepare a table and compare types of situations | Pairs, chart & information |
| 10 min | Collect and comment on tables Debrief activity | Present table Describe group process | Whole group |

Activity – Compare Situations

Organizer: <connect to topic>

Objective: Compare <situation 1> to <situation 2>. {for instance: These could come from case studies or from the participants' experiences.}

Time: 30 minutes

Materials: Table blanks, flipchart, and felt pens. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Discuss how a <situation 1> is similar and differs from <situation 2>
- Record your similarities and differences on a flipchart to be shared with the class as a whole.
- Prepare a table similar to the one below to show the comparison.

| <Situation 1> | <Situation 2> |
|---------------------|---------------------|
| Same • • | Same • • |
| Different • • | Different • • |

Group Success: Everyone in the group can explain the differences.

Accountability: Randomly selected group members present the group's work.

Debrief: How do the differences match current reality?

Compare Supports and Limits

Purpose: To identify and analyze the supports and limits on situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 20 min | Provide information Guide activity | Compare supports and limits as outlined by the information | Pairs, chart & information |
| 10 min | Comment on comparisons Debrief activity | Share comparisons Describe group process | Whole group |

{for instance: The example is for behaviours and responses by individuals. This activity could be applied in a variety of areas}

Activity – Compare Supports and Limits

Organizer: The information in <insert document name> both supports and limits behaviours and responses by individuals.

Objective: Compare supports and limits to individual actions as outlined by the information.

Time: 30 minutes

Techniques / Equipment: Information; Monitor and support participation and the exchange of ideas.

Process: In pairs:

- Find the sections that support behaviours and responses by individuals.
- Find the sections that limit behaviours and responses by individuals.
- Use the following table, fill in the information and then compare categories.

| Information | Supports | Limits |
|-------------|----------|--------|
| | | |
| | | |
| | | |
| | | |

Group Success: Everyone in the group can explain the supports and limits.

Accountability: Share the information and comparisons with the whole group.

Debrief: In what ways did comparisons clarify the material? What feelings arise from reflecting on the effect of this information on your actions and the actions of others?

Compare Systems

Purpose: To compare systems using set criteria.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 20 min | Provide chart and information Guide activity | Prepare a table and compare types of systems | Pairs, chart & information |
| 10 min | Collect charts Debrief activity | Share comparisons Describe group process | Whole group |

Activity – Compare Systems

Organizer: The historical continuum of <insert topic> has an important effect on current <insert topic>. {for instance: technology systems, laws, agricultural practises.}

Objective: Prepare a table and compare <2 or more types of> systems.

Time: 30 minutes

Techniques / Equipment: Table blanks, criteria, and information. Monitor and support participation and the exchange of ideas.

Process: In pairs:

- Use the following table fill in the information and then compare categories.

| | System | System | System |
|--------------|--------|--------|--------|
| Where used? | | | |
| Equipment | | | |
| Similarities | | | |
| Differences | | | |
| Plus | | | |
| Minus | | | |
| Interesting | | | |

Group Success: Everyone in the group can explain the comparisons.

Accountability: Share the information and comparisons with the whole group.

Debrief: In what ways did comparisons clarify the material?

Compare Processes

Purpose: To compare processes using set criteria.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 20 min | Provide chart and information Guide activity | Prepare a table and compare processes and their results | Pairs, chart & information |
| 10 min | Collect and comment on tables Debrief activity | Present table Describe group process | Whole group |

Activity – Compare Processes

Organizer: There are several ways of approaching *<insert situation or problem >*. Each one may have a different end product.

Objective: Prepare a table, comparing processes and their results.

Time: 30 minutes

Techniques / Equipment: Table blanks and information. Monitor and support participation and the exchange of ideas.

Process: In pairs:

- Use the following table, fill in the information and then compare categories.

| | Process | Process | Process |
|----------------|---------|---------|---------|
| Where applied? | | | |
| Intent | | | |
| Steps used | | | |
| Similarities | | | |
| Differences | | | |
| Plus | | | |
| Minus | | | |
| Interesting | | | |
| Results | | | |

Group Success: Both people can explain the process comparisons.

Accountability: Share the information and comparisons with the whole group.

Debrief: Why might you recommend one process be used in preference to another?

Conduct an Audit

Purpose: To conduct an audit, analyze the data, and present recommendations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 60 min | Provide chart and information Guide activity | Perform a physical audit for designated areas of <i><location></i> | Small group |
| 20 min | Debrief hazard assessment. | Present hazard assessments and recommendations to class | Whole group, Flipchart |
| 10 min | Debrief activity | Describe group process | Small group |

{for instance: The example looks at physical audits but the activity can be adapted to various auditing situations.}

Activity – Conduct a Physical Audit

Organizer: Students have been considering hazards and precautions and *<connect to topic>*.

Objective: Identify potential hazards in a prescribed area of *<location>* based on current knowledge of *<earthquakes, or other hazard>*.

Time: 90 minutes

Techniques / Equipment: *<location>* floor plans, vulnerability analysis chart. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Review types of damage that is likely.
- Tour assigned area noting specific potential dangers and possible means of correcting situation.

Group Success: Everyone in the group can describe potential dangers and means of correction.

Accountability: Indicate what was found to the whole group. Prepare report on findings suitable for presentation to college officials for their consideration.

Debrief: What are emotional issues that should be considered in workplace preparation for a disaster?

Develop a Form

Purpose: To draft forms so that the process of an activity can be checked.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-----------------------------------|
| 20 min | Present process information Guide activity | Draft a form <to check a process> | Small groups, process information |
| 10 min | Collect and comment on form Debrief activity | Agree on final form Identify ways that collaboration affected product | Whole group |

Activity – Develop a Form

Organizer: Checking processes in <insert activity> is vital to completing the activity successfully.

Objective: Identify critical elements <to check a process>.

Time: 30 minutes

Techniques / Equipment: Process information. Monitor and encourage participation.

Process: In small groups of three or four:

- Develop a form that could be used <to check a process>.
- Write it out as fully as possible in the time available.

Group Success: Everyone in the group can explain the elements of the form.

Accountability: Share the form with the other groups and explain it. Comments on other forms. Compare your form with other forms from <other sources>(instructor supplied).

Debrief: How easy would it be to miss vital information? Could you imagine doing this if you did not have a form? What suggestions did other people share that added to the final form?

Develop a Case Study

Purpose: To use a case study from a suitable context for analysis, synthesis, and evaluation

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 20 min | Present process information Guide activity | Write a Case Study outline from your personal experience on <i><insert topic></i> | Pairs |
| 10 min | Collect and comment on case studies Debrief activity | Hand in case study outline Revise as necessary Identify ways that collaboration affected product. | Whole group |

Activity – Develop a Case Study

Organizer: Case studies increase our understanding of *<insert topic>* and aid us to develop strategies.

Objective: Write out and utilize a case study on *<insert topic>* from your experience.

Time: 30 minutes (plus ongoing usage within other teaching/learning situations).

Techniques / Equipment: Process information. Monitor and encourage participation.

Process: Individually:

- Write down the main points of a complex or problematic situation that you have encountered or heard about in the topic area.

In pairs:

- Expand on the situation to develop a case study to analyze *<insert topic >*.
- Write it out as fully as possible in the time available.

Group Success: Both partners have received comments and questions from the other person.

Accountability: Share the case with the other groups and explain it in general.

Debrief: How easy or difficult was it to write out the main points? What questions remain? What suggestions did your partner make that added to your case?

Link Characteristics

Purpose: To see where characteristics will link with appropriate contexts.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|--|--|--------------------------------------|
| 20 min | Identify characteristics of <insert topic> Guide activity | Link characteristics of <insert topic> with appropriate contexts | Small groups |
| 10 min | Comment on information Debrief activity | Present expanded material Describe group process | Whole group |

Activity – Expand on Characteristics

Organizer: <connect to topic>

Objective: Link characteristics of <insert topic >with appropriate contexts.

