Think - Pair - Share
Cooperative Structure

- **Think...**
  Formulate an answer individually

- **Pair...**
  Share your answer with a partner

- **Share...**
  Listen carefully to your partner’s answer
  Create a new answer through discussion

*(Bennett, Rolheiser & Stevahn, 1991, p. 203)*

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**4 Corners**
Cooperative Structure

1. Determine which of the 4 issues is of most concern to you (or topic of interest) and move to that corner of the room.

Once you are in your groups...
2. Each tell a BRIEF story that illustrates why the issue is a concern for you.
3. Share what you learned in the presentation/know that relates to the issue.
4. As a group, brainstorm 3 potential strategies that respond to the issue.
5. Be prepared to share 1 responsive strategy with the class.

*(Adapted from Bennett, Rolheiser & Stevahn, 1991)*

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**Graffiti**
Cooperative Structure

*Graffiti* (Gibbs, 1987) is a cooperative structure that facilitates brainstorming and also doubles as a group energizer. Each cooperative group of 3 or 4 is given a piece of butcher paper and different colored felt pens (one for each group member allowing each individual's contribution to be tracked). Then each group is given a different question, topic, issue, or statement to which they respond. For example, "I feel happiest when..." or "What words come to mind when you think of Japanese culture?" or "Ways to conserve energy," etc.

For a short period of time every group in the room writes their "graffiti" (words, phrases, graphics) on their particular topic. The teacher/presenter then stops them, asks each group to pass their graffiti sheet to the next group and the process repeats itself, with each group now responding to the new topic.

The process continues until the group's original sheet returns to them. Then, as a group they read all of the new comments in order to draw conclusions or present a brief summary presentation to the class. Note that if the class is large, each topic could be repeated once, so instead of 8 topics, there might only be 4, and rotation would only occur to half the class (while the other half rotated through the same topics at the same time).

Graffiti works very effectively as an anticipatory set or closure activity, or as an energizer during any lesson/presentation where generation of ideas is desired.


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Presentation Activities & Tips
We all learn better when information is presented in multiple ways.

When active learning strategies are used the participant is reading, talking, writing, describing, touching, interacting, listening and reflecting on the information and the materials presented.

Pass the Chalk – Provide chalk or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.

One-Minute Papers – Students write for one minute on a specific question (which might be generalized to “what was the most important thing you learned today”). Often used at the end of the class session/presentation.

Muddiest Point – Like the Minute Paper, but asks for the “most confusing” point instead. Best used at the end of presentation or section.

True or False? – Distribute index cards (one to each student) on which is written a statement. Half of the cards will contain statements that are true, half false. Students decide if theirs is one of the true statements or not, using whatever means they desire. Variation: designate half the room a space for those who think their statements are true, and the other half for false.

Concept Mapping – Students write keywords onto sticky notes and then organize them into a flowchart. Could be less structured: students simply draw the connections they make between concepts.

Pro and Con Grid – Students list out the pros and cons for a given subject.

Categorizing Grid – Hand out rectangles divided into cells and a jumbled listing of terms that need to be categorized by row and column.

Pair-Share-Repeat – After a think-pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.

Wisdom of Another – After any individual brainstorm or creative activity, partner students up to share their results. Then, call for volunteers of students who found their partner’s work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work.

Forced Debate – Students debate in pairs, but must defend the opposite side of their personal opinion. Variation: half the class take one position, half the other. They line up and face each other. Each student may only speak once, so that all students on both sides can engage the issue.

Jigsaw (Group Experts) – Give each group a different topic. Re-mix groups with one planted “expert” on each topic, who now has to teach his new group.

Board Rotation – Assign groups of students to each of the boards you have set up in the room (four or more works best), and assign one topic/question per board. After each group writes an answer, they rotate to the next board and write their answer below the first, and so on around the room.

Movie Application – In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie-makers got it right, and one way they got it wrong.

Video Demonstrations - Using a webcam, record a demonstration relevant to your topic and post it to YouTube to show in your presentation.

Movie Clips - Show brief segments of popular movies to illustrate a point, start a conversation, have students hunt for what the movie gets wrong, etc.

Question and Answer Cards – Make index cards for every student in the class; half with questions about your country/topic; half with the right answers. Shuffle the cards and have students find their appropriate partner by comparing questions and answers on their own cards.

Four Corners – Put up a different topic in each corner of the room and ask students to pick one, write their ideas about it down, then head to “their” corner and discuss opinions with others who also chose this topic.

Who am I? - Tape a term or name on the back of each student, out of view. Each student then wanders about the room, posing yes/no questions to the other students in an effort to guess the term on his own back.

Jeopardy – Play jeopardy like the TV show with your students. Requires a fair amount of preparation.

References:
http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101_Tips.pdf, February 2012; MSAN- Madeline Hafner