# Group Work: Part 2

## Samples & Resources for Keeping Groups Engaged

### Sample Presentation Assessment Rubric

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Excellent.<br><br>Everything was very clear and very well done. | Good.<br><br>Everything was clear and done. | Poor.<br><br>Things were not very clear. Hard to follow or incomplete. | Terrible.<br><br>Impossible to follow. Lots of missing, confusing, or inaccurate information. |
| Showed a lot of effort and polish.<br><br>I learned a lot. | Showed some effort.<br><br>I learned a couple of things. | Showed very little effort.<br><br>I maybe learned one thing. | Showed no real effort.<br><br>I did not learn anything. |

**Summarizer's** Name: _____ Rubric Grade _____

Explain why you gave this grade: _____

_____

**Illustrator's** Name: _____ Rubric Grade _____

Explain why you gave this grade: _____

_____

**Actor's** Name: _____ Rubric Grade _____

Explain why you gave this grade: _____

_____

**Researcher's** Name: _____ Rubric Grade _____

Explain why you gave this grade: _____

_____

# Sample Presentation Log

Your Name: _____ Date: _____ Period or Teacher: _____

| | |
|---|---|
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |
| Presentation Topic: | One **question** I have is…<br>One thing I **learned** is… |

# Sample Group Work Outline #1:

# The One-Hour Lab

**Prepare the Lab:** Before assigning the lab to students, chunk the lab into steps and add a time limit for each step. Collect any materials needed to complete the lab, place them on a desk and take a photo. If the lab lends itself to it, take a photo to represent completion of each step in the lab, as a visual step-by-step guide. (Before lab is assigned)

**Assign Groups:** Assign students to groups. (3 min)

**Silent Start:** Begin with a Silent Start – pass out the lab and have each person in each group silently and individually read through the entire lab by themselves and write one question or thought they have before beginning. (3 min)

**Group Share Around:** Groups discuss their questions and thoughts and decide on one question or one thought to share with the whole class/teacher. (2 min)

**Whole Class:** Each group shares a thought or question and teacher responds and clarifies. (3 min)

**Assign Group Roles:** Assign group roles by passing out laminated Group Role cards that describe the responsibilities of each role. Choose the **"Director"** for each group (choose the highest ability student in each group to be the Director), but allow groups to self-select for the other roles. The roles are:

- **Writer:** Writes on the lab sheet, answering lab questions.
- **Illustrator:** Draws an image to represent how each step was completed or draws a flow chart or storyboard visually depicting each step in the lab.
- **Technician:** Does all physical work for the lab – building, pouring, connecting, cutting etc.
- **Director:** Confers with writer about what to write, brainstorms visuals with the Illustrator, reads instructions to the Technician and keeps track of time. Also, liaisons with the teacher when group gets stuck or has questions. (2min)

**Materials:** Project an image of all materials needed to complete the lab. Give one minute for groups to collect and arrange materials on their desks, matching the projected image. (1 min)

**Step Procedure:** Project image of how to complete Step 1 in Lab. Review timeline and start timer. As students begin, circulate and support struggling groups. Make sure the Director in each group is staying hands-off and is just advising their group mates. At end of Step 1, use sound signal (bell, chime, buzzer) to indicate to groups that they should be done with Step 1 and moving on to Step 2. Circulate to help those that need it. Modify steps for groups with lower ability students. Intervene with groups that are socializing too much and falling behind by offering them the opportunity to stay focused and work within the timelines, or be separated and work by themselves. (Time varies)

**Repeat "Step Procedure":** For each step in the lab, repeat the procedure of showing an image that represents that step's completion, set a timer, circulate to keep groups on task, and use a sound signal to indicate when time is up for that step. The amount of time given to complete each step will vary depending on the number of steps in the lab and the difficulty of the work to be completed in each step, but all steps need to be completed in 30 minutes. (30 minutes)

**Mid-Way Check:** Half way through the lab, or at some natural point that lends itself to a break, gather the entire class' attention and do a mid-lab check-in. Answer questions, give advice, clarify expectations, review time left and steps still to be completed. Then have students resume the lab. (3 min)

**Clean Up:** 8 minutes before the end of the hour, have students clean up their materials and hand in their lab. (5 min)

**Self-Assessment:** 3 minutes before the end of the lab, hand out a self- assessment rubric to each student and have them grade themselves and each of their group mates. (3 min)