Time: 30 minutes

Techniques / Equipment: List of characteristics of <insert topic>. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Read characteristic.
- Expand each characteristic with a description.
- Provide an observable consequence of characteristics.
- Are there other characteristics? Add them.
- Link characteristics with appropriate contexts.

Group Success: Everyone in the group can explain how the characteristics are linked.

Accountability: Ensure all group members can describe each characteristic by randomly calling on members to report on group activity.

Debrief: How has the opinions of others affected your view of the characteristics?

Expand on Functions

Purpose: To link functions with appropriate tasks and contexts for a greater understanding of the whole.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|--|--|--------------------------------------|
| 20 min | Identify functions of <insert topic> Guide activity | Link functions of <insert topic> with appropriate tasks and contexts | Small groups |
| 10 min | Ensure accuracy of information Debrief activity | Describe functions Describe group process | Whole group |

Activity – Expand on Functions

Organizer: <connect to topic>

Objective: Discuss functional units, elements, or divisions of <insert topic>{for instance: the units of a fire department, the elements of a process management system, the divisions of a business, etc.}.

Time: 30 minutes

Techniques / Equipment: List of functions of <insert topic>. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Reflect on functions as presented.
- Expand each function with an example or by generating a question for clarification.
- Are there other functions that are essential? What are they?

Group Success: Everyone in the group can give examples for the functions.

Accountability: Ensure all group members can describe each function by randomly calling on members to report on group activity.

Debrief: Identify ways that your group members assisted your memory of the functions.

Develop an Analogy

Purpose: To foster creativity and lateral thinking about a topic.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 20 min | Provide information Guide activity | Develop an analogy for <roles/items/topics> | Pairs, chart & information |
| 10 min | Collect and comment on analogies Debrief activity | Share analogies Identify group process | Whole group |

Activity – Develop an Analogy

Organizer: The elements of <insert name/topic> may be like <another name>.

Objective: Develop an analogy for <roles/items/topics>.

Time: 30 minutes

Techniques / Equipment: Personal experience, content information, and table blanks.
Monitor and support participation and the exchange of ideas.

Process: In pairs:

- Discuss and develop an analogy for <roles/items/topics>.

| Item | Analogy |
|------|---------|
| | |
| | |
| | |

Group Success: Everyone in the group can explain the analogies.

Accountability: Share the analogies with the whole group.

Debrief: In what ways did identifying an analogy for the information help you to put the material in context?

Identify Benefits

Purpose: To connect benefits of a process or situation to an application.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 20 min | Describe <insert situation> Guide activity | Discuss how <insert situation> affects <insert location> | Small groups |
| 10 min | Comment on descriptions. Debrief activity | Describe the benefits of <insert situation> in <insert location> Describe group process | Whole group |

Activity – Identify Benefits

Organizer: <connect to topic>

Objective: Identify benefits of <insert situation> in <insert location> {for instance: a program or process applied in a particular location for a particular clientele}.

Time: 30 minutes

Materials: Flipchart, and felt pens. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Discuss how <insert situation> affects <insert location>.
- Record these affects on a flipchart to be shared with the class as a whole.
- Identify the benefits of <insert situation> in <insert location>.

Group Success: Everyone in the group can explain the affects and benefits.

Accountability: Randomly selected group members present the group's work.

Debrief: How do these benefits apply to the current situation?

Identify Issues

Purpose: To identify issues (and gaps) in course materials so that they may be addressed.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 20 min | Guide activity Clarify questions that have come up | Identify issues and gaps Identify linkages between issues, gaps, and competencies | Whole group, previous materials |
| 10 min | Comment on issues and gaps Debrief activity | Ask questions Describe group process | Whole group |

Activity – Identify Issues and Gaps

Organizer: <connect to topic>

Objective: Identify issues and gaps in course materials

Time: 30 minutes

Materials: Flipchart, and felt pens. Monitor and support participation and encourage linkages between materials.

Process: In groups of three or four:

- Discuss issues and gaps that have been experiences in the course.
- Record these on a flipchart to be shared with the class as a whole.
- Identify how these issues and gaps affect your understanding.

Group Success: Everyone in the group can explain the issues and gaps and their effect on understanding.

Accountability: Randomly selected group members present the group's work.

Debrief: What linkages exist among the identified issues and gaps?

Pair Contrast for Differences

Purpose: To reprocess issues by focusing on differences in the experience of a particular situation or experience that was shared by the group but may be seen differently by individuals.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|-------------------------------------|--|--------------------------------------|
| 15 min | Set up pairs & provide focus | Share personal work with focus on differences | Pairs |
| 10 min | Collect reports Debrief activity | Identify differences Identify personal preparedness | Whole group |

{For instance: This might include reactions to a field trip, a holiday, a process, etc.}

Activity – Pair Compare

Organizer: Focus on personal < *Ideas, assignments, etc.* >

Objective: Reprocess issues in < *a situation* > for yourself using input from others.

Time: 25 minutes

Techniques / Equipment: A situation, each participant's personal point of view on the issue. Monitor and support participation and the exchange of ideas.

Process: In pairs:

- Peer review < *the issues of a situation* >, looking for how they were different.

Group Success: Both people can explain the differences in the issues.

Accountability: Have selection of pairs report on differences.

Debrief: How prepared am I for this situation?

Analyze Reports

Purpose: To analyze the elements of reports.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|--|--|--------------------------------------|
| 15 min | Distribute samples of a report on <insert topic> | Analyze the elements of a report on <insert topic> | Pairs |
| 15 min | Answer questions, collect comments Debrief activity | Identify the most difficult elements of the report | Whole group |

Activity – Analyze Reports

Organizer: <related information introducing the reports >

Objective: Analyze required reports to identify elements and their application.

Time: 30 minutes

Techniques / Equipment: Sample Reports. Monitor and encourage participation.

Process: In pairs, using report samples:

- Identify the need for the elements of the report.
- Analyze the elements of the report for their application.

Group Success: Everyone in the group can explain the elements of the report.

Accountability: Share personal understanding of elements with other groups.

Debrief: What were the most difficult elements of the report?

Analyze Case Studies

Purpose: To analyze case studies or other materials to predict possible outcomes.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 30 min | Present case studies Guide activity Present actual results | Analyze case studies to identify trends and predict results | Small groups, case studies |
| 10 min | Collect and comment on analysis and prediction Debrief activity | Share analysis and prediction Identify group process | Whole group |

Activity – Analyze Case Studies

Organizer: <related information introducing the case studies>

Objective: Analyze case studies to identify trends and predict results.

Time: 40 minutes

Techniques / Equipment: Case studies (or other indicator materials). Monitor and encourage participation.

Process: Working in small groups of three or four, using case studies:

- Track case studies through the various stages of development.
- Analyze the elements that interact within the situation.
- Predict what might happen <insert time frame>.

Group Success: Everyone in the group can explain the rationale for the prediction.

Accountability: How committed are you to the group decision (5-1 scale)? Record commitment levels and predictions. Share opinion with other groups. Compare analysis with actual outcome.

Debrief: Compare predictions with actual results. What surprises or confirmations do you see?

Develop Strategies using Case Studies

Purpose: To use case studies or other materials as a basis to develop strategies.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 20 min | Present case studies Guide activity Present actual results | Use case studies to develop appropriate strategies | Small groups, case studies |
| 20 min | Collect and comment on strategies Debrief activity | Share strategies Identify group process | Whole group |

Activity – Develop Strategies using Case Studies

Organizer: <related information introducing the case studies>

Objective: Use case studies to develop appropriate strategies.

Time: 40 minutes

Techniques / Equipment: Case studies, text materials. Monitor and encourage participation.

Process: Working in small groups of three or four, using case studies:

- Identify critical elements of case studies.
- Develop appropriate strategies to apply to the situations.

Group Success: Everyone in the group can explain the rationale for the strategies chosen.

