

## Thinking Together Talk Tally

My name \_\_\_\_\_ Date \_\_\_\_\_

This lesson is about: \_\_\_\_\_

Names of group members I am working with:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

The TALK learning objective of the lesson is:
So during group work I am listening out for:
<i>(use this to fill in box [*] on the tally chart)</i>

### Tally Chart

talk partners type of talk	1	2	3
Asked a good question			
Made an interesting criticism or challenge			
Made a good suggestion			
changed their mind			
Gave a good reason			
Shared relevant information			
Listened carefully			
Tried to reach agreement			

Any examples I want to remember for the plenary? (+ use overleaf)
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**Talking Points; What does your group think about these ideas?**

Talk and thinking are the same thing

You are naturally good at talking, or not, and nothing can be done about it

Writing is more important than talk

Two heads are usually better than one for solving problems

It is easier to talk well than it is to write well

You can think without words

'I talk when I think' is the same as 'I think when I talk'

You can never tell what anyone else thinks

If you think someone is wrong, it is important to tell them

It is rude not to join in a group discussion

It is rude to disagree with other people

When other people talk, you can be thinking what you will say next

Group activity is good for learning

It's impossible to tell if other people are listening

Everyone can learn how to be part of a learning conversation

Listening means being quiet

If you ask questions it shows that you don't know anything

People make fun of you if you let them know what you really think

Quiet people are thinking interesting things, but don't want us to know

If you share what you know out loud, other people will do better than you

Learning to talk and work with other people is important

If you help people solve problems in class, it's cheating .

Cue Cards

my turn to  
**talk**

my turn to  
**listen**

what  
do you  
think?

why  
do you think  
that?

I agree with  
.....  
because.....

I don't agree  
with .....  
because.....

I can  
say  
more !

I'm in with  
the group  
decision

# Ground Rules : Traffic Lights activity

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Names:

## Talk together and COLOUR:

GREEN - good ideas

RED - not good ideas

ORANGE - not sure

## Talk together and DECIDE:

- Choose 4 green ideas

We choose numbers:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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- Make up two good ideas of your own. Write them in the circles.

1. We will take turns to talk and to listen

2. We will try to reach a shared agreement

3. Everyone must do what the leader says

4. No-one can change their mind

5. Everyone will talk as loud as they can

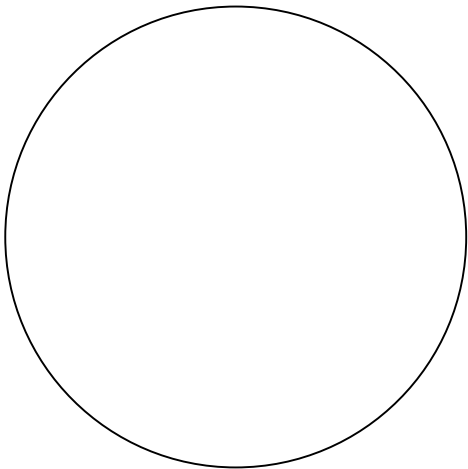
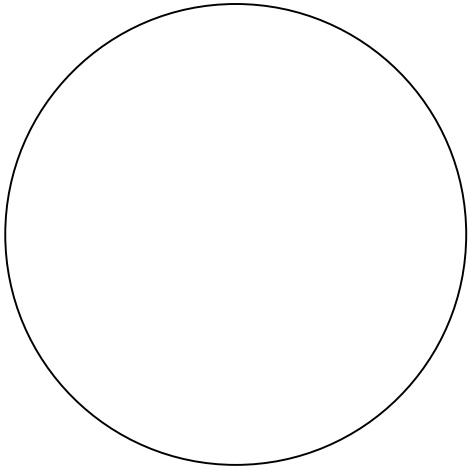
6. We will co-operate - try to get along with each other

9. We think it's best to share our thoughts

7. We will listen and think about each other's ideas

8. Ask for reasons

**Our group's ideas !**



10. The person who is writing chooses what happens

11. If people find it hard to join in, we can ignore them

12. We will keep our ideas quiet so that no-one else can copy

13. The person who speaks first will decide what to do

15. We understand that talking is thinking aloud together

15. We are going to try to beat each other in our group

16. We will make group decisions that we can all agree to

## PROMPT CARDS FOR COLLABORATIVE GROUP ROLES

### GROUP LEADER

The group leader makes sure everyone knows what to do to complete the task.

**The Group Leader needs to:**

- Keep the group on task
- Ensure that everyone has a chance to participate
- Encourage everyone to listen and consider others views
- Summarise the outcome for the group

**Useful Group Leader cues:**

- "What do you think about ....?"
- "That's interesting, but we need to get back to our original point."
- "What's your opinion/feeling Kate" (etc)

### OBSERVER

It is the observer's job to look at how the groups carry out their tasks:

**The Observer will need to:**

- Watch closely what the groups do
- Be impartial/give no personal comments
- Comment constructively on how the group has worked

**Useful Observer Cues:**

- "Group 'a' worked well together because they ...."
- "Group 'b' spent too much time on ..."

### TIMEKEEPER

It is the timekeeper's job to keep the group on task:

**The Timekeeper will need to:**

- Give regular time checks
- Encourage the group to keep to time
- Indicate when a task is about to end (2 minute warning)

**Useful Timekeeper Cues:**

- "We need to finish this task and move on to the next."
- "We have 2 minutes to get our main points together."

### NOTE TAKER

It is the note taker's job to make notes for the group.

**The Note Taker will need to:**

- Listen carefully
- Write clearly
- Summarise main points
- Check the accuracy of notes with the group

**Useful Note Taker Cues:**

- "Could you repeat that point?"
- "Is that important?"
- "What is the best way to record that?"

### RESEARCH RUNNER

It is the Research Runner's job to get resources and information for the group.

**The Research Runner will need to:**

- Collect and collate information and resources
- Seek clarification from the teacher to help the group understand and complete the task

**Useful Research Runner Cues:**

- "What resources do we need?"
- "Shall I ask the teacher to clarify this for us."

### PRESENTER

It is the presenter's job to report on the groups ideas.

**The Presenter will need to:**

- Record information clearly and accurately
- Summarise the main ideas
- Structure feedback clearly
- Report back to class/teacher

**Useful Presenter cues:**

- "Does this sound OK?"
- "In our group the key points were..."
- "Our conclusion was that ..."

- **Information-seeker:** Asks for information about the task.

## **Task oriented Roles**

## **Social Roles**

**Individualistic Roles** – more self-centred and potentially destructive for the group. These roles place the group member above the group and are destructive to the group.

- **Opinion-seeker:** Asks for the input from the group about its values.
  - **Information-giver:** Offers facts or generalization to the group.
  - **Opinion-giver:** States his or her beliefs about a group issue.
- **Elaborator:** Explains ideas within the group, offers examples to clarify ideas.
- **Coordinator:** Shows the relationships between ideas.
- **Orienter:** Shifts the direction of the group's discussion.
- **Evaluator-critic:** Measures group's actions against some objective standard.
  - **Energizer:** Stimulates the group to a higher level of activity.
  - **Procedural-technician:** Performs logistical functions for the group.
- **Recorder:** Keeps a record of group actions.