

Breakout rooms Practice

Break Out Room	Strategy to Trial
1	Gambit Cards
2	Numbered Heads Together
3	Guided Discussion
4	Rally Robin
5	Numbered Heads Together

You will have 10 minutes in your breakout rooms to do the following:

- Complete the allocated task using the instructions and the discussion topics/resources
- Discuss as a group the advantages and disadvantages of this type of task
- Nominate a spokesperson to feed back to the group afterwards



Technique: Rally Robin

Brief Description

In small groups alternate generating brief oral responses. Good for generating ideas, sharing thoughts, reviewing content.

Activity Structure	Discussion Topic
<ul style="list-style-type: none">• Label yourselves A and B etc.• Few minutes thinking time• Rally answers until you have no more.	Ways of grouping pupils
	Tasks that benefit from group work
	Challenges of group work

Technique: Numbered heads together

Brief Description

In small groups working on a problem or question. First individually, then work together to make sure everyone has best answer. Teacher calls one number to feedback.

Activity Structure	Discussion Topic
<ul style="list-style-type: none">• Number yourselves 1,2,3,4 etc.• Individually work on response• Come together, share answers and build collective 'best answer'• One number called to feedback	What different roles should you include for group work?
	What rules and expectations should you have for group work?

Technique: Guided Discussion

Brief Description

Prompt questions to help pupils share ideas following a stimulus such as reading a text, watching a video or thinking about a question. Useful to generate deeper discussion and encourage everyone to share.

Activity Structure	Discussion Topic
<ul style="list-style-type: none">• Groups of 4• Use round robin so everyone answers the prompt question once.• After everyone has answered, open up to respond to each other's comments and continue the discussion• Move onto the next prompt question	What is your opinion on the use of competition in collaborative group work?
	What factors might affect the effectiveness of group work for all pupils?
	What can you do about these?

Technique: Gambit Cards

Brief Description

Useful phrases needed for effective group work printed on cards or bingo sheets. Help pupils practise effective communication during group work.
Option to have one set per discussion or one set per person.

Activity Structure	Discussion Topic
<ul style="list-style-type: none">• Groups of 4 ideally• Either one set of gambit cards in the middle or one set per person• If in the middle: Draw a card before speaking and use it in your answer• If one set each: Try to play all of your cards during the discussion	“Group work is unfair on some pupils”
	“All learning should be done collaboratively to reflect the reality of life”

Gambit Cards – Collaborative Task

(Edit as appropriate to group)

Paraphrasing gambits

In other words...

So, you mean that...

To sum it up...

So, what you're saying is...

If I understand you correctly...

Let me rephrase that...

Gambits for disagreeing politely

That would be great except...

Possible. Let's remember...

That's good. Another thought is...

I see what you're saying. However...

Building on idea gambits

Building on from that...

Taking your idea a bit further...

I wonder if...

If we agree... then...

Encouraging gambits

I'd love to hear your view on...

What I love about this is...

This is a great idea because...

Your contribution made me think...

Technique: EYFS: Supporting use of Resource Area

Brief Description

A scenario is set up in EYFS Provision; for example some small world figures need to be transported across an expanse of the Outdoor Area to safety

Activity Structure	Discussion Topic
<ul style="list-style-type: none"> • Groups of 4 • What Scaffolding / support introduction would be required? • How would children be supported in defining / creating a solution? • How would the adult interaction support c-operative group working? 	How can the impact of the adult effect the children's view of co-operation?
	What do adults need to know about the children when introducing the activity?
	What factors might affect the effectiveness of group work for all pupils? What can you do about these?

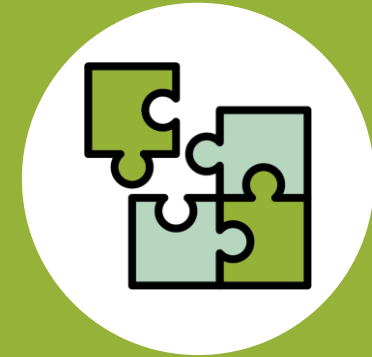
Apply to your classroom: Break Out Rooms

- Either use your own example, or one from the next slide.

Discuss:

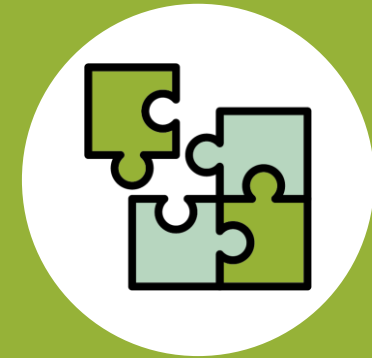
- What are pupils being asked to think critically about?
- What is the foundational knowledge that pupils will need to have secure so they succeed?
- How might you sequence that learning over a series of lessons?

Be ready to feed back



- What are pupils being asked to think critically about?
- What is the foundational knowledge that pupils will need to have secure so they succeed?
- How might you sequence that learning over a series of lessons?

	Year group and subject/topic	Objective
1	6: Mathematics	To be able to add mixed numbers without a calculator (whole number and fractions)
2	11: English	To analyse how Shakespeare presents the theme of loyalty in this extract from Macbeth?
3	1: Science	To predict which objects will float
4	5: History	Describe a day in the life of a 'chimney boy' in Victorian England
5	9: Science	Design an experiment to determine the value of acceleration due to gravity
6	7: MFL	Hold a conversation in the target language with a partner about what activities they enjoy outside of school
7	EYFS: Measuring comparisons	Categorise items into groups, e.g. longer/shorter, thinner/fatter, heavier/ lighter
8	8: PE (Dance)	Create a warm-up routine for a partner



Action Planning for Year 2 – Local Group Session 3



What will you do next as a result of this session?



When will you do it?
What is your time frame?



What class or pupils will you focus on?



What support will you need?



How will you know if it is successful?



How will you share this with your mentor?