Accountability: Share strategies with other groups. Compare strategies with actual situations.

Debrief: What resources will you need to apply these strategies?

Prioritize Situations

Purpose: To prioritize a number of situations using set criteria.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|--------------------------------------|
| 30 min | Play audiotape Guide activity | Identify appropriate and inappropriate responses to given situations | Small groups, audiotape, tape player |
| 10 min | Ensure appropriate priority. Debrief activity | Assign appropriate priority to information Discuss personal certainty | Whole group |

{for instance: The example here is for emergency calls, but it could also be steps in a process, project development, meetings, etc.}

Activity – Prioritize Situations

Organizer: Being able to quickly assign priority to a <insert incident type> is a critical skill.

Objective: Listen to <insert incidents> on audiotape and assign appropriate priorities.

Time: 40 minutes

Techniques / Equipment: Audiotapes, tape player, and incidents. Monitor and encourage participation and the exchange of ideas.

Process: In small groups of two or three:

- Listen to audiotapes of <insert situation>.
- Discuss the <insert type> calls and assign them a priority.

Group Success: Everyone in the group can explain the rationale for the priority.

Accountability: Describe various possible priorities and give reasons why they were chosen.

Debrief: How certain were you about your priority assignments on a scale of 1 (very certain) to 5 (very uncertain)? Why?

List / Refer / Clarify

Purpose: To utilize knowledgeable sources to verify understanding.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|---|
| 30 min | Refer to information from <insert source> Guide activity | List the elements of <insert topic> Refer to knowledgeable sources | Small groups paper, writing implements |
| 10 min | Comment on information Debrief activity | Clarify information Discuss aids to process | Whole group |

Activity – List / Refer / Clarify

Organizer: Using the information from <insert source>, identify a logical and useful order for the materials.

Objective: Identify personal understanding of information on <insert topic> and expand on it.

Time: 40 minutes

Techniques / Equipment: Paper and writing implements, information from the participant brainstorm on <insert topic> to connect to <insert topic of personal importance to participants here>. . Fill in information not covered by participants. Monitor and support participation and the exchange of ideas.

Process: Individually:

- List in order the <items> with respect to how familiar they personally are with it.

In groups of three or four:

- Share lists with the focus on looking for others with knowledge about <items> they are unfamiliar with.
- Refer to this more knowledgeable resource and listening to their explanations.

Group Success: Everyone in the group can identify what they know and what they don't know.

Accountability: Have groups report on <items> that they are still unsure and record on a list. See if others in the class can help with information on these items.

Debrief: How did you learn? How did members of your group and the larger group assist your learning?

Structured Academic Controversy

Purpose: To elaborate on and vocalize different sides of a controversy. This is different than a debate where only one side is taken and a winner is often declared.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-----------------------------------|
| 45 min | Present reference documents Guide activity | Identify and explore various aspects of <insert topic> | Small groups, reference documents |
| 30 min | Act as referee and timekeeper Debrief activity | Present both sides of an issue Discuss how process affects concepts and ideas | Whole group |

{For instance: the following assumes a public controversy but this could be any content related situation that has clear sides with lines drawn.}

Activity – Structured Academic Controversy

Organizer: There are increasingly polarized positions being assumed by the public in the face of <insert topic description>.

Objective: Identify and explore various aspect of <insert topic>.

Time: 75 minutes

Techniques / Equipment: Position reference documents. Describe the process and leave the instructions on the overhead or write out on the flipchart. Debrief the individual groups with the whole class. Monitor and support participation and the exchange of ideas.

Process: Start with groups of four, and then have the groups pair off:

- Using the reference documentation answer the questions <insert proposition>.
- Prepare in pairs (one pair yes, one pair no).
- Discuss with other pair.
- Reverse positions with other pair.
- Repeat discussion process.
- Share experiences with the larger group.

Group Success: Everyone in the group participates in all roles and supports others.

Accountability: Each participant is able to move from one position to the other position in their presentations.

Debrief: What happened with respect to your perception of <the problem discussed> through the discussion?

Discussion – Small Group – Synthesis

Purpose: To join concepts and elements into a whole picture and to encourage lateral thinking about a situation.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 20 min | Pose question or outline situation Guide activity | Exchange ideas and synthesize <insert topic> with <insert other topic> | Small groups |
| 10 min | Comment on synthesis Debrief activity | Explain synthesis of information Describe group process | Whole group |

{for instance: the effects of one person's actions on a neighborhood, how the California Environmental Protection Act affects consumer goods in Canada, NAFTA on the global economy, etc.}

Activity – Discussion – Synthesis

Organizer: <connect to topic>

Objective: Exchange ideas and synthesize <insert topic> with <insert other topic>.

Time: 30 minutes

Techniques / Equipment: personal experience with <insert topics>. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Exchange ideas on the following statement, presentation or reading
<insert questions or situations to be synthesized here>
- Synthesize the material to identify a whole system.

Group Success: Everyone in the group can explain the whole system.

Accountability: Identify the best application from your group.

Debrief: What other connections can be made with the synthesized information and other similar situations? How could you employ the concept in a new situation or to a new problem?

Discussion – Small Group – Evaluation

Purpose: To evaluate and provide rationale for chosen solutions to a given situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 20 min | Pose question, give situation Guide activity | Evaluate possible answers and rationale that apply to the question in a given situation | Small group |
| 10 min | Comment on ideas Debrief activity | Share answers and rationale Describe group process | Whole group |

Activity – Discussion – Evaluation

Organizer: <connect to topic>

Objective: Identify and evaluate possible answers including a rationale to <insert situation or question >.

Time: 30 minutes

Techniques / Equipment: Questions or situations for dialogue. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Discuss the following situation or question and list identified possible answers and rationale.
<insert situation or question here>
- Evaluate how they could be applied in a given situation.
<insert new situation here>

Group Success: Everyone in the group can explain the applications.

Accountability: Randomly report which answers appear to most useful in this situation.

Debrief: What points were brought out in the discussion that helped to focus your thoughts?

GROUP ACTIVITIES FOR INTERACTION AND PRACTISE

Dialogue

Purpose: To develop dialogues that are reflective of the impact of the verbal and underlying message.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 20 min | Present situations Guide activity | Develop dialogues. Identify implications of verbal and underlying messages. | Pairs, situations |
| 10 min | Comment on information. Debrief activity | Share your group information Describe group process | Whole group |

Activity – Dialogue

Organizer: <connect to topic>

Objective: Imagine and develop dialogues that could be used for various <insert situations>.

Time: 30 minutes

Techniques / Equipment: Situations for dialogue. Monitor and support participation and the exchange of ideas.

Process:

- Form pairs by numbering off.
- Identify some verbal messages you might find yourself using in the following situations.
 - <insert situation>
 - <insert situation>
- Discuss the implications of these messages both verbal and underlying.
- Refine your dialogue to take these implications into account.

Group Success: Everyone in the group can explain the final dialogue elements.

Accountability: Share your group information with the large group.

Debrief: How could you adapt your messages for better communications?

Interact with a Guest Speaker

Purpose: To promote positive interaction with guest speakers and to avoid passive attendance.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|---|--------------------------------------|
| 60 min | Introduce guest speaker Monitor Activity | Ask pertinent questions | Whole group |
| 15 min | Guide activity | Identify and write a report on the main ideas presented | Small groups |
| 10 min | Collect reports Debrief activity | Hand in reports Describe group process | Whole group |

Activity – Interact with a Guest Speaker

Organizer: Guest speakers from industry are vital links to the real world. They hold their positions through competence and expertise in their particular area and are rich sources of information and opinion.

Objective: Identify and report on the main ideas presented on <insert topic>.

Time: 85 minutes

Techniques / Equipment: Guest Speaker with extensive experience in <insert topic>. Monitor and support participation and the exchange of ideas.

Process: Individually:

- Listen and take notes on the most important points.
- Make eye contact during the presentation.
- Ask clarifying questions.

