

16. GROUP SCOOP

Approx. duration: 30-45 min

Groups of: 4-6

Competencies involved: S, L, W, R

Level: All

Required Material

- Blank cue/index cards (3 per student)
- Large piece of paper (optional)
- Whiteboard and marker (optional)
- Laptop (optional)

Activity Description

The Group Scoop “gives participants a deeper understanding of their own perception of an issue, concept or idea [and] an increased sharing of values”. [1] In response to a prompt, students must write three different answers/reactions on three separate cue cards. Types of prompts for this activity can focus on debatable topics, common misconceptions or perceptions about a topic, opinions, or descriptions.

Once students have each written their three answers on their cards, they mix them with their small team members', analyze the answers and arrange them in order. The ordering criteria are predetermined by the teacher (personal preference, acceptability, feasibility, etc.).

Next, the students are given about a minute to exchange at least one card with a team member. Subsequently, they are given five minutes to get up and exchange as many cards as they want with any student in the room to try and collect three cards that fit coherently together.

Back with their team, students must analyze their cards, remove any duplicates, and combine them to create a top five based on the same criteria as in previous steps. The final recap can be done through a representative of each team presenting their top five. Alternatively, the students could transfer their top five to their whiteboard or to a large piece of paper in the form of a poster including short phrases and pictures. [1]

Preparation

TEACHER

- Topic and classification criteria choice
- Cue cards (ensuring there are enough)
- Assessment and/or feedback tool preparation (optional)
- Team formation
- Assignment explanation and topic assignment

STUDENTS

- Preliminary research/work (if applicable)
- Facilitator designation

Workflow

TEACHER

1. Gives the activity instructions and the theme/topic.
2. Times the activity steps and guides transitions.
3. Walks around the classroom to verify the students' progress.
4. Proceeds to a collective recap (conducted orally or using a poster).

STUDENTS

1. Complete their three cue cards (individually).
2. Receive three new cards from the facilitator and arrange them (individually).
3. Exchange at least one card with a team member.
4. Exchange cards with any student in the class.
5. Combine cards within the team and organize them into a top five.
6. Do the recap activity.

Evaluation options

TEACHER

- Formative or summative assessment of the top five using a basic evaluation grid that has previously been shared with the students

STUDENTS

- Formative assessment of other teams' work using basic assessment elements previously provided by the teacher

Tips

·It's imperative to point out to students that what they write on the cue cards does not need to reflect their own opinions or values.

·It's important to keep in mind that since this activity is organized around cue cards, it requires a bit more material and planning than more usual class activities.

