Everyday Collaborative Activities for Middle School
Developing the social emotional skills with students requires students being in social emotional situations.

Incorporating collaborative activities that last from 3 min to the class period can be implemented in all content areas.

Building relationships between student peers and teacher to students requires conversation…speaking and LISTENING.
Collaboration Technique Cards

Classroom Collaboration Kit

Facilitator  Recorder  Time Keeper
Material Manager  Reporter  Checker

Whole Child  ●  Whole School  ●  Whole Community
The first piece of the Collaboration Kit that was developed was the 28 Techniques for Collaboration Cards for use in all classrooms and at all grade levels. They include online suggestions and additional sites for resources to support collaboration in the classroom.
Creating Effective Collaborative Activities

**Possible Student Roles Within the Group**

**Facilitator**
Keeps group on task and verifies that all contribute.

**Recorder**
Takes notes on important thoughts expressed in the group. Writes final summary.

**Reporter**
Shares summary of group with large group. Speaks for the group, not just personal view.

**Materials Manager**
Picks up, distributes, collects, turns in, or puts away materials.

**Time Keeper**
Keeps track of time and reminds group how much time is left.

**Checker**
Checks for accuracy and clarity of thinking during discussions. Checks written work and tracks points.
Discussion Guidelines

When speaking, participants:

- sustain a main idea
- be original with interesting, provoking ideas.
- have quality in their comments—include textual references—the quotation, with reference to paragraph numbers, the book, make reference to other work, maintain the accuracy of the question for greater understanding.
- listen to other students and not be “checked out.”
- see how the comments fit...follow the flow of the discussion.
- be able to reference comments... refer back to the person who formulated an idea originally, ability to “tag” onto others’ comments.
- make comments that show listening... student does not repeat ideas already made and doesn’t misrepresent comments made by others.
- wait patiently for the speaker to finish before sharing ideas.

In a collegial conversation, participants:

- are consistence in participation,
- show leadership—does the student help others enter the discussion.
- show empathy,
- have the ability to learn and adjust to the dynamics of the class,
- show humility,
- incorporate politeness and respect for all members of the class,
- maintain eye contact and call others by their names.
- show patience with the process. (It takes some time to develop a group dynamic where everyone feels at ease.)
- demonstrate preparedness—books and articles marked, responses written, questions prepared.
- take risks. They are prepared to ask questions that seem obvious or silly and can provoke dissent. Willing to state own ideas even if different from those of other students or the teacher.

Agreement
Disagreement
Clariﬁcations
Conﬁrmation
Confusion
Extension
Review

“I want to go back to what ______ said.”
“I like ________.”
“I noticed that ________.”

“Can you tell me more about ________.”

Confirmation

“I think ______.”
“I believe ______.”
“I wonder ______.”
“I discovered that ______.”

Confusion

“I don’t understand ______.”
“I am confused about ______.”
“Can you explain that another way?”
“I was confused by ______.”

Extension

“I was thinking about ______ said, and I was wondering what if ______.”
“This makes me think ______.”
“I want to know more about ______.”
“How I am wondering ______.”

Review

“I want to go back to what ______ said.”
“I like ______.”
“Can you tell me more about ______.”
Random Groups

What happens when you try to randomly count off students to be placed into groups?
Student Sorting Sticks
What if this happens?
The number of each stick so replacement of missing stick will be easy.

Two Teams - Use Numbers

3 Groups – Use the COLOR of the shape

Partners – Match the Alphabet Letter

7 Groups – Use the Sports Icon

4 Groups – Use the Top Color

6 Groups – Use the SHAPES

5 Groups – Use the Transportation Icons
Stacking the Sticks

Dividing the Class of 25 students into 5 groups. (5 students in each group)
Sorting... another option

2 TEAMS

Stack the Deck... 3 groups... etc.
Each person take one Sorting Stick.

Find your matching ALPHABET LETTER to find your partner.

Choose One Topic Starter From Below:

If you could be a superhero, what super powers would you choose and why?

I like to collect.......

If you had an unexpected free day, what would you like to do?

What demonstrates respect?
Each person gets a few index cards.

The Reporter gets a piece of paper.

Quietly each person will write “their story” that they see in the photo. (Bullet point ideas are fine.)

Once the group has finished individually, they will work together to combine ideas for a “team story”.

Supplies: Paper and pencils

Procedure:
1. The teacher announces to the students that they are going to write a story together.
2. The teacher passes out a blank sheet of paper. Students write their names on the top of the paper.
3. The teacher tells the students the subject of their stories. (e.g., aliens) The students will write their answers to the teacher’s questions on the top of the paper. Two other questions will be written on the blank sheet of paper.
4. The teacher asks the first question, e.g., “When did you see the alien?” The students will write their answer to this question under their name.
5. After the students have completed the answer for the first question, they fold the paper over so that their answer cannot be seen and then pass it to the student on their right.
6. The teacher asks the second question and the procedure is repeated with the remaining questions. Here are some additional questions that might be asked:
   - Who were you with?
   - What were you doing?
   - What did the aliens look like?
   - What did you do when you saw the alien?
   - What happened in the end?
7. The students should not read what the previous students have written.
8. When the students have completed all the questions, tell them to open and pass it to the person whose name is written on top.
9. Ask a few students to read their stories.
10. Ask the rest of the class to read the stories they have written.

Meeting someone foreign:
1. What famous person did you meet?
2. Where did you meet them and what were you doing?
3. What was the famous person doing when you first noticed them (e.g. glowering better than I thought we would?)
4. What happened (e.g. trend of foreign strength)?
5. What did you do when you saw the famous person?
6. What happened afterward (e.g. people signed an autograph on my arm)?
7. Where and when did you see it?
8. Who did you go with?
9. Describe the place you went to.
10. Describe the people you met.
11. Was it cold? (e.g. snowboarding, trekking, swimming, climbed Mt. Everest).
12. What sights did you see? (e.g. The Eiffel Tower, the Pyramids, the Great Wall of China).
13. What was the weather like?
Illinois State Board of Education
Whole Child
Whole School
Whole Community
Who’s Who in WWII
Can you decode these names and then “find” the secret word?

h k v s m o p a s l y
j o h y s l z k l n h b s s l
i l u p a v t b z z v s p u p
m y h u r s p u k y y v v z l c l s a
o l y t h u n v l y p u n
k d p n o a k l p z l u o v d l y
d p u z a v u j o b y j o p s s
h u u l m y h u r
a v r f w y v z l
o h y y f z a y b t h u

Secret word: ______ ______ ______ ______ ______ ______ ______ ______

http://bit.ly/2grvXVt

http://bit.ly/2grvXVt
Match Numbers or text....sometimes “text” is better than numbers even for MATH
Collaboration in the Classroom Activity Card

Round Table

1. Each group has a piece of paper and a pencil to share.
2. Time Keeper sets the time for 3 minutes
3. When the category is revealed each participant writes one answer on the paper and then passes the paper to the next person “around” the table. Continue until the time keeper call time for your

First round:

Second round:

After the TIME KEEPER calls time the CHECKER looks for duplicates and then counts the number of items. The REPORT then takes the paper and STANDS to show that the group is ready.
Tools and Resources for
ELA
MATH
Science
Social Science
Social Emotional Learning
Technology
Fine Arts

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