In pairs:

- Read and compare notes on presentation by the guest speaker.
- Revise notes to identify the most important elements of presentation.

Group Success: Both people have given feedback for revisions.

Accountability: Hand in copy of your revised notes to the instructor.

Debrief: What insights did your partner share that clarified any part of the presentation for you?

Interactive Practise

Purpose: To practise an active skill that incorporates immediate feedback and analysis by fellow learners as well as from the instructor.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|---|--|------------------------------------|
| 10 min | Present situations Set groups | Prepare to Practise <insert active skill> with appropriate situations. | Pairs or triads, skill information |
| 10 min | Guide activity Observe application practise. | Practise <insert active skill> with appropriate situations. | Pairs or triads |
| 10 min | Assess ability to obtain and refer information | Observe <insert active skill> | Pairs or triads |
| 10 min | Focus feedback session | Give feedback to partner on observations | Pairs or triads |
| 10 min | Set new groups Observe application practise | Practise <insert active skill> with appropriate situations | Pairs or triads |
| 10 min | Focus feedback session | Give feedback to partner on observations | Pairs or triads |
| 10 min | Focus debriefing | Identify strengths and areas for improvement | Pairs or triads |
| 10 min | Debrief process of activity | Describe group process | Whole group |

Activity – Interactive Practise

Organizer: <connect to topic>

Objective: Practise <insert active skill> using appropriate situations.

Time: 80 minutes

Techniques / Equipment: practise situations. Monitor and support participation.

Process: Working in pairs or triads and using the following situations:

- Each person takes the role of <a role (person 1, [person 2 as appropriate] and observer)> in turn.
- Ensure the <role> is aware of the actions and information that is crucial to use and/or obtain in each situation.
- Utilize techniques to ensure the appropriate information is obtained and actions initiated.

- Observer takes notes and gives feedback on how the situation was dealt with.
- Everyone discusses how else it could be done.
- Process is repeated until everyone has been in every role.

Group Success: Everyone in the group participates in all roles and supports others.

Accountability: Identify which techniques appear to most useful in these situations? Which ones are the easiest to use? Which ones need more work?

Debrief: How did it feel to take on the different roles? What made it easy? What made it harder?

Situations:

- <insert situation>
- <insert situation>
- <insert situation>

{For instance: This format can be used to practise any type of skill including customer interactions, operation of equipment, following a process, etc. A sample of Call Taking follows using pairs of pairs.}

Interactive Practise – Call Taking

Purpose: To practise Call Taking that incorporates immediate feedback and analysis by fellow learners as well as from the instructor.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 10 min | Set incidents for practise Set groups | Prepare to practise call taking with supplied incidents | Quads, skill information |
| 10 min | Guide activity Observe application practise | Obtain critical information from callers, make calls | Quads |
| 10 min | Assess ability to obtain and refer information | Observe caller and call taking | Quads |
| 10 min | Focus feedback session | Give feedback to partner on observations | Quads |
| 10 min | Set new groups Observe application practise. | Practise call assessment with incidents | Quads |
| 10 min | Focus feedback session | Give feedback to partner on observations | Quads |
| 10 min | Focus debriefing | Identify strengths and areas for improvement | Quads |
| 10 min | Debrief process of activity | Describe group process | Whole group |

Activity – Simulations – Call Taking

Organizer: This is a chance for participants to work with safe and realistic situations.

Objective: Practise calling, call taking, and observation, with giving and receiving feedback.

Time: 80 minutes

Techniques / Equipment: Incidents, phones, headsets, and observation sheets. Monitor and support participation.

Process: In pairs of pairs (quads):

- one pair will consist of a caller and an observer of the caller.
- one pair will consist of a call taker and an observer of the call taker.
- The call is made and taken realistically by the caller and call taker using the information in the incidents and the skills, knowledges and attitudes taught.

- Information will be documented on a written form or on a CAD system.
- Information will be passed on to an appropriate agency by the call taker as necessary.
- The observers will observe the process without interfering.
- The observers will provide positive written and verbal feedback to their partner after each incidents using the elements of feedback basics.
- Pairs of pairs will discuss problems that arise out of the incident and strategize around different approaches.
- Each pairs will change roles between themselves and repeat the above process.
- Pairs will then partner with a new pair and reverse roles (the caller pair becomes the call taker pair and vice versa).

Group Success: Everyone in the group participates in all roles and supports others.

Accountability: Positive feedback will be given from the observer to the other partner after each incident. Share strategies for dealing with the problems that could arise in the incidents.

Debrief: What was the best part of your practise with your partners? Identify strengths and areas for improvement.

Incidents:

- <insert incident>
- <insert incident>
- <insert incident>

GROUP ACTIVITIES FOR REFLECTION

Reflective Practise – Observation

Purpose: To practise observing from diverse positions.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 20 min | Assign roles and situation to be observed Guide activity | Observe <insert situation here> from a specific role | Small groups |
| 20 min | Gather ideas and comments Debrief activity | Share observations Discuss importance | Whole group |

{For instance: The following activity is around observation from the point of view of diversity but you could also use observation from various points of view such as work functions or positions within an organization.}

Activity – Diversity Observation

Organizer: <connect to topic>

Objective: Observe <insert situation here> from a specific role.

Time: 40 minutes

Techniques / Equipment: 3x5 cards, flipchart paper, markers, and masking tape. Assign to each participant (or pair of participants) a human role that may or may not be in existence in the institution. Create profiles of specific roles to fit the size of the group and demographic of the institution. Roles should include elements of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age, or political affiliation {for instance: a Indo-Canadian male, 18 years old with English as a second language, or a German female, 68 years old who uses a wheelchair}.

Process: In small groups:

- The participants leave the room and walk through the building and surrounding area looking for how the role they have assumed is reflected in the environment (i.e. on posters, in the hallways, on monitors, by activities they see, etc.).
- When the participants return, ask them to either verbally report their findings or post their findings on flipchart.

In the large group discuss the following questions:

- How is your role reflected in the environment?
- Who is in this role within this institution?
- What privileges does your role have or not have in the classroom or workplace?
- How does this affect influence in the classroom or workplace?
- Is privilege situational?

- What is the relationship between power, privilege and perceived roles?

Group Success: Everyone in the group can explain the point of view of others.

Accountability: Participate and give feedback.

Debrief: What did you see that you haven't seen or looked at before? How did you feel in a role that is different from your usual role?

Reflective Practise – Questions or Situations

Purpose: To encourage reflection on content questions or situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------|
| 10 min | Pose question Guide activity | Reflect on a question or situation of <insert topic> | Think-Pair-Share |
| 10 min | Gather ideas and comments Debrief activity | Share ideas Discuss importance | Whole group |

Activity – Reflective Practise on a Question

Organizer: <connect to topic>

Objective: Reflect on a question about <insert topic>

Time: 20 minutes

Techniques / Equipment: Monitor and support participation and the exchange of ideas.

Process: Using the following question or situation.

<insert question or situation>

Individually:

- Reflect on the question or situation.

In pairs:

- Share your thoughts and listen to their thoughts.

Group Success: Both people have voiced their thoughts.

Accountability: Share your ideas with the larger group.

Debrief: Reflect on the importance of <insert topic> in the context of the other course materials.

Reflective Practise – Response to Change

Purpose: To reflect on personal response to change.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|---|---|-------------------------------|
| 10 min | Introduce topic Guide activity | Reflect on how <insert topic> is personally understood. | Think-Pair-Share |
| 10 min | Gather ideas and comments Debrief activity | Comment on perceptions Discuss how emotional response affects actions. | whole group |

Activity – Reflective Practise – Response to Change

Organizer: <connect to topic>

Objective: Reflect on how emotional response to <insert topic> is personally understood.

Time: 20 minutes

Techniques / Equipment: Monitor and support participation and the exchange of ideas.

Process: Using the following situation.

Scenario: <insert situation> {for instance: the loss of a friend, reorganization of the workplace, a new member of the family, etc.}.

