

# Everyone Matters – Engagement for Learning

## Strategy: Developing Effective Peer Conversations

Encouraging students to discuss issues and themes in depth and collaboratively enhances the retention of the key understanding. The strategies below are all effective at developing this key ability.



<p><b>Pair talk</b></p> <ul style="list-style-type: none"> <li>• Easy to organise even in cramped classroom</li> <li>• Promotes high levels of participation</li> <li>• Expects sharply focused discussion</li> <li>• Needs tight time deadlines</li> </ul>	<p><b>Jigsaw</b> Topic is divided into sections, then:</p> <ul style="list-style-type: none"> <li>• Students allocated 'home' groups of four</li> <li>• Each student is numbered (double up if odd number in group)</li> <li>• Form new 'expert' groups by number (all ones, twos etc)</li> <li>• 'Expert' groups undertake investigation, research, discuss their work – agree on main points for feedback</li> <li>• 'Expert' return to home group to report back findings</li> </ul>
<p><b>Pair talk is useful for:</b></p> <ul style="list-style-type: none"> <li>• Recall of work from previous lesson</li> <li>• Generating questions</li> <li>• Joint planning</li> <li>• Response partner activities</li> <li>• Peer assessment</li> <li>• Quick-fire reflection and review</li> <li>• Rehearsal of ideas before presentation</li> </ul>	<p><b>Rainbow groups</b> After small groups have discussed together:</p> <ul style="list-style-type: none"> <li>• Students are given a colour</li> <li>• Those with same colour join up</li> <li>• Each takes turn to report back on their home group's work</li> </ul> <p>Possibly then start on new, combined task</p>
<p><b>Pairs to fours</b></p> <ul style="list-style-type: none"> <li>• Students work together in pairs – friendship, boy/girl....</li> <li>• Each pair joins another pair</li> <li>• Explain and compare ideas</li> </ul>	<p><b>Snowball</b></p> <ul style="list-style-type: none"> <li>• Pairs discuss an issue or brainstorm initial ideas</li> <li>• Double up to fours, then into eights....to compare ideas, sort out, prioritise, agree further action</li> <li>• Whole class comes together – spokesperson from each eight feeds back</li> </ul>
<p><b>Listening triads</b></p> <ul style="list-style-type: none"> <li>• Groups of three – each student takes on role of             <ul style="list-style-type: none"> <li>- talker, questioner or recorder</li> </ul> </li> <li>• talker explains, comments or gives opinion</li> <li>• questioner prompts and clarifies</li> <li>• recorder makes notes</li> </ul>	<p><b>Envoys</b> Groups carry out task, then:</p> <ul style="list-style-type: none"> <li>• one person from each group is selected as 'envoy'</li> <li>• moves to new group</li> <li>• explains/summarises own group outcomes</li> <li>• finds out host groups' outcomes</li> <li>• returns to home group to report back</li> </ul>