

## **Learning Activity : Round Robin**

**Learning Behaviours: Getting started, contributing own ideas and beliefs, collaborative learning.**

**Teacher: KDJ**

**DATE:1/3/06**

**Class:7A**

### **Learning Activity Description: Round Robin**

An effective collaborative strategy to encourage students to generate a range of data in a short period of time. Students were given a series of four statements which they had to complete to stimulate their thinking about learning. The four statements were 'A good school is...', 'A good teacher is...', 'A good classroom is...' and 'A good student is...'. These were passed around the group from table to table with students adding their thoughts. Topics were swapped over every two minutes. A variation on this activity is for students to read other students' statements as they come around and put a tick next to those they agree with, a cross next to those they don't agree with and a lightning bolt next to ideas which need more clarification.

### **Discussion Tool**

General class discussion about their responses and an agreement to work further on the topic 'A good student is...'. (see Tournament Prioritiser)

### **Student Comments**

The responses recorded by the students follow the Teacher Journal.

### **Teacher Journal**

#### **What is my intention? What do I want to achieve?**

I want students to think about the elements of a good classroom and good learning behaviours. It's a starting point for further discussion as I suspect their answers will be fairly superficial.

#### **How is the room set up? Where are the kids seated? Where am I positioned?**

Kids were put into groups of four with about 6 kids in each group. Groups were random. I was wandering around the room.

#### **What happened?**

Each group was given a big piece of paper with a starting stem of 'A good classroom is...', 'A good school is...', 'A good student is...' and 'A good teacher is...'. Each group had two minutes to write down all the ends to the stems they could think of and then the paper was passed to the next group. All groups wrote on each piece and all students were expected to contribute which most did.

#### **What was my role?**

I wandered around the room questioning students on the choices they made.

#### **What was the students' role?**

They were working in groups.

#### **Were there other staff in the room? What was their role?**

No other staff in the room.

#### **What feelings and senses surround the event?**

The kids enjoyed this activity, although I did get some silly answers which I was expecting.