Individually:

- Reflect on your personal understanding and relationship to this situation.

In pairs:

- Share your thoughts and listen to the other person's thoughts.

Group Success: Both people have voiced their thoughts.

Accountability: Share perceptions with the larger group.

Debrief: Reflect on how your understanding of <insert topic> affects your personal planning.

Reflective Practise – Identify Personal Bias

Purpose: To reflect on personal biases in our relations with people and situations.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 10 min | Introduce topic Guide activity | Reflect on how <insert topic> is personally understood | Think-Pair-Share |
| 10 min | Gather ideas and comments Debrief activity | Comment on perceptions Discuss how perceptions affect interactions | Whole group |

Activity – Reflective Practise – Personal Bias

Organizer: Personal bias affects how we relate to <insert topic>.

Objective: Reflect on how <insert topic> is personally understood.

Time: 20 minutes

Techniques / Equipment: Monitor and support participation and the exchange of ideas.

Process: Using the following situation.

Scenario: <insert situation>

Individually:

- Reflect on your personal understanding and relationship to this situation.

In pairs:

- Share your thoughts and listen to the other person's thoughts.

Group Success: Both people have voiced their thoughts.

Accountability: Share perceptions with the larger group.

Debrief: Reflect on how your understanding of <insert topic> affects your interaction with others.

Reflective Practise – Effect of Assumptions

Purpose: To reflect on how we make assumptions and how these assumptions affect our actions.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|--|--------------------------------------|
| 10 min | Introduce topic Guide activity | Reflect on how your personal assumptions affect your response to <i><insert topic></i> . | Think-Pair-Share |
| 10 min | Gather ideas and comments Debrief activity | Comment on perceptions Discuss how perceptions affect interactions | Whole group |

Activity – Reflective Practise about Assumptions

Organizer: What assumptions do you bring to the discussion on *<insert topic>*?

Objective: Reflect on personal assumptions about *<insert topic>*.

Time: 20 minutes

Techniques / Equipment: Personal knowledge. Monitor and support participation and the exchange of ideas.

Process: Individually:

- Reflect on your assumptions about *<insert topic>*.

In pairs:

- Share your thoughts and listen to the other person's thoughts.
- Discuss how these assumptions affect your actions.

Group Success: Both people have voiced their thoughts.

Accountability: Share your ideas with the larger group.

Debrief: Reflect on how assumptions impact on your response to *<insert topic>*.

GROUP ACTIVITIES TO COMPLEMENT PROJECTS

Set Criteria – Project or Exercise

Purpose: To ensure that the participants have a clear picture of what is required to complete a project or exercise successfully.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|-------------------------------------|
| 20 min | Pose question “What will a good project be like?” Guide activity | Set clear criteria for assessment of <i><insert project></i> | Small groups, whole group, I charts |
| 10 min | Ensure appropriate criteria Debrief activity | Agree on criteria Discuss how Process affects outcomes | Whole group |

Activity – Set Criteria – Project or Exercise

Organizer: To be clear on what is necessary to complete a project, it is necessary to be clear on what criteria will be used to assess the final product.

Objective: Set clear criteria for assessment of *<insert project or exercise>*.

Pre-Assessment: What will the criteria for success be for this session?

Time: 30 minutes

Techniques / Equipment: I charts, project information, samples and guidance to form reasonable criteria.

Process: In groups of three or four:

- Use an I chart to answer the question
“What would a completely effective, 100% final product or exercise look, sound and feel like?”
- Discuss the ideas to develop shared meaning within the group.

Group Success: Everyone in the group has given input.

Accountability: Share each group’s information with the larger group and develop a single criteria for assessment.

Debrief: How does a clear criteria affect the way that you will approach this exercise or project?

Summary We now have a complete criteria for the next project.

| | |
|------------|-------------|
| looks like | sounds like |
| feels like | |

Report on Field Trips

Purpose: To frame a field trip in a way that will encourage interactive analysis.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 170 min | Arrange tour of a facility Guide activity | Explore the <insert location> of a large-scale industry | Pairs, <insert location> |
| 10 min | Collect and comment on reports. Debrief activity | Produce a report Describe group process | Whole group |

Activity – Field Trip

Organizer: A guided tour of <insert location> is intended to allow participants to develop an overview of this industry.

Objective: Explore the <insert location> of a large-scale industry or an agency.

Time: 180 minutes

Techniques / Equipment: Tour of a facility or an agency. Monitor and encourage participation.

Process: In pairs:

- Take and compare notes on elements that appear important.
- Identify the critical aspects of <insert process> for this location.
- Analyze how this industry or agency allocates resources to <insert process>.

Group Success: Both people have given input for the report.

Accountability: Produce a report that discusses the critical aspects of <insert process> in this location and how this industry has allocated resources.

Debrief: How did your partner's observations differ from your own? In what way was this helpful to your understanding of the site?

Use a Model for Assessment

Purpose: To apply an assessment model to case studies.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|--|
| 20 min | Present Assessment Model for <insert topic> | Discuss current knowledge and gaps of how to complete assessment process | Small groups, whole group |
| 10 min | Deliver new information on identified gaps. Give case studies | Discuss case studies in relation to application of assessment model | Small groups, case studies, text materials |
| 10 min | Guide process Collect information | Identify differences in application of model and what else needs to be done to bridge assessment gaps | Small groups, whole group |

Activity – Use a Model for Assessment

Organizer: How many are familiar with the assessment model from <identify group>?

Objective: Discuss case studies in relation to application of assessment model.

Time: 40 minutes

Techniques / Equipment: Case studies, Assessment model, activity sheets. Monitor and support participation.

Process: In pairs:

- Identify the elements of the assessment model.
- Discuss how the assessment model would be applied in a variety of situations.
- Discuss how differences in those being assessed impacts on the assessment.

Group Success: Both people can describe the application methods.

Accountability: Share this information with other groups.

Debrief: How did your partner add to your knowledge and the ability to identify how various differences impact on the assessment?

Use Resource Materials

Purpose: To encourage the use of location specific resource materials.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 40 min | Present resources and activity Guide activity | Use local resource materials quickly | Pairs, resource materials |
| 10 min | Collect activity sheets accountability Debrief activity | Locate information Complete activity sheets Discuss aids to process | Pairs |

Activity – Use Resource Materials

Organizer: How many are familiar with resource materials from <identify location>?

Objective: Describe the information found in a variety of local reference sources.

Time: 50 minutes

Techniques / Equipment: Reference sources, activity sheets. Monitor and support participation.

Process: In pairs:

- Identify the types of resources available.
- Discuss where particular information may be found.
- Complete activity sheets using the appropriate reference sources.

Group Success: Both people have given feedback for revisions.

Accountability: Pair check each other's activity before handing it in.

Debrief: How did your partner add to your knowledge and the ability to complete the project?

Research Information

Purpose: To support appropriate research and citation techniques.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|---|---|--------------------------------------|
| 45 min | Identify topic for research Guide activity | Document citations using appropriate formats | Pairs, library resources |
| 10 min | Comment on formats Debrief activity | Compare formats with others Discuss challenges | whole group |

Assignment – Research

Organizer: <connect to topic>

Objective: Find information on <insert topic> and document it correctly.

Time: 55 minutes

Techniques / Equipment: Library resources. Monitor and support participation.

Process: Working in pairs:

- Given an assigned topic, use the library and other resources to research the appropriate citations.
- Write them out in the appropriate manner.

Group Success: Both people have given feedback for revisions.

Accountability: Compare formats with other pairs and make corrections. Submit material to the instructor.

Debrief: What were the challenges to be dealt with to complete the assignment? How do we celebrate our success?