# Sample Group Work Outline #2:

# The Three-Hour Jigsaw Activity

**Hour 1: Collaborative Group Work**

- **Assign Groups:** Place students in groups of four and assign each group one part of an article, chapter, or other source material to read. (3 min)

- **Silent Start:** Begin with a Silent Start. Everyone in each group reads their piece of the chapter/article/reading alone and writes two questions, a brief summary, and sketches a visual representation of something in the reading. (6 min)

- **Group Share Around:** Each person shares their questions, summary, and sketch with their group mates. (5 min)

- **Choose/Assign Roles:** Pass out the four Group Role Descriptor Cards to each group and have students select a role, or assign each student a role: (2 min)

    - **Illustrator** draws two or more images to represent the essential learnings in the reading, using the sketches the group already created during Silent Start as a jumping off point. Also writes captions for the illustrations and presents the illustrations to the class.

    - **Summarizer** writes and presents the reading summary, using the summaries the group already wrote during Silent Start as a jumping off point.

    - **Researcher** finds out the answers to the questions each person in their group asked during Silent Start and prepares to share the best three to four of these questions and their answers to the class. Also acts as a liaison between their group and the teacher, when questions about how to proceed on the tasks occur in the group. Also checks in with other groups to see how they are working towards completing their tasks and takes good ideas and suggestions back to their own group. And finally, answers any questions the class has after their group presents to the class.

    - **Actor** selects two to three key terms, concepts, or vocabulary words that will be covered by the Summarizer in the presentation to the class and creates physical movement/gestures to go with each. Actor teaches these movements/gestures to the class using the technique of Mirror Words (from Whole Brain Teaching) as they come up in the presentation. **See 3-minute video describing Mirror Words: https://tinyurl.com/tvsjo29**

- **Begin Group Work:** Students begin completing their roles for their group. Teacher circulates to keep groups focused and checks in with the Researcher in each group. (8 min)

- **Whole Class Mid-Point Check-in:** Teacher calls everyone's attention to the front and asks for general questions. Teacher clarifies roles and tasks as necessary. Teacher reminds class how much time they have left to complete their tasks. (4 min)

- **Complete Group Work:** Students continue their roles for their group, working towards completing their individual tasks. Teacher circulates to keep groups focused and checks in with the Researcher in each group. (8 min)

- **Whole Class Final Check-in**: Teacher calls everyone's attention to the front and asks for final questions. Teacher directs the class to practice their presentations in preparation for presenting to the class tomorrow. (4 min)

- **Rehearse Presentations**: Student use remaining time to practice their presentations. Teacher circulates and gives helpful suggestions. (8 min)

**Hours 2 & 3: Group Presentations**

- **Groups:** Place student in their groups. Give groups a few minutes to rehearse their presentation. (6 min)

- **Rubrics:** Give each group a Presentation Assessment Rubric for grading the 4 different parts of their peer's presentations (Summary, Illustrations, Questions, Actions). Review the rubric together. (3 min)

- **Presentation Routine:** Choose a group to present first. Have them present their Summary, Illustrations, Actions, and Questions. (6-8 min). When the presentation is complete, have each group in the audience confer and come to consensus on a grade for each member of the presentation team. Groups write this grade on the rubric and write one sentence to justify each grade they gave. Collect the completed rubrics from each group (3 min). Finally, on a separate piece of paper or a pre-created Presentation Log have each student in the audience individually write down one good question they have related to the presentation and identify one thing they learned from the presentation. (1 min). Have two or three students share out either their question or their learning. The Researcher will answer questions, if they can, and the Illustrator will chart learnings on the board (3 min)

- **Reset:** Pass out fresh/blank rubrics to each group. (1 min)

- **Repeat:** Choose the next group to present and repeat the Presentation Routine. (12-15 min per group)

# Sample Group Work Outline #3:

# The Two Week Project

**Day 1 (of 11 school days)**

- **Prepare the Students:** Tell the students the day before the project is introduced that they will be starting a project the next day and self-selecting their group mates. Require them to self-select into a group of two, three, or four people. This allows students to consider with whom they want to group ahead of time and limits the chaos of group formation the next day. It also allows students who do not have anyone to group with to ask you for help in finding a group. For more info on how to help students who get isolated, see **Part 1 in our Group Work Series**: https://tinyurl.com/CTgroupPt1

- **Create Groups:** Have students move into their self-selected groups of two to four.

- **Silent Start:** Begin with a Silent Start. Everyone in each group reads the project guidelines silently and writes one question or thought.

