

MUTUAL AID

Group Work exercises

Choosing the most adapted exercise

What are the benefits of using group work exercises?

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How does group work exercises benefit students with specific learning disorders?

In what way can group work be introduced into you own teaching practice?

Exercices on group work

Situation 1 :

Choose a topic that is subject to controversy in your field, or an open question.

Write it on the blackboard.

- Ask the students to write their thought down individually.
- Then, divide the class into smaller groups and let them discuss the subject at hand.
- Once the time is up, ask them what they think again and make a general feedback session to find out what conclusion each group has reached and why.

Situation 2:

Ask a question in the link with your class materials to introduce a new topic or theme.

- Write the question on the blackboard then ask the students to give you all their suggestions.
- Write all of them on the blackboard without commenting on any.
- Then, order suggestions and analyse them with the class.
- You can also use post-its if the question has several components to it, or if you want the students to be able to remain mostly anonymous in their answers.

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Refer to PRACTICAL SHEET n°:
PP46

Use these TOOLBOX resources:
Moodle, Edmodo, Future Learn

Adaptation exercises

Let us use group work for different situations:

Situation 1:

You are a native language teacher. You want to assess how much of the argumentation mechanisms your students have integrated. What can you do?

1. Organise a debate on a current topic
2. Use the fishball method. A small group debates on a topic and other students observe. Then, make a feedback session with all students.
3. Divide the class in several groups. Each group has 2 teams, they need to debate.

Remember:

- Foster complementarity
- Promote communication
- Put value to mutual aid
- Mix up the groups
- Multiply the formats and activities
- Ensure that pupils respect each other

Let us use group work for different situations:

Situation 2:

You are a math teacher. You want to begin a new topic that is built on previous class materials. You want to see how much your students have assimilated and if they can reflect on them to introduce the new topic by making links. What can you do?

1. You write the previous topics on the blackboard, then divide the class into several groups to discuss. The whole class then make a debrief.
2. You create a simple problem that would need all previous theories to be solved. You divide the class into groups of 4. At each step of the solving process completed, the groups split to form new groups for the next steps.
3. You ask the problem to the whole class and makes a brainstorming session

Practical questions:

For each situation, which formula would you choose and why?

How would you adapt these exercises for your own teaching practice?