Summarize

Purpose: To practise summarizing skills.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---------------------------------------|--|-------------------------------|
| 15 min | Provide material focus | Reflect on material, determine essential elements, summarize | Pairs |
| 10 min | Collect summaries Debrief activity | Hand in summary material Discuss how process affects concepts and ideas | Whole group |

Activity – Summarize

Organizer: <connect to topic>

Objective: Reflect on material and make judgments about relative importance of elements

Time: 25 minutes

Techniques / Equipment: Presentation, written or research information to provide framework information, or provide content references, for participants. Provide criteria for participant decisions on what is essential. Monitor and support participation.

Process: Individually:

- Reflect on the presentation.
- Create a written summary of the essential points of the presentation.

In groups of three or four:

- Share summaries within the group.
- Representatives of each group take turns presenting their essential points to the class. Assure that all points are covered.
- Adjust individual summaries on the basis of other summaries.

Group Success: Everyone in the group has given input.

Accountability: Hand in material to the instructor for review.

Debrief: Reflect on the process of identifying essential elements. This framework will be used to reflect on specific incidents.

Make Referrals

Purpose: To link services with needs and make appropriate referrals.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|---|-------------------------------|
| 30 min | Identify the elements of the referral process | Explain how referrals are completed for people in need in specific situations | Small groups |
| 20 min | Collect information Debrief activity | Share information on referrals | Whole group |

Activity – Make Referrals

Organizer: <connect to topic>

Objective: Identify services and link needs with available services.

Time: 50 minutes

Techniques / Equipment: Community and other resources. Monitor and support participation.

Process: Working in pairs:

- Identify services that are available for a variety of needs.
- Link the needs with available and appropriate services.
- Make appropriate referrals.

Group Success: Both people agree on the referrals.

Accountability: Compare suggested referrals with other pairs, explaining rationale, and make adjustments.

Debrief: What were the challenges to be dealt with to complete the referrals?

Review an Assignment

Purpose: To clarify expectations on assignments.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 10 min | Clarify assignment requirements | Ask questions about unclear parts of the assignment | Whole group |
| 10 min | Explain requirements Debrief activity | Clarify expectations for assignment Describe assessment of ability | Whole group |

Activity – Review an Assignment

Organizer: An assignment needs to be understood before it can be completed.

Objective: Clarify expectations for the current assignment.

Time: 20 minutes

Techniques / Equipment: Assignment outline and/or marking sheet. Instructor clarifies as necessary.

Process: In formal groups within the whole group:

- Identify reasons for the assignment and general expectations.
- Review documents and ask clarifying questions.

Group Success: Everyone in the group agrees on their understanding of the assignment.

Accountability: Random students are asked to describe how they understand of the assignment. Bring individual assignment designs to the next session for review.

Debrief: How well do you think that you and your group can meet the requirements of this assignment?

Develop Interview Questions

Purpose: To develop respectful interview questions to gather information.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 20 min | Present assignment | Develop a list of interview questions to gather information | Formal groups |
| 20 min | Moderate the presentations Cross check questions for usefulness | Present group questions Comment on questions | Formal groups |
| 10 min | Ask clarifying questions. | Identify questions that are respectful and designed to elicit information | Whole group |
| 10 min | <i>May be assigned for out of class time</i> Collect question lists | Refine personal question list | Individual |
| 10 min | Debrief activity | Identify ways that your group helped | Small groups |

Assignment – Develop Interview Questions

Organizer: <connect to topic>

Objective: Develop respectful interview questions to gather information.

Time: 70 minutes

Techniques / Equipment: Assignment that requires information to be gathered from people. Monitor and support participation and the exchange of ideas.

Process: In formal groups of three or four:

- Use the assignment to identify categories of information to be acquired.
- Develop a series of questions to acquire the needed information.
- Identify who will be asked the questions.
- Phrase the questions in a respectful way intended to elicit a positive response.
- Be prepared to change the questions as necessary.

With the whole group:

- Present and comment on each other's draft questions.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Develop a series of questions that you can use. Submit the signed list to the instructor. Use the questions to acquire information.

Debrief: What were the challenges to be dealt with to develop the questions? What comments from others helped?

Develop a Plan

Purpose: To develop a plan using input from a group of stakeholders.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 60 min | <i>May be done out of class.</i> Identify plan topic and criteria | Develop a plan for <insert topic> | Formal groups |
| 60 min | Moderate the presentations Cross check for accuracy | Present group <type of> plans Assess plans by criteria | Formal groups |
| 20 min | Collect items indicated for inclusion in single plan | Identify the portions for inclusion in the single plan | Whole group |
| 20 min | Ask clarifying questions | Refine single plan. | Whole group |

Assignment – Develop a Plan

Organizer: <connect to topic>

Objective: Develop a <type> plan for <insert location>.

Time: 160 minutes

Techniques / Equipment: A variety of resources, preset criteria. Monitor and support participation and the exchange of ideas.

Process: In formal groups of three or four:

- Use the appropriate resources to research the information.
- Develop a <type> plan for <insert location>, using a standard format.
- Be prepared to change the plan as necessary.

With the whole group:

- Present and comment on each other's draft plans.
- Synthesize a single plan for the whole group.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Submit the signed plan to the instructor. Exercise the plan for viability.

Debrief: What were the challenges to be dealt with to complete the plan? How did we work well together?

Exercise a Plan

Purpose: To ensure that a developed plan is usable and effective.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|--|
| 90 min | Cross-check for accurate assessments Guide activity | Exercise the <type> plan Complete self-assessment Assess other groups | Formal groups, whole group reality environment |
| 20 min | Collect final plan | Revise the plan with the whole group | Whole group |
| 10 min | Debrief activity | Identify group process | Whole group |

Assignment – Exercise a Plan

Organizer: Now that you have a plan you need to find out if it will work under pressure.

Objective: Exercise a <type> plan for <insert location>.

Time: 140 minutes

Techniques / Equipment: A completed <type> plan for <insert location>, preset criteria, reality environment, instructor to cross-check for accurate assessment. Monitor and support participation.

Process: In formal groups of five or six:

- Implement the plan in a reality environment.
- Assess the effectiveness of the plan by your group.
- Compare assessments with observer groups.
- Act as assessing observers for other groups.

With the whole group:

- Revise a single plan for the whole group for maximum effectiveness.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Use preset criteria to assess own and other groups' exercise.

Debrief: What were the challenges to be dealt with to objective assess yourselves and other groups. How do you feel about your performance? How do we celebrate our success?

Make a Presentation

Purpose: To support a presentation before it is made.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|---|--|---------------------------------|
| 20 min | Set up situation for the preparation of the outline | Identify elements necessary to make a presentation outline | Small group |
| 330 min | Identify project teams Guide project | Develop a presentation. Revise with feedback | Formal groups var. Resources |
| 60 min | Identify areas of process to document | Document the group process | Formal groups |
| 60 min | Review the presentation | Make a presentation to a <type of> group | Formal groups, target group |
| 10 min | Debrief activity | Identify group process | Whole group |

Assignment – Presentation

Organizer: <connect to topic>

Objective: Develop and make a presentation on <insert topic> to a <target> group.

Time: 1-8 hours (depending on materials and scope of presentation)

Techniques / Equipment: Library and community resources, an assigned topic, and a target group. Monitor content and support participation.

Objective 1: Prepare an outline for a presentation on <insert topic> to a community group.

Time: 20 minutes

Process 1: In small groups of four or five:

- Identify elements necessary to make a presentation outline.
- Research the appropriate information on <insert topic>.
- Identify the needs and understanding of a specific target group.
- Create an outline for the presentation that will effectively deliver this information to a specific target group.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Hand in outline signed by all members of the group to instructor.
Document the group process.

Debrief: What were the best sources of information? What did you learn in the process of developing the outline? How well is your group working together?

Objective 2: Present the revised activity to a specific group.

Time: 2 – 7 hours (depending on the scope of the presentation)

Process 2: In small groups of four or five:

- Revise the outline created in Objective 1 after receiving instructor feedback.
- Identify a community group to which you will make a presentation on *<insert topic>*.
- Use the revised outline to create a presentation for this group.