- **Show Samples:** Show samples of previously completed, similar projects, as models.

- **Collaborate:** Each person shares their question or thought with their group mates. Groups decide how they want to complete the project – what content to use, if there are content choices. What style of presentation to use, if there are style choices. Each group submits in writing to the teacher the names of the people in their group and the project they plan to complete.

- **Checklists:** Have students create a checklist of tasks that need to be completed to create their project. Circulate and review checklists with each team as they complete them. Suggest additions if they have left crucial steps out. Alternately, have generic samples of project checklists for each style of project - i.e. for poster boards, PowerPoints, videos, research papers, comic strips, dioramas etc. As each team decides on what style of project they want to complete, give them the appropriate checklist.

- **Timelines:** Have each group assign deadlines to complete each step on their checklist and assign themselves roles and responsibilities. Have suggestions for roles and responsibilities ready for each style of presentation. Review timelines with each group to make sure they are realistic.

- **Materials:** Have each group create a list of materials and/or technology they will need in order to complete their project. Have students brainstorm how they will acquire these things, who will get what and when, and what can be brought to class and what must be done at home. HOMEWORK: Bring any necessary materials to work on project in class to class tomorrow.

**Day 2**

- **Class Work:** Allow for 30 minutes of class time for groups to begin working on their projects in class. Circulate and make sure everyone is getting started. After 30 minutes, have groups assess if anything on their checklist has been completed. Have groups discuss what they need to do to mark off the next thing on the checklist within the next day or 2.

**Days 3-9**

- Over week one of this project, allow students to work together in class for 30 minutes on three different days. During the second week, allow students to work together in class for 30 minutes on two different days. During each class-time blocked off for group work, check in with groups about what they have completed on their checklists and what still needs to be done. Make sure that all groups are moving forward through their checklists each time you meet with them.

**Day 10**

- Projects due by the end of the day.

**Day 11**

- **Gallery Walk:** The day after projects are due, set up a gallery walk. Have each group rotate together, spending two minutes reviewing a different group's project and placing post-it notes on it noting one thing they really liked and one thing that could have been improved. Rotate groups every 2-3 minutes until each group has reviewed each other group's project. The last rotation should bring each group back to their own project. Give groups 3 minutes to review the post-it notes and comments from their peers on their project.

- **Self-Assessment:** Have students fill out a project self-assessment sheet answering questions such as:
  - What went well in your group?
  - What went wrong or what was difficult, if anything?
  - Did the project come out the way you wanted? If no, why not?
  - What do you need to do differently the next time we do a group project to have a better experience?
  - What could I (the teacher) do differently next time we have a group project, to make the experience better?
  - What grade would you give your competed project? Why?
  - What grade would you give yourself? Why?
  - What grade would you give each of your group mates? Why?
  - What else, if anything, do you want me to know about your project, your group, or your experience?

# Group Work: Part 2
## Keeping Groups Engaged

## Rethinking Group Roles:

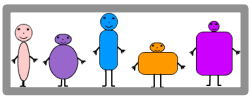
Having defined roles for each group member to fulfill during collaborative group work can be an effective way of ensuring equal participation. However, all group roles are not created equal. Let's look at how to select roles that are the most effective at keeping students on task.

- **Simultaneous Roles**: Choose roles that require all students in the group to participate simultaneously. Avoid roles that allow students to "tune out" for large chunks of time. For example, the role of "Presenter" allows a student to disengage during all the work leading up to the final reporting out, whereas the role of "Researcher" requires a student to be involved the entire time, finding answers to questions the other group members come up with as they go. Likewise, the role of "Reader" allows a student to disengage after reading the instructions or the reading excerpt aloud to their group, whereas the role of "Illustrator" requires a student to stay engaged with their group throughout, as they create the images/diagrams/charts that will be used during the group's presentation.



  - ***Pro Tip**: For multi-day long-term projects, divide the project into parts instead of roles, so each member of the group does all the roles for one piece. Or, have the first phases done by all (preliminary research and summary, collection or brainstorm of images) and then divide up roles for final creation: Graphic Design (layout, materials, colors, fonts, titles etc.), Illustrator (images), Captioner (captions for images), Writer (main paragraphs).*

- **Varied Ability Roles**: Choose roles that allow students of all ability levels and thinking styles to participate. For example, a student who struggles academically but is very social might be a "Consultant," whose job it is to check in with other groups to ask questions or gather information. A student who isn't comfortable speaking in front of a group could be a "Thought Mapper," who makes a visual representation of the group's process in tackling a solution to a problem.