Group Success: Everyone in the group has been involved in developing and making the presentation.

Accountability: Document the group process. Make the presentation to the group. Receive feedback from the group.

Debrief: What did you learn from each other about collaborating on the presentation process? How will you celebrate?

Debrief: How did the group use the information to produce the presentation? What criteria did the group use to decide the best presentation methods?

Presentation Feedback

Give examples

Full participation by all members

Clear, concise, accurate and informative

Use of pictures and/or diagrams

Interesting for the learners (creative and entertaining)

Interactive with audience

Audio/Visual

Evaluation:

- Did the learners learn? How do you see this?

GROUP ACTIVITIES TO ACQUIRE FEEDBACK

Identify Key Points

Purpose: To ensure that material is understood and integrated.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 5 min | Ask for key points Guide activity | Identify key points of <i><insert concept></i> | Individual; 3x5 cards |
| 4 min | Form pairs | Share one point | Pairs |
| 1 min | Collect information) | Hand in written materials | Whole group |
| 10 min | Compile and respond to points (<i>next class</i>) | Consider information | Whole group |

Activity – Identify Key Points

Organizer: It is necessary to identify what each person has gained.

Objective: Identify key points of *<insert concept>*.

Time: Up to 20 minutes

Techniques / Equipment: 3x5 cards. Monitor and encourage participation.

Process: Individually:

- On 3x5 cards write down 6 – 10 key points from today's material.

In pairs:

- Share one point from each person's card.

Group Success: Both people have written cards.

Accountability: Hand the card to the instructor before you leave.

Debrief: Next session, go over the main points and fill in any missing elements.

Classroom Research

Purpose: To get feedback on participant understanding.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 5 min | Pose questions Guide activity | Identify elements of <i><insert concept></i> | Individual; 3x5 cards |
| 4 min | Form pairs | Share one point. | Pairs |
| 1 min | Collect information | Hand in written materials | Whole group |
| 10 min | Compile and respond to points (<i>next class</i>) | Consider information | Whole group |

Activity – Classroom Research

Organizer: The instructor needs to know what the learner has understood from the lesson.

Objective: Answer a question about *<the lesson materials>*.

Time: Up to 20 minutes

Techniques / Equipment: 3x5 cards. Monitor and encourage participation.

Process: Individually on 3x5 cards write down:

<insert suitable question, such as the following>

The most important point.

The most obscure point.

One question that remains.

In pairs:

- Share one point from each person's card.

Group Success: Both people have written cards.

Accountability: Hand the card to the instructor before you leave.

Debrief: Next session, go over the main points and fill in missing elements.

One Minute Paper

Purpose: To assess current understanding of important material.

| Time | Instructor Activities | Learner Activities | Techniques / Equipment |
|-------------|--|---|---------------------------------------|
| 4 min | Pose question on material Guide activity | Identify points thought to be important | Individual, paper, writing implements |
| 1 min | Collect information | Hand in written materials | Whole group |
| 10 min | Compile and respond to points (<i>next class</i>) | Consider information | Whole group |

Activity – One Minute Paper

Organizer: <connect to topic>

Objective: Organize learning and identify points thought to be important.

Time: 5 minutes in class, 10 minutes for follow up next class.

Techniques / Equipment: Paper and writing implements. Monitor and support participation and the exchange of ideas.

Process: Take one minute to write on a piece of paper that will be handed in your comments on the following:

<insert appropriate question here>

In pairs:

- Share one point from each person's paper.

Group Success: Both people have written papers.

Accountability: Hand in paper to instructor

Debrief: Next session, go over the main points and fill in missing elements.

Summarize

Purpose: To review previous information.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|------------------------------|--|-------------------------------|
| 15 min | Guide Summary activity | Summarize what is known, and not known at this point | Small groups, whole group |

Activity – Summarize

Organizer: <insert concept to be reviewed> is important to the next section of the course.

Objective: Identify current knowledge and change in personal knowledge by reviewing material.

Time: 15 minutes

Techniques / Equipment: Material previously covered. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Summarize the points that have been made by the group during the day. This will include:
 - a) Knowledge that they have identified that they have when they came in.
 - b) Knowledge gaps that existed when they came in.
 - c) Knowledge that they have filled in during the day.
 - d) Knowledge gaps that still exist.

Group Success: Everyone has identified all four elements of knowledge and gaps.

Accountability: Give information to instructor

Debrief: Instructor will identify:

- Which gaps will be filled during the rest of the course.
- Which gaps will be covered in the self-study materials.

Which materials will be self-researched by the participants in another setting.

RSQC2

Purpose: To review previous information.

This technique is adapted from Classroom Assessment Techniques by Thomas A. Angelo and K. Patricia Cross (1993) Jossey-Bass, San Francisco, CA, USA.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|--------------------|-------------------------------------|--|--------------------------------------|
| 10 min | Guide activity | Apply RSQC2 to <insert concept to be reviewed> | Small groups |

Activity – RSQC2

Organizer: <insert concept to be reviewed> is important to the next section of the course.

Objective: Check for understanding and review <insert concept to be reviewed>.

Time: 10 minutes

Techniques / Equipment: Material previously covered. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

Use the following sequence to go over <insert concept to be reviewed>

- **Recall** – the main points of the material, individually
- **Summarize** – these points into sentences in their group
- **Question** – any ideas that seem unclear (**Group Success** – everyone responds)
- **Connect** – the summary statements to the whole course content (**Accountability**)
- **Comment** – on feelings about the material (**Debrief**)

(could also be used as SQ3R – Survey, Question, Read, Recite, Review - from Robinson, Francis Pleasant, (1961, 1970) Effective study (4th ed.), Harper & Row, New York, NY.

READ – Read, Evaluate, Ask Questions, Determine

VCR3 – Visualizing, Concentrating, Relating, Repeating, Reviewing

GROUP ACTIVITIES TO END A COURSE

Write Course Questions

Purpose: To clarify and solidify learning for the participants.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|--|-------------------------------|
| 10 min | Ask for Questions (<i>this could be assigned for out of class</i>) | Write three questions about the course content | Individual |
| 20 min | Guide activity | Refine questions | Triads |
| 10 min | Collect questions Debrief activity | Hand in questions Discuss aids to process | Whole group |

Activity – Write Course Questions

Organizer: Now that the course is coming to an end, what did you learn?

Objective: Write and refine questions about the course content.

Time: 40 minutes

Techniques / Equipment: Personal experience from the class. Monitor and support participation and the exchange of ideas.

Process: Individually:

- Write three questions that fairly assess the course content.

In groups of three:

- Share the individual questions.
- Refine all questions.

Group Success: Everyone in the group has given feedback for revisions.

Accountability: Hand in the refined versions of the questions.

Debrief: How did writing and refining questions review and strengthen your understanding of the course content?

Write a Legacy Letter

Purpose: To leave a legacy for the next group in the course.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|-------------------------------------|--|-------------------------------|
| 15 min | Pose question Guide activity | Discuss information that would be useful to know | Small groups, envelopes |
| 5 min | Collect letters Debrief activity | Write a one page letter Discuss aids to process | Whole group |

Activity – Write a Legacy Letter

Organizer: Have you ever said: “I wish I’d have known about that,” concerning a part of the course?

Objective: To leave a legacy for the next group in the course.

Time: 20 minutes

Techniques / Equipment: Paper, and envelopes. Monitor and support participation and the exchange of ideas.

Process: In groups of three or four:

- Discuss what would have been helpful to know about the course when you first started.
- Individually:
- Write a short letter (one page) to a new student in the next course giving them helpful tips.
 - Seal the letter and hand it in.

Group Success: Everyone in the group has written a letter.

Accountability: Each person hands in their letter.

Debrief: How did we help each other in this course?

The instructor will hand out the legacy letters at the beginning of the next course.

Exchange Success Tips

Purpose: To exchange tips on being successful in class.

| <i>Time</i> | <i>Instructor Activities</i> | <i>Learner Activities</i> | <i>Techniques / Equipment</i> |
|-------------|--|---|-------------------------------|
| 10 min | Pose question Guide activity | Identify things that helped or didn't help you to succeed | Small groups |
| 10 min | Collect Success tips Debrief activity | Supply Success Tips Discuss aids to process | Whole group, flipchart |

Activity – Exchange Success Tips

Organizer: Think back over how you studied for this class.

Objective: Describe things that you found helped you and allowed you to succeed. Also describe things that were not helpful.

Time: 20 minutes

Techniques / Equipment: Personal experiences. Flipchart, and felt pens. Monitor and support participation and the exchange of ideas.

Process: In small groups of three or four:

- Discuss things that helped or didn't help you to succeed.

In the whole group:

- Share your tips.

Group Success: Everyone in the group has identified success tips.

Accountability: Share one tip with the whole group.

Debrief: How do we celebrate our success?

DEBRIEFING FOR GROUP PROCESSING

- How does the support of others assist your learning?
- What were the differences that arose over using some phrases or concepts? How did you manage them?
- Identify how constructive communication assists in completing tasks.
- What benefit can you see from being aware of the stages of group process?
- What was one strategy that you could use right away?
- How do we celebrate our success?
- How do we celebrate our completion?
- How did this approach work for you in dealing with a large amount of material?
- How do you feel about the responses that were used? Which responses that have been generated could you see yourself using?
- Identify what you can offer to your group to move the project forward.
- Discuss the most frustrating aspect of the activity/exercise.
- How do the other identified alternatives change your point of view?
- In what ways did the discussion of comparisons clarify the material?
- How did the information from other members of the group expand your knowledge of the applications available.
- How easy would it be for these situations to occur? Could you imagine yourself in one?
- What thoughts did other people in your group share that expanded your understanding of these situations?
- Identify how the comments of others assisted the final version. What did we learn from doing ours and looking at other's versions?
- How did the information from other members of the group expand your understanding of the applications available?
- What points were brought out in the discussion that helped to focus your thoughts?
- How could you adapt your messages for better communications?
- How did your group members add to your knowledge?
- How do the individual statements of understanding match the context presented in class?
- What ideas came up that you hadn't thought of yourself?
- What other connections can be made with the synthesized information and other similar situations?

- How have the opinions of others affected your views?
- How easy would it be to miss vital information? Could you imagine doing this if you did not have a form? What suggestions did other people share that added to the final form?
- How did your partner's observations differ from your own? In what way was this helpful to your understanding of the site?
- Identify ways that your group members assisted your memory of the functions.
- What were the challenges to be dealt with to complete the report within the time frame?
- What parts of the process are clear? What parts still need more explanation?
- What were the easiest terms to learn? What were the hardest terms to learn? What made a difference?
- What insights did your partner share that clarified any part of the presentation for you?
- Are there goals that have been shared that could also fit into your goals?
- How did the explanations of others and your questions assist in understanding the material?
- How did it feel to take on the different roles? What made it easy? What made it harder?
- How did the explanations of others and your questions assist in understanding the material?
- How did other people's points help you to develop your concepts?
- How did we work well together?
- What were the best sources of information and who located them?
- How did the group use the information to produce the presentation?
- What criteria did the group use to decide the best presentation methods? How did you decide?
- How does what you know compare with what you think that you need to know? What are you doing with this realization?
- Return notes at the next class with comments and clarification. Go over the main points and fill in missing elements.
- How did your team help support you and prepare you for answering?
- How do you feel about your performance?
- How much of what you ended up with on your list was due ideas of others?
- Was this an effective means of covering this material for you? Why or why not?
- What might have been done to increase overall commitment to the group decision?
- What did you learn? How did your small group and the larger group assist your learning?
- What was your reaction when told initially what was required of you? How do you feel about it now?
- How do you and your group feel about the material as presented?
- How did time pressure affect your performance?
- What feelings arise from reflecting on the effect of this information on your actions and the actions of others?

- How would you compare the feelings in your group about this to someone with a professional involvement, such as *<related professional occupation>*.
- How well do you think that your group can meet the requirements of this assignment?
- What were the challenges to be dealt with to complete the essay/tape/project/etc.?
- What happened with respect to your perception of *<the problem discussed>* through the discussion?
- What was the greatest help that your group members rendered in completing the task?
- Identify how discussing the situation added to how well you could identify your feelings about the situation.
- Identify how sharing information added to how well you know the material.
- Identify how the observation and feedback from your partner assisted your practise.
- What was the best part of your practise with your partners?

DEBRIEFING FOR IDEA PROCESSING

- Compare predictions with actual results. What surprises or confirmations do you see?
- What elements of other diagrams made the sequence clearer to you?
- How does discussing “worst case scenarios” change your perception of what might happen and what you might do about it?
- What elements of information have you added to your list?
- How did this approach work for you in dealing with a large amount of material?
- How does a clear criteria affect the way that you will approach this project/exercise?
- Reflect on the process of identifying essential elements. This framework will be used to reflect on specific incidents.
- In what ways did linking information to the model clarify the material?
- What is one goal that you can start on immediately?
- How does the rationale match current reality?
- How could you employ the concept in a new situation or to a new problem?
- What did you learn or change your mind about through the process of analyzing the material? What was it that had the most impact on that learning or change?
- What did you see that you haven’t seen or looked at before?
- How did you feel in a role that is different from your usual role?
- What questions does this discussion leave you with?
- What questions still remain about this concept?
- What will help you to better assign priority to a incident?
- Where and when could this application be useful?
- Why might you recommend one process be used in preference to another?
- Reflect on the difficulties of *<insert topic>*.
- What do you think about the responses that were used? Which responses that have been generated could you see yourself using?
- How would you react to these situations in the past? Now?
- How does this discussion affect your personal mindset?
- What was the biggest difficulty with the way your group sequenced the information gathering? In what type of situation would this be problematic?
- Reflect on the importance of *<insert topic>* in the context of the other materials.

- Which step do you have the best understanding of at this time? Which step are you least clear about?
- What element of the process is clearer to you now?
- How will you make use of this application?
- What resources will you need to apply these strategies?
- What information did you learn within this process about your partner or others in the class?
- Next session, go over the main points and fill in missing elements.
- Identify strengths and areas for improvement.
- What connections between *<topic elements>* have been clarified for you?
- What were the differences that you saw in how your pair and other pairs searched for references? How did this affect the length of the compiled list?
- How did writing and refining questions review and strengthen your understanding of the course content?

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COOPERATIVE LEARNING INTERNET BASED RESOURCES

Sheridan College website on cooperative learning in the college

<http://www-acad.sheridanc.on.ca/scls/coop/cooplrn.htm>

US Government report on cooperative learning

<http://www.ed.gov/pubs/OR/ConsumerGuides/cooplear.html>

Group Work and Collaborative Learning at Ryerson

http://www.ryerson.ca/lt/resources/teaching_techniques/group_work.html

Learning & Teaching: group work guide for staff and students (University of Sydney, Australia)

http://sydney.edu.au/education_social_work/groupwork/index.shtml

University of Guelph Teaching Support Services information on Cooperative/Collaborative Learning

<http://www.uoguelph.ca/tss/resources/onlineres/coopcollab-learning.htm>

Website with information on Jigsaw groups

<http://www.jigsaw.org/>

Southwest Consortium for the *Improvement of Mathematics and Science Teaching:
Cooperative Learning

http://www.sedl.org/pubs/classroom-compass/cc_v1n2.pdf

K-12 materials by Spencer Kagan

http://www.kaganonline.com/free_articles/

A web site with just about everything by Ted Panitz

<http://home.capecod.net/~tpanitz/>

Richard Felder on Cooperative Learning

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf>

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLStrategies%28JCCCT%29.pdf>

ERIC Higher Education Digests on Active and Cooperative Learning

<http://ntlf.com/html/lib/bib/digests.htm>

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