- **Group Role Descriptor Cards**: Use laminated descriptor cards attached to lanyards. Write each group role on a different card. On the back of each card write a description of what the person in that role must do. Each group receives a set of cards. After they select or are assigned their roles, they wear the corresponding card around their neck. In this way the teacher can easily identify who has which role in each group and the students have greater clarity about what they are supposed to do in that role.



  - ***Pro Tip:** While self-chosen roles increase student buy-in and may make it easier to initially introduce your group work procedures, be sure to occasionally change things up by assigning roles. This prevents students from getting into a rut, as well as giving them (and you!) an opportunity to discover strengths they didn't know they had.*

# Rethinking Group Procedures:

Collaborative group work can be difficult both to get started and to manage. Students of all ages notoriously struggle with time management. Let's look at two procedures that can support them in maximizing their time and productivity.

- **Silent Start**: Use "Silent Start" at the beginning of group work or group projects. Silent Start means that everyone in the group reads the instructions or the reading excerpt silently by themselves. Then, before they begin collaborating, each person silently and individually interacts with the text in some meaningful way. For example, each person might write a summary of the task or the reading, and/or write two questions or thoughts about the reading or task, and/or sketch a quick image or chart related to something they learned from the reading. This prevents the common problems of wasted time and chaos that often occur when trying to get an entire class started on a group task. It also ensures that everyone focuses and completes some academic work at the beginning.



  - ***Pro Tip**: Have a sample set of some pre-completed Silent Start work (a summary, sketch, question, and thought) from a previous lesson or reading to use as a model for the work you want the students to do. Review these samples with students before having them start their own Silent Start work.*

- **Chunking, Timelines, & Checklists**. Chunk the tasks to be completed in the project into steps and create a checklist to go with it. Assign timelines for each chunk/step and set a visual timer counting down during each step. When the time is up for "Step 1" in the task, have all students stop and do a whole class check-in. Ask them what their questions/confusions are so far. Remind them what they need to accomplish in Step 2 and how much time they will have. Groups that are done with Step 1 can check it off on their checklist and move on to Step 2. Groups that are not done with Step 1 can meet with the teacher and receive support in finishing and moving on to Step 2.



  - ***Pro Tip:** Groups that do not finish any of the first three steps within the timelines given because they are messing around can be split up to work on their own for the rest of the steps. Groups that are getting behind because they are lower ability can have their projects modified by the teacher to meet their slower learning pace.*

# Rethinking Group Presentations:

When student groups are presenting to their peers, the biggest obstacle to success is often that the students in the "audience" don't pay attention. At best they are quiet, but spaced out. At worst they are disruptive. As a result, the class does not learn anything from the presentations and the entire project starts to feel like it was a waste of time. One way to combat this is to set a goal/purpose for the audience. Let's look at three ways to set a goal/purpose for the student audience to increase engagement and learning and reduce misbehavior and boredom.

- **Rubrics:** Give the class a simple Presentation Assessment Rubric to assess each part of a group's presentation as they present. After one group's presentation is complete, have the students in the audience confer in their groups and grade each part of the presentation, or grade each person from the presentation team, using the rubric. Groups must come to consensus on what grade to give each person/part and write one sentence to justify each grade they gave. Collect these and use them as part of the evaluation process and final grade for the presenting group.



- **Learnings:** After a group's presentation is complete, have each student in the audience write one question they have and one thing they learned on a Presentation Log which they will hand in after all the groups have presented. If time permits, take a few volunteers, or randomly select a few students, to share their question and have the presentation group attempt to answer them. To increase motivation for this sharing, you can offer extra credit to anyone who "stumps" the presenting group.



  - ***Pro Tip:*** *Model how to ask high level questions and give examples of high and low level questions. OR, as students in audience share out their questions, chart them in two columns. High level questions in one column and low level questions in the other. Do not label the columns or tell students what each column represents. After all questions have been shared, ask groups to guess what the columns represent. Then discuss the difference between high and low level questions.*

- **Test Questions:** After a group's presentation is complete, have each student in the audience individually write two possible test questions, and their answers, about the topic that was presented. Then have students share their questions together with their group mates and have groups rank all their questions from best question to worst question, or hardest question to easiest question. Finally, have each group select just three of their questions to submit to the teacher. Use these questions on an upcoming test or use them as review or warm-up questions the next day.

